



**B a b e ş - B o l y a i U n i v e r s i t y**  
**Faculty of Psychology and Education Sciences**  
**C l u j - N a p o c a , R o m a n i a**

**Long Abstract**

**TEZĂ DE DOCTORAT**

**DOCTORAL THESIS**

CONDUCĂTOR DE DOCTORAT

DOCTORAL COORDINATOR

**Professor uni. Dr. Vasile Chiş**

STUDENT-DOCTORAND

PHD STUDENT

**Orit Zipora Martinotti**

Cluj-Napoca, 2021



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**Improving writing in teaching a second language  
among immigrant adolescent-students**

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## Glossary

- ❖ **First language – L1:** The first language students acquired and it is usually referred to in the literature as ‘mother tongue’ or ‘heritage language’ (Haim, 2014).
- ❖ **Second language – L2:** The language learned after the mother tongue, namely an additional language (Aghai, 2019). In this study, the reference is only to the L2 acquired formally at school (Hoffmann, 2001) for academic and social purposes (Ministry of Education, 2009).
- ❖ ***Ulpan*:** Designated classes for learning 'Hebrew as L2'. Their full name in Hebrew is “Hebrew *Ulpan*”, and mostly they are called by their shortened name ‘*Ulpan*’ (Aviad, 2007). In the *Ulpan* classes, Hebrew is learned according to a monolingual pedagogy only, entitled ‘Hebrew in Hebrew’ (Farhi, 2013).
- ❖ **Writing strategy and its teaching:** A structured series of mental, physical or combined actions that writers perform in order to accomplish their goals (Graham et al., 2016). Teaching writing strategies to the students aims to provide them instruments that will enable them to write in a high-quality and efficient way (Lichtinger, 2008).
- ❖ **Self-efficacy as learners:** Learners’ beliefs in their ability to master academic topics, successfully perform specific tasks in specific areas of knowledge, as well as regulate their learning and learning activities (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996).
- ❖ **Well-being as learners:** The extent to which students are satisfied with various aspects of their situation at school, such as: they feel good in their academic studies at school, their investment in studies, their academic achievements, and so on (Belfi, Goos, De Fraine, & Van Damme, 2012).



## **Abstract**

This pedagogical-educational study explored the improvement of teaching immigrant adolescent-students to write in second language (L2). For that purpose, a writing intervention program has been built, being original in the implementation of two writing pedagogies that are not applied in L2 classes worldwide. One pedagogy integrates contents from the students' L1 and culture through proverbs, biblical verses, and famous people's inspirational quotes. The second explicitly teaches L2 writing strategy. This study aimed to develop a model of a pedagogical program that can improve immigrant adolescent-students' writing in L2.

This study was conducted by the mixed methods approach in five Hebrew as L2 classes in the center of Israel between 9/2019 and 2/2020. The participants were 30 immigrant adolescent-students, eight Hebrew as L2 teachers, and seven homeroom teachers. The research question was: What components might comprise a pedagogical program that can improve the writing of immigrant adolescent-students? The research instruments are L2 achievement tests, questionnaires of self-efficacy and well-being as learners, and semi-structured interviews conducted before and after the writing intervention program implementation.

The research findings illustrate that the immigrant-adolescents' improved writing skills during the L2 acquisition is characterized by a positive change in their L2 academic achievements and the perceived level of their self-efficacy and well-being as L2 learners. The findings attest that the appropriate layout for generating this beneficial change relies on a learning environment and teaching methods consisting of designated teaching pedagogies that support the students' transition from L1 to L2.

The contribution of this study is an original model of teaching L2 writing, characterized as being integrative, humanistic, integral, and modular. The knowledge and insights from this study are important to education systems worldwide aiming to develop a pedagogical policy for the optimal absorption of immigrant-adolescents in their countries.

