

اثر استراتيجية عظم السمكة على مستوى اداء الكتابة لطلاب الجامعة

العراقيين دارسي اللغة الانكليزية لغة اجنبية

نور عبد الصاحب علي

كلية التربية البدنية وعلوم الرياضة - جامعة بغداد – بغداد- العراق

Abdulsahibnoor@gmail.com

د. فاتن خيري الرفاعي

كلية التربية ابن رشد للعلوم الانسانية - جامعة بغداد- بغداد- العراق

Fatenkhairy66@gmail.com

الكلمات المفتاحية: استراتيجية هيكل السمكة ، تعليم الكتابة.

الملخص

تعليم الكتابة التي تعتبر موهبة فريدة من خلال استراتيجيات منظم الصور أفضل من عرض عينة. للحصول على تأثيرات أعلى لتقنية الكتابة المتنامية ، يحتاج المعلمون إلى تدريب طلاب جامعتهم على تسمية الأفكار الأساسية والفرعية من خلال معرفة السبب والتأثير بدلاً من توليد الأفكار وجمع المعلومات فقط. تساعد استراتيجية هيكل السمكة كطريقة رائعة الطلاب على تسهيل مهمتهم وتوضيح وجهات نظرهم قبل بدء الكتابة. يتوقع تطبيق استراتيجية هيكل السمكة تحسين مستوى أداء الطلاب وتطوير تفكيرهم النقدي ضمناً. يهدف البحث الحالي إلى استكشاف مستوى أداء الطلاب لاستراتيجية هيكل السمكة المستخدمة في تدريس الكتابة على أداء طلاب كلية علوم الرياضة والتربية البدنية العراقية. تصميم البحث اختبار تصميمي تجريبي قبلي / بعدي مع مجموعات تجريبية وضابطة وقد طبقت الدراسة على (40) طالب وطالبة من المرحلة الثالثة في كلية التربية البدنية وعلوم الرياضة في جامعة بغداد ، تم تقسيمهم إلى مجموعتين ، عشرين طالباً في كل مجموعة. تم احتساب معامل الصلاحية والثوقية السطحي للاختبار القبلي والبعدي.

يستخدم **Man Whitney-Test** لتحليل البيانات التي تم جمعها. تظهر النتائج النهائية تصور الطلاب الإيجابي لتطبيق استراتيجية هيكل السمكة في تعلم كتابة اللغة الإنجليزية كلغة أجنبية في العراق وفروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية. وأخيرا ، تم ذكر الاستنتاجات والتوصيات.

THE EFFECT OF FISHBONE STRATEGY ON IRAQI EFL UNIVERSITY STUDENTS' WRITING PERFORMANCE LEVEL

Noor Abdul Sahib Ali, MA. In ELT

Abdulsahibnoor@gmail.com

**College of Physical Education and Sports Sciences - University
of Baghdad - Baghdad - Iraq**

Prof. Fatin Khairi Al-Rifai, Ph.D. in ELT

**College of Education Ibn Al-Rushd for Human Sciences - Juma'a
Baghdad - Baghdad - Iraq**

Keywords: Fishbone strategy, Teaching writing.

Abstract

Teaching writing which is a unique talent through a photo organizer strategies is better than displaying a sample. To get higher effects for growing writing technique, Instructors need to train their college students to name the primary and subordinate thoughts through knowing the reason and effect instead than generate ideas and gathering information only. Fishbone strategy as a splendid way assists students to ease their task and clarifies their views earlier than start writing . Applying Fishbone Strategy expects enhancing students performance level and develops their critical thinking implicitly.

The present research aims at exploring students' level of performance of fishbone strategy that is used in teaching writing on Iraqi ESP Physical Education and Sport Sciences College students' performance. The design of the research is an experimental design pre/post test with experimental and control groups .The study has been applied to (40) students from 3rd stage at the College of Physical Education and Sport Sciences at Baghdad university, they have been divided into two groups, twenty students in each group. Face validity and reliability coefficient of the pretest and posttest have been computed. Man Whitney-Test is used to analyze the gathered data. Final results show students' positive perception of implementing fishbone strategy in learning EFL writing in Iraq and statistically significant difference between the two groups in favor of the experimental group. Finally, conclusions and recommendations have been stated.

1. Introduction

1.1 Problem and Significance

Writing has many difficulties as other skills of teaching English even for native learners. 'Writing is a skill that comprises more difficulties such as spelling, formatting, lexical, paradigms, and grammatical rules''. (Camille, 2007:27). Recognizing of writing talent is generally harder than listening and reading to learner.

The problem of ESP students, College of Physical Education and Sport Sciences at Baghdad University, is how to start writing, they don't know how to arrange ideas and sort these ideas according to its significant. This problem emanates from inability to find the prominent idea and its details.

