

نزوع المرأة نحو تحقيق الذات في مسرحيات تينيسي ويليامز

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خلاصة البحث

إن نضال المرأة باتجاه تمثيل أفضل لشخصيتها لم يكن قط يسيراً . فسعيها لتحقيق شخصيتها المستقلة - حتى بعد أن فقد نظام التسلط العائلي في المجتمع الأمريكي شيئاً من هيمنته و حتى بعد شيوع اتجاهات إجتماعية أكثر تحرراً في أوائل القرن العشرين - بقي مرهوناً بعلاقتها بالرجل.

على أية حال ، ففي عقود لاحقة ، أصبحت الأصوات المطالبة بالإعتراف بحقوق المرأة أكثر وضوحاً ، خصوصاً في مسرحيات عدد من كبار الكتاب الأمريكيين من أمثال يوجين أونيل ، آرثر ميلر ، و تينيسي ويليامز.

يهدف هذا البحث إلى تحليل الكيفية التي يعمل فيها ويليامز على تشجيع الشخصيات النسائية في مسرحياته على تحقيق القوة الداخلية التي تمكنهن من تحقيق هوية مستقلة خاصة بهن .

An Exploration of Yemeni Student-teachers' Self-perceptions of themselves as Writers

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Abstract:

This study investigates the impressions and self perceptions of a group of Yemeni student teachers about themselves as writers. A total of 208 Yemeni student teachers participated in this study during the second semester of the academic year 2006/2007. The subjects were asked to react to 38 statements of the Writer Self-Perception Scale (WSPS) developed by Bottomley et al. (1997/1998). Analysis of the responses received indicates that the total average of the means for the whole instrument is (3.8) out of the five-point scale with (76.4%). The results show that Yemeni trainee-teachers perceive themselves with an average capability to write effectively. On the other hand, they seem to find it difficult to compare their own writing performance in relation to their peers or to assess the direct and indirect input about their writing derived from their teachers, classmates and family members. The results also indicate that there is no statistically significant difference in the perceptions and views held by the female and male subjects regarding their writing.

Keywords: (Self-perception, Writing, Student teachers, Yemen)

Introduction: Teaching/Learning Writing in the Yemeni Context

Though writing is introduced at a very early stage of English language teaching/learning in the Yemeni school and university curriculum, it remains one of the most difficult skills. Writing, by its nature, is a cognitive and social process (Sperling & Freedman, 2001). It is a productive skill which is one of the most difficult and frustrating subjects to teach particularly in an EFL programme (Al-Buainain, 2006 ; Tarawneh, 2009). It is a difficult task that requires hard work from both sides: teachers as well as students (Taher & Al-Mekhlafi and Al-Sanhani, 2006). Students coming to the English Department, Faculty of Education, University of Sana'a have studied guided writing for at least six years at the preparatory and secondary schools. Then, they study five courses of free writing, namely: Writing 1-4 and Advanced Writing which focus on a final product and its linguistic features in the final examination.

The most dominant approach for teaching writing in Yemeni TEFL is the Traditional Writing Instruction which mainly focuses on the finished product and surface aspects of composition (Naif, 2003). Furthermore, Kharma (1985) maintains that a major feature of weakness in teaching English as a foreign language in the Arab World, as is the case in Yemen, is that most of the practice given is limited to language use at the sentence level. He states:

- there is no systematic preparation for composition;
- naturalness is usually sacrificed for the sake of convenience or practicality; and
- guided writing is mainly practised as composition tasks.

The general objective of the writing courses is to develop in the student-teachers writing skills required to cope with the various communicative needs in their academic studies as well as on their careers later. According to the Faculty of Education Prospectus 2002/2003, the specific objectives of the courses in writing are to develop in learners the following writing skills:

1. Writing short discourse in a simple and correct English language using suggested information and organization.
2. Making and using notes and schematic plans.
3. Presenting information briefly, precisely and clearly through writing.
4. Instructing and organizing ideas insuring cohesion and coherence.
5. Introducing students to different strategies for developing themes such as description and narration, focusing on audience, purpose and tone, collecting and organizing relevant information and presenting it in a readable and effective form, adding original comments and observations.