**Keywords:** Teaching of L2 writing, immigrant-adolescents, L1 in teaching L2, writing strategies in L2, self-efficacy, well-being, intervention program

## INTRODUCTION

**Research Background** - This study explores the improvement of writing in the **teaching of a second language** [hereinafter – “L2”] among **immigrant adolescent-students**. This work was conceived after many years of experience in teaching Hebrew as L2 in L2 classes called in Hebrew *Ulpan* (Farhi, 2013). The teaching in the *Ulpan* is designed for adolescent-students who have immigrated to Israel. There they are undergo a process of learning Hebrew as L2 before their full academic integration in their homeroom classes at school. During the years of teaching, the necessity arose to focus on nurturing the writing of immigrant students in the process of learning the L2 of the target country. This stems from the **importance attributed to the mastery of writing skills** for the **academic functioning** of the immigrant-adolescents during their years of study at school, as well as for their **academic future** (Kogan, 2016). Moreover, it is necessary to cultivate the writing and teach it in L2, since **the immigrant-students’ academic performance and achievements tend to be lower** than those of their native peers, in spite of their identical academic potential (Volante, Klinger, Siegel, & Yahia, 2019).

**Gap in Knowledge** - In the context of L2 learning in L2 classes, writing is considered **the most complex and challenging language skill for L2 students** (Manchón, 2017). Moreover, writing is the **last skill mastered by L2 learners** (Yusuf, Jusoh, & Yusuf, 2019). Thus, it is necessary to cultivate this skill already during the process of immigrant-adolescents L2 learning.

In the case of **Israel**, even though the country absorbs immigrants on a large scale (DellaPergola, 2012), it was found that there is a lack of **pedagogical instruments for teaching Hebrew as L2 writing** among school students (Golan & Amir, 2017). Consequently, this gives rise to the need to nurture the L2 writing of students that immigrate to Israel, and a writing intervention program was designed for the purpose of this study.

The writing intervention program of this study is based on the following two teaching pedagogies. The first pedagogy was using the immigrant-students’ L1. Although this is **considered unacceptable in Hebrew as L2 classes in Israel** (Gilad, 2016) and in other places worldwide (Littlewood, 2014), studies from recent years present evidence that demonstrates the efficiency of L1 in the promotion of L2 writing around the world (e.g., Barnes, 2018). However, to date, **this integration of L1 in L2 learning classes has not**

**been sufficiently investigated** (Kupske, 2015). The second pedagogy was the explicit teaching of a writing strategy in L2, although it was **not included in the curriculum of Hebrew as L2 in Israel** (Ministry of Education, 2009). Furthermore, it was **not used either for the teaching of Hebrew as L2 in the *Ulpan*, or generally by teachers in their classes** (Rodríguez-Málaga, Cueli, & Rodríguez, 2020). That being said, writing researchers and theoreticians (e.g., Graham & Harris, 2017) consider the explicit and consistent teaching of a writing strategy to be the primary method for reinforcing writing performance.

***Research Aims and Questions*** - This study focused on a main research aim and on three subsidiary aims.

*The main research aim:*

- To develop a model of a pedagogical program that can improve immigrant adolescent-students' writing in L2.

*Subsidiary research aims:*

1. To examine how participation in a pedagogical program focusing on writing skills can improve immigrant adolescent-students' achievements in L2;
2. To examine how participation in a pedagogical program focusing on writing skills can promote immigrant adolescent-students' self-efficacy as learners;
3. To examine how participation in a pedagogical program focusing on writing skills can promote immigrant adolescent-students' well-being as learners.

Furthermore, this study examined one main research question and three subsidiary questions to which it provided an answer.

*The main research question:*

- What components might comprise a pedagogical program that can improve immigrant adolescent-students' writing in L2?

*Subsidiary research questions:*

1. How can participation in a pedagogical program focusing on writing skills improve immigrant adolescent-students' achievements in L2?
2. In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' self-efficacy as learners?
3. In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' well-being as learners?

