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**Using Evoc Strategies to Enhance EFL Writing Skills
and Engagement of Preparatory Stage Pupils**

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Abstract

The present study aimed at investigating the impact of using Evoc strategies to enhance EFL writing skills and engagement of preparatory stage pupils. The participants of this research were second year preparatory stage students at Ahmed Mohamed Al-Naggar, Minyet Al-Nasr, Dakahlia, Egypt. The study adopted the quasi-experimental design using eighty students to be the study participants who were divided into two groups: an experimental group received the Evoc training and a control group received the regular method. Instruments designed and used were a writing test, and an engagement scale. Results showed that there were statistically significant differences between the control and experimental groups on the post administration of the instruments in favor of the experimental group. These results indicated that the Evoc strategies led to developing students' EFL writing skills, in addition to engagement in English language.

Key words: Evoc strategies, EFL writing skills, engagement, prep stage

Introduction

Currently, the importance of teaching English as a second language is significant as it helps learners effectively communicate with people from diverse cultures. It is not limited to interacting solely with native English speakers but also serves as the most widely spoken second language globally. Learners aim to fully grasp and comprehend the extensive nature of the English language, allowing them to effectively communicate through various language skills such as listening, speaking, reading, and writing.

Pupils need to master writing skills to be able to express their opinions, feelings and needs. Writing skills enable learners to decode their thoughts and present their knowledge to others in an appropriate way that creates a better communication and understanding among people. When learners become good writers, they will acquire an access to innovation and creativity. Therefore, writing is a way that enables learners to put their thoughts, ideas and feelings on paper. As a result, it is necessary for the pupils to master writing skills to produce a good piece of writing. Ibrahim (2004) indicated that these writing skills can be related to different aspects. Pupils need to have practice and conscious effort to manage the writing

skills as these skills do not come naturally. According to El-Serafy (2008, p.21) "*pupils have many struggles with many structural issues. These include selecting proper words, using correct grammar, generating ideas, and developing ideas about specific topics*".

Writing Skills

Writing is an essential part of any language. It is one of the most important skills when learning a foreign language because it is such a significant means of communication. It makes thinking and learning visible and permanent. Writing is a tool for developing the ability to explain and refine ideas to others.

writing is a suitable tool to enhance and support language learning as learners need to be able to communicate their ideas more effectively and to reinforce the grammar and vocabulary they are learning in class. Writing also enables learners to express their ideas and makes them able to communicate with others as it requires physical and mental effort and deliberate choice during thinking out the sentences and considering various ways of combining and arranging them (Hadfield & Hadfield, 2008).

To produce a good piece of writing, it is necessary to master writing skills. Writing skills are considered an important aspect in teaching English writing since they help learners put sentences together so that their writing can be easy to be understood. Many teachers have aimed to instill in their pupils the ability to express themselves through writing Schmitt (2000). However, in the context of ESL and EFL, teachers' efforts to produce pupils who are proficient in writing appear to be a huge task. This is due to the fact that writing is a complicated cognitive skill that requires pupils to use suitable cognitive techniques, intellectual skills, linguistic knowledge, and motivation.

Vocabulary

Vocabulary knowledge is key to comprehension and expression. As learners encounter more complex academic books in print and on the Internet, the requirement for breadth and depth of vocabulary grows. Dalton and Grisham (2011) discussed 10 Evoc strategies that employ free digital tools and Internet resources to elicit pupils' engaged vocabulary learning, based on research-based concepts of vocabulary education and multimedia learning. The strategies are intended to help teachers teach words and word learning methodologies, encourage pupils to use on-demand web-based vocabulary resources strategically, and boost pupils' reading volume and unintentional word acquisition. Pupils' interest in words is cultivated through reading, viewing, interacting with, and creating word meanings in

digital and multimedia contexts. Teachers are encouraged to experiment with using technology to increase their pupils' vocabulary and reading comprehension by going "digital with word learning."

Ravitch (2010) defines vocabulary as words that pupils have learned or need to learn to increase their general literacy and their store of knowledge. Words are the tools used to access background knowledge, express ideas, and learn new concepts (Stahl & Nagy, 2007). The greater the pupils' vocabulary, the greater their capacity to learn new information and new ideas.

Engagement

The level of learner's engagement with writing can be defined as learners' active involvement in decision-making during the writing process (Myhill & Jones, 2007), that is, the "state of being involved, occupied, retained and intrinsically interested" (Kim et al., 2013, p. 363). Although learner engagement remains largely underexplored in L2 writing (Zhang & Hyland, 2018), some research studies have attempted to shed some light on the multifaceted but interdependent nature of student engagement with writing process. For example, Ellis (2010) examined the construct in relation to three categories: cognitive (i.e., learners' conscious engagement with feedback), behavioral (i.e., learners' uptake and revisions prompted by feedback), and affective (i.e., learners' attitudinal responses to feedback). A critical addition to the categories is social engagement (e.g., how interactive with others and how supportive of others the learner is (Svalberg, 2012).