The researcher noticed that most of his students lack their interest through writing activity and they get little improvement in writing even they did all of their assignments. All these obstacles would be solved by applying an effective writing strategy. Students need more Effective strategies of English language learning to advance their ability for a successful writing, because writing is not limited for specific study only but it is also a service activity for students' live in different fields like writing diaries, curriculum vita, messages, contracts.....etc. Training students how to write, by enhancing their processes, they will gain a higher nice in their written production (Maecovehio, 2001: 56).

Using Fishbone strategy enable students to show the problem, outlines the elements that give to this problem, and resolve the dilemma. It helps students to tackle the topic from all aspects and describe the topic by a sensible way according to the cause and effect. Fishbone strategy provides students the opportunity to associate the details of the problem to

get the solution. This will improve students' critical thinking and increase their writing performance.

1.2 Aim of the study

The present study aims at finding out the effect of Fishbone Strategy on Iraqi ESP Physical Education and Sport Sciences College Students' Performance level in Writing.

1.3 Hypotheses

It is hypothesized that there is no statistically significant difference between the mean score of the experimental group which is taught by Fishbone Strategy, and that of the control group which is taught by the strategies employed in their textbook.

1.4 Limitation of the study

This research is limited to:

1. Students are those who study English at College of Physical Education and Sport Science, at Baghdad University for the academic year 2018-2019.
2. All the participants are from the same stage, the third stage/ junior .
3. The native language of all those Iraqi students is Arabic.
4. The study is limited to Fishbone Strategy only.
5. The New Head Way Plus Textbook.

1.5 Value

It is hoped that this study is valuable in the following aspects:

1. It clarify the importance of a fishbone as a strategy for teaching EFL skills.

2. It motivates students to develop and increase their interests' writing performance.
3. It presents a good opportunity for EFL instructors to apply this strategy with others skills.
4. It helps students to better critical thinking.

2.Teaching Writing

Writing is a deliberate activity that need to be deliberate and organized. Writing talent goals to assist foreign students of English to improve their writing of examination, curriculum vita, letters, stories, and other textual content. (Emest, 1993: 1)

Effective writing is a full process, it virtually includes others disconnected steps with its own interests, objectives, pace, and strategies. It isn't a single process. In order to produce an ultimate well- written product, the writer ought to layout, draft, assess, revise, and correct. (Haven, 2014: 2)

Haven (ibid) also expresses that Writing is a life activity and an academic activity of increasing importance under the demands of the common core standards and standardizes testing. Mastery of writing process links to general education success and students' analytical, logical and general mental development. Learning to effectively write seems to be a procedure to mastery of other academic subjects or skill sets. Providing writing strategies help instructors squeeze as much writing proficiency development out of each available minute as possible.

In writing process EFL/ESL students clearly require to learn writing strategies which direct them in planning, evaluating and revising their

writing. Teaching Writing strategies consequently will end their problem in what and where they require instruction. . (Berman, 2011: 220)

Writing process design aims to support instructors to make learning more efficient through improving organized instructions that integrate writing methods or strategies into teaching an extensive of content, prepare students for assessment and build mastery. In additional to expand teacher's selection of educational strategies beyond needs for form and structure by giving student the skills to realize his writing and thinking. (Laubar, 2006: 2)

Since teaching writing is a continuous process for learning it must be a planned activity to encourage instructors to create a writing model that teaches students to learn extremely , actively, smartly and meaningfully. (ibid)

”Despite the importance of developing proficient writers ,however, students' writing performance is not meeting standards across many countries, although a comprehensive global picture is not yet available”. (Redondo, 2018: 3)

Writing is a productive language talent due to the fact that it requires learners who create language in the shape of readable text .There are some limited strategies of foreign or second language acquisition which are specially address the trouble of how students study to analyze, arrange and sort all small print of theme as viable as they can due to the fact even in a first language , writing ability is relatively variable nd normally associated with advanced stages of education.

Writing skill has various types of mental process because it provides students with time to think, to prepare , to do some mistakes and find

alternative solutions at the same time, so it considered a worth skill to develop student performance .

Strategic writing teaching is a creative process. Writing strategies are designed for instructors and learners together in order to adopt and construct in their lesson. The teaching process extremely focuses on instructors concern to the goals and difficulties which are latent in their hard work. This focus enable instructors t so be aware of strategies struggling writers are using and to propose new techniques for them. (Collins, 1998: 185)

The demand of Writing have been multiplied in accordance to the dramatically modifications in students life as examinations education, email, curriculum vita, letters, and tutorial studies. So, it is very fundamental to present methods or techniques which rely on analysis of facts and abilities that college students in need to spoil them down into components then master it. Eventually all these techniques will allow students to organize their ideas via planning in groups, guided note-making, strategic questions by the trainer , organizing factors in a hierarchy of importance for presentation, high lighting fundamen -tal statistics ,sequencing given statistics , sorting and matching ideas.

