Enhancing Secondary School Students′ EFL Writing Skills and Engagement Using Successful Intelligence

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Abstract

The present study aimed at enhancing secondary school students′ writing skills and engagement through using the successful intelligence (SI). Participants of the study were 80 second year El-Shaheed Ahmed Abdel Salam secondary school students at Fayoum governorate. They were divided into two groups; experimental and control, 40 students each. The researcher prepared a writing skills test, a writing rubric, an engagement scale and a teacher′s guide. Having pre administered the writing skills test, the engagement scale and taught the experimental group using SI, the participants were post administered the same instruments. The study concluded with some recommendations and suggestions for students, teachers and curriculum designers. Also, suggestions for further research were provided .

Keywords: writing skills, engagement, successful intelligence

تنمية مهارات الكتابة والاندماج لدى طلاب المرحلة الثانوية باستخدام الذكاء الناجح

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المستخلص العربي

هدفت الدراسة الحالية إلى تنمية مهارات الكتابة والاندماج لدى طلاب المرحلة الثانوية باستخدام الذكاء الناجح، وتكونت عينة الدراسة من (٨٠)طالباً من طلاب الصف الثانى الثانوى بمدرسة الشهيد احمد عبد السلام بمحافظة الفيوم تم تقسيمهم الى مجموعين تجريبية و ضابطة بكل مجموعة (٤٠) تلميذاً وقامت الباحثة بإعداد اختبار المهارات الكتابية ومقياس تقدير الدرجات ومقياس للاندماج ودليل للمعلم يوضح كيفيه استخدام الذكاء الناجح فى تنمية مهارة الكتابة والاندماج وبعد تطبيق اختبار الكتابة ومقياس الاندماج قبلياً وبعد التدريس للمجموعة التجريبية باستخدام الذكاء الناجح تم تطبيق ادوات الدراسة بعدياً. وكشفت النتائج عن فعالية الذكاء الناجح فى تنمية مهارات الكتابة والاندماج لدى أفراد العينة. واختتمت الباحثة الدراسة بتقديم مجموعة من التوصيات التى تفيد الطلاب والمعلمين و مصممى المناهج هذا بالإضافة إلى اقتراح بعض الدراسات والبحوث المستقبلية.

الكلمات المفتاحية : مهارات الكتابة – الاندماج– الذكاء الناجح

1.1 Introduction

Writing is one of the four language skills including listening, speaking reading and writing. In the twenty – first century, there is a huge demand for writing as an essential means of communication. Writing is considered the most difficult skill among the four language skills. It is a complex process that requires learners to exert considerable effort and allocate more time to develop their writing skills .

Writing skills require EFL learners to employ their linguistic competence to generate, support and organize their ideas. Also, they help students have sufficient knowledge of grammar, diction, punctuation, and spelling. In addition, they enable students to make good connection among sentences to present their thoughts in a well-structured way. Mastering writing skills helps learners to express their ideas and intentions effectively and accurately to readers.

Writing is a complex, cognitive process that requires sustained intellectual effort. Because of its own stages, rules and conventions, writing skill is considered difficult to learn in a short period of time. Students have to   focus on the process of creating text through the various stages of generating ideas, drafting, revising, editing and publishing. Also, they have to move backwards to revise and change words or structures several times before they move forwards until they feel satisfied with the end result (Pratama, 2019 .)

Students′ engagement in writing is important for producing good products. The term engagement has become the center of focus in teaching and learning process. The term is used to describe learners′ active involvement in the learning process. It optimizes learners′ experiences developing a sense of belonging, responsibility, ownership and autonomy. It is considered a major component of any successful learning environmentIt has increasingly positioned as a defining characteristic of high quality teaching and learning (Trowler, 2010 .)

Writing and engagement can be developed through successful intelligence as the researcher hypothesizes. Successful intelligence is originated in 1997 where Sternberg used the term to refer to students who can learn better in the way that matches their patterns of abilities. Teaching for successful intelligence provides a way to create such match through developing students′ analytical, creative and practical abilities as

well as striking a balance among these abilities. Successful intelligence is beneficial to all students with different learning patterns (Sternberg, 2002.(

1.2 Context of the problem

The researcher observed that most secondary school students are poor at writing. Through visiting schools, she examined many texts written by students and found that they lack essential writing skills. Also, many EFL supervisors and teachers complained that students have poor writing skills. They have difficulties choosing precise words, using correct grammatical structures as well as organizing and connecting their ideas. In addition, they make a lot of spelling, punctuation and capitalization mistakes. They feel that writing activities are boring and difficult. Having poor abilities and negative feelings about writing activities prevents them from being totally engaged in these activities.

This complaint could be supported by several studies some of which are Rao (2017) and Miftah (2015).The former confirmed that writing is considered the most difficult language skill. It is a complex process in which learners have to concentrate not only on spelling, punctuation and grammar, but also in the selection of vocabulary and the organization of sentences and paragraphs. The latter stated some factors that cause writing difficulties to EFL learners; in teaching writing, the teacher assigns students to write a topic or an essay without guiding them in the process of writing. Also, s/he does not give them a model for essay writing or essay organization. In addition, s/he does not use appropriate techniques in teaching writing that make students enjoyed and interested.

Moreover, the researcher conducted a pilot study on 20 second year students enrolled in El-Shaheed Ahmed Abdel Salam secondary school. The pilot study consisted of a writing test where students were asked to write a story guided by some pictures provided by the researcher. Also, they were asked to suggest solutions to problem(s) contained. The results of the pilot study revealed that the majority (85%) have poor writing skills. They lack the ability to write in an organized, coherent and clear way with the use of correct mechanics. Also, the researcher administered a short engagement scale that contained ten

sentences about engagement in general and in writing. The students′ responses reflected their poor engagement in writing classes.

1.3 Statement of the problem

Although writing is an important skill, several secondary school students have poor writing skills. They lack essential writing skills that help them express their ideas, feelings and points of view clearly and accurately in a written form. Also, they are not totally engaged in writing activities. They are passive and usually give up facing the difficulty or challenge easily. That is why the present study attempted to help them enhance their writing skills and engagement using the successful intelligence.

1.4 Questions

The main question could be stated as follows:

What is the effectiveness of successful intelligence in enhancing secondary school students' writing skills and engagement?

From this main question the following sub-questions could emerge:

1. To what extent is successful intelligence effective in enhancing secondary school students' overall components of the writing skill?

2. To what extent is successful intelligence effective in enhancing secondary school students' each component of the writing skills namely: (organization, content, mechanics and language (word choice and grammar?(

3. To what extent is successful intelligence effective in enhancing secondary school students' engagement?

4. What is the relationship between the students′ scores on the writing skills test and theirs on the engagement scale?

1.5 Hypotheses

To achieve the aim of the present study, the following hypotheses were formulated :

1.	There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the overall writing skills post test in favor of the experimental group .

2.	There is a statistically significant difference at (0.05) between the experimental and the control groups′ scores in each component of the writing skills post test in favor of the experimental group .

3.	There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the post administration of engagement scale in favor of the experimental group .

4.	There is a statistically significant correlation at (0.05) between the experimental group students′ scores on writing skills test and theirs on engagement scale.

