



## **The Impact of a Programme Based on ADDIE Model on Improving EFL University Students' Written Performance**

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**Received: 01/07/2025, Accepted: 25/07/2025, Online Published: 30/12/2025**

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### **Abstract**

The current study aims at investigating the impact of a programme based on ADDIE model on third-year university students written performance. To conduct the study and fulfill its aims, it is hypothesized that, there is no statistical significant difference between the mean score of the experimental group performance and that of control group in pre & posttest. A sample of (60) students have been chosen arbitrarily from the third year of the Department of English at the College of Education for Women / University of Tikrit, and divided into equal groups, i.e. the experimental and control groups. The collected data has been statistically analysed using T-test formula for two independent samples. The results indicated that there is a significant difference in the mean scores between experimental and control groups in favour of the experimental group who is taught by using the suggested programme. Finally, in the light of the obtained results, a number of conclusions have been put forward.

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**Keywords:** ADDIE Model, Essay writing, Performance, Programme, Students

## أثر برنامج مبني على نموذج ADI في تعزيز الأداء الكتابي لطلبة الجامعة الدارسين للغة الإنجليزية كلغة أجنبية

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### الملخص

تهدف الدراسة الحالية إلى دراسة أثر البرنامج المبني على نموذج ADI في تحسين الأداء الكتابي لطلبة الجامعة للمرحلة الثالثة. ولإجراء الدراسة وتحقيق أهدافها، افترضت الدراسة عدم وجود فرق ذي دلالة إحصائية بين الأداء الكتابي للمجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي. اختيرت عينة عشوائية مكونة من (60) طالبة من طلابات السنة الثالثة بقسم اللغة الإنجليزية في كلية التربية للبنات / جامعة تكريت، وُقسمت إلى مجموعتين متساويتين، المجموعة التجريبية والضابطة. حللت البيانات إحصائياً باستخدام الاختبار الثاني لعينتين مستقلتين. تشير النتائج إلى وجود فرق ذي دلالة إحصائية في متواسط درجات المجموعتين التجريبية والضابطة لصالح المجموعة التجريبية التي تدرس بالبرنامج المقترن. وفي ضوء النتائج، قدمت مجموعة من الاستنتاجات.

**الكلمات المفتاحية:** نموذج ADDIE، كتابة المقال، الأداء، البرنامج، الطلاب.

### 1. Introduction

Ismail, et al. (2018) states that Even though modern teaching methods focus on improving writing skill, traditional programmes are still used a lot in the classroom. This shows in the level of student's performance and makes them more negative and reliant on others for help, which lowers their self-esteem and motivation. Constructing a programme in terms of ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation, offers a structured approach that can potentially address these challenges. However, the effectiveness of this programme in increasing written performance among EFL students has yet to be examined. Furthermore, a programme is among the most important ones that motivates experts in the field of education to get interested; most of them demand the necessity of more positive efforts to pay attention to preparing teachers and upgrading their profession since they are the suitable foundation for the development of education.

### **1.1 Aim of The study**

The current study aims at:

- investigating the impact of a programme based on ADDIE model on third-year university students written performance.

### **1.2.Hypothesis of the Study**

To conduct the study and fulfill its aims, it is hypothesized that:

- There is no statistical significant difference between the mean score of the experimental group performance and that of control group in pre & posttest.

### **1.3 Value of the Study**

The present study is significant since it investigated the impact of a programme based on ADDIE model for EFL University Students. EFL lecturer who are required to change their methods in teaching English.

### **1.4 Limites of the Study**

It is limited to constructing a programme based on ADDIE model, to the third year university students at Department of English / College of Education for Women / University of Tikrit during the academic year (2024-2025).

## **2. Literature Review**

### **2.1 Theoretical Background**

This section present a detail explanation of a suggested programme, ADDIE mode, and writing skill.

#### **2.1.1 A Programmes: Historical Overview**

Rooted in the ancient methods of informal and community-based education, programmes had changed enormously over the decades. Early philosophical instruction by people like Socrates and Plato stressed on discussion and questioning as fundamental elements of education. The founding of universities during the middle Ages resulted in more regimented educational systems

emphasizing mostly on theology, law, and medicine, where lectures and rote memorizing became common (Klein, 2018). With the industrial revolution, the 19th century underwent a significant change that led educational reformers like Horace Mann to support universal access to education and the need of organized instructional programs (Rury, 2016).