3. Fishbone Strategy

Kaoru Ishikawa (who is a chemical engineer from the University of Tokyo 1915-1989) submitted a graphical tool which present a universal vision of the generating causes of a problem and the resulting causes. It relying on format that makes use of rationale and effect which is regarded as Fishbone. He actually used it in 1943 for getting to know by means of assessment of scenario and that's lead to quintessential wondering. The

form of fishbone format like a skeleton of fish. Fishbone layout consists of three predominant parts, head, body and tail. Each section refers to point, beginning with the head which describes the foremost theme or hassle while the body describes all essential points of the trouble and the tail offers the result of the problem. (Saeger, 2015: 6)

"Fishbone is one of the graphic organizers which used to analyze problem, topic, an object or event by utilizing a diagram". (Krus, 2010: 40)

Fishbone diagrams is also acknowledged as Ishikawa or cause-effect layout which is a visual tool to some shapes of wondering created and made famous a renowned the name of management guru by way of Ishikawa .It can be used to recognize Cause and impact relationships. Fishbone diagram is most typically used as a problem solving tool. It can work as a handy way of organizing a group's ideas when identifying what might be the root motive of something that is going incorrect. (Wealleans, 2001: 57)

A Fishbone is used for representing range of ideas and aiding important points for each. It can have any wide variety of branches, which contain any variety of ideas. Students report a most important thought on the pinnacle line of every branch then add the aiding important points under each primary thought. Fishbone can be used for identifying the factors of narrative, describing different characters, checklist connections, identifying essential thoughts and aiding small print. (Donohue, 2007: 31)

According to (Saeger, 2015: 7) fishbone design is basically relay on two hypothesis: Each problem has a restricted number of principle and secondary causes, and solving this problem is depended on distinguishing between these two reasons.

Fishbone strategy is one of the powerful comprehension strategies that reinforces the necessary information through using who, how, why questions as well as stating the problem. It is very useful way to identify the main points and summarize them that will support students' writing by organizational diagram. (Perez, 2008)

Fishbone strategy is one of the modern learning strategies that aims to distinguish the potential cause for a performance problem. It is a strategy that used cause-and-effect diagram to identify the problem

A Fishbone is defined by (Mcknight, 2013) '' Graphic organizer facilitate categorizations among large body of information, Students' ability to identify causes and effects promotes higher-level thinking''.

Fishbone is an effective strategy to teach writing skill explicitly because it is a phase of formal brainstorming; Instructors and students ought to use this tool to analyze elements that are wanted in achieving goals. It helps students to sort out the components of bigger thoughts into headings, subheadings and details. English language instructors generally ask their students at English lessons to analyze, visualize, arrange and give an explanation for the data in a range strategies via a cooperative learning. (Fogarty, 2012)

3.1Fishbone Procedures

Instructors have an essential role in implementing the Fishbone Strategy, so there is a simple deference among them.

According to (Perez, 2008: 107) the implementation of fishbone strategy include the following steps:

1. Instructor ought to present the model to the class, after reading the topic or text. To help students understand how the information is recorded. It is so critical to student success the molding process.

2. The priority for instructor focusing on the comprehension questions (What, How, Who, Why, Where, and when) which need to be solve for the selected topic.
3. Instructors should instruct their students to answer the basic questions after their reading assignments. It is necessary to write down notes along reading.

Baguley(2010) Diagnoses the real reasons which let learners in need to practice a fishbone in learning process, as they are following:

- A. Finding the root reason of a trouble
- B. Identifying all possible causes for a trouble,
- C. Identifying area for knowledge collection.

Fishbone typical steps are also illustrated by Baguley(2010) (See figure 1)

1. Define the trouble sincerely.
2. Identify all feasible causes, through brainstorming or by using the usage of the early steps of ordinary group technique to generate lists of motives instead solutions.
3. Group the motives under the head
4. Visually connect all causes again to the trouble using fishbone diagram.
5. Use the diagram to continue the identification of viable causes till all of these, even the inconceivable ones, have been written down.
6. Review the layout and determine which of the causes are to be investigated first.

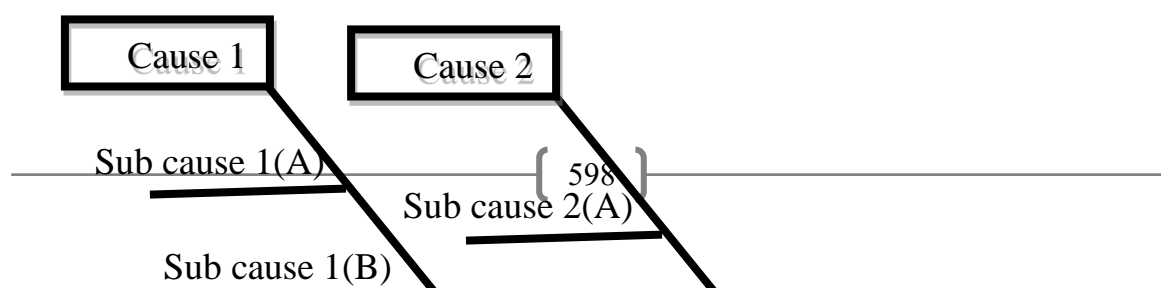


Figure (1)
(Fishbone diagram)

3.2. The Advantages of Fishbone Strategy

Perez (2008:107) submits three main benefits of using Fishbone Strategy as the following:

1. Fishbone Strategy helps students to recall the main information of the topic by asking comprehension questions
2. Providing a structure that lends itself to sentence writing will support students' writing.
3. Supplying a format is very useful for note-taking.