**Research boundaries** - Only a few studies have investigated the relationship between learning methods and of the various effects on L2 writing (Zarrinabadi & Rezazadeh, 2020) Therefore, it was decided that this study would focus on the practical academic objectives of the writing intervention program of the study. As a result, this study explores the **academic effect** that the writing intervention program, implemented among immigrant adolescent-students who study Hebrew as L2 at a high school *Ulpan*, has on: 1. **level of their achievements in Hebrew as L2**; 2. **level of their perception of self-efficacy as learners**, including their level of expectation for academic success and of self-efficacy for writing in L2; and 3. **level of perception of their well-being as learners**, focusing on the cognitive component of life satisfaction, rather than on the emotional component, due to the academic-educational context of this study.

**Keywords:** Teaching L2 writing, immigrant-adolescents, L1 in teaching L2, writing strategies in L2, self-efficacy, well-being, intervention program

# CHAPTER I: THEORETICAL PERSPECTIVES

## I.1 The Academic Aspect of Immigration During Adolescence Period

The research population consists of adolescents, moreover they are also immigrants in a country that is new to them. Consequently, this sub-chapter explains the issues raised by the disengagement of these adolescents from their childhood country and their transition to an entirely different environment **at this age**.

For immigrant-students, the immigration process, including their integration **at school**, constitutes a huge challenge. In the target country, immigrant students are integrated into new education systems that differ from those prevalent in their country of origin in the following aspects: **language, culture**, learning frameworks, teaching methods, academic expectations, learning materials, **learning contents** and social environments (OECD, 2015; Schleifer, 2014). In the Israeli context, the immigrant students are integrated into Israeli schools (Rubinshtein, 2016) and learn Hebrew as L2 in various frameworks (Ministry of Education, 2009). The main framework is '*Ulpan*' classrooms, where the learning method is monolingual, "Hebrew in Hebrew" **only** (Gilad, 2016). Indeed, this monolingual approach is prevalent in the Hebrew as L2 classrooms of the teachers and students who participate in the present study.

The immigrant students face challenges in the field of **academic achievements** (Shohamy, 2019). Salient measurements of immigrant-students' absorption at school, are full **mastery of the new language** and success in studies in the new language (Ministry of Education, 2011). However, studies (e.g., Tabors, 2008; Shohamy, 2015) have shown that among immigrant students the duration of acquiring **mastery of the L2 learning language** is estimated at five years at least and can reach up to 11 years, according to their level of literate mastery in L1. This **lack of L2** constitutes an obstacle for the immigrant students into their exhaustion of their full academic potential as well as their success in learning (Kahane-Stravechinsky, Levi, & Konstantinov, 2010). Indeed, most immigration-absorbing countries worldwide, report that immigrant students are prone to demonstrating **lower academic performance** than non-immigrant students, in spite of their identical academic potential (Coin, 2017). Therefore, the present study aims to nurture **the academic achievements** of the immigrant adolescent-students in order to narrow the gaps in their academic performance.

In addition, acknowledgement of the immigrants' **language and culture of origin**, benefits their studies, including their academic performance and achievements, as well

as their sense of well-being (e.g., Cummins, 2017; Sierens & Van Avermaet, 2015; Zeller Mayer & Kozulin, 2019). In the Israeli context, Schleifer (2014) points out that the immigrant students encounter cultural difficulties at their Israeli school and the school finds it difficult to bridge these cultural gaps. Thus, devoting time to their origin language and culture of origin in the process of L2 learning is very important, as illustrated by the present study.

To conclude, the population of the present study is at a very complex and influential stage of life. These adolescents experience the varied and dynamic changes of adolescence, to which are simultaneously added the **academic changes and challenges** faced by immigrant students in a new country, such as Israel.

