
Classroom techniques for teaching composition in egyptian secondary schools

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The findings in this experiment led to the following conclusions : (1) results of this study strongly support the hypothesis that guided techniques for teaching composition produce greater achievement than free writing procedure. The null hypothesis which stated that the two methods were equally effective and that there would be no statistically significant differences in achievement between the two groups was completely rejected. (2) controlled composition were found to be more effective in generating confidence, as hypothesized, than free compositions. The obtained results in this experiment were sufficiently strong to confirm the second hypothesis of this study. By controlled techniques the students might have frequent experiences of success. This feeling of success gave them greater confidence in writing. The statistical analysis of the questionnaire provided another evidence for this conclusion.