1.6 Delimitations

The present study was delimited to:

•	Eighty students enrolled in El-Shaheed Ahmed Abdel Salam secondary school at Fayoum governorate.

•	Some writing skills: organization, content, mechanics and language (word choice and grammar .(

•	Second semester of the academic year 2020-2021.

1.7 Aim

The present study aimed at enhancing secondary school students' writing skills and engagement using successful intelligence .

1.8 Significance

The present study might help:

• secondary school students to enhance their writing skills and to be more engaged in classroom activities

• direct teachers' attention to the use of successful intelligence in teaching.

• highlight new avenues to researchers in EFL teaching and learning.

1.9 Definitions

Successful intelligence (SI(

The researcher adopted Sternberg′s et al. (2014) definition in the present study. They defined SI as a person's ability to achieve his or her goals in life, within his or her sociocultural context, by capitalizing on strengths and correcting or compensating for weaknesses, in order to adapt to , shape , and select environments through a combination of analytical, creative, and practical abilities.

EFL writing skills

The researcher used the term writing skills in the present study to refer to second year secondary school students′ ability to convey their ideas in a written form in an organized, coherent and clear way with the use of correct mechanics.

Engagement

The term engagement is used in the present study to refer to second year secondary school students′ active involvement in all writing stages and their feelings and attitudes towards writing activities and their classmates .

2 .Review of literature

2.1 EFL writing skills

Writing is a productive language skill that is considered to be the most difficult one in comparison to other language skills. There are many definitions of writing that have been proposed by researchers. For instance, Durga and Rao writing (2018) defined writing as a system of written symbols representing the sounds, syllables or words of language,

with different mechanisms – capitalization, spelling and punctuation , word form and function .

Also, Hamadouche (2010) stated that writing is a difficult, sophisticated, prestigious social activity to communicate with language through a graphic representation of ideas. The researcher used the term operationally to refer to second year secondary school students′ ability to convey their ideas in a written form in an organized, coherent and clear way with the use of correct mechanics.

Nature of writing

Writing is an integrated skill in English language. It can be explained as the collaboration of a process and product. Writing as a process means that ideas are generated, put in first draft, organized and arranged in a whole, revised and corrected and finally written in a final draft (Hamedouche, 2010). Moreover, writing is the final product of the process of figuring out meaning and putting it into language (Pratama, 2019).Thus, writing can be considered to be the process and product at the same time .

Writing in a foreign language is a complex process as it demands both cognitive analysis as well as linguistic synthesis (Yuce & Ataz, 2019). It has a problematic nature because learners experience difficulties in presenting and organizing ideas, developing details, choosing correct words, applying grammatical structures and maintaining paragraph unity and coherence (Asriati & Maharida, 2013 .(

Traditionally, writing was viewed as a linear sequence of events. The student initiates the activity of writing by planning and reflecting on his topic then starts to write. When writing is finished, s/he improves his writing by checking for errors. Recently, researchers confirmed that writing is a recursive rather than a linear process. Writers do not follow a neat sequence of planning, drafting and revising, they may move backwards and forwards replanning, redrafting and reediting until the process reaches its culmination by producing the final version (Harmer, 2010 .(

Importance of writing

Writing skills are very important because communication is transmitted more through writing than any other type of media. So, students need effective writing skills to improve their communications

skills and meet their educational needs. Students, having good writing skills, are always successful at expressing themselves and reaching their goals (Durga, & Rao, 2018). Writing empowers students to communicate their thoughts, ideas, feelings and expressions in a written from (Rao, 2017.)

Also, writing has the power to enhance students' academic achievement. This is because writing enables to reinforce the grammatical structure, enhance students' vocabulary, shape the scientific structure of human life, and help other language skills, such as listening, speaking, and reading (Javed, Juan, & Nazli, 2013; Nodoushan, 2014 .)

Moreover, writing paves way for higher studies, job opportunities and success in life. Good writing skills are needed for all students in order to accomplish their educational and employable requirements. Students need to sharpen their writing skills to participate fully in society and in the workplace (Karunasree & Francis, 2020 .)

Writing skills

Starkey (2004) pointed out that an effective piece of writing should be organized, clear and coherent with accurate word choice and mechanics. Organization is the ability to develop ideas in a united form (Asriati & Maharida , 2013). The writer decides about the organization of his/ her written work before engaging into the physical act of writing through some prewriting techniques. The use of the prewriting techniques helps to make an effective plan that guarantees the organization of the written work because the plan is usually made after reading and classifying the notes gathered from the prewriting activity (Hamadouche, 2010 .)

Clarity is an essential element of writing that makes writing readable, and guarantees that readers will exactly understand what the writer wants to say. In order to achieve clarity in writing the learner should; 1) eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation, 2) use powerful, precise adjectives and adverbs. The right modifiers (adjectives and adverbs) help the learner to convey his message across in fewer, more accurate words and 3) be concise by getting right to the point without unnecessary spinning around, worthless repetition or wordiness (Starkey, 2004 .)

Coherence has to do with arranging and linking one's ideas in a way that makes them easily understood by the reader. No matter how insightful or original those ideas may be, if he is not able to present them in a clear and logical way, their meaning and value are lost (Hamadouche, 2010). In order to have coherence, the writer needs a clear plan of arrangement, repetition of key words, using synonymous words and pronouns as well as transitions to connect his/ her ideas (Mekki, 2012 .(

Word choice is the writer's ability to choose accurately the right words that convey his/her ideas (Pratama, 2019). There are two aspects the learner should consider while choosing the words to be used: denotation and connotation. Denotation means that the learner should confirm that each used word denotes exactly what s/he intends to it , while connotation requires the learner to think beyond the dictionary to what might be implied or inferred by his/her writing (Hamadouche, 2010 .(

Mechanics refers to description about the spelling, punctuation, capitalization, paragraphing, grammar usage, spelling and handwriting in the written product (Septiani, 2018). Without correct mechanics, the writer's message can not be conveyed effectively and appropriately to the reader.

Writing as a process

Richard and Renandya (2002) as well as Harmer (2004) stated that there are four stages in the writing process which are planning (pre – writing), drafting, revising (reviewing) and editing. Hale (2009) added a fifth stage which is publishing. Planning or prewriting is the first stage. This stage focuses on stimulating students' creativity and encouraging them to think about what to write and how to approach the chosen topic. To implement this stage effectively, the teacher should use some techniques such as brainstorming, listing, clustering, free writing, scanning and skimming. Using such techniques helps students generate ideas easily and allow them to start their writing informally (Hamadoche, 2010 .(

The second stage is drafting. In this stage, students start to write what they have got from the previous stage without worrying about grammatical and spelling mistakes. Students focus more on fluency than

the accuracy of their writing (Pratama, 2019). The third stage is revision. In this stage, students should decide how to improve their writing by looking at their writing from a different point of view (Bae, 2011). Reviewing, which is considered the heart of writing, is the stage in which the writer corrects mechanical errors and realizes substantial changes in his/her writing. Reviewing may involve additions and deletions; changes in word use, sentence structure and organization. Self - review as well as peer- review are key elements in this stage (Hamadoche, 2010 .(

Editing is the stage in which the draft is polished. It is the final step before handing out the final draft to be evaluated by the teacher and published. Editing involves the careful checking of the text to ensure that there are no errors of spelling, punctuation, word choice and word order (Harmer, 2007). Publishing is the final step in the writing process. It is the driving force behind writing. It compels the writer to do his/her best throughout all steps of the writing process to produce a perfectly polished piece that may enjoy others. The purpose for publishing a work is simply to share it with others and to promote the writer′s sense of satisfaction and accomplishment seeing his/her work in the final form (Hale, 2009.(

To conclude, writing stages are interactive, organic and cyclical. In each stage, students have to decide what they should do next. In addition, the interaction among different stages should be emphasized because each stage facilitates or leads to the other stages and can be revisited before reaching the final draft .