While Saeger (2015: 9) introduces others advantages of implementing fishbone diagram as a successful model which are the following:

1. Classify all reasons associated to a trouble.
2. Damage down a highly giant problem.

3. Encourage the participation of each group member in the evaluation and create task administration dynamics.
4. Restrict missed reasons via team work.
5. Identify areas to inspect further, where data is something lacking.
6. Analyze a problem, regardless of the subject or company sector where it is skilled.
7. Supply factors of growing an appropriate answer to the problem.
8. Provide a brief vision of the reason and impact link.

The major benefit of the FBS is motivating students to show problem on single sheet of paper and perceive significant relationships between main and causes of the problem. The Fishbone Strategy also has a great acceptance at the institutions which have encouraged teams or groups of learners to become more involved in the problem – solving process.

3. Procedures and Methodology

3.1 Population & Sample

The population of the present study includes Iraqi 3rd stage ESP students at the College of Physical Education and Sport Sciences / University of Baghdad Al-Jadiriya / and College of Physical Education & Sport Science for woman/ Al-Waziriya who are studying during the academic year 2018-2019. The table below presents all details about the population:

Table (1)

Population and Sample of the Present Study

University/college	P0pulation	Experiment sample	Item Analysis Sample of the post test	Reliability sample of the pre & post test
Baghdad University College of Physical Education & sport Science/Al-Jadiriya	128	40	50	60
Baghdad University College of Physical Education & sport Science for woman/ Al-Waziriya	147		50	40
Total	275	40	100	100

The sample of the present study is selected from 3rd year University of Baghdad students of Physical Education and Sport Sciences Coallege at AL-Jadiriya. It includes 40 female students distributed into 20 students as the control group and 20 ones as the experimental group.

3.2 The Quasi Experimental Design

The adopted quasi experimental design is a non –randomized control group pretest-posttest design.

3.3 Equalization of Groups

The control and experimental group have been equalized in age and pretest as described below:

3.3.1 Age Variable

By applying Man-Whitney formula, table (2) below shows that there is no significant difference between the two groups since the computed Man-Whitney value which is (173) with a standard deviation of (1.42884) is higher than the tabulated Man-Whitney value which is (127) with a standard deviation of (.50637) .

Table (2)

Mann-whitney Value of the Student' Age

Groups	Number	M	S.D.	Sum of Rank	M.W computed Value	Tabulated Value 0.05	Lev signif
Experimental	20	19.15	1.42884	383.00	173	127	0.
Control	20	21.85	.50637	437.00			

3.3.2 Pretest Variable

By using the Man-Whitney formula, it has been found that the mean score of the experimental group is 23.55 with a standard deviation of 5.42732, whereas the mean score of the control group is 17.45 with a standard deviation of 50637. The computed Man-Whitney value has been found (139) which is higher than the tabulated which is (127) of level of significance 0.05.

This clarifies that there is no statistically significance difference between the two groups on the pretest variable. (See table 3)

Table (3)

Mann-whitney Value of the pretest variable

Groups	No.	M	D.F.	Computed M.W. Value	Tabulate d M.W. Value	Level of Significanc e
Control	20	17.45	20	139	127	0.05 Insignifica nt
Experiment al	20	23.55				

3.4 Construction of the Pre and Post Tests**3.4.1 Construction of the Pretest**

The pretest consists of one subjective question with five items asking students to write a paragraph. The title of the subject is "**Your College**" which is selected from the textbook of New Headway Plus /Student Work Book p. 107. This written test is a subjective question of writing a descriptive paragraph by answering five items, two scores for each item and a total score of 20(See appendix 2). Where the scoring scheme is adopted from the teacher's guide (see appendix 1). The psychometric characteristic that have been done in terms of the pretest are face validity and reliability.

3.4.1.1 Face Validity

By asking a group of five experts* in English language teaching and linguistics to give judgment about the suitability of the topic above, all jurors agreed on it is suitability with 100% agreement.

***The jury members are:**

1. Prof. Fatin Khairi Al- Rifai ; College of Education Ibn – Rushed, University of Baghdad .
2. Asst. Prof. Mayada Raheem ; English Language Center, University of Technology .
3. Asst.Prof. Nadia Majeed Hassan ; Middle Technical University.
4. Asst. Prof. Hassan Kadhum; Department of English Language, College of Education, University of Thi-Qar.
5. Ins. Ban Kadhum ; English Language Center, University of Technology.