In short, Teaching writing in the Yemeni EFL context can be described as guided-composition at preparatory school levels and free-composition at university levels, with a mixture of both at secondary school levels.

Literature Review:

Recent research in the area of EFL writing has provided us with some insights on the nature of writing and students' perceptions of themselves as writers. For example, Atari (1998) was interested in EFL teachers' perceptions of writing quality categories that represent the levels of accuracy and communicative efficiency (mechanics, cohesion and coherence). He also examined the relationship between the teachers' perceptions of these categories and their actual holistic evaluation of students' essays. His subjects were 19 EFL teachers of writing at the English Departments at Bethlehem University and Birzeit University in the West Bank. He reported that teachers' comments on students' essays were centered around the correctness level rather than the meaning level issues. He also indicated that the teachers were confused over the distinction between cohesion and coherence.

Studies within the Framework of Students' Self Perception of Writing

Studies in the area of students' self perception about their own writing are very scarce. The following studies, however, are worthy of mention. Raskinski and DeFord (1987) examined the impressions and perceptions elementary school students hold towards writing and writing instruction. They

also questioned whether such perceptions vary by the kind and nature of instruction that was provided to students. Their subjects were 96 students in grades three and four in a Midwestern school in the United States. They were asked to respond to questionnaires regarding their interests and perceptions of writing. The results showed that students in the informal classes seemed to have an advantage over their counterparts in the traditional classes and they saw writing as an enjoyable and meaningful activity.

Pollington, Wilcox and Morrison, (2001) used the Writer Self-Perception Scale (Bottomley et al 1997/1998) to compare the self-perception of writing of intermediate students whose teachers used a traditional approach with those whose teachers used a writing workshop approach. They found no difference between the scores of students who had been taught by the two teaching approaches. Their findings suggested that individual teachers were more important than approaches in affecting the writer self-perception of students.

Ihmeideh, AL-Basheer and AL-Momani (2008) examined 50 Jordanian student teachers' perceptions of teaching writing in kindergartens and to what extent the cooperating teachers influence the student teachers' perceptions. They collected their data by means of a 31 item questionnaire. They concluded that their subjects were more likely to be emergent literacy-oriented in their perceptions of teaching writing. They also found that the influence of the cooperating teachers was insignificant.

Studies within the Framework of Gender Differences

Research findings regarding the role of gender in writing self-perception beliefs are still illusive and controversial as well. Throughout the literature on foreign language learning and teaching, one can find different conclusions in this regard. Some researchers have reported that male students showed stronger writing self-efficacy than female students in a secondary school sample (Pajares and Johnson, 1996).

On the other hand, others concluded that female students showed higher writing self-efficacy beliefs than male students across different grade levels. For example, Greene (1999) examined the relationship among self-efficacy for writing, self-efficacy for academic achievement, final course

grades, and gender among first level English composition classes at the University of Alabama, USA. The researcher found that students who expressed higher writing efficacy beliefs tended to make higher final grades. He also concluded that female students tended to make higher final grades than male students. Greene's (1999) findings were also supported by (Pajares and Valiente, 1997; Pajares et al., 2006; Garcia and Fidalgo, 2008). Furthermore, some researchers found that there were no gender differences in writing self-efficacy across grades (Pajares and Valiente, 1999). These conflicting findings, as outlined above, make it interesting to collect data on gender differences in the perceptions of Yemeni trainee-teachers of EFL about their writing.

Pajares and Valiente (1997) examined the influence of writing self-efficacy on the writing performance of 218 elementary students in the United States of America. They found that boys and girls did not differ in performance, however, girls reported higher writing self-efficacy, found writing more useful, and had lower apprehension.

The Present Study:

The review of related studies on self-perceptions of writing contains a number of studies that examine the perceptions, views and attitudes of children, and how these may change over time and between genders. However, no study has yet been conducted on the self-perceptions of trainee teachers about their own writing whether in first or foreign language. Furthermore, it seems that there is a relative lack of studies (that the researcher knew of, at least) that involve Arab EFL students' views, attitudes and self-perceptions of their own writing. Therefore, the present study will hopefully contribute to a better understanding of these perceptions and attitudes.