## **I.2 L2 Writing Skills**

Since the present study explores writing in L2, this sub-chapter relates to writing skills, focusing on their place and the processes of their acquisition in L2. Moreover, it reviews the role of **L1 usage in the pedagogies of learning L2 writing**, as well as **teaching writing strategies by pedagogical intervention programs**. It is aiming for leveraging of L2 writing skills, in accordance with the use of the writing intervention program in line with the layout of the present study.

**Writing** is a complex human skill that serves people throughout their life cycle (Graham, MacArthur, & Fitzgerald, 2007), and is considered the peak of literacy capabilities (Hayes, 2006). The complexity of the writing process and development of its capabilities and competences, constitute a challenge for the writers in L1 and, even more so, for those **writing in L2** (Santangelo, Harris, & Graham, 2007). Out of the four language skills that are studied in L2 classes, L2 writing is considered as the most challenging for the students. Moreover, its acquisition takes the longest time in comparison to the acquisition of all the other language skills (Yusuf, Jusoh, & Yusuf, 2019). Furthermore, to complete of their high school studies, Israeli students have to take the **matriculation exams** that are given in **writing** (Shiffer, 2017). Thus, writing occupies an essential and meaningful place in the course of learning in high school among immigrant adolescent-students attending the present study.

**Using L1** during the process of **learning L2 writing** is a teaching pedagogy based on the theory of “Linguistic Interdependence Hypothesis” between L1 and L2 conceived by Cummins (2008). He maintains that cognitive competences and knowledge, mainly

linguistic knowledge acquired in L1, can be transferred to L2 without adverse effects on L1. According to Kupske (2015), the integration of written translation of texts activities **from L1 to L2** as a pedagogical instrument in a L2 classroom, has not been sufficiently explored. Moreover, in Israel, the students' L1 is not used in the pedagogy of teaching Hebrew as L2 (Gilad, 2016). Furthermore, the applied empirical literature that relates to the integration of L1 through translation in the teaching of L2 writing, indicates the effectiveness of this pedagogical instrument in improving L2 writing skills (e.g., Barnes, 2018). Despite this fact, there is still a stigma associated with the use of this pedagogy, **and it should be reduced**, in order to be able to use written translation in class in a steady manner (Kupske, 2015). In addition, **integrating** immigrant-students' **cultural and linguistic** diversity in L2 classes including in L2 writing has been found to have positive effects. Data showed that the learning experience of the students was successful and responded to their learning needs (Dakin, 2017). Thus, the intervention program of the study, which involves the immigrant-students' L1 content and culture, acts as a bridge between the **cultural and linguistic** differences between immigrant-students' culture and L1 and the target culture and language. In the present study, in the context of Israeli culture, it benefits the Hebrew as L2 learning of the immigrant adolescent-students.

**Writing strategies** are structured series of mental, physical or integrated actions, which writers perform in order to accomplish their goals (Graham et al., 2016). Lichtinger (2008) perceives the instruction of strategies that support writing as an educational process, aimed at providing students with instruments that will allow them to write in a high-quality and effective way. Moreover, **lack of exposure to effective writing strategies in the process of learning L2**, harms the students' writing products (Hamzah & Abdullah, 2009). Hence, writing theoreticians and researchers (e.g., Graham & Harris, 2017) view explicit and consistent strategy instruction, to be the primary method for strengthening writing performance. Accordingly, they suggest teaching writing skills, strategies and knowledge directly. Indeed, applied empirical studies (e.g., Shafiee, Koosha, & Afgharib, 2013) showed that a continuous use of suitable writing strategies assisted **L2 students** in overcoming their writing difficulties and learning to write in an independent and effective way. Ben Zvi and Haim (2012) argue that nurturing **writing skills at school**, is included in contemporary **intervention programs** worldwide. Moreover, they maintain that most of these intervention programs are motivated by theories that stem from the constructivist philosophy of

learning and teaching, conceived by Piaget (1950). Similarly, studies (e.g., Bai, Wang, & Zhou, 2021; Mastan, Maarof, & Embi, 2017) indicate the effectiveness of including L2 writing strategies in helping the students generate better writing fragments than students who did not participate in such a program. Despite the great benefit in teaching writing strategies, the teaching of writing that focuses on strategy instruction, is not frequently implemented by teachers (Rodríguez-Málaga, Cueli, & Rodríguez, 2020). Thus, there is great importance in the use of writing strategies for improving, cultivating and developing the L2 writing among immigrant students as the present study provides.