Studies related to writing skills

There are several studies that dealt with developing writing skills. To the researcher′s knowledge, the most up to date studies are as follows:

Abdel-Fattah (2021) investigated the effect of a training program based on using different source-based writing activities on enhancing EFL first year secondary stage students' writing performance and generative thinking. Participants were (70) students at Azza Zidan experimental language school who were randomly selected and assigned into two groups; experimental and control. A writing performance test, a generative thinking skills test, a writing performance scoring rubric and a

generative thinking skills scoring rubric were used to collect data. Results showed that the participants of the experimental group outperformed those of the control group in producing different genres of writing and in using various generative thinking skills.

Kongrat and Korbuakaew (2020) investigated the effectiveness of self-directed learning process in developing writing skills and learning management for Mathayomsuksa 2 students. Participants of the study consisted of (30) Mathayomsuksa 2 students at Bangsaiywitthaya school Phra Nakhon Si Ayutthaya Province. An English writing skill exercise, a learning management plan and an achievement test were used to collect data. Results confirmed that self-directed learning process proved to be effective in developing students' writing skills and learning management.

Ryabkova (2020) examined the effect of Rosetta stone blended software on EFL students' writing skills at MAI. Participants were 48 technical first-year students started a language course at MAI. They were divided into two groups; experimental and control 24 students each. Experimental group students were instructed to view the material posted on Rosetta Stone platform and to do extra homework several times a week, while control group students followed the typical communicative approach routine. A writing test is used to collect data. Results revealed that the experimental group outstripped the control group with regular way of education. It is concluded that blended learning can successfully improve the progress in writing skills of EFL studies at MAI .

Utama and Hidayatullah (2020) investigated the effectiveness of the Mobile-assisted language learning (MALL) towards pre-service teachers' writing skills in relation to critical thinking ability. Participants of the study were 58 pre-service teachers enrolled at English language education departments of FPBS IKIP Mataram, Indonesia. The researchers collected qualitative and quantitative data simultaneously. The qualitative data were attained from pre-service teachers attending the writing classes using observation sheets. Meanwhile, the quantitative data were gained from a writing test and a critical thinking test. Results showed that the use of the MALL model was more effective than non-mobile learning to improve pre-service teachers' writing skills viewed from critical thinking skills.

As shown in the previous studies, writing can be developed via several methods. The researcher hypothesizes that SI can be considered as one of the methods used to develop writing as well as engagement. The following section is about engagement.

2.2 Engagement

Engagement has become the focus of attention among researchers in the last decades. The term is firstly introduced in Astin's (1984) theory of involvement that is instrumental in furthering understanding of engagement (Trowler, 2010). Despite increasing interest in learners' engagement in learning process, there is no consensus among researchers about a clear definition of engagement. They have used a broad range of terms to refer to and define engagement including student engagement, school engagement, academic engagement , engagement in class, engagement in school and engagement in learning .

Defining engagement

Martin and Torres (2016) stated that engagement is a term generally used to describe meaningful students′ involvement throughout the learning environment. It is best understood as a relationship between the student and the school community, the adults at school, the students' peers, the instruction and the curriculum. In (2015) Grunk and Kuzu defined engagement as the quality and quantity of students' psychological , cognitive, emotional and behavioral reactions to the learning process as well as to in-class/ out-of-class academic and social activities to achieve successful learning outcomes .

Willms (2003) defined engagement as students' sense of belonging, accepting the value of school and active participation in school activities. The researcher used the term operationally to describe second year secondary school students′ active involvement in all writing stages and their feelings about the researcher, their classmates and writing activities.

Importance of student engagement

Student engagement helps teachers to understand the students′ behavior towards the teaching-learning process. Studying engagement provides a means of getting information about what students are actually doing, as opposed to what they are supposed or presumed to be doing. Understanding the behavior of students in the academic institutions will

provide a glimpse of how the instruction and academic practices are going on in these institutions. Thus, it could be used as a powerful tool by the teachers and academic supervisors to design effective pedagogical techniques to maximize the learning experiences of students (Delfino, 2019 .(

Engagement is the primary theoretical underpinning for understanding school dropout, particularly as a gradual process operating in a student′s life and influencing the final decision of withdrawal (Delfino, 2019). It is increasingly viewed as one of the keys to addressing problems such as low achievement, boredom and alienation. It reduces students′ apathy and sense of isolation. Also, it creates a safe, positive, and creative school climate and culture. It develops students′ positive feelings about their peers, teachers and the school giving them a sense of connectedness, affiliation and belonging (Martin & Torres, 2016.(

Engagement not only drives learning but also predicts school success. It is closely linked to students′ academic achievement and optimal human development (Reschly, Pohl, Christonson, 2020). That is, it optimizes the students' experiences and enhances the learning outcomes, development of students, the performance and reputation of the institution .

Characteristics of engaged learners

Jones (2008) stated some characteristics of engaged learners. They include positive body language where they show body postures that indicate listening and paying attention to the teacher and classmates. They also encompass consistent focus where they show interest and focus on learning activities and verbal participation where they show thoughtful ideas and answers that indicate they are active. In addition, they are confident in doing their tasks and excited where they show interest, enthusiasm and use positive humor. Furthermore, they are attentive and feel comfortable in asking for help and they can describe the purpose of the lesson instead of describing the activity based on the lesson. Finally, they show meaningfulness of work where they discover that the work is interesting, challenging and connected to learning. They work on complex problems to create solutions and reflect on the quality

of their work and they know what quality of work is and how it will be assessed .

Saeed and Zyngier (2012) added that engaged learners show high levels of motivation. Motivation is considered a pre- requisite and a necessary element for student engagement in learning. Motivation and engagement are very important for school success and academic achievement. Veiga (2016) stated that engaged students tend to have a solid knowledge in various subjects, know how to transfer that knowledge to solve problem, persist despite challenges. Also, they should internalize efficient learning strategies, obtain good academic results, experience satisfactory interpersonal relationships and behave in a manner that is valued by peers and teachers .