In many existing learning environments, the use of technology is based on the idea that it should support constructivist learning (Kim, 2013). This research aims to investigate how technology-based activities affect the in-class engagement of prep stage pupils. In education systems, there is a need for methods in which pupils show active participation. This is because engagement is an important factor for success (Kuh, 2006). Writing is a process that requires confidence. Therefore, successful writing processes rely not only on cognitive knowledge but also on positive self-efficacy in relation to employing knowledge and engaging in self-regulating learning behavior (Teng et al., 2018)

The relationships between vocabulary strategies, learner engagement, and writing achievement have also been identified in previous empirical studies. For example, peer feedback and indirect feedback (Zhang 2017) may trigger more student engagement. The quality of notice (Qi & Lapkin, 2001) and the extensiveness of learner engagement may contribute to writing outcomes. Furthermore, Tsao et al. (2017) found that learners'

intrinsic motivation and anxiety about writing tests and making mistakes could predict their self-evaluative judgments of teacher and peer vocabulary strategies. Student preferences for teacher feedback either on local or on global errors were also discovered in previous studies (Horbacauskiene & Kasperaviciene, 2015).

Evoc strategies

An Evoc strategy is a technology-based or electronic strategy that teachers can employ to help learners improve their vocabulary learning and interest in words. Evoc is used to emphasize that the tactics rely on digital tools and resources, as well as to represent the potential for learning that can be evoked when technology and media are included in the instructional mix (Dalton & Grisham, 2011).

These Evoc strategies are designed to support the teaching of words and word learning strategies, promote pupils' strategic use of on-demand web-based vocabulary tools, and increase pupils' volume of writing and incidental word learning. The strategies emphasize developing pupils' interest in words as they read, view, interact with, and create word meanings in digital and multimedia contexts.

Evoc Strategy 1: Learn from visual displays of word relationships within text

Building links between words and forming complicated webs of meaning are required for expanding vocabulary breadth and depth (Boulware- Gooden, Carreker, Thornhill, & Joshi, 2007). Baumann and Kame'enui (2004) used graphic organizers and visual displays to emphasize the links between words.

Wordle and (Wordsift.org) are two of word mapping tools for visual representation. As pupils examine, develop, and publish Wordles, it can be utilized to encourage their thinking about the meaning, value, and relationships of words. You paste text into the applet to make a word cloud, then customize the visual display by changing the color scheme, layout, and font. To prepare pupils for reading, word clouds can be utilized to emphasize keywords and topics, as well as to inspire conversation thereafter. For instance, a word cloud is made in (Dalton & Grisham, 2011). What matters in this type of prereading conversation is that pupils pay close attention to the words and how they relate to one another and to the larger text they represent. Pupils use background knowledge of words and concepts, as well as visual literacy skills, to actively engage with meaning.

Evoc Strategy 2: Connect fun and learning with online vocabulary games

No list of vocabulary technology applications would be complete without discussing the free vocabulary games that can be found on the Internet. "<https://www.vocabulary.com/>" is a website that offers a variety of word play exercises for pupils. 8 Letters, picture-word matching, and word scrambles (A game that may reach and engage you) are all examples of games in quest of a word.

Surprisingly, as pupils try to come up with as many phrases and letters as they can within the time limit). The games are augmented by word lists based on the games' themes and materials for test preparation, as well as activities on prefixes and suffixes. These websites should be added to pupils' bookmarks individual practice and can serve as a foundation for future work Instruction in a large group (Dalton & Grisham, 2011)..

Evoc Strategy 3: Have pupils use media to express vocabulary knowledge

All of the preceding Evoc strategies, from monitoring a visual word map to organizing an online vocabulary field trip, need student interaction. The emphasis of this technique is on pupils' vocabulary representations in many mediums of text, audio, visual, video, and animation (Nikolova, 2002; Xin & Rieth, 2001). The first set of examples is based on promising research with universally designed digital text (Dalton & Proctor, 2007), which suggests that having pupils develop word meaning while reading a definition, viewing graphics, listening to the word, writing or audiotaping a personal connection to the word, creating a caption for a graphic, and completing an interactive word map is beneficial (Proctor et al., 2007; Proctor, Uccelli, Dalton, & Snow, 2009). Pupils communicate word knowledge as they create a caption for an image. These types of activities offer pupils different modes of representation and expression and can be created with a variety of composing tools and formats, such as digital stories, photo essays, podcasts, and so on.