This study is an attempt to extend this type of research in students' self-perceptions of their own writing into the college level. Therefore, it attempts to answer the following questions:

1. What are the Yemeni trainee-teachers' views and perceptions about themselves as writers?
2. How do the views and perceptions of the students of Sana'a University compare with Al-Yemenia University students' views and perceptions?

3. What differences exist in the students' self perceptions of their own writing across levels, i.e., levels 3 and 4?
4. What differences exist in the male and female students' self perceptions of their own writing?

Methods and Procedures:

Subjects:

A total of 208 male and female subjects, who were full-time undergraduates in the EFL Teacher Training Programs at Sana'a University (N= 157) and at Al-Yemenia University (N = 51)in the academic year 2006-2007, participated in the study. All the subjects had studied English for six years in preparatory and secondary schools. The subjects' age ran from 20 to 26. All of them spoke Arabic as their first language.

Table (1) Number of Subjects according to School, Gender and Level

School	Level 3		Level 4		Total	
	M	F	M	F	M	F
Sana'a University	17	67	26	47	43	114
Al-Yemenia University	8	11	12	20	20	31
Total	25	78	38	67	63	145

The subjects were asked to complete the questionnaires and were reassured that their responses would be used only for research purposes. All questionnaires were completed in class under the supervision of the researcher who guided the subjects through each statement and provided clarification when necessary. No significant problems on the part of the subjects were noted during the administration of the questionnaires.

Instrument of the Study:

The Writer Self-Perception Scale (WSPS) developed by Bottomley et al (1997/1998) was used to collect data on how Yemeni EFL Trainee-teachers feel about themselves as writers. This instrument was mainly designed to assess the perception of elementary school students about themselves as writers of English (native context). However, it was used in this study to assess Yemeni trainee-teacher's perceptions of themselves as writers of English as a foreign language (EFL).

According to Bottomley et al (1997/1998), the WSPS offers a wide range of research and instructional assessments. It also accounts for concerns related to validity, reliability, theoretical grounding, focus, and practicality. It consists of thirty-eight statements that are organized into five dimensions of writer self-perception. One item (Item 15) was not included since it is a general one (i.e., "I think I am a good writer"). A five point Likert scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree) was used and the subjects were instructed to tick the column that best expresses their feelings about the statement. The numbers of items representing each dimension as well as the total number of items for each dimension are given in Table (2) below.

Table 2: The five Dimensions of WSPS, their Total Number and Sample Items

Dimensions	Items	Total number of items	Sample Item
General Progress (GPR)	3,6,12,14,17,18,19,20	8	Writing is easier for me than it used to be.
Specific Progress (SPR)	22,25,29,31,34,36,38	7	The words I use in my writing are better than the ones I used before.

Observational Comparison (OC)	1,4,8,11,16,21,23,26,30	9	I write better than other students in my class.
Social Feedback (SF)	5,9,10,13,28,33,37	7	People in my family think I am a good writer.
Physiological States (PS)	2,7,24,27,32,35	6	I like how writing makes me feel inside.

Bottomley et al. (1997/1998) describe and characterize the five dimensions as follows:

1. General Progress. How one's perceptions of present writing performance compare with past achievement (i.e., "I am getting better at writing.").
2. Specific Progress. Items dealing with more explicit dimensions of writing such as focus, clarity, organization, style, and coherence (i.e., "My descriptions are more interesting than before.").
3. Observational Comparison. How a learner perceives his/her writing performance in relation to his/her peers (i.e., "When I write, my organization is better than the other students in my class.").
4. Social Feedback. Direct and indirect input about the student's writing derived from teachers, classmates, and family members (i.e., "My teacher thinks my writing is fine.").
5. Physiological States. Internal feelings that the student experiences during writing (i.e., "When I write, I feel calm.')

For scoring purposes, the values 5, 4, 3, 2, and 1 were assigned to strongly agree, agree, undecided, disagree, and strongly disagree, respectively.

Reliability of the Instrument:

Table (3) below presents the correlations among the five subscales of the instrument.