On the other hand, disengaged students are distracted and passive. They fail to plan or monitor their work and give up facing the difficulty or challenge easily (Jang, Reeve, & Deci, 2010). They express negative emotions such as boredom, anxiety and frustration (Hayam – Honas, 2016). Finally, it is worth mentioning that, disengaged learners are those with and without disabilities, and very importantly, not all students with disabilities are disengaged learners (Reschly, Pohl & Christenson, 2020.(

Dimensions of engagement

Student engagement is a multidimensional (multifaceted) construct that typically includes three interrelated dimensions which are cognitive, emotional and behavioral (Karabiyik, 2019). Such dimensions are as follows:

Cognitive engagement focuses on students′ level of investment in learning (Martin & Torres, 2016). It involves self-regulated learning, metacognition, application of learning strategies in thinking and studying. Also, it includes being thoughtful and purposeful in the approach to school tasks and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills (Fredricks , Blumenfeld & Paris, 2004 .(

Emotional engagement refers to students' affective reactions such as interest, enjoyment, boredom, anxiety, values toward the class activity or a sense of belonging. Also, emotional engagement items include attitudes towards school and teachers, identification with school and appreciation of success in school (Hayarn – Jonas, 2016). Paying

attention to students' emotional and intellectual feelings about school and learning is necessary to improve their schooling experiences and school completion outcomes (Reschly, Pohl & Christenson, 2020 .(

Behavioral engagement refers to students' behavioral norms such as attendance, involvement, following the rules and absence of disruptive or negative behavior. Also, it includes student behaviors related to concentration, attention, persistence, effort, asking questions, and contributing to class discussions (Lester, 2011). Moreover, it focuses on students' participation in academic, social and co-curricular activities (Martin & Torres, 2016 .(

Additionally, these three dimensions are highly associated with each other (Hayam - Jonas, 2016). Several studies confirm that behavioral engagement has a great influence on cognitive engagement. Also, emotional and behavioral engagements are considered prerequisites to cognitive engagement. The student is supposed to develop emotional and behavioral engagements prior to cognitive engagement (Gunuc, 2014 .(

Moreover, these three dimensions enhance learners' active involvement in the learning process and help learners to be active learners. The active learner is one who pays attention to task elements based on behavioral component and works on it with effort and perseverance. Based on emotional component, the active learner is interested in and enthusiastic about learning and overcomes his / her anxiety, fatigue, and negative emotions. Additionally, s/he actively learns through his/ her own learning strategies in the cognitive component monitoring all his / her cognitive processes such as the input , performance presentation, self questioning, revision and modification (Masumzadeh & Hajhosseini, 2019 .(

Teacher's role in engagement

The teacher has a pivotal role in learners' engagement. S/he does matter in fostering learners' engagement. This is because s/he is responsible for providing learners with opportunities to actively engage them by shaping their learning activities, resources and environment (Van- Uden, Ritzen & Pieters, 2013 .(

The teacher has to connect instruction to learners' experiences and needs to promote engagement and learning. S/he can help learners foster

behavioral engagement through setting high expectations for them, giving them more opportunities to participate in class and making good use of effective behavioral strategies. Also, s/he has to develop positive relationships with his / her students as a strategy to increase students' sense of belonging and subsequently students' emotional engagement in learning. Moreover, s/he has to use effective strategies to support cognitive engagement such as catering for students' needs and interests, incorporating hands-on and practical teaching and learning, and allowing students to choose their own activities and roles (Pedler, Yeigh & Hudson, 2020 .(

To conclude, students' engagement, in all dimensions, can be improved when the teacher actively involves students in learning taking into consideration their needs and, life experiences and various levels.

Studies related to engagement

There are several studies that dealt with improving students' engagement. To the researcher's knowledge, the most up to date studies are as follows:

Huang, Kuang and Ling (2022) explored the underlying factors on improving the learner engagement in two different learning paradigms of blended learning. Participants were 146 university students. Questionnaires and interviews were used to collect data. Results showed that students' emotional engagement and cognitive engagement in activities are affected by various task features and teacher's roles. Teacher's feedback has a powerful influence on accelerating students' engagement.

Prasetyawati and Ardi (2020) investigated how the effect of Instagram on promoting student engagement in EFL writing. A qualitative research design is adopted. The participants of this study were fourty-five students enrolled in writing courses and one lecturer of writing. The data were obtained through a semi-structured interview with the lecturer and seven students, classroom observations, and Instagram documentation. The findings showed that Instagram promoted student engagement in five ways, namely allowing the students to be more actively involved in the learning process, providing a new learning environment for the students, providing greater target readers, allowing the collaboration and interaction between the students, and facilitating

the students to choose their own learning style during the process of writing.

Karabiyik (2019) investigated the interaction between student engagement and achievement. Participants of the study composed of 296 students at Ufuk University in Ankara, Turkey. A student engagement scale and English achievement mid-term exam were used to collect data. Results revealed that students were more engaged in class behaviors followed by out of class behaviors, thinking about course content, and out-of-class behaviors. All types of engagement had a positive correlation with mid-term exam scores. Among all types of engagement behaviors, oral in class behaviors was the only predictor of students' exam scores.

Due to the challenges encountered by learners during writing activities and engagement in all writing stages, teachers should empower students with the most effective methods to develop writing skills and engagement. Among these effective methods is SI. The following section is about SI.

2.3 Successful Intelligence (SI)

Defining SI

Researchers have proposed several definitions to SI. Sternberg and Grigorenko (2007) defined it as the integrated set of abilities needed to attain success in life. Sternberg et al. (2014) introduced a comprehensive definition to SI as a person's ability to achieve his or her goals in life, within his or her sociocultural context, by capitalizing on strengths and correcting or compensating for weaknesses, in order to adapt to , shape , and select environments through a combination of analytical, creative, and practical abilities. In the present study, the researcher adopted this definition.

Teaching for SI, according to Sternberg (2015) reflects a different way of looking at the teaching – learning process that broadens the kinds of activities and assessment teachers traditionally do. It involves developing creative abilities in producing new ideas, analytical abilities in evaluating whether the ideas are good ones and practical abilities in putting the ideas into practice and in convincing others of the value of

the ideas. Thus, SI not only encourages students to engage in memory learning but also in analytical, creative and practical learning .

Importance of SI:

SI is important because of some reasons. First, teaching for successful intelligence encourages deeper and more elaborated encoding of material than does traditional teaching, so students learn the material in a way that enhances probability of retrieval at test time achieving better results. Second, it enables students to capitalize on strengths and to correct or compensate for weaknesses. Third, it is more motivating to both teachers and students, so teachers are likely to teach more effectively and students are likely to learn more (Sternberg & Grigorenko, 2004 . (

It aims to assist teachers in balancing their teaching in such a way that each of the abilities can be addresses, exercised and given a chance to develop. By teaching in all of the ways, the teacher is addressing some students' strengths at the same time s/he is addressing other students' weaknesses at each point. This guarantees that s/he is addressing all students' strengths at least some of the time (Sternberg et al., 2014 (

It helps students to achieve at a level that is commensurate with their skills, rather than letting valuable skills, which could be used in facilitating learning, go to waste. Also, it helps schools reach higher levels of achievement as one of their virtual goals (Sternberg & Grigorenko, 2007 .(

It helps schools and society make better use of its human resources. Teaching for SI helps ensure that human talent, which is society most precious resource, will not go to waste (Sternberg, 2002 .(

It improves learning outcomes, even if the only outcome measure is straightforward memory learning (Mysore & Vijayalaxmi, 2018 ; Sternberg et al., 2014). It can be used to teach different subjects in schools. It can make a difference not only in laboratory tests, but in school classrooms and even the every day life of adults as well (Sternberg, 2000 .(

Key elements of SI

Teaching for SI has four key elements. They are as follows :

First, intelligence is defined in terms of the ability to achieve success in life in terms of one's personal standards, within one's sociocultural context. Because students have various life goals and different outcomes, their success needs to be defined in terms that are meaningful to them and to the institution alike. This happens through providing them with numerous examples of concepts that cover a wide range of applications, giving students multiple options in assessment and grading their work in a way that preserve the integrity of the course as well as the integrity of their varied life goals .