3.4.1.2 Reliability

In terms of computing the reliability coefficient, the intra-scorer method has been used. The reliability sample includes (60) female students. The pretest has been corrected twice, by the researcher herself, By using person correlation coefficient formula, the reliability has been found (0.81) which is considered acceptable according to Lehman and Meherens(1991:255).

3.4.2 Construction of the posttest

The posttest consists of one question with five comprehension items the title of the topic is "**Protective Gear**". Which is selected from A Set up To English & Sport Sciences textbook of third stage at College of Physical Education and Sport Sciences P.36. This written test is a subjective one of writing a descriptive paragraph by answering five items and a total score of 20 (See appendix 3). Where the scoring scheme is adopted from the

teacher's guide (see appendix 1). The psychometric characteristic that have been done in terms of the posttest are face validity, reliability, and item analysis.

3.4. 2.1 Face Validity

By using the same procedure in 3.4.1. 1, the percentage of agreement has been 100%.

3.4.2.2 Reliability

By applying the same procedure in 3.4.1.2, the reliability coefficient, has been found (0.84) which is considered acceptable according to Meherens and Lehmmann(1991:255) .

3.4.2.3 Items Analysis of Posttest

In terms of the analysis of items, the level of difficulty plus item discriminating power have been calculated for the four areas of the scoring scheme as shown in table (4) below

Table (4)

***Item Difficulty(DL)and Item discriminating power (DP)
of the Post Test Items***

Item Number	DL.	DP
1	0.45	0.38
2	0.64	0.53
3	0.51	0.44
4	0.72	0.60
5	0.49	0.58

All the indices of DL and DP have been proved acceptable since they are above 0.30 (Ebel1972:392).

3.4. 3. The Scoring Scheme

The scoring rubric has been adopted from Harris,et-al (2010:75) as appendix (1) shows. The total score (the higher score is 20, whereas the lower score is 4).

3.4.4 Teaching Procedures

Here, the description of the procedures of teaching writing for both, the control and experimental group.

The Experimental Group

The experimental group has been taught by a fishbone strategy which is selected by the researcher herself. To motivate students apply this strategy the experimental group has been divided into four groups, the fallowing steps clarify the application:

- 1. Introducing the Strategy,** This is a brainstorming activity where instructor informs the experimental group why, when, and how to use this strategy, clarifying the steps of this strategy. Students need to have a clear idea about the fishbone approach to be familiar with it to make the writing technique is less difficult than before. Introducing the approach takes 2 minutes.
- 2. Presentation:** The step where instructor informs his students that they will tackle the subject matter and define the title of the theme to assist

students recall their prior information ,then the teacher both draws the fishbone graph on the board or prints it on sheets. It is done in 5 minutes.

- 3. Define the problem (effect) to be solved:** Print the problem on the head of the fish. Starting the format with the trouble reminds all involved that the purpose is to resolve the problem. The problem is visually represented by using drawing a horizontal line with a container enclosing the description of the hassle on the tip of the arrow. This step is executed in 5minutes.(see figure below)

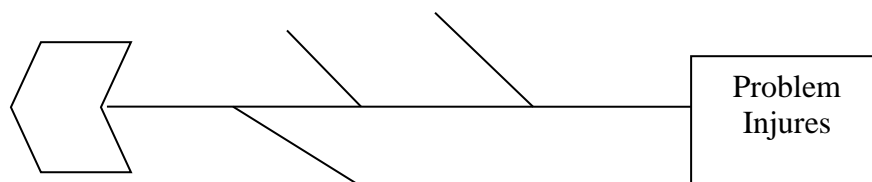


Figure (2)

- 4. Identify the causes of the problem.** This can be completed by way of asking "what are the elements that motive the problem?" The plan should be constrained to a variety of important reasons typically labeled as people, setting, materials, exterior factors, etc. The reasons are connected to the fins of the fish. Then, the instructor divides the students into four teams and introduced the topic. Instructor presents a set of fishbone diagram. Each team received one fishbone diagram... The students discuss about their own subject using fishbone diagram. Smart students work by association; grouping participants to motives reflects the associative nature of the information. The graph does now not have to be perfect as lengthy as every person is familiar with what it represents. To be aware of the goal have been completed or now not

after the date has been entered on the diagram, the essential causes of the hassle can be isolated and circled on the diagram. This step is carried out in 10 minutes. The image under indicates how to visually depict these key motives on the reason and impact diagram