Reigeluth (1999) mentions that the key concepts underpinning a programmes include instructional design, which is a systematic process aimed at creating effective educational experiences based on established learning theories. Behaviorism, cognitivism, and constructivism represent foundational learning theories(Tyler, 2007).

### **2.1.2 Steps for Designing a Suggested programme**

The process of designing a programmes is a complicated endeavor that requires a systematic approach. It begins with a thorough needs assessment to identify the target audience's learning requirements and the gaps in their knowledge or skills. This information then informs the establishment of clear and measurable instructional objectives, which serve as the foundation for the selection of appropriate instructional strategies, and the development of relevant instructional materials. The effective delivery, and the ongoing evaluation and revision of the programme are crucial steps to ensure its overall effectiveness and continuous improvement (Keller, 1987).

Scholars like Bloom (1956), Dorna(1995),and Merrill(2002) believe the following are the key steps involved in the development of a programme:

1- Identify student's objectives and needs: Clearly define the specific knowledge, skills, or abilities that the researcher want students to acquire by the end of the suggested programme.

2-Assess student's needs: Gather information about the students, which includes their prior knowledge, learning styles, motivations, and any potential barriers to learning. .

3- Develop content outline: Create a detailed outline of the instructional content, organizing it into logical sections or modules.

4 -Select instructional strategies: Choose appropriate instructional strategies and activities that align with the students objectives and the characteristics of the target audience.

**5-Design Assessments:** Develop formative and summative assessments to evaluate the students' progress and performance of the learning objectives. These assessments can include quizzes, checklist, rubric, presentations, or performance-based tasks.

**6- Pilot and Refine:** Conduct a pilot or trial run of the programme and gather feedback from students and subject matter experts. Use this feedback to refine and improve the programme before the final implementation.

**7-Implement and Evaluate:** Implement the programme and continuously evaluate its effectiveness. Monitor students' progress, gather feedback, and make adjustments as needed .

## **2.2ADDIE Model**

The paradigm of instructional design acts as an organizing tool that presents a disciplined method of training and learning. Its philosophical and scientific roots are reflected in a theoretical framework founded in ADDIE model comprises a set of phases covering the relationships, means, and instruments required for efficient application (Kruse,2006).

One might see the instructional design model as a simplified vision stressing the important stages in building and using a programme. It fairly summarizes the key steps needed to guarantee the potency of the curriculum. The model is also conceptualized as a mental framework guiding cognitive processes and decision-making, so helping theories to grow. It shows particular facets of reality rather than trying to offer a straight mirror of it. This representation compiles facts and information to enable a thorough knowledge of curriculum events, therefore enabling the identification of factors essential for development, enhancement, and change (Chang,2006).

The instructional design model is a simplified representation of complex realities that aids in a better understanding of those realities. It describes as a plan that functions as a guide for educational work, often addressing specific educational challenges (Alnaji, 2022).

Zeitoun (2001) clarifies that the instructional models is defined as a virtual representation that substitutes the reality of phenomena or actions that describes, explains, or interprets these aspects, making them more comprehensible.

Though the idea of ISD has been existed since the early 1950s, ADDIE first appeared in 1975. It was created by the Center for Educational Technology at Florida State University for the U.S. Army and then quickly adapted by all the U.S. Armed Forces. ADDIE framework was first created by Florida State University in 1975 to describe the processes involved in developing an instructional systems development (ISD) programme for military interservice

training. The framework aimed to effectively train individuals for specific jobs and could also apply to any interservice curriculum development activity. Before entering a military classroom, military teachers have to pass a course on technical training instructors (Alnaji,2022).