Second, one's ability to achieve success depends on one's capitalizing on one's strengths and correcting or compensating for one's weakness. Learners are successfully intelligent by virtue of recognizing their strengths and making the most of them at the same time that they recognize their weaknesses and find ways to improve or compensate for them. To maximize students′ opportunities to success, the teacher should use different methods of teaching and assessment as well as teach and assess to weaknesses and to strengths. Through varying methods of instruction and assessment for all students, the teacher automatically provides an environment in which, at a given time, some students will be more and others less comfortable. Fortunately, different students will be at different comfort levels at different times .

Third, success is attained through a balance of analytical, creative, and practical abilities. In teaching for SI, analytical ability is used when learners are encouraged to analyze, critique, judge, compare and contrast, evaluate, or assess. Creative ability is used when learners are encouraged to create, invent, discover, imagine if, suppose that, predict, or design. Teaching for creative thinking requires teachers not only to support and encourage creativity but also to role – model it and to reward it when it is displayed. Practical ability is used when learners are encouraged to apply, use, put into practice, implement, employ, or persuade someone of something. Such teaching must relate to the real practical needs of the students .

SI teachers show balance in the use of these three abilities. They find ways of making them work harmoniously together. Finally, It is

important to realize that teaching for successful intelligence does not mean teaching everything three times. Rather, one balances one's teaching strategies, so that one is teaching in each of the ways part of the time addressing students' different abilities .

Fourth, balancing of abilities is achieved in order to adapt to, shape, and select environments. One is successfully intelligent to the extent one effectively adapts to, shapes, and selects environments appropriately. Sometimes one modifies oneself to fit the environment (adaptation) e.g when a teacher or learner enters a new school and tries to fit into the new environment. Other times one modifies the environment to e.g suit his/her beliefs or values trying to improve the school environment to make it a better place in which to work. Yet other times, one selects a new environment e.g when s/he decides that it would be better to be in another school because attempts to adapt to or shape the environment of the current school are not successful (Sternberg, 2002, 2009 ; Sternberg & Grigorenko , 2004 , 2007; Sternberg et al . 2014 , Mysore & Vijayalazmi , 2018 .(

SI theory and other theories

In successful intelligence theory, Sternberg believes that contrary to traditional intelligence theories which introduce it as a single, unitary structure, intelligence includes a combination of analytical, creative, and practical abilities that help individuals to adapt to, select, and shape the environment (Masumadeh & Hajhosseini, 2019). SI theory suggests that students' failure to achieve at a level that matches their potential often results from teaching and assessment that ignore and do not value their patterns of abilities. The solution is to value all ability patterns changing traditional teaching and assessment that shine a spotlight on a few ability patterns (Sternberg, 2006). Thus, teaching for SI provides a series of techniques for reaching as many students as possible .

No psychological theory or set of teaching techniques is completely new. Rather, theories and the teaching techniques that derive from them build on each other. There are some similarities and differences between SI and other theories such as Bloom's (1976) and Gardner's (1983). The former proposed a 6- level taxonomy: knowledge, comprehension, application, analysis, evaluation, and creation. Bloom's and Sternberg's theories are not entirely incompatible. Indeed, the

application level of Bloom's taxonomy is quite similar to the practical skills articulated by Sternberg's theory .

One key distinction between Sternberg's theory and Bloom's is that whereas Bloom's taxonomy specifies a hierarchical progression of cognitive skills, Sternberg's theory takes an interactive and profile-oriented approach. Thus, the theory of successful intelligence suggests that is possible for one person to have high levels of practical skills and low levels of creative and analytical skills. Another key difference is that in SI theory methods of teaching are based on a psychological theory rather the descriptive list of thinking (Stemler, Sternberg, Grigorenki, Jarvin & Sharpes, 2009 .(

The latter, Gardner's (1983) theory of multiple intelligences, specifies nine different intelligences that can serve as bases for teaching thinking. SI theory is complementary to Gardner's in the sense that any of Gardner's domains, such as the linguistic, can employ analytical, creative, or practical processes. For instance, a learner can analyze a story, write a story, and write a persuasive essay. However there are some differences. One is that the theory of successful intelligence has been subject to many controlled studies seeking empirically to validate it, while Gardner's theory has not.

A second difference is that the theory of successful intelligence is more process- oriented, while Gardner's theory is more content-oriented. A third difference is that not all of Gardners' theories fall under the purview of the theory of successful intelligence, such as the candidate "existential intelligence". Finally, effective teachers will not totally buy into any one theory. Rather, they will select those techniques from each theory that work most effectively for them in their teaching (Sternberg, & Grigorenko, 2004 .(

SI and classroom implementation

  There are some common objections to the implementation of SI in the language classes based on some misconceptions or misunderstandings. Sternberg and Grigorenko (2004) as well as Sternberg (2006) responded to such objections as follows :

-      Teaching for SI requires individualization to many patterns of abilities, which is impractical because the teacher cannot know all students' patterns of abilities. This objection is based on a

misunderstanding. Teaching for SI neither assumes equal achievement of students nor aims at eliminating individual differences. Teaching for SI is a tool devised to ensure content presentation in a number of ways, all of which engage students' diverse patterns of abilities .

-        Teaching for SI means teaching everything in three ways and that is impractical. However, in teaching for SI, it is not necessary to teach every concept in three ways. Teachers should vary their use of analytical, creative and practical techniques over concepts and over time .

-        Exams tend to stress memory for material, so it really does not make sense to teach in a way that encourages thinking that will prove to be at best irrelevant to exam performance. This objection is simply wrong. Teaching for SI seems to raise students' achievement on average regardless of subject matter or means of assessment .

-        Teaching for SI is for gifted students (or students with learning disabilities). This objection is misguided. Teaching for SI improves learning for all students, not just for gifted students (or students with learning disabilities .(

-        Teaching for SI seems applicable to higher level, but not lower level courses. This misconception is common. Students should learn to think analytically, creatively, and practically at all levels including the introductory level .

-        Teaching for SI is applicable to small courses, but not to large ones. In face, teaching for SI may be done, in courses of any size. Having students analyze ideas, come up with their own ideas, and learn how to apply ideas can be done in any course .

-        Teaching for SI is applicable only to certain subject areas. However, teaching for SI is applicable to all subject- matter areas .

-        Some teachers claim that they already do all these things anyway, so they can do what they have been doing without applying a fancy name to it. However, research has shown that there is a discrepancy between what teachers think they are doing and what they are actually doing. Thus, the teacher needs to make sure s/he, is truly doing these things, rather than merely thinking s/he is doing them .

-        Students will not like learning analytically, creatively, or practically, or they will find it too hard. There are always some students

who do not like any particular method of teaching. But, on average, teachers will reach more students through teaching for SI .

- This is all theory. It will not work. However, research shows it does work.