Table (3) Correlations

Dimension	GPR	SPR	OC	SF	PS	Overall
GPR	1	.720	.450	0.60	.360	.790
SPR	.720	1	0.50	0.58	0.32	0.78
OC	0.45	.500	1	0.65	0.44	0.77
SF	0.60	0.58	0.65	1	0.35	0.80
PS	0.36	0.32	0.44	0.35	1	0.71
Overall	0.79	0.78	0.77	0.80	0.71	1

** Correlation is significant at the 0.01 level (2-tailed).

Cronbach's alpha was used to measure the internal consistency of the subscales with coefficients ranging between 0.79 and 0.89. This was in line with existing evidence regarding the validity and reliability of the subscales (see Bottomley et al (1997/1998)).

Data analysis

The data collected were computer-coded using the Statistical Package for Social Sciences (SPSS) Program. Then, basic descriptive statistics (means, standard deviations and t-tests) were computed. Level and gender differences in the perceptions of the subjects were analyzed using One-way ANOVA. The significance level in this study was set at $P < 0.05$.

Results and Discussion:

The present study investigated the Yemeni student teachers' perceptions of themselves as writers. Four research questions were raised for examination at the beginning of this study. Therefore, the results of the analysis of the items of the WSPS were used to answer the research questions of this study as outlined below.

Question # 1 : What are the Yemeni trainee-teachers' views and perceptions about themselves as writers? To answer this question the scores assigned by the subjects about their perceptions of themselves as writers through the 37 items of WSPS were computed and classified into five dimensions of self-perception. The analysis of data permitted a description of Yemeni

trainee- teachers' perceptions of themselves as writers. Furthermore, the data gave information about which dimensions of self-perception the subjects endorse most and least. The means and standard deviations for the five dimensions of Yemeni trainee- teachers' self-perceptions as writers are provided in Table 4 below.

Table 4 : Means, Standard Deviation and Percentage Results of Students' Self-perception of themselves as Writers

Subscales	N	Mean	Std. Deviation	%	Capability
General Progress (GPR)	208	4.23137	0.481887	84.6 %	Average
Special Progress (SPR)	208	4.085852	0.503941	81.7%	Average
Observational Comparison (OC)	208	3.378739	0.508429	67.6 %	Average
Social Feedback (SF)	208	3.666896	0.525042	73.3 %	Average
Physiological States (PS)	208	3.814103	0.607613	76.3 %	Average
Total Average	208	3.8219854	0.373244	76.4 %	Average

A quick look at the mean ratings of the respondents for the five subscales of the instrument (Table 4 above) provides us with a general picture of Yemeni trainee-teachers' perceptions of themselves as writers. The total average of the means for the whole instrument was (3.8) out of the five- point scale with (76.4%). This implies that Yemeni trainee-teachers perceive themselves with an average capability to write effectively.

As for the five subscales of the instrument, the highest rating was given to General Progress such as "I write better now than I could before." with a mean of (4.2) and (84.6%), followed by Special Progress such as "My sentences stick to the topic better now." with a mean of (4.08) and (81.7%).

Then came subscale of Physiological States such as "I am relaxed when I write." with a mean of (3.8) and (76.3%), followed by Social Feedback such as "Other students think I am a good writer." with a mean of (3.6) and (73.3%). Finally came Observational Comparison such as "I put my sentences in a better order than the other students." with a mean of (3.37) and (67.6%). These results show that the three intrinsic dimensions (General Progress, Special Progress and Physiological States) have the highest means, whereas the extrinsic dimensions (Social Feedback and Observational Comparison) have the lowest means. This implies that Yemeni trainee-teachers seem to view themselves as average writers with significant improvements in their writing skills, and being motivated to be engaged in writing activities. On the other hand, they seem to find it difficult to compare their own writing performance in relation to their peers or to assess the direct and indirect input about their writing derived from their teachers, classmates and family members.

As was indicated earlier, the main aim of the present study was to survey the perceptions and views of the Yemeni student-teachers about themselves as writers. This was achieved through answering the first question of the study based on the analysis of their responses to the questionnaire.

Question # 2 : How do the views and perceptions of the students of Sana'a University compare with Al-Yemenia University students' views and perceptions? In order to determine if there are statistically significant differences among the students of Sana'a University and their counterparts at Al-Yemenia University regarding their perceptions of themselves as writers, a t- Test was run. The results are shown in Table (5) below.