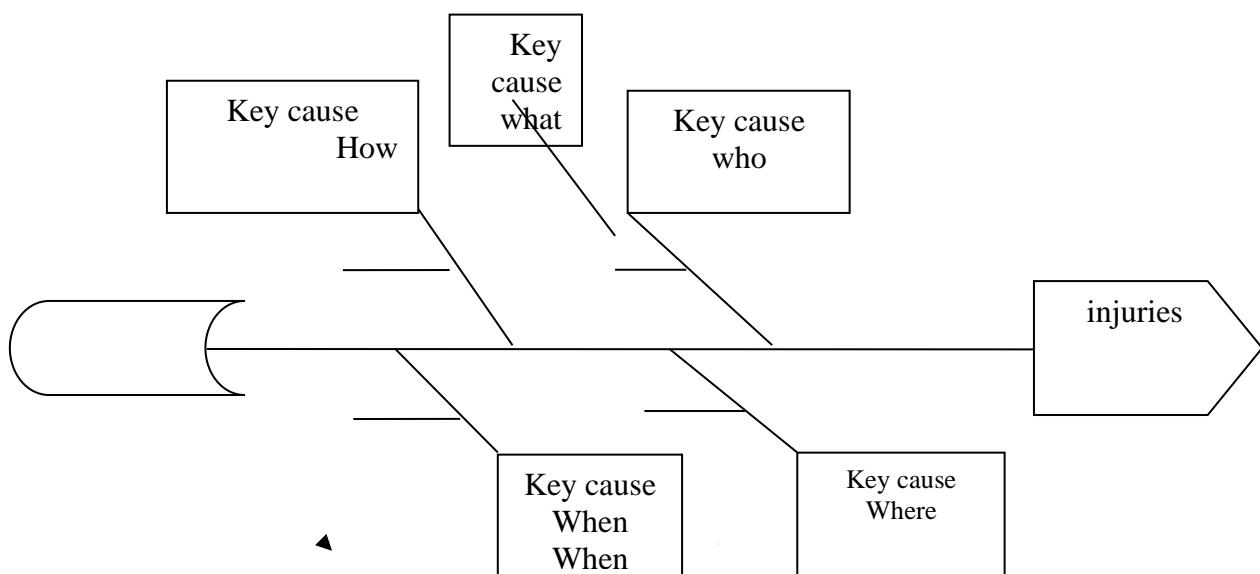


Figure (3)

5. Identify the reasons behind the key causes. This step objectives to brainstorm as many causes for each of the key causes. The 5 Whys tools can assist students to drill down to these sub-causes. To facilitate participation from all of students, ask every student of the team to provide one purpose in the back of a key cause. These hints have to be

written down and related to their suitable key cause arrow (see the figure below).

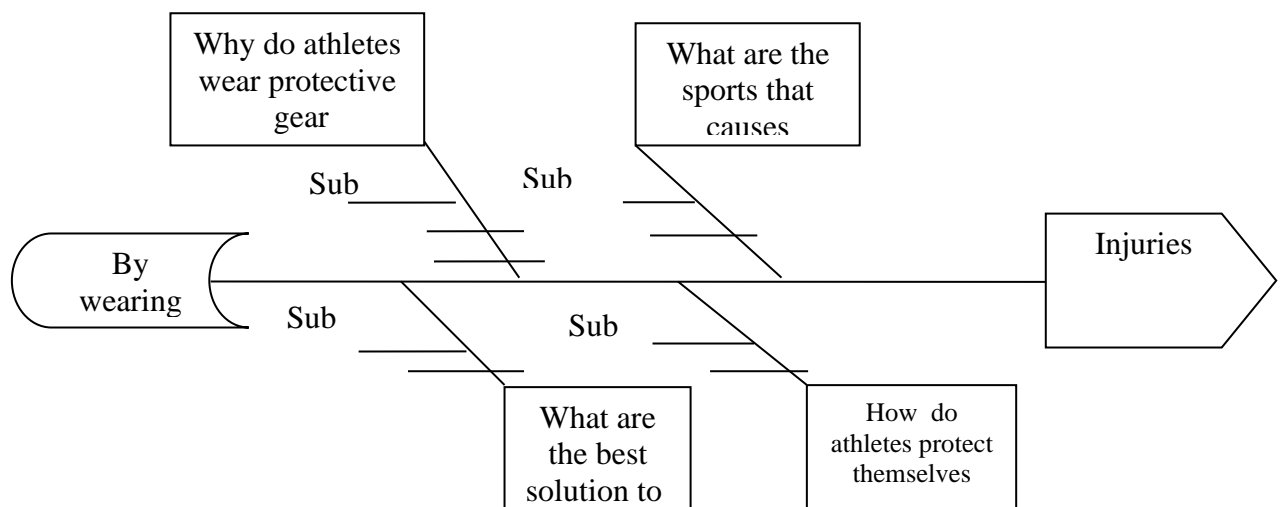


Figure (4)

6. Identify the Most likely Causes. Students need to focal point extra specifically on the viable cause(s) that have a high chance of taking place. The college students collects extra records to better recognize and quantify the manageable causes. Asking "Where?", "When?", and

"How?" lead to a better perception of the connection between the manageable reason and the trouble the students is tasked to solve.

