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%5.25 (150) (70) (80)

" (42 1988)

" (199 2003)

" (15 2003)

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" (ood , 1973, 116)

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(222 2000)

.2009/3/10

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.(Murau, 1992) "

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(1999)

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(2004)

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%62.3

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.(2004)

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:

$(0.05 \geq \alpha)$

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$(0.05 \geq \alpha)$

.(/)

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$(0.05 \geq \alpha)$

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(150)

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%5.25

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2004

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(3 2)

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(52.8)

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(53.6)

(57.2)

(3)

(1)

5.09	52.8	39			
8.19	52.1	41			
7.32	53.45	80			
8.26	57.2	34			
7.6	53.6	36			
8.76	55.4	70			

(2)

()

0.103	2.317	243.39 78.46	1 79	243.39 6198.5		
-	-	-	80	6441.89		

(3)

()

.232	1.481	225.56 110.35	1 69	225.56 7613.99		
-	-	-	70	7839.55		

			(3)	
(10)	,)	
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		*		
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		:		
		:		
(30)				
				.2
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(Pearson)				
(4)				

.2 (4)

.3

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0 88		.2

(4)

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1985)

2000 1996 2000 2001

-(2002 2000 2003

.2

Gorell, 1981 Edwards, 1975,)

2005/ /19 2005/ /3 (12) Hall, 1991 1990 1988 1988

2004 1999 Koomy 1988

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(6)

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(.....)

(5)

(.....)

(5)

(7)
(7)

(.....)

..... (69.52 67.62)

(8)

5.8201	65.07	
6.5676	71.95	

(8)

(5)

.....(0.05≥α)

..... :

(71.95)

..... (65.67)

(.....)

(9)

(6)

(6)

(.....)

	F				
000.	*23.134	1776.45	1	1776.45	
		38.395	149	5720.86	
			150	7497.31	

(7)

6.4870	64.15		
4.8987	66.06		
6.6664	71.1		
6.3936	72.98		
6.9746	67.62		
6.48.4	69.52		

(8)

	F				
.187	1.748	79.236	1	79.236	
		45.033	149	6709.917	
			150	6789.153	

(9)

	F				
0.000	*23.134	1776.452	1	1776.452	
.187	1.748	79.236	1	79.236	
0.826	0.192	14.554	1	14.554	x
		36.59	147	5537.926	
			150	7408.168	

(9)

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.1

($\geq 0.05\alpha$)

.(34,68) (65,67)

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(Edwards,1975)
(koomy,1991)

$$\vdots$$

.2

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 $(0.05 \geq \alpha)$

%15

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(25)

- 96 -

			(1999)	(1988)
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		.1		
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- 2008
- 1996
- 2000
- 1993
- 1995
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The effect Guided and Controlled Written Expressional Strategies in the Development of Expressional Skills of Secondary Stage Students in Jordan

*Ali S. Hallaq and Abdelrahman Abed Al-Hashemi**

ABSTRACT

This study aims at investigating the effect of using guided and controlled written expressional strategies in the development of expression performance skills of First Secondary Stage Students in Irbid Governorate. The sample of the study consisted of 150 male and females students representing 5. 25% of the population. These students were selected: 80 male students and 70 female. They were distributed over four sections deliberately selected from Khaled Ibn Al-Waleed Comprehensive Secondary School for Boys and Ein Jalut Comprehensive School for Girls.

To answer the questions of the study, the following tools were employed: a list of the expressional skills criteria that the researchers prepared and used when correcting the expression topics written by the students, and the guideline that the researcher developed to teach guided and controlled written expression to First Secondary Stage Students.

The study shows that the guided expression strategy is more effective in the development of written expression performance than the controlled expression strategy, and there is no effect of any of sex variable on the development of written expression performance, and there is no significant effect of the interaction between the teaching strategies and gender of the student on written expression performance.

Keywords: Teachingm, Strategy, Written Expressional.

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