Table (5) Mean, Standard deviations and t -Test for Trainee-teachers' Perception at Sana'a University and Al-Yemenia University

SCHOOL	Dimension	N	Mean	Std. Deviation	t	Sig.
Sana'a University	GPR	157	4.25	0.4632	1.081	.284
Al-Yemenia University		51	4.16	0.5520		

Sana'a University Al-Yemenia Uni- versity	SPR	157 51	4.13 3.88	0.4890 0.2739	2.846	.942
Sana'a University Al-Yemenia Uni- versity	OC	157 51	3.36 3.45	0.5055 0.5205	-1.000	.545
Sana'a University Al-Yemenia Uni- versity	SF	157 51	3.65 3.72	0.5133 0.5741	-.739	.489
Sana'a University Al-Yemenia Uni- versity	PS	157 51	3.77 2.99	0.6033 0.6014	-2.059	.764
Sana'a University Al-Yemenia Uni- versity	OVER- ALL	157 51	3.82 3.82	0.3572 0.4376	-.051	.448

The results displayed in Table (5) above indicate that there is no statistically significant difference among the perceptions of Sana'a University trainee-teachers and their counterparts at Al-Yemenia University on the five subscales and on the total average as well.

Question # 3 : What differences exist in the students' self perceptions of their own writing across levels, i.e., levels 3 and 4?

Table (6) Mean, Standard deviations and t -Test for Trainee-teachers' Perception across Levels, i.e., Levels 3 and 4

Level	Domain	N	Mean	St. Devia- tion	t	Sig. (2-tailed)
3 4	GPR	103 105	4.19 4.27	0.51518 0.44279	-1.191	.235
3 4	SPR	103 105	4.03 4.14	0.50118 0.50305	-1.591	.113

3 4	OC	103 105	3.30 3.46	0.5319 0.47141	-2.257	.025
3 4	SF	103 105	3.60 3.73	0.55927 0.47981	-1.803	.073
3 4	PS	103 105	3.68 2.33	0.63785 0.5403	-3.421	.001
3 4	T o t a l Average	103 105	3.75 3.90	0.39670 0.33221	-2.885	.004

The aim of the third question of the present study is to determine whether there is a statistically significant difference between the student teachers of level 3 and the student teachers of level 4 in their perceptions and views of their own writing. In order to answer this question, the t –test was calculated as shown in Table (6) above.

The results displayed in Table (6) above indicate that there is no statistically significant difference between the students of levels 3 and 4 in their perceptions of themselves as writers in regard to three domains out of five, namely: General progress (GPR), Specific progress (SPR) and Social Feedback (SF). On the other hand, Observational comparison(OC), Physiological states (PS) and the Total average are statistically significant(at $P > 0.05$) in favor of the subjects of level 4. This means that our subjects' perceptions and views about themselves as writers are largely affected by their level of study.

Question # 4 : What differences exist in the male and female students' self perceptions of their own writing?

In order to determine if there are gender differences in student- teachers self-perceptions as writers, a t -Test was run and the results are displayed in Table (7) below.

Table (7) Mean, Standard deviations and t -Test for Trainee-teachers' Perception according to Gender

	Gender	N	Mean	Std. Deviation	t	Sig.
GPR	1	63	4.37	0.412061	2.718	.071
	2	145	4.17	0.499146		
SPR	1	63	4.25	0.441589	3.106	.342
	2	145	4.02	0.51456		
OC	1	63	3.61	0.503601	4.452	.495
	2	145	3.28	0.479359		
SF	1	63	3.82	0.514571	2.791	.877
	2	145	3.60	0.517521		
PS	1	63	4.11	0.450168	4.850	.001
	2	145	3.69	0.623765		
Total average	1	63	4.01	0.337388	5.179	.592
	2	145	3.74	0.358017		

The results shown in Table (7) above, indicate that there is no statistically significant difference in the perceptions and views held by the female and male subjects regarding their writing. All the male and female subjects form a single population in their perceptions in regard to the first four subscales of the instrument, namely: GPR, SPR, OC and SF, as well as in the Total average of the instrument. The p values are 0.071, 0.342, 0.495, 0.877 and 0.592 respectively. The only exception came under the category of PS in which the difference is statistically significant at ($P < 0.05$) in favour of male subjects. This means that our subjects' views and perceptions of themselves as writers are largely not affected by their gender. These results show that the subjects whether male or female are exposed to more or less the same experiences, information and knowledge during their preparation programs. Thus, their perceptions about themselves as writers are very similar and there are no significant differences between the female and male students subjects.