The Background of the study

Preparatory school pupils often remain unable or unengaged to handle writing tasks. While writing, students always face a lot of obstacles in the streams known as language skills. More specifically, one can agree to a certain point that the learners have poor learning background in vocabularies and writing skills. Thus, this study is an attempt to improve writing skills among preparatory school pupils.

A pilot study was conducted to assess preparatory school pupils writing performance and engagement. The researcher designed a paper based EFL writing test for a random group of second year prep students at Ahmed Mohamed AL-Naggar Preparatory school. the test consisted of groups of questions based on the English language textbook (New Hello) which is used currently in grade two in the preparatory stage. The pupils were asked to write one of the following questions 1- write a paragraph of 80 words about an adventure sport 2- write an email of 80 words to your friend about your plans for your next holiday. The sample was 20 pupils in the second-year preparatory stage.

Table (1): Results of the pilot Writing Test

Main score of the writing test Skill	Skill Score	Max. Score	Min. Score	Mean score	SD	Percentage
Content	4	3	1	1.7	.78	43%
Organization	4	3	0	1.45	.97	36%
Language use skills	4	3	0	1.75	.89	43%
Mechanics	4	3	0	1.9	.89	47%
Total Score	16	12	1	6.8	3.53	43%

Results in table (1) indicate that the participants' mean score on the writing test was low. This means that the pupils have difficulty in writing skills.

Statement of the problem

The problem of the current study was stated as follows: Second year preparatory school Pupils' writing skills need to be improved. Since pupils' engagement in the EFL class is highly affected by their level of writing performance, this study suggested using some Evoc strategies to enhance their writing skills and increase the pupils' engagement.

Research Questions

The problem of the study was addressed in the following questions:

1. What are the most important EFL writing skills that should be mastered by second year prep stage pupils?
2. What is the effectiveness of using Evoc strategies in enhancing second year prep stage pupils' EFL writing skills?
3. What is the effectiveness of using Evoc strategies in enhancing second year prep stage pupils' engagement?

Purpose

The present study aimed at:

- Determining whether using some of Evoc strategies was effective in enhancing prep stage pupils' writing skills.

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- Determining whether using some of Evoc strategies was effective in enhancing prep stage pupils' engagement in writing compared to the traditional strategies used in preparatory schools.

Significance

The present study would be significant in a number of ways:

1. Directing the attention of EFL researchers, teachers, language learners and curriculum developers to the importance of using electronic vocabulary learning strategies to enhance prep school pupils' writing skills.
2. Drawing EFL teachers' and supervisors' attention to the relevance of adopting Evoc strategies to the EFL curriculum.
3. Emphasizing the importance of eLearning to improve preparatory stage EFL pupils' writing.
4. Integrating new ways for enhancing prep school pupils' writing skills through the use of educational technology.
5. Directing the attention to the importance of vocabulary as an integral component in learning English as foreign language.
6. Providing researchers with a profile about vocabulary learning by Egyptians EFL pupils.

Delimitations of the study

The study was delimited to:

- A sample of second year preparatory school pupils (N= 40) who were divided into two groups; one control and the other was experimental.
- Three electronic vocabulary learning strategies (Learn from visual displays of word relationships within text - Connect fun and learning with online vocabulary games - Have pupils use media to express vocabulary knowledge)
- Conducting the treatment on the first 3 units in the student's book (Hello 8).
- Some EFL writing skills necessary for 2nd year preparatory stage students (The Content Skills, The Organization-Skills, The Language Use Skills and The Mechanics Skills)

Hypotheses

The current study attempted to test the following hypotheses:

1. There is a statistically significant difference at (0.05) level between the mean score of the experimental and control groups on the post-administration of the writing skills test in favor of the experimental group.

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2. There is a statistically significant difference at (0.05) level between the mean score of the experimental group on the pre-and post-administrations of the writing skills test in favor of the post one.
 3. There is a statistically significant difference at (0.05) level between the mean score of the experimental and control groups on the post-administration of the engagement scale in favor of the experimental group.
 4. There is a statistically significant difference at (0.05) level between the mean score of the experimental group on the pre-and post-administrations of the engagement scale in favor of the post one.