7. **Reflecting:** Each student starts writing after sorting the ideas according to the layout, Instructor observes as facilitator telling them to write the problem of the challenge which has been identified in the preceding step, at the first paragraph, then prepare all the important and subordinate causes at the physique of the sheet, ultimately write the solution of the hassle as conclusion at the closing paragraph. Students must grasp the grammatical accurate sentences, organizing and summarizing of the ideas to current a complete essay. Instructor asks students to current their final product. This step is done by 15 minutes.

3.4.5The Control Group

The control group has been taught writing by the researcher herself without applying the fishbone strategy. The following steps clarify the lesson plan:

1. **Warm up or preparation:** It is the first step and it is achieved by 5 minutes where instructor asks usual questions as a brainstorming activity, it is a way of getting ideas about the topic for example: Do we need protective gear during sport?
2. **Presentation:** It is the main step and it is achieved between 10-15 minutes where the instructor monitors the students' work after asking them to arrange their ideas logically focusing on producing grammatical accurate sentences ,sequence of events, connect paragraphs in a complete

essay , students begin to write their information about the topic individually.

3. **Practice:** This is a supportive step which take 10 minutes, here the instructor divides the class into small groups to exchange the information among them, and to check or correct their products. they involve in reading and writing others' product
4. **Evaluation:** This is the last step and it is achieved within 10 minutes when the instructor asks their students to present their tasks in front of the class individually. Give them a chance to discuss and add more information or suggestion

4. Data Analysis, Result, Conclusions, Recommendations

4.1 *Data Analysis and Results*

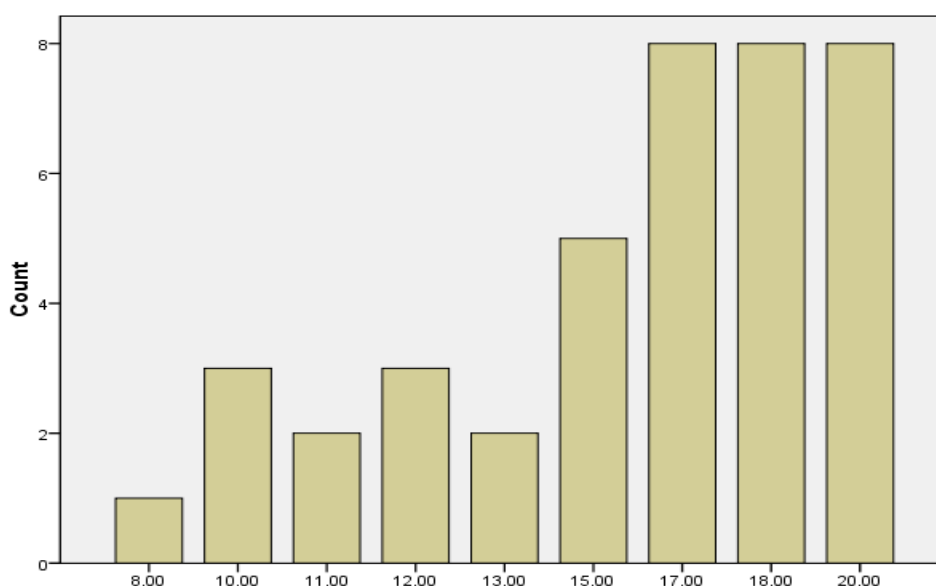
At the end of the experimental study which lasted for three months, data has been gathered, then analyzed by using Mann-whitney-test formula. Results show that the mean score of the experimental group is 25.52 with a standard deviation of 5.87689 whereas the mean score of the control group is 15.48 with a standard deviation of 3.28165. The computed Mann-Whitney value is 127 while the tabulated Mann-whitney-test value is 99 on level of significance of 0, 05.

Table (5)

*The Mann-Whitney Value for the Different Significant between the
Control and Experimental Group in the post-test*

Groups	No.	X	S.D.	Tabulated M.W Value	Computed Value	Level of Significance	I
Control	20	15.48	3.28165	99	127	0.05	2
Experimental	20	25.52	5.87689				

This result points to that there is a statistically significance difference between the two groups since the computed Mann-whitney-test value is higher than the tabulated value, this means the experimental group students have proved to be better in their writing comprehension because they had been taught by the Fishbone Strategy.(see figure below)



(Figure 5)
(Post test result)

4.2 Conclusions

In the light of the findings of the present study, it can be conclude the following points:

1. Fishbone Strategy is a powerful strategy for improving writing performance.
2. Instructors of University College of physical Education and Sports Sciences should apply this strategy for getting better understanding in all English language skills.
3. Fishbone Strategy stimulates students' thinking during learning process .
4. Fishbone Strategy as being one of the learning styles facilitate the process of teaching English language for both, teachers and students at the same time .