SI and assessment

SI involves a broader range of abilities than what is measured by traditional tests of academic skills. Most of these tests measure primarily memory and analytic skills. Concerning memory, they assess the abilities to recall and recognize information. With regard to analytical abilities, they measure learners′ abilities to analyze, compare and contrast and evaluate information. Although these abilities/ skills are very important, they are not the only ones that matter for school and life success (Sternberg, 2005.(

In teaching for SI creative and practical abilities are emphasized and measured through the use of various creative modalities of testing. Creative abilities are measured via open ended measures. They can be measured by having students write and tell short stories, by having them do captions for cartoons and by having them use computer software to design a variety of products. Practical skills are measured additionally by an everyday situational judgment inventory/ questionnaire that requires individuals to make decisions about every – day problems faced in life and in school and by multiple choice items (Sternberg, 2000 .(

To conclude, the existing traditional tests overlook measuring creative and practical abilities. However, such abilities are essential to ensure success in school and life. They also provide opportunities to individuals who deserve them only in the most limited ways.

Studies related to SI and language skills (including writing(

To the researcher′s knowledge, there are few studies dealing with SI and EFL skills. Reviewing literature revealed that there is one on speaking, two on reading and one on writing. Following are these studies:

EL- Naggar et al. (2020) investigated the effectiveness of a program based on successful intelligence theory in developing EFL speaking skills for prospective teachers of English. A one group pre-posttest quasi- experimental design is used. The participants of the study

were thirty four students (18 male and 16 female) who were randomly selected from fourth year at Beni Suef Faculty of Education. A pre- post speaking test, and a rubric for oral presentation were used to collect data. The findings showed that there was a statistically significant positive effect of the program on developing speaking sub skills (describing pictures and events, apologizing, making suggestions, giving advice, giving oral presentation) and the overall speaking skill for the participants.

Abdel Aziz (2020) investigated the effectiveness of a suggested enrichment program based on Stemberg's successful intelligence theory in developing critical reading skills and reading motivation of the gifted students at the preparatory stage. The study adopted the experimental – control group, pre- posttest design. Participants were randomly assigned to two groups; experimental and control, (11) students each. A critical reading test and a reading motivation scale were used to collect data. The students of the experimental group were taught using the suggested program while the control group students were taught following the steps outlined in the teacher′s guide issued by the Ministry of Education. Results confirmed that experimental group students significantly surpassed those in the control group in critical reading skills and in their reading motivation .

Grigorenko, Jarvin and Sternberg (2002) investigated the effect of SI on developing reading skills. Participants were 1.303 students enrolled in middle and high schools. They were 871 middle school students and 432 high school students. Reading skills were taught either triarchically or through the regular curriculum. At the middle school level, reading was taught explicitly. At the high school level, reading was infused into instruction in mathematics, physical sciences, social sciences, English, history, foreign languages and arts. In all settings, students, who were taught triarchically (using SI) substantially outperformed students who were taught in standard ways. Results concluded that triarchic (SI) instruction was more effective than conventional instruction in improving students' reading skills.

Wen – Zhu (2009) examined the application of SI (triarchic theory of intelligence) in teaching writing skills at Taiwanese university. Participants were (77) students. They were divided into two groups: analytical group (N = 35) and creative group (N = 42) to compare the

influences between the creative and analytical teaching approaches. Multiple resources were used to collect data such as a new language test, a semi – structured interview, and students' online course survey, teacher researcher diary and students' reflection papers etc. The action research design was adopted. Results confirmed that both groups' writing skills were improved. Also, they had positive perspectives on writing .

Studies related to SI and engagement

To the researcher's knowledge, there are two studies dealing with SI and engagement. They are as follows:

Masumzadeh and Hajhosseini (2019) investigated the effect of a successful intelligence theory- based educational pattern on students' critical thinking disposition and academic engagement. A semi-experimental pretest/posttest design was adopted. Participants of this study were (37) ninth grade secondary school girl students of Turkamanchai town in academic year 2016- 2017. They were randomly selected and put into experimental group (N= 20) and control group (N=17). The experimental group was taught using the intelligence based-educational pattern for 12 sessions whereas the control group was taught using the regular method. The data was collected using the questionnaires of critical thinking disposition and academic engagement. Results of the study approved the significance of the effect of successful intelligence- based education on students' critical thinking disposition and academic engagement

Zadeh, Abedi, Yousefi and Aghababaei (2014) examined the effectiveness of a successful intelligence training program on academic motivation and academic engagement in female high school students of Isfahan city, Iran. Participants of the study were (30) students who are randomly selected and assigned into two groups; experimental and control 15 students each. The experimental group was taught using the successful intelligence training program. An academic engagement questionnaire and academic motivation scale were used to collect data. Results showed that successful intelligence training was effective in increasing the academic motivation and academic engagement of female students. The results also indicated that the effect of training was permanent in a long- term period.

3. Method

A. Participants

Participants of the present study consisted of eighty students divided into two groups; experimental and control, 40 students each. They were randomly selected from second year students enrolled in El-Shaheed Ahmed Abdel Salam secondary school, Fayoum governorate, Egypt .

B. Design

Theresearcherusedthequasiexperimental with experimental/control pre/post test design.

C. Instruments and materials

To fulfill the aim of the present study, some instruments and materials were designed including a writing skills test, a writing rubric, an engagement scale and a teacher's guide.

3.1 The EFL writing skills checklist

3.1.1 The aim of the EFL writing skills checklist

The writing skills checklist aimed at identifying the required and suitable skills for participants. It was developed in the light of a systematic and accurate review of literature and previous studies. Also, the researcher took into considerations the directives of Ministry of Educations of teaching writing for secondary school students and revised some exams .

3.1.2 Validity of the EFL writing skills checklist

The checklist was submitted to a panel of jury members (N=7) (see appendix A). They were asked to determine its validity in terms of clarity and suitability for the required skills and students' level. They indicated that the checklist is valid after making some modifications. Some statements were deleted and some others were added. Then, the final version of the checklist was prepared (see appendix B.(

3.2 The writing skills pre-post test

After making the writing skills checklist and validating it by a panel of jury members, the writing test was prepared

3.2.1 The aim of the writing skills pre-post test

The aim of this test was to measure writing skills among second year El-Shaheed Ahmed Abdel Salam secondary school students before and after the intervention. It was used as a pre-post test. As a pre test, it was used to determine the participants' level in writing skills before the treatment. As a post test, it was used to investigate the effectiveness of SI in developing participants' writing skill .

3.2.2 Description of the test

The writing skills pre-post test consisted of three questions to measure students` analytic, creative and practical abilities as follows :

1 –The first question required students to write a letter to their friend Bell.

2 –The second question included two sub-parts; the first one required students to write a paragraph about a famous Egyptian dish using a)- five transitional words and b-) active and passive voice.

3 –The third question required students to suggest some unusual, creative ideas to overpopulation. (See appendix C (

3.2.3 Validity of the test

The writing test was submitted to a panel of jury members. They were asked to determine the validity of the test in terms of clarity and suitability for the students' level and measured skills. They indicated that the test instructions were clear and suitable for the students' levels. Also, they confirmed that the content of the test was representative of the skills that were intended to be measured. Thus, the test is valid.

3.2.4 Reliability of the test

The split -half method was used to determine the reliability of the test. The correlation coefficient was (0 .77) reflecting that the test is highly reliable.