Methodology of the Study

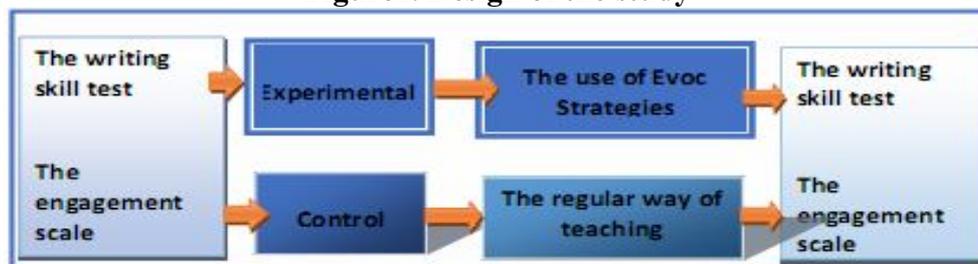
Participants

The participants of the study were a group of second year preparatory stage students (N=). Those participants were divided into two groups: the experimental group and the control group in order to determine the effectiveness of the treatment on the experimental group.

Design of the study

The study adopted the quasi-experimental design in terms of dividing the participants of the study into two groups: experimental and control. The experimental group was taught using the proposed Evoc strategies while the control group used the regular method. The adopted quasi-experimental design (see figure 1) in this study (pre-post test) was as follows: -

Figure1. Design of the study



Instruments

The present study employed the following instruments:

1. A checklist of the most important writing skills needed for preparatory stage pupils.
2. An EFL writing skills test for assessing prep stage pupils' writing performance.
3. An analytic rubric for scoring pupils' performance on the writing test.

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4. An engagement scale for assessing prep stage pupils' engagement in EFL writing.

Procedures

To answer the research questions, the following procedures were adopted:

1. Reviewing the literature related to writing and research which is pertinent to the most appropriate vocabulary learning strategies.
2. Identifying the electronic vocabulary strategies required for second year preparatory school students.
3. Designing an EFL writing test and rubric to measure pupils' level of writing.
4. Designing an engagement scale to measure the pupils' level of writing.
5. Preparing a checklist of the most important writing skills needed for preparatory stage pupils.
6. Submitting the instruments to jury members for validation.
7. Modifying the instruments based on jury's feedback and having them in the final form.
8. Selecting a sample of EFL second year preparatory school pupils. They were assigned into an experimental group and a control group.
9. Administering the EFL writing test and the engagement scale to both the experimental group and the control group before conducting the treatment.
10. Conducting the experiment as the experimental group studied through the following strategies (Learn from visual displays of word relationships within text) (Connect fun and learning with online vocabulary games) (Have pupils use media to express vocabulary knowledge) while the control group studied through the traditional way of teaching.
11. Administering the instruments after conducting the experiment.
12. Analyzing and interpreting the findings.
13. Comparing the findings statistically.
14. Providing recommendations and suggesting proposed researches.

Definition of terms

EFL Writing Skills

Emam (2012, p.12) defined EFL writing skills as " Skills required for producing writing in English as vocabulary choice, grammar and syntax, organization and language mechanics to communicate with people all over the world".

Evoc Strategies

Berne & Blachowicz, (2008) referred to Evoc strategies as digital tools and media are available in most schools that teachers could harness now to improve vocabulary learning, tools that capture the interest of pupils and that provide scaffolds and contexts in which to learn with, and about, words more profitably.

In this study, Evoc strategies can be defined as " Some electronic strategies that can be used in the classroom with the aim of enabling learners to write in a better way and become more engaged"

Engagement

Engagement means pupils directing their attention and energy 'in the moment' towards a particular task or activity. In the classroom, the term 'engagement' is often used to refer to the extent of pupils' active involvement in a learning task (Turner, 2014).

As for this research 'engagement' is often used to refer to the extent of pupils' active involvement in writing tasks.

Statistical Methods

Analyzing the results, the researchers used the difference between the pupils' scores before and after applying the test and engagement scale. In addition, to manage and process the results, different statistical methods were entailed: the SPSS, the test value Statistical Methods and the Eta square value.

Establishing the homogeneity of the groups:

To establish the homogeneity of both the experimental and the control group, two pre (*t*) tests were administered. One is for EFL writing test and the other is for writing engagement. The following table (3) shows the results of the pre (*t*) test concerning EFL writing test:

Table (2) Establishing homogeneity of the experimental and control groups on the EFL writing test

	Group	N	Mean	Std. Deviation	<i>t</i>	<i>df</i>	Sig.
Content	pre ctrl	40	8,70	1,363	1,118	78	>.001
	pre exp	40	9,00	1,013			
Organization	pre ctrl	40	6,45	1,260	,380	78	>.001
	pre exp	40	6,55	1,085			
Language Use	pre ctrl	40	8,80	1,203	1,151	78	>.001
	pre exp	40	8,48	1,320			
Mechanics	pre ctrl	40	8,45	1,154	1,581	78	>.001
	pre exp	40	7,98	1,510			
Writing skills as all	pre ctrl	40	32,40	3,433	,575	78	>.001
	post exp	40	32,00	2,755			

Table (2) shows that there were no statistically significant differences between the mean score in the experimental and the control group in the four writing skills, so the homogeneity of both the experimental and the control group was established.