Branson, et al. (1975) mention that the six-week course calls for many presentations where students create their own written tests, visual aids, and performance evaluations. Along with the pedagogical guidelines of how to run a classroom and the fundamental ISD values, the course also teaches the "military style" of instruction. The acronym ARLO PAE SRAC chronicles the tale of Arlo, a man sentenced to pay Srac. The misspelling acronym is Attention, Recall, Lesson Objective, Presentation, Ask (questions), Elicit (answers), Summarize and Recall (the lesson), Assess, and Closure. This is more fairly referred to as Robert Gagne's "Nine Events of Instruction". Under direction of the Air Force Perceptual and Motor Skills Laboratory (1962a), Gagne created the nine phases of instruction between 1949 and 1958 for pilot training courses. His nine teaching activities, more precisely detailed in his 1992 book Principles of Instructional.

ADDIE is extensively acknowledged as a framework applied in instructional design. Florida State University developed it early in the 1970s, but Robert Gagné and associates greatly helped it to develop in the framework of education. Still, later on the ADDIE paradigm was formally titled and organized as an instructional design framework. Although Gagné and his colleagues were significant in educational design theory, the ADDIE model as we know it today was promoted and extensively embraced by teachers and instructional designers through the activity of instructional design companies and professionals in the 1980s and beyond. Because of its methodical approach to creating instructional initiatives, the model was improved and became a pillar in the field. These days, K-12, higher education, and corporate training among other educational environments all consider one of the most often utilized models for instructional design. In essence, Florida State University was instrumental in the development of the ADDIE framework and Gagné's instructional theories were fundamental for the educational uses of the model, even if the framework was not ascribed to a single person (Taylor,2007).

The original approach consisted of multiple steps within its five initial phases (analyze, design, develop, implement, and evaluate). The objective was to successfully finish each stage prior to proceeding to the subsequent one.

The analysis phase of the ADDIE model is a critical foundation for effective instructional design, focusing on identifying the specific needs and gaps in knowledge or skills of the students. This phase begins with a thorough needs assessment, which evaluates the current state of students compared to desired outcomes. By understanding students characteristics, such as prior knowledge, learning preferences, and motivation, instructional designers can tailor their approach

to meet diverse needs. The second stage, design, is essential in converting the knowledge acquired during the analysis phase into a well-organized learning procedure (Branson, et al., 1975). During the design phase, the designer always reviews the course learning objectives and considers the following questions:

1. How should the course be organized?
2. How should the ideas be presented to the learners?
3. What types of activities and exercises will help the learners?
4. How will the course measure student learning?

The development phase of the ADDIE model is crucial as it transforms the instructional design blueprint into actual training materials. Instructional designers produce a range of materials including multimedia components, tests, and interactive learning activities at this phase. Working with subject-matter experts, this procedure guarantees that the material is correct and relevant to the demands of the students (Taylor,2007).

Branch (2009)mentions that good implementation depends on meticulous coordination to guarantee that the training environment, technical tools, and supplies are among all the elements in place. Teachers have to be well prepared; often, they need to undergo training themselves to guarantee they can present the material successfully and involve the students. He also states that effective application also depends on constant student engagement and support. An integral component of the ADDIE model is the assessment stage, which assesses the success of the programme me on the organizational level as well as on the student level. Two main components define this phase: summative evaluation, which follows the completion of the programme; formative evaluation, which takes place during the development and implementation phases. Formative assessment is the technique of obtaining student comments throughout the course of instruction so that real-time changes and enhancements are possible. This constant evaluation guarantees that education stays relevant and efficient and solves any possible problems. Conversely, summative assessments focus on determining the general effectiveness of the programme in respect to set goals (Kirkpatrick,,2006).

### **2.3 The Role of the Teacher in Applying ADDIE model**

Within the "ADDIE model", teachers and students play vital responsibilities since they cooperate throughout each phase to improve the whole learning process and guarantee efficient educational results as follows: Teachers assess student needs, current knowledge, and learning environment context. They set the learning objectives and goals, therefore matching them with the needs of the students. Teachers create the learning goals and select appropriate teaching tactics and evaluation techniques in the seconds stage. They develop a well-organized schedule including the media to

be used and the content delivery order. Teachers in the development stage either create or choose instructional tools in line with the design plan. This covers developing courses, multimedia components, and assessment instruments. Teachers supervise learning activities, administer the instruction, and provide student support throughout implementation. They also get ready any required training for extra employees engaged in the course delivery. Teachers compile comments and information about the success of the instruction in the last step. They examine this data in order to identify areas needing improvement, which guides next course changes (Dive, 2020).