3.2.5 Scoring the test

As the test included three questions, two raters(the researcher and an English teacher) gave a score out of 10 to each question to strike a

balance in evaluating students᾽ analytic, creative and practical abilities. The total mark of the test is 30 .

3.2.6 Piloting the test

Piloting the test aimed at determining clarity, readability and estimating the time needed for taking the test. The test was piloted on (15) students other than those of the main treatment. The writing test time was 50 minutes. This took place by computing the time taken by each pupil divided by the number of the students (15   .(

3 .3 The writing rubric

3.3.1 The aim of the writing rubric

The rubric was prepared to help in scoring the test in an objective manner. The two raters relied on the criteria of the rubric giving a score out of 3 for each skill.

3.3.2 Description of the rubric

The rubric contained 4 writing skills: organization, content, mechanics and language (word choice and grammar). Additionally, it included three levels of performance, ranging from 3 to 1. Each level included a set of indicators for assessing the performance of each writing skill. Thus, each indicator was given a quantitative score for scoring students′ written performance (see appendix D.(

3.3.3 Validity of the rubric

To establish validity, the rubric was submitted to a panel of jury members. They confirmed that the rubric is valid.

2.3.4Reliability of the rubric

The split -half method was used to determine the reliability of the rubric. The correlation coefficient was (0 .79) reflecting that the rubric is highly reliable.

3.4 The engagement scale

3.4.1 The aim of the engagement scale

The engagement scale aimed at collecting data and measuring students′ engagement before and after the treatment.

3.4.2 Description of the scale

The engagement scale consisted of (27) items comprising three dimensions; the cognitive dimension consisting of (8) items, the emotional dimension containing (10) items and the behavioral dimension including (9) items. Participants were asked to tick (√) in the suitable place which best indicates how often they do it on a 3-point Likert-scale, ranging from Always (3), Sometimes (2), to Never (1) (see appendix E.)

3.4.3 Validity of the scale

To establish validity, the scale was submitted to a panel of jury members who indicated that the scale is valid after making some modifications. These modifications were:

a- changing "I do my best in class activities" into ''In class, I work as hard as I can."

b- changing ''I put difficult questions to the teacher" into ''If I have a difficult question, I ask the teacher for help."

3.4.4 Reliability of the scale

The reliability of the scale took place through the test – retest method. The scale was administered to (40) second year El-Shaheed Ahmed Abdel Salam secondary school students. Then, it was administered one more time to the same group after two weeks. The calculated Pearson correlation between the two administrations was (0 .80) at the 0.01 level reflecting that the scale was reliable.

3.5 The teacher′s guide

3.5.1 Aim and objectives of the teacher′s guide

The teacher′s guide aimed to help secondary school teachers develop their students′ writing skills and engagement through using SI (see appendix F.)

Objectives

By the end of the sessions, students are expected to be able to:

− Use new vocabulary correctly

− Use new grammatical structures correctly

− Use appropriate capitalization.

- Use appropriate punctuation.
- Use appropriate spelling.
- Write a well organized paragraph.
- Predict what will happen at the end of the story.
- Suggest an unexpected end to the story.
- Compare and contrast different pictures appropriately.
- Use transitional words correctly.
- Write a clear topic sentence.
- Write well developed supporting details.
- Write a clear concluding sentence.
- Evaluate story characters.

3.5.2 Content

The researcher adapted some lessons from the second semester textbook of second year of secondary stage in the academic year 2020/2021 to be taught via SI. The lessons were shown in the following table.

Table (1) Sessions of the teacher′s guide

Session	Title
1	Pre - testing
2	An Introductory Session
3	Story: the traveling puppets
4	We should. We can. We must
5	Past, present and future
6	Made in Egypt
7	Then and now
8	That′s what he said
9	What do you think is going to happen?
10	Post - testing

As table (1) shows, the first and the last sessions were devoted to pre-testing and post-testing respectively. Eight sessions were devoted to

enhancing students′ writing skills and engagement. The total sessions were 10.

3.5.3 Activities and techniques

Three types of activities were used throughout the treatment; analytical-, creative- and practical based activities. They aimed to develop experimental group students′ analytical, creative and practical abilities as what SI essentially focused on. Additionally, the researcher did her best to strike a balance among these activities. Each lesson included various activities to help students to develop these abilities and to address students′ diversity. Moreover, various individual, pair and group work activities were used. Each session contained individual writing activities and other activities that require pairs of students to confer with each other. Some other activities were group-based where groups of students were asked to work together to write about a certain topic sharing, developing, organizing, connecting, revising and editing their products.

3.5.4 Evaluation

The researcher used the two types of evaluation; namely formative and summative evaluation. The formative evaluation was represented in questions and exercises students were asked to do during and after the sessions. The summative evaluation was represented in the post test administered to the students at the end of the sessions .

3.5.5 Experimental procedures

• Pre-testing

Pre-testing of the writing skills test took place on 11 th March 2021. This was done to measure the students' entry level before the treatment.

• Treatment

Teaching sessions were based on SI .There were eight sessions devoted to enhancing the experimental group′s writing skills and engagement. They took place on 13th March 2021 and ended on   21th April 2021 .In the first session, the researcher introduced SI to the students and explained to them how they were going to develop writing skills and engagement using SI providing them with modeling.

The researcher taught each writing activity based on three phases; pre-writing, writing and post-writing. In pre-writing stage, she encouraged students to generate as many ideas as possible about the writing topic using various techniques such as brainstorming, clustering, listing and mapping. She wrote their ideas on the board to help them develop their ideas later on. Then, she asked them to work in pairs or groups to organize their ideas.

In writing stage, she asked them to work in pairs or groups to write the first draft focusing on content and logical sequence of ideas. During this stage, students were more engaged in the writing process developing and refining their ideas. Also, they learned from each other developing positive attitudes towards each other and the writing activity. Throughout this stage, the researcher moved around the class monitoring and offering help and support as necessary.

In post-writing stage, students were asked to exchange their paragraphs with others to revise and edit others′ paragraphs. This stage provided them with the opportunity to participate in proofreading and polishing their classmates′ paragraphs by correcting errors in spelling, grammar and punctuation. This, of course, increased their engagement in the writing process. After finishing the revision and editing stages, she asked them to give the paragraphs back to their classmates to refine their writings. Then, she asked them to write the final draft. Finally, she displayed students′ paragraphs on the class walls allowing them to debate the best one to be published in the English class magazine.

At they the end of the treatment, learners acquired more self-confidence in the target learning developing both writing skills as well as social skills. Also, they became more engaged, interested and focused in writing activities .

• Post-testing

At the end of the treatment, the researcher administrated the study instruments with the aim of investigating the effectiveness of SI in enhancing the experimental group students′ writing skills and engagement .

Data were treated statistically and the results and discussion will be dealt with in the following section

4 .Findings of the study

The findings of the present study are presented in the light of the hypotheses using the Statistical Package for Social Sciences (SPSS) version 26.

4.1 The first hypothesis

The first hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the overall writing skills post test in favor of the experimental group."