Table (3) Establishing homogeneity of the experimental and control groups on the Writing Engagement Scale

Dimensions	GROUPS	N	Mean	Std. Deviation	t	df	Sig.
Cognitive Engagement	pre ctrl	40	33,98	5,632	,896	78	>.001
	post exp	40	35,03	4,817			
Emotional Engagement	pre ctrl	40	33,58	6,259	,257	78	>.001
	post exp	40	33,92	5,907			
Total	pre ctrl	40	67,55	10,261	,648	78	>.001
	post exp	40	68,95	9,021			

Results in table (3) indicate that the pupils 'mean score of the experimental and the control group is closely similar (67.55 and 68.95) in the Engagement scale. Thus, there is no statistically significant difference between the two groups concerning the overall Engagement scale.

Testing of Hypothesis

Verifying the First Hypothesis

The first hypothesis stated that — *there is a statistically significant difference at the 0.01 level between the mean score of the experimental and the control group on the post writing test in favor of the experimental group.*

To verify the first hypothesis, a *t*- Test for independent samples was used to compare the difference between the mean of the experimental and control group students in the EFL Writing skills test after administering the Evoc Strategies. Table (10) illustrates the results of the EFL writing test in comparing the pupils 'mean in the writing sub -skills post writing test for the experimental and the control group.

Table (4) Comparing the performance of the experimental and control groups on the post writing test

	Group	N	Mean	Std. Deviation	t	df	Sig.
Content	post ctrl	40	8.20	1.572	11.603	78	<.001
	post exp	40	12.30	1.588			
Organization	post ctrl	40	5.98	1.476	12.287	78	<.001
	post exp	40	9.70	1.224			
Language Use	post ctrl	40	8.53	1.132	12.415	78	<.001
	post exp	40	12.53	1.694			
Mechanics	post ctrl	40	8.13	1.265	13.641	78	<.001
	post exp	40	13.28	2.025			
Writing skills as all	post ctrl	40	22.63	2.589	18.855	78	<.001
	post exp	40	35.50	3.457			

Results in table (4) indicate that the mean of the pupils in each writing skill in the experimental post-test was higher than those of the pupils 'in the control group. The table reports that the pupils 'mean in the overall post writing test for the experimental group was (35.50) compared to the pupils 'mean in the overall post writing test in the control group (22.63), and t value = (18.855), which is significant at level (0.01). Accordingly, the above results signify the effectiveness of the Evoc Strategies on enhancing the pupils 'writing skill for the experimental group.

t – test values for the sub-skills are (11.603, 12.287, 12.415, 13.641 respectively) and they all are significant. This indicates that there is a statistically significant difference between the mean of the control and experimental groups students on the post administration of the EFL Writing skills test in favor of the experimental group.

Verifying the Second Hypothesis

The second hypothesis stated that " *There is a statistically significant difference at 0.01 level between the mean score of the experimental group on the pre- and post- administrations of the writing test in favor of the post administration*".

To verify the first hypothesis, a t- Test for Paired samples was used to compare the difference between the mean of the experimental group students in pre- and post- administration of the writing test after administering the Evoc Strategies. Table (5) illustrates the results of the EFL writing test in comparing the pupils 'mean in students in pre- and post-administration of the writing test.

Table (5) Comparing the performance of the experimental in pre- and post- administration of the writing test

	Group	N	Mean	Std. Deviation	t	df	Sig.
Content	Pre exp	40	8.53	2.013	10.465	39	<.001
	post exp	40	12.30	1.588			
Organization	Pre exp	40	6.30	1.636	9.651	39	<.001
	post exp	40	9.70	1.224			
Language Use	Pre exp	40	8.80	1.203	12.711	39	<.001
	post exp	40	12.53	1.694			
Mechanics	Pre exp	40	8.45	1.154	12.359	39	<.001
	post exp	40	13.28	2.025			
Writing skills as all	Pre exp	40	23.55	2.631	18.486	39	<.001
	post exp	40	35.50	3.457			

Results in table (5) indicate that the mean of the pupils in each writing skill in the experimental post-test was higher than those of the pupils' in the experimental pre-test. The table reports that the pupils 'mean in the overall post writing test for the experimental group in the post - test was (35.50) compared to the pupils 'mean in the overall experimental group in the pre - test (22.63), and t value = (18.486), which is significant at level (0.01). Accordingly, the above results signify the effectiveness of the Evoc Strategies on enhancing the pupils 'writing skill for the experimental group.

t – test values for the sub-skills are (10.465, 9.651, 12.711, 12.359 respectively) and they all are significant. This indicates that there is a statistically significant difference between the mean of the experimental group post – test and the experimental group in the pre - test students on the post administration of the EFL Writing skills test in favor of the experimental group post – test. Figure (2) shows the difference.

