The Role of S.P.W Technique on improving 4th preparatory female Students' Performance in Comprehension

Hind Abdullah Khaleel

Ministry of Education in Iraq

Hindballh80@gmail.com

Tel @Whatsup 07731822944

The Role of S.P.W Technique on improving 4th preparatory female Students' Performance in Comprehension

Hind Abdullah Khaleel

Abstract

The aim of this study is to find out the role of Summary Pair Writing (SPW) technique on improving 4th preparatory Students' Performance in Comprehension. It is only open to students in Tikrit for the educational year 2023-2024. The participants were picked at random and comprised of 42 students divided into two separate groups. The researcher created a post-test to assess students' performance and submitted it to a panel of academics to guarantee its veracity. Everything was collected and evaluated by a t-test with 2 separate samples. The results have showed that there is a statistically significant difference between the experimental group and the control one in favor of the experimental one. This difference can be attributed to the use of (SPW) technique. In the light of the findings, a number of conclusions have been drawn by the researcher.

Keywords: (SPW) technique , 4th Preparatory Students, Performance, and Comprehension

The Role of S.P.W Technique on improving 4th preparatory female Students' Performance in Comprehension

دور تقنية S.P.W في تحسين أداء طالبات الرابع الاعدادي في الاستيعاب

م.م هند عبد الله خليل

وزارة التربية / المديرية العامة لتربية صلاح الدين

07731822944

المستخلص

الهدف من هذه الدراسة هو معرفة دور تقنية الكتابة الزوجية الملخصة (SPW) في تحسين أداء طالبات الرابع الاعدادي في الاستيعاب ، و يقتصر على هؤلاء الطالبات في مدينة تكريت خلال العام الدراسي ٢٠٢٣-٢٠٢٤. لتحقيق الهدف ، تم وضع الفرضية " أنه لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية التي يتم تدريسها وفقا لتقنية S.P.W ومتوسط درجات المجموعة الضابطة التي يتم تدريسها وفقا للتقنية التقليدية في اختبار الفهم" ، تم اختيار العينة عشوائيا وقد ضمت (٤٢) طالبا موزعين إلى مجموعتين. قام الباحث ببناء اختبار لقياس أداء الطالبات ، وعرضه على لجنة من المحكمين للتأكد من صدقه ، و تم جمع البيانات وتحليلها باستخدام اختبار التائي لعينتين مستقلتين و أظهرت النتائج أن هناك فرقا ذا دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية يمكن أن يعزى هذا الفرق إلى استخدام تقنية(SPW) ، وفي ضوء النتائج ، تم استخلاص عدد من الاستنتاجات من قبل الباحث.

الكلمات المفتاحية: تقنية (SPW) ، طالبات الرابع الاعدادي ، الأداء ، الاستيعاب

1.Problem of the study and its significance

English is a vital language in the globe. Utilizing this form of speech for both study and conversation contributes to the development of capacity for English. Reading is one of these abilities that may be extremely beneficial to successful language learning. It has the potential to help people improve their speaking abilities. (Mart,

2012: 91). There is a substantial association between reading and writing abilities, as well as other language skills. Almost all kids who are good writers are also good readers. Furthermore, collaborative writing is excellent for lowering anxiety and other linguistic activities.. (Dobao,2012: 47).

Among these skills, reading can play a very important role in successful language learning. It has the potential to help people improve their speaking abilities. Reading will assist learners improve their speaking fluency and accuracy. (Mart, 2012: 91).

Hansen(2016: 10) indicates that reading comprehension is often described as an interactive process in which the efforts from the author and reader join. Teachers in Iraqi schools typically assign their pupils to remember challenging and unfamiliar vocabulary and read passages. Students and teachers don't focus much on (RC, for short). Students typically struggle with reading comprehension because of the way English language instruction is taught and learned in Iraqi institutions.

(Abdualameer, 2016:10).

The English-language texts utilized for educational purposes in Iraq

are designed to educate learners in efficient English communication. Writing thus is viewed as an essential ability that students must acquire in order to make satisfactory gains in school, and their ability in this field demonstrates their true command of the target language. (EI- Bettar, 1984).