## **2.5 The Importance of ADDIE Model**

Allen (2012) indicates that like many other instructional design models, ADDIE has certain advantages. It offers a precise, methodical approach that leads educational designers through the development of their projects. This method guarantees that all-important factors of instructional design are taken into account and resolved, so improving the learning environments. Beginning with a comprehensive study of students' needs helps to guarantee that every instructional activity supports the intended learning results. Emphasizing data collecting and analysis at every phase, the model helps to support well-informed decisions. This lets instructional designers make required changes depending on performance criteria and comments, so improving the whole learning process. The ADDIE model's evaluation stage motivates continuous improvement of teaching tools and resources. This emphasis on ongoing development helps to maintain training relevant and efficient over time.

## **2.7 Essay Writing**

Essay writing is a systematic approach to articulating a coherent argument, analysis, or narrative concerning a particular subject. University education plays a crucial role in fostering students' analytical, research, and communication skills. Essays generally consist of an introduction, body, and conclusion, necessitating that students articulate ideas logically and substantiate them with evidence. University students frequently encounter the necessity of composing essays across diverse disciplines, highlighting the importance of educators effectively teaching various essay writing techniques. Essays can assume a variety of formats, contingent upon their intended audience and purpose. Descriptive essays concentrate on the provision of comprehensive descriptions of an individual, location, event, or object, frequently engaging the reader's senses. For instance, students may be required to provide an evocative description of a character or setting from a novel in a descriptive essay for a literature course. This form of essay assists students in developing their ability to engage their readers and employ language in a creative manner (Zinsser, 2006).

## **2.10 Types of Essay Writing**

There are four types for essay writing;

- 1- Narrative essay, recounts a story, similar to a narrator in a play, but it essential to be based on true events, distinguishing it from fictional short stories or plays. Narrative essay conveys or reports information regarding the selected topic. Relevant topics for this could include stories, autobiographies, science fiction, and events or issues from the distant or recent past. The author endeavors to maintain chronological order throughout the entire text. It should be structured in a manner that conveys a realistic experience during engagement (Hadfield,2011).
- 2- Descriptive essay, emphasizes the creation of vivid imagery by engaging the senses of sight, sound, touch, taste, and smell. The primary objective is to elicit emotions or create vivid imagery in the reader's mind, frequently employing metaphors, similes, and detailed descriptions. This form of writing is prevalent in poetry, novels, and travelogues (Khaldieh,2000).
- 3- Expository essay, serves to elucidate or clarify aspects of a particular subject. This form of writing is often referred to as "information writing" as it provides details regarding a person, place, object, relationship or concept. Achieving this objective is best facilitated through the utilization of clear reasoning, factual evidence, statistical data, cause-and-effect relationships, or illustrative examples (Murray,2006).
- 4- persuasive essay , writers or students offer their points of view to affect the reader. More complexity exists in this type than in other forms of writing. It makes cases for writing. This kind of writing expresses a viewpoint and positions oneself on something, then backs that stance in a way that would persuade the reader. It contains an explanation to the other points of view and uses facts to support the writer's position. The examples of this writing are; debate position papers, essays, editorials, letters to the editor, or news articles (Hadfield,2011).

## **2.11 Stages of Good Writing Performance**

Teacher's occasionally devise classroom activities that simplify the acquisition of writing skills at every stage, as follow:

### **-Pre – Writing Stage**

Pre-writing is the planning phase of the writing process. Students have to choose what to write about during this period and participate in activities such presenting images, a list of words connected to the necessary theme or using teacher-provided illustration tools that enable them to arrange or produce ideas for their work. This stage is crucial since it is the first one used in writing any kind of material; if it fails to captivate the reader, it does not offer him relevance to keep on. pre-writing refers to anything that occurs in advance or prepares an individual to write (Gray,1987). Students can approach the prewriting phase of their writing process in many different

ways. These are some of the most often used techniques and approaches among the ones students could use:

-Brainstorming: It is the process of generating as many ideas as possible on a topic, regardless of their feasibility or practicality. A list style is typically the most convenient to organize. This can be done individually before being shared with the class or as a group. Access to this list during the writing process might help students make connections that may be useful later in their work (Elbow,1981).