Table (2)" t" value of the experimental and the control groups in the post administration of overall writing skills

Groups	N	Mean	S.D	T-Value	D.F	Sig.
Experimental	٤0	48.91	2.83	18.07	٧8	0.0٥
Control	٤٠	35.36	3.17			

Table (2) shows that the experimental group students' posttest scores are significantly higher than the control group ones in overall writing skills. They attained a higher mean score in the posttest (48.91) than that of the control group (35.36), t – value is (18.07) and this difference is significant at (.05) level .Thus, the first hypothesis of the study was supported.

4.2 The second hypothesis

The second hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in each component of the writing skills post test in favor of the experimental group ."

Table (3)" t" value of the experimental and the control groups in the post administration of each component of the writing skills

Components of Writing Skill	Groups	N	M	S.D	T-Value	D.F	Sig.
Organization	Experimental	40	7.95	0.80	10.05	78	0.05
	Control	40	4.56	1.72			
Content	Experimental	40	9.19	0.69	7.29	78	0.05
	Control	40	4.72	3.40			
Mechanics	Experimental	40	13.84	0.77	8.50	78	0.05
	Control	40	10.69	1.96			
Language (word choice and grammar)	Experimental	40	7.66	1.10	7.02	78	0.05
	Control	40	5.66	1.08			

Results revealed that the t- value of organization component is (10.05) that is significant at 0.05 level in favor the experimental group. Also, the t- value of content component is (7.29) that is significant at 0.05 level in favor of the experimental group. In addition, the t- value of mechanics component is (8.50) that is significant at 0.05 level in favor of the experimental group. Finally, the t- value of language (word choice and grammar) component is (7.02) that is significant at 0.05 level in favor of the experimental group. Thus, the second hypothesis of the study was supported .

4.3 The third hypothesis

The third hypothesis stated that "There is a statistically significant difference at (0.05) between the experimental and the control groups′ mean scores in the post administration of engagement scale in favor of the experimental group ."

Table (4)" t" value of the experimental and the control groups in the post administration of engagement scale

Groups	N	Mean	S.D	T-Value	D.F	Sig.
Experimental	40	58.06	7.87	23.17	78	0.05
Control	40	31.48	10.39			

Table (4) shows that the experimental group students' posttest scores are significantly higher than the control group ones in engagement scale. They attained a higher mean score in the posttest (58.06) than that of the control group (31.48), t – value is (23.17) and this difference is significant at (.05) level .Thus, the third hypothesis of the study was supported.

4.4 The fourth hypothesis

The fourth hypothesis stated that "There is a statistically significant correlation at (0.05) between the experimental group students′ scores on writing skills test and theirs on engagement scale". Such correlation is shown in table (5.)

Table (5) Pearson Correlation between the experimental group students′ scores on writing skills test and theirs on engagement scale

Correlations		Writing test	Engagement scale
Writing test	Pearson correlation	1	.570
	Sig. (2-tailed)		.000
	N	40	40
Engagement scale	Pearson correlation	.570	1
	Sig. (2-tailed)	.000	
	N	40	40

Table (5) shows that there is a significant correlation between the experimental group students′ scores on writing skills test and theirs on engagement scale (.570) at (0.05). Thus, the fourth hypothesis of the study was supported.

5. Discussion of the results

The aim of the present study is to enhance writing skills and engagement among second year El-Shaheed Ahmed Abdel Salam secondary school students using SI. The results of the study revealed that SI proved to be effective in enhancing the experimental group students′ overall writing skills and engagement. Such effectiveness might be due to the content adapted to the three abilities of SI which were analytical, creative and practical. The content was appealing, stimulating and engaging to students.

The use of various writing activities that aimed to develop analytical, creative and practical abilities helped the researcher to address a large section of students taking into consideration their different abilities. The researcher did her best to reach all students who have different abilities giving them the chance to activate and build on their preferred type of intelligence. For instance, high analytical ability students who could choose precise words, use correct grammar and show their ideas in a logical sequence. Also, high creative ability students who could generate new ideas that helped enrich and develop their writings. Moreover, high practical ability students who could apply what they have learned in other situations successfully.

Additionally, striking a balance among these activities, as what SI mainly focused on, helped students to be aware of their strengths making the most of them as well as their weaknesses trying to improve or compensate for them. The researcher helped students identify and capitalize on their points of strength as well as correct or compensate for their points of weaknesses.

Moreover, the use of various activities as well as pair and group work encouraged students to be more engaged in writing. During all writing phases, students were totally engaged in the writing activities through generating, sharing, developing and organizing their ideas. Also, they took part in editing their classmates′ paragraphs through marking and correcting spelling, grammatical, and punctuation mistakes. Finally, they edit their paragraphs to write the final draft.

Engagement in writing process helped students to be more enthusiastic, confident and motivated developing not only their writing skills but also their social skills. The researcher observed students′

interest to help each other and exchange their expertise. Students expressed positive attitudes towards writing activities, their teacher and their classmates.

Some of students' comments were

• I enjoy sharing my final draft with my classmates.

• I enjoy my English writing activities.

• I work as hard as I can in my English class.

• I accept getting feedback from my classmates on my first draft.

• I am proud of helping my classmates to correct their paragraphs.

Furthermore, the present study confirmed that there is a positive correlation between the experimental group students' writing skills and their engagement. Students, who got high scores in the writing skills test, were more engaged in writing activities. The more the learner is engaged in writing process, the better s/he writes.

Finally, SI, as a student centered approach, aimed to meet students' needs and interests. It provided students with a relaxed, motivating and supportive learning environment increasing their engagement and participation in different writing activities. Such findings were consistent with other findings such as Wen-Zhu (2009) who confirmed that SI has a positive effect on developing Taiwanese university students' creative writing skills. Also, the study findings agreed with the findings of Masumzadeh and Hajhosseini (2019) and Zadeh et.al (2014) who assured that SI helped students to become more academic engaged .

6-Limitations

During the treatment sessions, the researcher encountered the following difficulties:

1-Most students had difficulty doing activities aimed to develop practical and creative abilities. So, the researcher gave them modeling and provided them with positive feedback to help them develop these abilities.

2 –Some students were not totally engaged in writing activities. They were passive and usually give up facing any difficulty. So, the researcher encouraged them to work in pairs or small groups getting feedback from each other and sharing their drafts.

7. Conclusions

The results of the study revealed that second year El-Shaheed Ahmed Abdel Salam secondary school students' writing skills and engagement were improved after the use of SI. Therefore, the significant differences found in favour of the experimental group in the post administration of the writing skills test and engagement scale can be ascribed to the treatment based on the use of SI. The experimental group's improvement in the writing skill was not only in overall writing skills, but also in each writing skill. Also, the experimental group students became more engaged in writing activities.

8. Recommendations of the study

In the light of the previous results, the following recommendations could be presented :

1. EFL curriculum designers should give top priority to SI when designing English courses.

2. Training in-service and pre-service teachers on how to use SI should be emphasized.

3. SI should be emphasized in different educational stages .

4. There should be movement or shift from teacher/fronted classroom to student-centered classroom.

9 .Suggestions for further research

Based on the findings of the present study, the following suggestions are presented .

1. Investigating the effect of SI on developing speaking skills of students with special needs.

2. Investigating the effect of SI on developing writing skills of gifted student.

3. Using SI to develop college students' critical and creative reading skills.

4. Using SI to develop college students' creative instructional skills.

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