Despite its importance, writing has received less attention in English language teaching; as Richards (1990:106) puts it, "The nature and significance of writing have traditionally been underestimated in language teaching".

Students still struggle greatly with the mechanics of writing; they frequently have questions about how to use punctuation correctly, such as commas, full stops, colon s, etc. They also struggle with spelling correctly. Even some students struggle with capitalization (Radjab, 2013).

Despite the complexity of writing, it is essential for educators to comprehend how to deliver successful writing training. The summary pair writing method serves as an effective pedagogical instrument that impacts students' performance in the initial phase. (Shaver, 2013:202).

2.Aim of the Study

The present study aims to find out the role of Summary Pair Writing technique on improving 4th preparatory students' performance in comprehension skill.

3.Hypotheses of the study

This study is hypothesized that there is no statistically significant difference between the mean scores of the experimental group who are taught according to S.P.W technique and the mean scores of the cont.group who according to the traditional style in the comprehension task.

4.Limits of the study

The current research is chooses to:

1.4th preparatory students at Sumayh secondary school for girls in Tikrit city during the academic year 2023-2024.

2.Three reading passages taken from the textbook "English for Iraq" prescribed to the 4th preparatory students.

3.S. P.W. technique and its role on improving 4th preparatory students' performance in comprehension skill.

5.Definitions of Basic Terms

The following terms have been defined both operationally and theoretically:

1. Role

A role is a task or component that is carried out as a procedure, especially in a designated operation. It describes the impact of an empirical factor in a controlled setting. (Blanch & Duran,2013:28).

The operational definition: it refers to the amount of influence occurred through applying a process or technique in learning / teaching reading passages.

2. Summary Pair Writing

A summary is a condensed section that yet includes all of the important details from the original. It is a rather succinct summary of a passage's contents in one's own words (Seow, 2002:60). Although pair writing is thought of as a scenario when two students collaborate to complete a writing assignment, it also fosters a secure learning atmosphere where students feel at ease because they share accountability for completing the assignment. (Abbas & Abdulbaqi , 2018: 25).

The two are amalgamated in summary pair writing. As students are generally involved in collaborative tasks that are difficult to instruct, comprehend, and evaluate, it enhances their academic motivation and participation in writing projects (Messer,1997:4).

Operational Definition of Summary pair writing Technique

Operationally, this is a cooperative conversation method that allows pupils to reflect,, answer and help each other and increase type of interesting learning, enjoy, and raise the student’s cooperation and activity.

3. Technique

A technique is a particular method of doing an activity, usually a method that involves practical skills (Collins, 2024).

Operational Definitions of Technique

Operationally, technique is the practical procedure that is followed by a teacher in the classroom in presenting an activity to facilitate students' learning.

4. Performance

Richards and Schmidt (2002: 392) define performance as "the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed contact".

Operationally

According to the S.P.W. Strategy, performance refers to the students' command of the English language and their capacity to construct learning-correct sentences.

5. Iraqi EFL Secondary School Students

4th preparatory students are the Iraqi students who study English as a foreign language in the preparatory grade for three years.

Theoretical Background & Previous Studies

1 Reading & Reading Comprehension

Since the Quran emphasizes the importance of reading, studying, pondering, and conducting research, the ability to read is the first and only one that has religious value. The initial Surah revealed in the Al-Qur'an to our Prophet Muhammad (SAW) is Surah Al-Alaq, which commences its verses with the word 'IQRA,' translating to "Read" in our language. Reading is a cognitive activity that allows the reader to use his eyes to translate the written symbols' intelligible meaning into his own experiences. This leads to complicated psychological processes like reading with worry. In order to communicate information from one person to another,

reading requires the activation of pertinent knowledge and related language abilities (Al Udaini, 2011:12).

Reading involves more than just one ability; it also involves interacting with printed materials for enjoyment and content. Communicating with others, words, syntax, and other language skills can all be taught using this technique. Reading may help children grasp the world, spark their curiosity, and solve their own difficulties, among other crucial objectives.

(Pourkalhor and Kohan, 2013: 52).