-Free writing: Under the free write technique, students spend a designated period—say, ten or fifteen minutes—writing whatever occurs to them regarding the current topic. Students should not concern grammar, punctuation, or spelling in a free writing. Rather, students should strive and generate as many ideas as they could to assist them during the writing process (Largy,2004).

-Mind Maps: Usually it consists of words, colors, short phrases and picture; it is a diagram with functions that organizes ideas and represents words, tasks, or another link arranged a central keyword by branches. It is also considered as a main tool used for motivating thought that shows ideas which are generated around a central theme and how they are linked (Hjortshoj,2001).

### **-Drafting Stage**

At this step, students start writing from the ideas and structure suggested in the pre-writing step. Students can work with their teacher or cooperate during the drafting process to produce certain comments that will enable the writer to be more academic and accurate (Nunan, 2003).

### **-Revising Stage**

In this stage students review their writing. This stage focuses on improving students' writing by rethinking, paraphrasing, and revising their writing. Students apply their knowledge of language and sentence structure for better writing. Effective features of content review such as idea and sound organization, word choice, and sentence fluency. Students keep the old version to compare their writing in order to make improvements to the idea (Zinsser,2006).

Revision in an essay entails identifying the thesis, reassessing structure and organization, addressing weaknesses, enhancing evidence and illustrations, and clarifying ambiguous positions. The duration provided by teachers is a key factor that differentiates students' engagement in surface-level revisions from macro-level revisions. Revision requires a significant investment of time. Writers often undergo several rounds of revisions prior to finalizing a draft ( Best,1981).

### **- Editing Stage**

Editing in writing is an essential process for enhancing content clarity, accuracy, and overall quality. It encompasses more than mere error correction, focusing on syntax, tenses, and structural elements. Editors significantly enhance writing by removing redundancies, ensuring a coherent flow, and preserving the author's style. The importance of editing is clear in its capacity to enhance the quality of work, ensuring it is flawless and devoid of errors, even when it appears seamless (Glass,1970).

### **- Publishing Stage**

Publishing is the last editing of a written work for its intended readership, which could involve hand-written final drafts and the inclusion of images or other graphic components (Walsh,2010).

## **3.Methodology**

### **3.1 Research Design**

This section has two parts: the first part deals with the steps of constructing the programme, and the second one deals with the statistical analysis.

The equivalent-group pre posttest, design, for this study has the following points: Random selection of two groups of students and assignment of them to experimental and control groups. In some cases, bringing experimental and control group equality. Treating the experimental group alone with the independent variable. Teaching the control group, the identical instructional content used in the experimental group using the conventional approach instead. Posttest the two groups of involved students. Examining the gathered data and getting the last conclusions by means of statistical instruments. See Table (1).

**Table 1** *The Experimental Design of this Study*

Group	Independent Variable	Dependent Variable
Experimental	ADDIE Model /The programme	Performance
Control	Traditional Method	Performance

### **3.2 Part One: Constructing the Programme**

The Programme constructed based on each stage of ADDIE model which are :

**Analysis:** Assessing the needs of learners.

**Design:** Planning the learning objectives and materials.

**Development:** Creating and assembling content.

**Implementation:** Delivering the programme to students.

**Evaluation:** Assessing the effectiveness of the programme and making improvements.

In the ADDIE model, each stage must be carried out in order and carefully considered before moving on. Reflection and feedback at each stage ensure continuous improvement.

### Analysis

In this phase, the researcher focuses on identifying the specific needs and gaps in knowledge or skills of the students, and Examines contextual factors like the learning environment, available resources, and constraints to ensure the feasibility and relevance of the instruction.