Findings and Conclusions:

Through the analysis of the subjects' responses to the statements of the instrument and based on the answers to the research questions of the present study, the findings can be summed up as follows:

1. The total average of the means for the whole instrument is (3.8) out of the five- point scale.
2. Yemeni trainee-teachers perceive themselves with an average capability (76.4%) to write effectively.
3. There is no statistically significant difference among the perceptions of Sana'a University student teachers and their counterparts at Al-Yemenia University on the five subscales and on the total average as well.
4. The subjects' perceptions and views about themselves as writers are largely affected by their level of study.
5. There is no statistically significant difference in the perceptions and views held by the female and male subjects regarding their perceptions about themselves as writers.
6. The present study is limited to two Yemeni trainee-teacher programs at Sana'a University and at Al-Yemenia University which are preparing future EFL teachers for preparatory and secondary schools. The trainee-teachers are not chosen randomly, and therefore, caution should be taken in making generalizations from the results to other contexts.

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Appendix: Questionnaire

Dear Students

Listed below are statements about writing. Please read each statement carefully. Then circle the letter(s) that show(s) how much you agree or disagree with the statement. Use the following scale:

SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Name:

Gender (M / F)

Level: (First – Second – Third – Fourth)

Nationality: (Yemeni – Non-Yemeni)

N	Statement	SA موافق بشدة	A موافق	U غير متأكد	D غير موافق	SD غير موافق بشدة
1	I write better than other students in my class. اكتب أفضل من زملائي في الصف	SA	A	U	D	SD
2	I like how writing makes me feel inside. أحب الكتابة التي تحبطني بمشاعر داخلية	SA	A	U	D	SD
3	Writing is easier for me than it used to be. أصبحت الكتابة أسهل مما كانت في السابق	SA	A	U	D	SD

4	When I write, my organization is better than the other students in my class. تنظيمي للكتابة عندما اكتب , أفضل من تنظيم زملائي في الفصل	SA	A	U	D	SD
5	People in my family think I am a good writer. يعتقد أفراد أسرتي بأنني كاتب جيد	SA	A	U	D	SD
6	I am getting better at writing. تحسنت كتابتي كثيرا	SA	A	U	D	SD
7	When I write, I feel calm. أشعر بهدوء أثناء الكتابة	SA	A	U	D	SD
8	My writing is more interesting than my classmates' writing. كتابتي أكثر متعة من كتابة زملائي في الفصل	SA	A	U	D	SD
9	My teacher thinks my writing is fine. يرى مدرسي بأن كتابتي جميلة	SA	A	U	D	SD
10	Other students think I am a good writer. يرى زملائي بأنني كاتب جيد	SA	A	U	D	SD
11	My sentences and paragraphs fit together as well as my classmates' sentences and paragraphs. الجملة والفقرات التي اكتبها تنسجم مع بعضها البعض كما هو الحال لدى زملائي	SA	A	U	D	SD
12	I need less help to write well than I used to. احتاج إلى القليل من المساعدة كي اكتب جيدا اقل من المساعدة التي كنت احتاج لها في السابق	SA	A	U	D	SD
13	People in my family think I write pretty well. يرى أفراد أسرتي أنني اكتب بطريقة جميلة	SA	A	U	D	SD

14	I write better now than I could before. أكتب الآن أفضل مما كنت في السابق	SA	A	U	D	SD
15	I think I am a good writer. اعتقد بأنني كاتب جيد	SA	A	U	D	SD
16	I put my sentences in a better order than the other students. أصيغ الجمل بترتيب أفضل من زملائي	SA	A	U	D	SD
17	My writing has improved. تحسنت كتابتي	SA	A	U	D	SD
18	My writing is better than before. كتابتي الآن أفضل من قبل	SA	A	U	D	SD
19	It's easier to write well now than it used to . أصبحت عملية الكتابة حالياً أسهل مما كانت في السابق	SA	A	U	D	SD
20	The organization of my writing has really improved. لقد تحسن تنظيم كتابتي بشكل ملحوظ	SA	A	U	D	SD
21	The sentences I use in my writing stick to the topic more than the ones the other students use. ترتبط الجمل التي استخدمها في كتابتي بالموضوع أفضل من ارتباط جمل زملائي	SA	A	U	D	SD
22	The words I use in my writing are better than the ones I used before. الكلمات التي استخدمها في كتابتي الآن أفضل من الكلمات التي كنت استخدمها سابقاً	SA	A	U	D	SD
23	I write more often than other students. أكتب غالباً أكثر من زملائي	SA	A	U	D	SD
24	I am relaxed when I write. أكون هادئاً عندما أكتب	SA	A	U	D	SD