2. Categories of Reading

Intensive reading and extensive reading are the two well-known categories of reading. A thorough description of the two kinds that Seif suggests is provided below. (Seif,2012: 14-15)

a) Micro skills are concerned with;

1) Identifying the distinctive graphemes or graphic patterns of English 2) Preparing writing promptly for the task
3) Recognizing a fundamental set of vocabulary and comprehending the patterns of word order and their implications
4) Acquire proficiency in grammatical categories (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical constructions:

Macro skills are concerned with;

1. Understanding the importance of written discourse's rhetorical structures for interpretation.
2. Understanding the structure and purpose of written texts and their communicative function.

3. Using prior information to draw conclusions about implicit context.

Inferring links and connections between occurrences, identifying major and supporting ideas, identifying new knowledge, identifying given information, generalizing, and exemplifying are all part of the fourth step.

5. Knowing the difference between suggested and literal meanings.

Levels of Reading Comprehension:

Sugiarto(2014:206) divides RC into various categories. The RC classifications are shown in this section and were provided by Richards and Schmidt (2002). RC can be divided into three levels: critical, inferential, and literal understanding.

a) The primary level of understanding is literal comprehension. It is a context in which readers may comprehend the factual information conveyed in a text due to its straightforward presentation.

b) Deductive comprehension is the ability of readers to make deductions about the text by looking beyond the words on the page. At this point, readers make good use of material to infer cause and effect and to predict potential outcomes.

c) Readers are able to assess what they are reading through critical comprehension.

In order to draw conclusions from plainly presented facts, readers need literal comprehension. Inferential comprehension is used to deduce information that has been stated implicitly, as opposed to literal understanding. As the terms suggest, readers engage in both appreciative and critical comprehension to elicit an emotional reaction and critique the content they read. (Purwandani, 2015:18).

Teacher's Role

These are some ways that teachers might support their students:

a) Recognizing the distinctive qualities and traits of their target language.

b) Selecting real-world resources with care to show pupils how to use the words and structures they have been learning.

c) Including students in conversations about the process of acquiring a language (and reading), making sure that the objectives of instruction are reasonable and reachable, and assisting students in realizing their own potential.

d) Pacing the course to provide students with challenges without overloading their minds.

Writing & Summary Pair Writing Technique:

Writing Skill:

Since writing preserves information, it is extremely important. Writing shapes ideas and stimulates original thought. Everyone benefits from it in terms of learning new things and expanding their ideas. Since students must take written tests and take notes, writing is a key component of language instruction from a pedagogical standpoint. However, it appears that writing has been viewed more as a tool to help master grammar and vocabulary than as a skill unto itself in recent years. (Hamadouche, 2010:8).

Ingebrand (2016:1) Throughout life, writing abilities are vital. Students may be required to write starting in primary school to show that they understand a certain subject. A student's comprehension of a subject can be improved by writing (Hebert, 2010:200).

According to Topping (2000:79), the writing process is a complex one since it requires cognitive skills to identify specific language

segments in order to generate a quality piece of writing. Generally speaking, the writing process consists of two steps: idea exploration and idea processing.

The Basic Rules of Writing

Writing is a powerful tool for self-expression and communication.; good writing requires certain criteria like clarity, coherence, simplicity and brevity. Mekki(2012:12) mentions these rules as follow:

Clarity :It is the fundamental law of writing, and communication is impossible without it. Avoiding unclear phrases and sentences that could imply numerous meanings or interpretations is what is meant by clarity.

Coherence : In any type of writing, coherence is a crucial component. It plays a significant part in producing high-quality content. The goal of coherence is to organize and connect one's thoughts so that the learner can understand them the easiest.

Brevity and simplicity Since it helps with efficient communication and saves the reader's time and patience, brevity is a fundamental rule. Additionally, as the phrase goes, "write to express, not to impress." It is helpful to keep a particular topic or ideas as basic as feasible.

Collaborative Pair Writing

Peer learning is a two-way reciprocal action in which peers of the same level learn from and alongside one another, according to Begum (2016:16). Peer cooperation allows students to share their cognitive resources, change solutions, and make decisions together since they are working toward the same goal.

According to Yim (2017:146), group members can pool and exchange information during the collaborative learning process..As a result, each student is a dynamic contributor to both the learning and the teaching process. The impact of collaborative writing on students' overall writing performance and writing enhancements has been underlined. Students' papers can have improved substance, organization, and vocabulary in addition to being more linguistically difficult and grammatically correct.