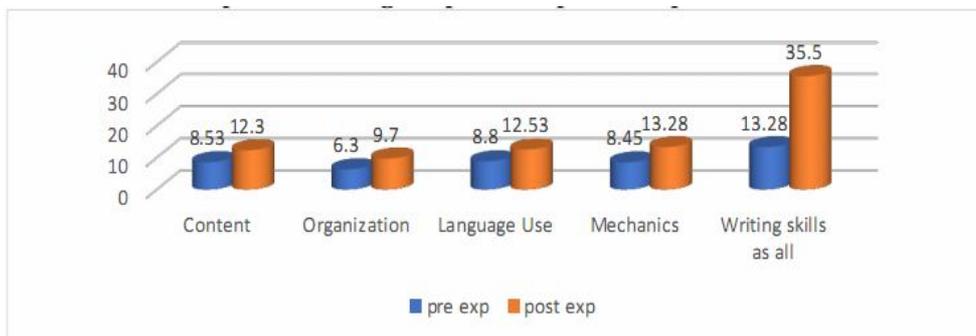


Figure (2) shows the difference between experimental group the experimental group in the pre and post – test

Mean for experimental and control group in writing post- test Figure (2) shows that the significant difference is in favor of the experimental group post - test. The higher performance of the pupils in the experimental group signifies the effectiveness of the Evoc Strategies on enhancing the pupils' writing skill for the experimental group.

Table (6) The effect size of Evoc Strategies on the writing skills of the experimental group

Dimensions	<i>t</i>	<i>h</i> ²	Effect size
Content	10.465	0.74	Great
Organization	9.651	0.70	Great
Language Use	12.711	0.81	Great
Mechanics	12.359	0.80	Great
Writing skills as all	18.486	0.90	Great

The above table (6) shows that η^2 reached 0.90 in the total of the writing skills dimensions, thus, it signifies that the contribution of the independent variable (of Evoc Strategies) in the writing skills reached 0.88 which reflects the high impact of the independent variable.

Verifying the Third Hypothesis

The third hypothesis stated that —*There is a statistically significant difference at the 0.5 level between the mean score of the experimental and the control group on the post administration of the motivation scale towards writing skills in favor of the experimental group.*

To verify the third hypothesis, a *t* - Test for independent samples was used to compare the difference between the mean of the experimental and control group students in the Engagement in Writing Scale.

Table (7) Comparing the experimental and control groups in the post administration of the Engagement in Writing Scale

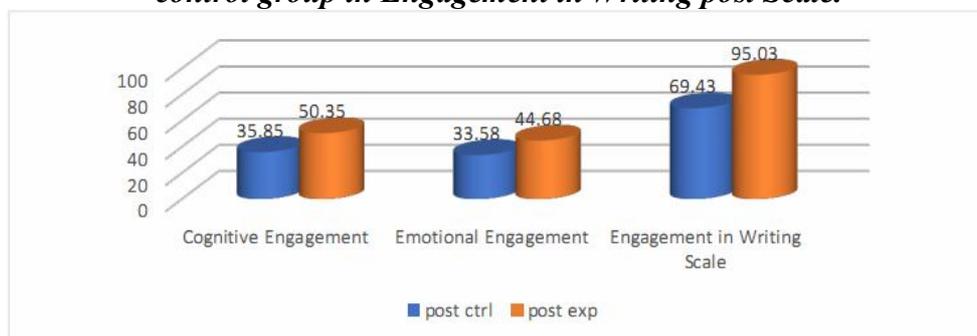
Dimensions	GROUPS	N	Mean	Std. Deviation	<i>t</i>	<i>df</i>	Sig.
Cognitive Engagement	post ctrl	40	35.85	5.395	10,917	78	<.001
	post exp	40	50.35	6.439			
Emotional Engagement	post ctrl	40	33.58	6.259	7,993	78	<.001
	post exp	40	44.68	6.162			
Engagement in Writing Scale	post ctrl	40	69.43	10.020	10,912	78	<.001
	post exp	40	95.03	10.944			