### **I.3 Self-Efficacy in Education**

The present study explores the level of self-efficacy as learners among immigrant-adolescents. It is therefore necessary to explain extensively the topic of self-efficacy in academic research.

In an **academic framework**, self-efficacy relates to a students' perception of their ability to learn or to successfully perform academic tasks on their level (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). According to the social-learning theory, conceived by Bandura (1997), self-efficacy is considered a factor that affects **successful academic performance**. These beliefs also affect the students' learning process, as well as their **achievements** (Ercegovac, Maglica, & Ljubetić, 2021; Honicke & Broadbent, 2016). Furthermore, the developmental demands of adolescence include, among others, an **expectation for academic achievements**, that requires a **high sense of self-efficacy** (Karademas, Kafetsios, & Sideridis, 2007). Studies (e.g., Bernardo, Yeung, Resurreccion, Resurrección, & Khan, 2018) show that students' level of expectation for academic success has a strong effect on their **academic success** and leads to higher achievements as learners. Consequently, it is important to focus on the immigrant-students' self-efficacy, in order to enhance their academic success in L2, as proposed by the present study.

In the **L2 learning**, self-efficacy is defined as the individuals' belief in the resources they have as far as two main aspects are concerned: a) general resources for L2 learning and for achieving the desired level of proficiency in this language; b) the more specific resources necessary for a successful performance of L2-associated tasks (Piniel & Csizér, 2013). Studies (e.g., Abdel-Latif, 2015) that discuss the relationship between students' self-efficacy level and their success in L2 learning, such as their L2



achievements, indicate the correlation between them. Therefore, the present study engages in the cultivation of self-efficacy as learners' perception for the academic benefit of immigrant-students' writing.

**Writing is a challenging** field and, as such, self-efficacy becomes a meaningful component of the students' writing assignments. Moreover, in L2 writing, the writing process becomes even more complex and challenging (Zabihi, 2018). The perception of self-efficacy with regard to L2 writing was explored, and a strong relationship between self-efficacy and L2 writing performance was found (e.g., Sun, Wang, Lambert, & Liu, 2021). Accordingly, for the purpose of the present study, an intervention program for improving the writing was built and implemented, aiming to nurture the immigrant-adolescents' perception of L2 writing self-efficacy for the benefit of their academic success in the target country.

#### **I.4 Well-Being in Education**

The present study explores the perception of well-being as learners among the experimental group of the study, hence it is necessary to present this topic in the empirical aspect.

The concept well-being is based on Diener's subjective well-being theory (1984, 2009). According to Amrani (2017), immigration might affect the immigrant-adolescents' well-being. Moreover, being cut-off from their mother tongue, as the adolescents in the present study experience, might decrease the well-being indices (Yoder, 2008).

In this study, the perception of well-being relates only to the cognitive component, namely **life satisfaction**. The life satisfaction component of well-being is defined as people's cognitive assessment of their life and the satisfaction they derive from it (Diener, Lucas, & Oishi, 2018). Due to the immigrant-adolescents new academic coping as a result of their immigration at this age, an examination of the cognitive component of their well-being is required.