Techniques and Achievements of Pair Writing Technique

Writing is a process as well as a final product. Any work is imagined, planned, drafted, edited, read, and reread by the writer. This writing process is occasionally chaotic and frequently cyclical. An essay, letter, tale, or research report is ultimately what the audience—whether it be an instructor or a larger audience—sees. Since collaborative writing involves teamwork, the entire process should be planned so that each couple has time to reflect, come up with ideas, share, negotiate, write, and revise. (Spear,1988:15).According to Tipping (2001:46), there are seven crucial processes that can be included in PWT.

Choose a Task: Give students tasks that are difficult for them to finish by themselves. If students are given assignments that they struggle to complete on their own, they will use this as an excuse to seek help and express their opinions to others.

Choose your partners: Give students the freedom to choose their own partners, or assign them to do so beforehand. The students can be in comfortable settings in this scenario of choice, where they can easily express their opinions or ask for assistance. Expect

Problems: Help pupils get ready for the risks they will encounter when working in pairs.
Make sure that the students understand the expectations by clearly stating them (e.g. deadlines for drafts, delays in group work, etc.).
Think about Assessment: Students must understand how they will be scored. Assign them the duties. Feedback: Students ought to receive input from their peers as well as from other students. When providing feedback in this situation, the instructor should be extremely encouraging and constructive.
Giving students enough time to edit their work is important.

Concept of Summary Pair Writing (SPW)

According to earlier research, the SPW approach was first put forth in the 1980s and has since been refined by other scientists. The basic idea behind this method is to encourage students to participate more actively in the teaching and learning process by having conversations with their peers.
According to Kagan (2009:40), the more appealing the teaching-learning process, the more enjoyable it will be. As a result, it will help the kids comprehend the information that the teacher has provided. Students are given the opportunity to reflect before exchanging ideas in pairs and then presenting their thoughts to the class as a whole using the SPW technique. It implies that pupils will be able to explore writing ideas by employing the SPW technique.
Because it allows students to explore their own ideas for writing, communicate ideas with their peers, develop ideas, and foster productive teamwork, the SPW methodology is thought to be an effective method for teaching writing. As a result, this method can improve students' writing abilities.
Guidelines for Teacher in Summary Pair Writing Technique

Kagan (2009:40) states that the SPW approach entails the following steps:

1. Assigning pupils to pairs

The SPW teacher starts by randomly assigning the students to pairs. Random selection is used to prevent a divide between high and low-achieving pupils. Additionally, they will be more likely to get to know one another well, which will boost a student's regard for other people.

2.Presenting the subject or query

Asking the pupils a question or suggesting a topic is the next stage. This is a general question with a wide range of possible responses.

For instance, "Where did you spend your vacation?" Have you ever visited a beach? When did you visit that location? Did you find pleasure on your holiday? Have you ever had a negative event in your life? What was it? When did it occur? It encourages pupils to engage in profound contemplation, allowing them to express their perspectives on various facets.

Allocating time for pupils to contemplate

The teacher should allow the students several minutes to contemplate their responses to the posed question beforehand. They ought to examine the question and using critical thinking to formulate a response. It is anticipated that each student possesses a unique response to share with their peers.

4- Instructing students to engage in dialogue with their companion and articulate their thoughts

In this portion, each student will present their response to their companion in pairs. They will exchange their thoughts and engage in discussion to identify the optimal solution. This activity can be advanced to a higher level.

it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

5- The last step in this technique, calling on a few students to share their ideas with the rest of the class. However, it improves not only the student's knowledge but also their confidence.

Teacher and Student's Roles

Teacher's Role

A teacher plays a crucial role in demonstrating the SPW approach. They are an:

1. explainer. The teacher elucidates the objective and the procedures for executing the SPW technique.

2. Organiser: The instructor arranges the class into pairs, ensuring that each pair comprises both proficient and less proficient pupils to promote equity among them. among them.

3-provider: He/She supplies the pairs with the reading comprehension materials.