Results in table (7) indicate that the mean of the pupils in each dimension of Engagement in Writing Scale in the experimental post-test was higher than those of the pupils 'in the control group. The table reports that the pupils 'mean in the overall post Engagement in Writing Scale for the experimental group was (95.03) compared to the pupils 'mean in the overall

post writing test in the control group (69.43), and t value = (10,917), which is significant at level (0.01). Accordingly, the above results signify the effectiveness of the Evoc Strategies on enhancing the pupils Engagement in Writing Scale for the experimental group.

t – test values for the sub-skills are (10,917, 7,993 respectively) and they all are significant. This indicates that there is a statistically significant difference between the mean of the control and experimental groups students on the post administration of the EFL Engagement in Writing Scale test in favor of the experimental group. Figure (3) shows the difference.

Figure (3) shows the difference between experimental group and control group in Engagement in Writing post Scale.



Mean for experimental and control group in writing post- test Figure (3) shows that the significant difference is in favor of the experimental group. The higher performance of the pupils in the experimental group signifies the effectiveness of the Evoc Strategies on enhancing the pupils Engagement in Writing scale for the experimental group.

Verifying the Fourth Hypothesis

The Fourth hypothesis stated that " There is a statistically significant difference at 0.01 level between the mean score of the experimental group pre- and post- administration of the in Engagement in Writing scale in favor of the post administration".

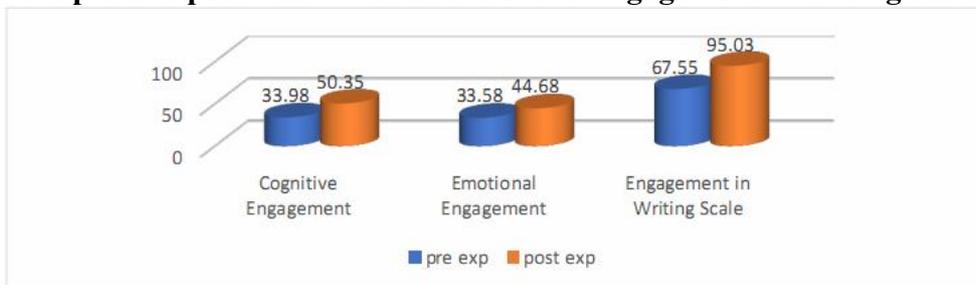
To verify the first hypothesis, a t - Test for Paired samples was used to compare the difference between the mean of the experimental group students in pre- and post- administration of the in Engagement in Writing scale after administering the Evoc Strategies. Table (8) illustrates the results of the EFL writing test in comparing the pupils 'mean in students in pre- and post- administration of the in Engagement in Writing scale.

Table (8) Comparing the performance of the experimental in pre- and post- administration of the Engagement in Writing scale

	Group	N	Mean	Std. Deviation	t	df	Sig.
Cognitive Engagement	Pre exp	40	33.98	5.632	12.584	39	<.001
	post exp	40	50.35	6.439			
Emotional Engagement	Pre exp	40	33.58	6.259	7.809	39	<.001
	post exp	40	44.68	6.162			
Engagement in Writing Scale	Pre exp	40	67.55	10.261	11.620	39	<.001
	post exp	40	95.03	10.944			

Table (8) clarifies that the t- value in the total score is significant at 0.01 level. Thus, there is a statistically significant difference between the experimental group pupils 'mean score in the pre- and post-administration of the Engagement scale in favor of the post administration. The results of the Experimental group pupils' percentages in the writing Engagement scale were significant in favor of the post administration in most of the scale items.

Figure (4) shows the difference between the experimental group in the pre and post – administrations of the Engagement in writing scale



Mean for experimental and control group in Engagement post- scale Figure (4) shows that the significant difference is in favor of the experimental group post - scale. The higher performance of the pupils in the experimental group signifies the effectiveness of the Evoc Strategies on enhancing the pupils Engagement in Writing scale for the experimental group.

Table (9) The effect size of Evoc Strategies on the Engagement in Writing scale of the experimental group

Dimensions	<i>t</i>	μ^2	Effect size
Cognitive Engagement	12.584	0.80	Great
Emotional Engagement	7.809	0.61	Great
Engagement in Writing Scale	11.620	0.78	Great

Table (9) illustrates that μ^2 ranges between (0.61-0.80) and the total is (.078) which signifies that the contribution of the independent variable (Evoc Strategies) reached 78%, a result that indicates the high impact.

Discussion of Results

Pupils were able to compose unique and novel ideas and sentences owing to adopting using a variety of Evoc Strategies. Furthermore, they used proper words and sentences to fully clarify their ideas. They created a logical and natural connection between words, phrases, and paragraphs. As students composed grammatically accurate sentences and employed legible handwriting, their accuracy improved. They also improved their use of punctuation marks and spelling rules.