25	My descriptions are more interesting than before. وصفي للأشياء أثناء الكتابة أكثر متعة من ذي قبل	SA	A	U	D	SD
26	The words I use in my writing are better than the ones other students use. الكلمات التي استخدمها في كتابتي أفضل من الكلمات التي يستخدمها زملائي	SA	A	U	D	SD
27	I feel comfortable when I write. أشعر بالارتياح أثناء الكتابة	SA	A	U	D	SD
28	My teacher thinks I am a good writer. يعتقد أستاذي بأنني كاتب جيد	SA	A	U	D	SD
29	My sentences stick to the topic better now. الجمل التي اكتبها الآن أكثر ارتباطاً بالموضوع	SA	A	U	D	SD
30	My writing seems to be clearer than my classmates' writing. تبدو كتابتي أكثر وضوحاً من كتابة زملائي	SA	A	U	D	SD
31	When I write, the sentences and paragraphs fit together better than they used to. ترتبط الجمل والفقرات التي اكتبها الآن مع بعضها البعض أفضل مما كنت أكتب سابقاً	SA	A	U	D	SD
32	Writing makes me feel good. تشعرني الكتابة بالراحة	SA	A	U	D	SD
33	I can tell that my teacher thinks my writing is fine. أستطيع القول بأن أستاذي يعتقد بأن كتابتي جيدة	SA	A	U	D	SD

34	The order of my sentences makes better sense now. أصبح ترتيب الجمل التي اكتبها ذو معنى	SA	A	U	D	SD
35	I enjoy writing. أستمتع بالكتابة	SA	A	U	D	SD
36	My writing is clearer than it used to be. كتابتي الآن أكثر وضوحا مما كانت عليه سابقا	SA	A	U	D	SD
37	My classmates would say I write well. سيقول زملائي بأنني أكتب بشكل جيد	SA	A	U	D	SD
38	I choose the words I use in my writing more carefully now. أختار الكلمات التي أستخدمها الآن في الكتابة بعناية فائقة	SA	A	U	D	SD

استكشاف التصورات الذاتية للطلاب المعلمين اليمنيين لكتاباتهم

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ملخص البحث

تستقصي هذه الدراسة التصورات والانطباعات الذاتية لمجموعة من الطلاب المعلمين اليمنيين حول كتاباتهم، حيث شارك في هذه الدراسة 208 طالبا وطالبة خلال الفصل الدراسي الثاني من العام الجامعي 2006/2007 وقد طلب من أفراد العينة إعطاء تصوراتهم حول 38 فقرة من مقياس إدراك الكتابة والمطور من قبل بوتوملي وآخرون (Bottomley et al. (1997/1998)). وتشير تحليل الاستجابات إلى أن متوسط المقياس الكلي بلغ 3.8 من المقياس الخماسي وبنسبة 67.4%. كما تظهر النتائج بان الطلاب المعلمين اليمنيين يعتبرون أنفسهم متوسطي المقدرة على الكتابة على نحو فعال. ومن ناحية أخرى يبدو أنهم يجدون صعوبة في المقارنة بين أدائهم الكتابي وأداء أقرانهم أو لتقييم المدخلات المباشرة وغير المباشرة عن كتاباتهم والمستمدة من معلمهم وزملائهم وأفراد أسرهم. كما تشير النتائج أيضا إلى عدم وجود فروق ذات دلالة إحصائية بين تصورات وآراء الطلاب الذكور والإناث فيما يتعلق بكتاباتهم.

الكلمات المفتاحية: (التصور الذاتي - الكتابة - الطلاب المعلمين - اليمن)