4-guide and observer: He/ she instructs the students required to engage with their classmat. They heed and honor the thoughts and perspectives of others. Moreover, the talented pupils assist those who experience difficulties in reading. The individual should examine how this relationship is facilitated in the classroom.

5-promoter: He/She fosters a safety climate by supporting individuals without literacy skills. He/ she guarantees that the draft summary will remain unassessed.

Student's Role

A student assumes multiple roles when utilizing SPW in the instruction of EFL reading comprehension.
1- Analyzing the book comprehensively, engaging in discourse regarding the author's concepts and occurrences within the text, and identifying the salient points.
2. Engaging in discourse. Each pair deliberates on its proposed summary to demonstrate their understanding of the book. The students should foster an atmosphere of respect for all perspectives and demonstrate collaboration with their peers via their work.
3- Highlighting similarities and differences across the partners' drafts to evaluate and enhance their understanding
4- Attending to the teachers annotations, directives, and assessments of students' drafts. The researcher has sought a study examining the impact of the SPW approach on pupils' reading comprehension.
Maarof (2013) employs the SPW technique to examine EFL
1- A study by students' reading comprehension through a collaborative writing approach in summary composition. This survey sampled 30 Malaysian students participating in an academic course at a preparatory institution in West Malaysia. A RC exam was conducted, and semi-structured interviews were performed with 10 randomly selected students. The data analysis reveals that the majority of students view the SPW technique favorably and regard it as beneficial for improving their understanding. Problems that occurred during the process were also identified and discussed. Evaluation of this study suggested that this technique helps students in developing collaborative writing.
2- A study by Saito(1999) where SPW is used to discuss the possibility of anxiety in response to foreign and second language reading.30 intact first- semester classes of Spanish, Russian and Japanese preparatory school students were the sample of the study.

It introduces the construct of foreign language reading anxiety scale(FLRAS).

Experimental Design

Best and Kahn (2006: 177) define experimental design as a framework of techniques that allows researchers to test hypotheses and draw reliable findings regarding the relationship between independent and dependent variables. To accomplish the objective of this study, a non-randomized, equivalent-groups design has been chosen. This design requires two equivalent groups, designated as the experimental group and the control group. Both groups are administered the identical achievement test of RC, after which the experimental group is subjected to the independent variable (SPW) as a processing method. Two dependent variables are assessed: reading comprehension is evaluated by an accomplishment test, while reading anxiety is quantified using a pre-post scale. A researcher must choose an experimental design that is appropriate for evaluating the inferred outcomes of a hypothesis. To elucidate the experimental design. Refer to Table 1.

Table (1) Experimental Design

The Groups	Independent Variable	Dependent Variables	Test & scale
Experimental Group	Summary Pair Writing Technique	Achievements	Test Achievement Post- scale
Control Group	Traditional Method	Achievements	Test Achievement Post- scale

Population of the study

This study will be conducted with female students in the 4th preparatory grade in schools in Tikrit, Salah Al-Deen province, during the academic year 2023-2024.

Sample of the study

The sample was obtained from Sumayah Secondary School for Girls in Tikrit, which is under the General Directorate of Education in Salah Al-Deen. The researcher is affiliated with this institution, which has deliberately provided excellent facilities for doing this research. The pupils are organized into four sections: A, B, C, and D. The researcher has randomly selected two portions, A and B, to represent the study population. Section A constitutes the control group, with 20 pupils. Section B comprises the experimental group, consisting of 22 pupils. The aggregate number of pupils in the two groups is 42. No student has been omitted from either group. Refer to table (2)

Table(2)

Groups	No. of Students
Experimental	22
Control	20
Total	42

Instructional Material

Two reading passages have been picked from the textbook (Students' Book) for the 4th preparatory classes, along with one unseen reading passage to serve as the material for the current study. Refer to Table 3.

Table (3)

The Teaching Material

No. Unit	Title of Text	Type of Text	No. Page
Unit Two	The Internet	Website Page	26
Unit Four	Bakkar	Article	48
Unseen	Water	Short Article	----------

Face Validity of the Test

Face validity denotes the extent to which a test appears appropriate and seems to assess the abilities it purports to measure (Mohajan, 2017:59). To guarantee the face validity of the test, it has been evaluated by a panel of experts in linguistics and English teaching methodologies. The test has achieved unanimous acceptance from 13 members of Tikrit University and the Ministry of Education.