**Well-being and academic functioning** maintain bi-lateral mutual relations. On the one hand, high levels of subjective well-being during adolescence, are associated with a better academic functioning (Proctor, Linley, & Maltby, 2009) and are predictors of positive results in academic life, such as: **academic success** (Suldo, Huebner, Friedrich, & Gilman, 2009), and **academic achievements** (Antaramian, 2017). On the other hand, academic functioning and performance at school have a considerable impact on

students' **well-being perception** (Crede, Wirthwein, McElvany, & Steinmay, 2015). Furthermore, there is a close connection between teaching methods and the perception of well-being. Zimmerman (2010) advocates that when the teaching is adapted to students and focuses on them, it is likely that they will focus on their learning and on their progress, according to their inner standards, and thus will enhance their well-being. Therefore, it is important to nurture the immigrant-adolescents' well-being in order to ensure their optimal academic success. This can be done by using teaching methods that are focused on them, as adopted by the present study.

### I.5 The Conceptual Framework of the Study and Its Model

From a conceptual point of view, this study related to the **teaching of L2 writing** by means of a **writing intervention program** among **immigrant adolescent-students** who learn Hebrew as L2 in the *Ulpan* that serves as their **high school** educational framework. Figure No. I.1 outlines the conceptual framework of this study by a model that is comprised of all of the aspects of this study's intervention program for teaching 'Hebrew as L2' writing.

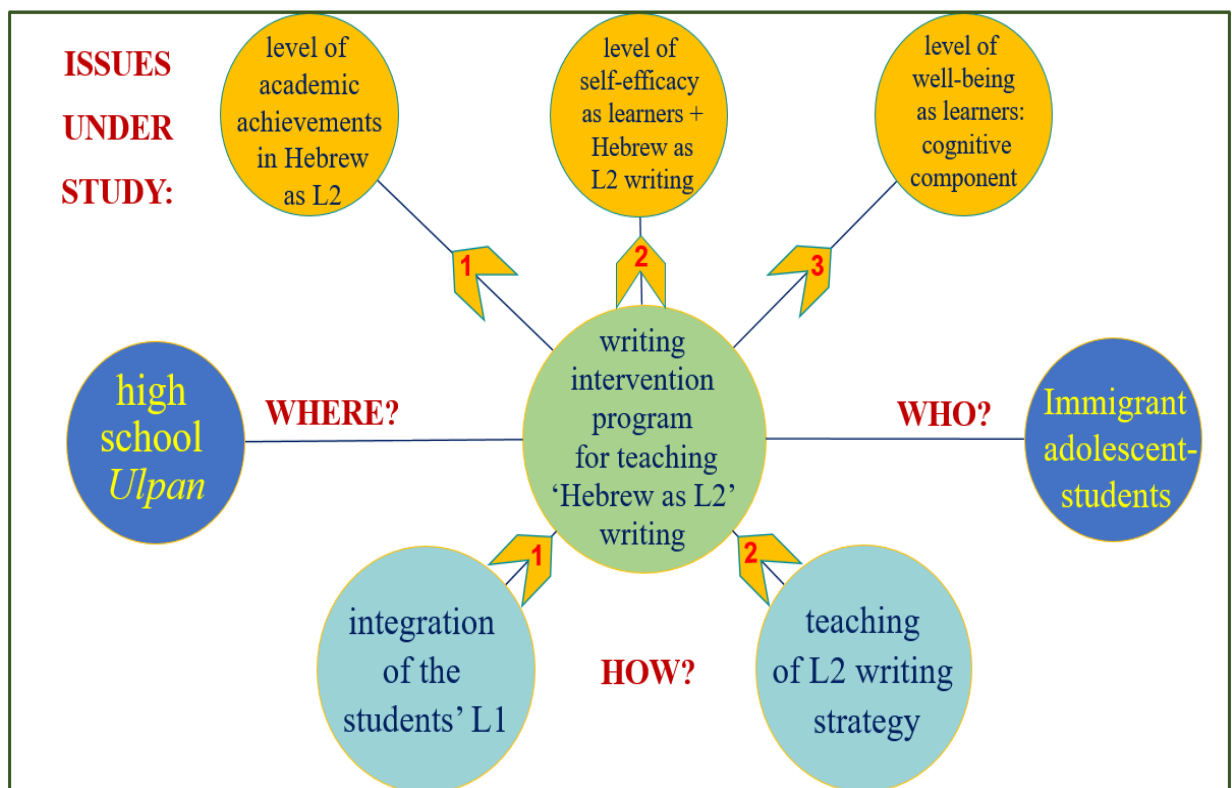


Figure No. I.1: A model of this study's conceptual framework: Improving writing in teaching 'Hebrew as L2' – affecting and affected aspects