4.3 Recommendations

In the light of the findings and conclusions of the present study, it is recommended that:

1. English language teachers can apply the Fishbone Strategy as a teaching strategy in writing performance, since it is proved that this strategy implied positive influence for students' writing performance of college level for ESP Students
2. Using of Fishbone Strategy encourages students for better critical thinking through problem- solving.
3. The University instructor oblige to use interesting strategies to make the teaching and learning process enjoyable and effective. So, students will be involved in studying English as a language and a subject.

References

- Baguley, P. (2010). *Improve Your Project Management - Teach Yourself*. Hchette UK.
- Berman, R. (2010). *English Academic Language Skills: Perceived difficulties by Undergraduate and Graduate Students ,and their academic achievement .* Candian Journal of Applied linguistics.
- Donohue, L. (2007). *Giudeline Listening: A frame Work for Using Read-aloud and Other Oral Language Experiences to Build Comprehension Skills and Help Students Record ,Share, Value, and Interpret Ideas.* Canada: Pembroke Publishers Limited.
- Gerald Laubar, E. R. (2006). *Writing as Learning : A content based Approach.* California.
- Haven, K. (2014). *Writing Workouts to Develop Common Core Writing Skills Step-by-Step Exercises, Activities, and Tips for Student Success Grades 2-6.* ABC-CLIO.
- Jeanette Berman, M. H. (2011). *The ABCs of learning Disabilities.* Academic Press.

- Krus, D. (2010). *Thinking Tools for the Inquire Classroom*. Australia: Education Service Publisher.
- L.Collins, J. (1998). *Strategies for Struggling Writers*. New York: Guilford Press.
- Maecovehio, M. S. (2001). *Tracing back the teaching of the writing skill*. Argentina: effha.
- Mario Camille, P. H. (2007). *Blog:web Journal in Language Education*. Council of Europe.
- Mcknight, K. S. (2013). *The Elementry Teacher's Big Book of Graphic Organizers ,K-5:100=Ready -to-Use Organizers That Help Kids Learn Language Arts,Science,Social Studies,and More*. San Francisco: John Wiley.
- Pauline Emest, R. R. (1993). *Writing Skill Teacher's Book:A Problem -Solving Approach*. Cambridge University Press.
- Perez, K. (2008). *More Than 100 Brain-Freindly Tools and Strategies for Literacy Instruction* . United States of America: Corwin Press.
- Raquel Fidalgo Redondo, K. H. (2018). *Designing Principles for Teaching Effective Writing :Theoritical and Empirical Grounded Principles*. The Netherlands: Koninklijke Brill NV, Leiden.
- Robin J.Fogarty, J. A. (2012). *Howto Teach Thinking Skills Within Common Core :7Key Students Proficiencies of the New National Standars*. United States of America: Solution Tree Press.
- Saeger, A. d. (2015). *Ishikawa Diagram: Anticipate and solve problems with your buisness Management & Marketing*. 50 Minutes .
- Wealleans, D. (2001). *The Organizational Measurement Manual*. England: Gower Publishing,Ltd.

Appendix 1

Scoring Rubric Scheme

The Scoring Rubric Scheme ranges analytically from 5(Excellent)4:(Good)3:(Adequate) 2:(Unacceptable) 1:(Bad).Therefore ;20 is the total score of the test.

Mark	Vocabulary and structure	Organization , linking	Presentation and Coverage of points	Relevance , Handwriting and Spelling
5	Wide range of structure and vocabulary demonstrating control of language	Clear organization with a variety of linking devices	Presentation and register wholly of points appropriate to purposes and audience	Full coverage of points required
4	Good range	Effective	Presentation and	coverage of

	of structure and vocabulary generally and accurate	organization suitable linking devices	register appropriate to purposes and audience	points required with sufficient detail
3	Adequate range of structure and vocabulary generally and accurate some errors	Adequate organization few linking devices	Presentation and register on the whole appropriate to purposes and audience	coverage of main points required
2	Range of structure and vocabulary rather limited e may errors may obscure communication	Inconsistent organization suitable linking devices	Unsuccessful at appropriate Presentation and register	Some omissions and/ or irrelevant material
1	Narrow range of structure and vocabulary little or no language control	Lack of organization and linking devices	Little or no awareness of appropriate Presentation and register	Numerous omissions and/ or considerably irrelevant material

Appendix (2)

Pretest

Write a descriptive paragraph about **your college** by answering the following questions: (**Total score 20**)

1. What is the name of your college?
2. Where is it?
3. How departments does your college have?
4. Why do you like or dislike your college?
5. What do you want to be after graduating from it?

Appendix (3)

Posttest

Q1. Write a descriptive paragraph about **Protective Gear** by answering the following question: (**Total Score 20**)

1. What is the Protective Gear?
2. Which are the sports that require wearing the protective gear?
3. What are the causes that lead to use the protective gear?
4. What are the results or expected injuries that may happen without using the protective gear?
5. What is the best solution to ensure the athletes' safety?