Pilot Administration of the Test

The point of conducting pilot studies, as pointed out by Richard (2002:138), is to test out materials before they are published or undergo further development to see how well they work, how teachers and students respond to them, and so on. Thirty students, chosen at random from the overall population, were administered the test in order to accomplish these aims. Al Aqeeda Preparatory School's fourth graders were the subjects of this exam. The researcher discovered that students require 45 to 60 minutes to complete the test after giving it to them in the pilot study. Accordingly, the typical time needed to complete the test is 53 minutes, which is equivalent to one class plus eight minutes. The results of the pilot test further demonstrate that the directions are easy to understand and follow.

Item Analysis (Difficulty Level / Discrimination Power)

The results of the exams are sorted from highest to lowest in order to facilitate item analysis. Next, divide the total scores into two groups: one for the greatest scores and another for the lowest. This will allow you to meet the statistical requirements of the challenges and discriminates analysis. The procedures for item analysis used in this research are detailed in the sections that follow:

Difficulty Level

It is a measure of the degree to which a test item is straightforward and goes by the name "item facility." A question's DL is its

perceived difficulty level as seen by the test-takers or students taking the item. Ebel (1972: 200) states that DL ought to be graded somewhere between 0.20 and 0.80. Current test items have DLs between 0.32 to 0.72, which is considered appropriate according to the data.

Discrimination Power

"The discrimination Power" refers to the extent to which the test item distinguishes between students who perform well and those who do not.

(Gronlund, 1976: 268). It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010).

Due to the results indicated in the table above, it was noticed that the rank

of the difficulty (0.25 and 0.49) and these results are acceptable for the difficulty of the test and this is to approve that the test is suitable for the sample of the study. Also the values of the discrimination of the test items ranged between (0.31and 0.77) and these values are acceptable as they were scored above 30%.

Test Reliability

Using the Alpha-Cornbach method, we determined that the items had a reliability coefficient of 0.76 when administered to the 64 students who served as a reliability sample in the pilot study. As long as it's greater than 0.50, the reliability is good. With reliability coefficients (Cronbach's Alpha) ranging from 0.75 to 0.82, the test findings show that the test values are stable. This test has broad applicability as shown by the results.

The Final Administration of the Test

On February 23, 2024, the test was administered to the experimental and control groups of pupils after its validity and reliability were checked during the pilot administration. The exam takers were given timed tests with detailed instructions on how to answer each question within that length of time. All of the test papers were turned in by the due date and will be assessed using the predetermined rubric.

Statistical Tools

The researcher has used SPSS for manipulating the result of study.

To provide further context for the null hypothesis, which claims that the experimental group's mean test scores are not significantly different from those of the control group's conventionally taught pupils. The achievement test was applied for the study groups See table (4)

Table (4-1)

The Mean Scores, Standard Deviation and T-test Values for both Groups in Reading Comprehension Achievement-Test

Group	NO. of Students	Mean Scores	SD.	Df	T-values Calculated	Tabulated	At
Experimental	22	80,96	6,23	40	8,3	2.00	0.05
Control	20	65,97	8,19				

Utilizing the T-test procedure for two independent samples, it was determined that the computed t-value of 8.3 exceeds the tabulated t-value of 2.00 at 40 degrees of freedom and a significance threshold of 0.05. This signifies a statistically significant difference between

the mean scores of students in the experimental group instructed using the SPW technique. Consequently, the null hypothesis is rejected, and the alternative hypothesis is posited, indicating a statistically significant difference between the mean scores of the experimental group pupils instructed using the SPW approach and the control group.

Discussion of the Results

Based on the results mentioned above, the present study concluded the following results:

- There is a statistically significant difference at (0.05) level of significance and 40 degree of freedom between the mean score of the achievement of the experimental group students who are taught according to SPW technique and the control group students who are taught conventionally in RC achievement-test. The technique of SPW is effective in developing the preparatory stage students' RC.

-Putting this strategy into practice improves classroom collaboration. Since every student couple will support one another, this will help to lessen selfishness among the kids.
- Students can compete with one another to generate the finest work by using this strategy.