### Design

During the design phase, the researcher always reviews the course learning objectives and establish clear and measurable learning objectives for the essay writing programme:

At the end of the programme students will be able to: (1)Structure an essay with a clear introduction, body, and conclusion. (2)Reflect on Writing Process: Engage in self-reflection to assess strengths and weaknesses in their writing, setting goals for continuous improvement. (3) Confidence Building Writing essays allows students to express their viewpoints, boosting their confidence in their academic abilities.

### Development

- Create the necessary instructional materials, such as lesson plans, sample essays, online resources, workshop, posters, and PowerPoint slides for lectures and prepare the projector.

-Develop multimedia or interactive elements (e.g. Power point presentations, and videos) to enhance the learning experience.

### Implementation

- Applying the programme to the students by using all previous information.

### Evaluation

- Conduct formative assessments during the development and implementation stages to monitor students' learning and make any necessary adjustments to the programme. (daily quiz, homework, Rubric for final project).

- Administer summative assessments (posttest).

### **3.3 part two: Experimental Design**

#### **3.4 Sample of the study**

Sample is defined as a small number of students select for investigation and observation (Glass & Stanley,1970). In the current study, the sample was chosen at random, with (30) students chosen as the experimental group and (30) students chosen as the control group from 75 participants in the third year of the English Department at the College of Education for Women. The researcher excluded repeaters and students of the highest age, so the total number of the main sample is (60) students. As shown in Table (2)

**Table 2** *The Sample of the Study*

Groups	No. of Repeaters	No. of Largest age group students	No. of Sample students
Experimental	2	4	30
Control	4	5	30
Total	6	9	60

#### **3.5 Instruments**

One instrument is employed to verifies the research null hypothesis, which is T-test for Two Independent Samples. It helps one determine whether the mean score of the experimental group performance differs significantly from that of the control group performance in post-test (Best,1981).

#### **3.6 Stastical tool**

**-T-test for Two Independent Samples** is used to find out the significance between the two groups in the equalization of age. It is also used to find out the significance of differences between the two groups in the posttest.

### **4. Analysis of the Results**

The present study intends to investigate how the proposed program affects student written performance in "essay writing". It is hypothesised that there is no statistical significant difference between the outcome of the experimental group taught by the proposed programme and control group taught by conventional method in post test, therefore fulfilling the purpose of the study.

## 5. Comparison Between the Performance of the Experimental Group and that of the Control Group in the Post-test Scores

Results reveal that the mean score of students' performance in EG in the posttest is (79.40) with a standard deviation of (12.886), so determining whether there is any appreciable difference between the mean scores of the experimental group and the control group, whereas the mean score of students' performance in CG in the posttest is ( 53.90 )with a standard deviation of (10.594). The calculated t-value is (8.373) which is found to be higher than the tabulated t-value which is (2.000) at ( 0.05 )level of significance when the degree of freedom is (58). This shows that: There is a significant difference between the mean scores of the experimental group and that of the control group in posttest, and for the benefit of the experimental group. This means that the performance of the experimental group which has been taught by the suggested programme is better than the performance of the control group which has been taught by the traditional method. As shown in Table (3).

**Table 3.** *The Mean Scores, Standard Deviations and T-Values of the Two Groups in the Posttest*

G.	No.	Means Scores	SD	T-Value		DF	Level of Significance
				Computed	Tabulated		
EG .	30	79.40	12.886	8.373	2.000	58	0.05
CG .	30	53.90	10.594				

## 6. Discussion of the Results

The results of the research show that the experimental group achieved the highest grades after being taught using the Programme, this helps students and Lecturers to solve their problem and overcome the difficulties in teaching essay writing. This experimental research shows that teaching by the programmes for raising students' essay writing performance is more effective than teaching by means of the teacher's guide alone. It means that students have attended useful instructional opportunities and received essential material that meet their needs. The learning activities involved in the constructing of the programme differ from those in the essay writing textbook, and the development of multimedia and interactive elements such as Power point presentation and using videos will enhance the student' learning experiences.

## 6. Conclusion

1. Students' written permanence have shown notable improvement when a programme grounded on the ADDIE model is applied.
2. Through methodically addressing every component of the ADDIE model: analysis, design, development, implementation, and evaluation, the programme offered a disciplined and successful means of instruction. Through deliberate instruction and ongoing practice.

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