Based on the preceding results, the following conclusions can be drawn:

- 1- Using Evoc Strategies improves pupils' writing more effectively than traditional methods of instruction.
- 2- The Evoc Strategies engage pupils to use their writing skills more.
- 3- The Evoc Strategies provided learners with a good challenge to practise their language and promote their skills. They were eager to participate and learn something new. The notion of learning by doing appealed to a lot of learners. They wanted to be part of their learning, to make decisions, and be responsible.

Pupils commented that the Evoc Strategies helped them to:

- Interact and communicate in a stress- free, friendly atmosphere.
- Learn through using simple strategies.
- Live situations and experiences they want to try in real life.
- Be prepared for life outside school.
- Work cooperatively to achieve their goals.
- Change their roles from just listeners to partners of learning.
- Have new means to write and express their feelings and thoughts.
- Gain confidence to participate without fearing of making mistakes.
- Have positive opinions about themselves and their peers that increase self-esteem.
- Improve their engagement skills and have higher order thinking

capacities.

- Contribute to their socialization.

To sum up, the present study proved that using Evoc Strategies is effective in developing both writing skills and the engagement of the participants.

Commentary

The results of the research revealed the effectiveness of the experimental treatment. Evoc was implemented to improve EFL 2nd grade pupils EFL writing skills and engagement toward writing. The participants' writing skills were significantly improved. Besides, participants' engagement toward writing was highly increased. By the end of the implementation of the study program, the experimental group achieved a high level of writing skills. Pupils were actively engaged to brainstorm together and share their ideas. Students enjoyed writing, using new vocabulary words and commenting on their peers' writing and theirs. Moreover, each pupil was able to receive the teacher's feedback and their peers' feedback

The results of this research revealed that the experimental group outperformed the control group in the post-test of EFL writing skills. In addition, this group's engagement level increased significantly. This improvement could be attributed to the implementation of Evoc based-treatment. In addition to the positive effect of the writing skills shown by quantitative statistical results, there has been a positive engaged response. Qualitative data through the researcher's observations and notes proved the effectiveness of Evoc-based treatment; for example, some students expressed their positive attitudes towards Evoc-based- treatment.

Here are some of their comments:

- Evoc-based-treatment is so inspiring and easy to use.
- It helped me to interact and write smoothly.
- It encouraged me to search and get new ideas.
- I learned a lot of new vocabulary words from my friends.

Evoc strategies features like sharing ideas, brain storming and commenting are the most efficient features that lead an interactive and cooperative atmosphere among the pupils. The passive learners have become more engaged in higher order thinking. Unlike the receivers with the crossed hands in the traditional class, Evoc strategies have turned pupils to interactive animators who participate eagerly and enjoyably acquiring different skills from their peers. Evoc displays the brainstorming step where the pupils generate and share their ideas and respond to their friends.

Sharing ideas allow the pupils to vary and adopt new creative ideas to enhance and enrich their piece of writing. Furthermore, the communication among the pupils through messaging or commenting develops the vocabulary words and gradually surpasses the use of the common words to the use of more vivid and expressive ones.

Recommendations

Based on the findings and conclusions of the present study, the following recommendations can be made:

A- For Teachers

- 1- Various Evoc strategies should be utilised to improve language skills in general, and writing in particular.
- 2- Teachers should teach students how to employ a variety of Evoc strategies in the classroom to help them improve their language skills.
- 3- Teachers should make use of various Evoc strategies to increase students' engagement.
- 4- Various Evoc strategies can be used to engage students in the learning process and make them responsible for their own learning.
- 5- Teachers at all stages should be given workshops on how to incorporate various Evoc strategies within the activities they undertake in their classrooms.

B- For Supervisors

- 6- Supervisors should encourage teachers to make a use of various Evoc strategies in their lessons when possible.

C- For Curriculum Designers

- 7- EFL curriculum designers should give space for various Evoc strategies to be implemented properly inside the classrooms.

Suggestions for further research

Based on the results of the present study, it can be suggested to carry out more research in the following areas:

- 1- Investigating the effectiveness of using various Evoc strategies in enhancing other language skills such as reading, listening and speaking.
- 2- Developing courses to teach students how to use various Evoc strategies and integrate them in learning.
- 3- Evaluating the effectiveness of using various Evoc strategies to promote higher thinking skills and creativity.
- 4- New strategies and techniques for improving the writing skills can be explored by other research projects.

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- 5- Investigating the effectiveness of various Evoc strategies in improving writing skills of other EFL learners at different stages.

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