Recommendations

The researcher made the following recommendations in light of the findings and conclusion.
1. An SPW strategy can be utilized to build the other language skill in addition to RC skills. 3. 2. Because the SPW technique is engaging, fun, genuine, and provides instantaneous positive reinforcement, EFL instructors and trainers should employ it, particularly for EFL students.

3. For learning to be effective, teachers should provide a suitable, engaged learning environment for their pupils.

Suggestions for Further Studies

The investigator has proposed the subsequent:

1. The impact of the SPW technique on the writing performance of secondary school pupils.

The impact of the SPW technique on the performance of Iraqi university students in higher-order thinking skills.

Refrences:

- Abbas, S., & Abdulbaqi A. (2018). The Effect of Pair Writing Technique on Iraqi EFL University Students' Writing Performance and Anxiety . Arab World English Journal (AWEJ) Number *2*. June 2018,25-26.
-Abdualameer, R. T (2016). Effects of Text Types and Reading Strategies on Reading Comprehension Performance. Master thesis, University Sains Malaysia. Penang, Malaysia.
-Al Udaini, A. A. (2011). The Effect of a Computerized Program on Developing 9th Graders' Reading Comprehension Skills and their Attitudes towards Reading in Palestine.
-Bailey, P. and Daley, C.E. 2000. **"The Validation of Three Scales . Measuring Anxiety at Different Stages of the Foreign Language Learning process"** 50(1):87-117.
-Blanch, S.; Duran, D.; Valdebenito, V., & Flores, M. (2013). The Effects and Characteristics of Family Involvement on a Peer Tutoring Programme to Improve the Reading Comprehension Competence. European journal of psychology of education, 28.
- Dobao, A. F. (2012). Collaborative Writing Tasks in the L2 Classroom: Comparing Group, Pair, and Individual Work. Journal of Second Language Writing, 21(1), 40-58.
-Hebert, M.; Simpson, A., & Graham, S. (2013). **Comparing effects of different writing activities on reading comprehension: A meta- analysis. Reading and Writing**, 26(1), 111-138.
-Hill, K.T., & Wigfield, A. (1984). Test Anxiety: A Major Educational Problem and What Can Be Done about it**.** Elementary School Journal, 85, 105-126.
-Kagan, S., and Kagan, M. 2009. **Kagan Cooperative Learning**. San Clamente, CA: Kagan Publishing (40).
- Madsen, Harold S. (1983) . **Techniques In Testing. New York.:Oxford University Press, Inc.**
-McDOwell,I, Newell,C.(2006). **Measuring Health: A Guide to Rating Scales and Questionnaire** (vol 268) New York: Oxford .

-Messer, S.D.(1997). Evaluating ESL Written Summaries: An .Investigation of the ESL Integrated Summary Profile. PhD Thesis.

-Mekki, C. (2012). The Student Awareness of Writing Skill The Case Study Third Year Students At Biskra University. (Unpublished master thesis).

-Mohajan, H. K. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. Economic Series, 17(4), 59.

-Nicholson, A. M. (2009) . Effect of Test Anxiety on Student Achievement (ACT) for College Bound Students. Dissertation Abstract International.

-Maarof Nooeiny (2013). Collaborative Writing in Summary Pair Writing : Students Perceptions and problems. Procedia – Social and behavioral Science(90). 599-606.

-Pourkalhor, O., & Kohan, N. (2013). Teaching Reading Comprehension Through Short Stories in Advance Classes. Asian Journal of Social Sciences & Humanities, 2(2), 52-60.

Purwandani, M. E. (2015). **Improving Reading Comprehensio Summarizing Activities to the English Grade Students in Academic year** ,Yogyakarta State University.

-Sugiarto, D., and Sumarsono, P. 2014. The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts. International Journal f English and Education. 3(3), 206-215.

-Shaver, S. R. (2013). **A Study to Investigate the Effectiveness of Interactive Writing with At-Risk Kindergarten Students**. \UALR Center for Literacy Technical Report Spring .

-Zoller, U.,& Ben-Chain, D.(1990). Gender Differences in Examination Type, Text Anxiety, and Academic Achievement in College Science: A Case Study. Science education,74(6), 597-608.