This model illustrates the process of **teaching L2 writing** by implementing an intervention program for this purpose. The model connects the two pedagogical areas that this study sees as **affecting** the process that **immigrant adolescent-students** of L2 undergo in their **high school *Ulpan*** class, and the three areas that this study views as **affected** by this process. Thus, at the **base of the model** stand two teaching pedagogies that, according to this study's fundamental assumption, promote the **teaching of L2 writing** among the immigrant adolescent-students in the *Ulpan*. The first pedagogy is the **integration of the students' L1 in the teaching of L2 writing** by using contents taken from their language and culture, and the second is the **teaching of L2 writing strategy**.

The **upper part** of the model presents three issues under study. These are the three areas that, according to the writing intervention program perception, are affected and improved in their level due to teaching 'Hebrew as L2' writing by means of the two teaching pedagogies that underpin the model. These areas are associated with the academic functioning of the immigrant adolescent-students in the *Ulpan*: **their level of achievements in Hebrew as L2**, the **perception of their level of self-efficacy as learners** and of their **L2 writing**, and the perception of their **level of well-being as learners, in the cognitive component of life satisfaction**.

In summary, this chapter presented a wide-angled and comprehensive view of the various topics that this study related to and examined. From this starting point, this study will develop a theory for the improvement of immigrant adolescent-students' L2 writing.

The next chapter illustrates the entirety of the methodological considerations of this study.

## CHAPTER II: RESEARCH DESIGN & METHODOLOGY

This chapter presents the methodological framework of the present study and describes the methods applied in this investigation.

### II.1 Research Aims, Questions, Hypotheses and Variables

#### II.1.1 Research Aims

- a. **The main research aim** of the current study is to develop a model of a pedagogical program that can improve immigrant adolescent-students' writing in L2.
- b. **The subsidiary research aims** are:
  1. To examine how participation in a pedagogical program focusing on writing skills can improve immigrant adolescent-students' achievements in L2;
  2. To examine how participation in a pedagogical program focusing on writing skills can promote immigrant adolescent-students' self-efficacy as learners;
  3. To examine how participation in a pedagogical program focusing on writing skills can promote immigrant adolescent-students' well-being as learners.

#### II.1.2 Research Questions

- a. **The main research question** is: What components might comprise a pedagogical program that can improve immigrant adolescent-students' writing in L2?
- b. **The subsidiary research questions** are:
  1. How can participation in a pedagogical program focusing on writing skills improve immigrant adolescent-students' achievements in L2?
  2. In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' self-efficacy as learners?
  3. In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' well-being as learners?

#### II.1.3 Research Hypotheses

Based on the literature review on the impact of intervention programs that include the use of L1 and writing strategies in L2 teaching on the following: academic achievements, writing skill, assessment of self-efficacy as learners and self-efficacy for writing in Hebrew as L2 and assessment of well-being as learners, the **research hypotheses** are as follows.

1. a. There will be an effect over time (at the beginning of the academic year compared to halfway through the academic year) among the research groups on the scores of the Achievement Test – level-1, so that the improvement in scores following the participation in the writing intervention program will be more significant in the experimental group, as compared to the control group;
- b. Differences in the scores of the Achievement Test – Level-2 will be found between the experimental group and the control group halfway through the academic year of studies in the *Ulpán*, so that the experimental group students will demonstrate higher scores compared to the control group. These differences will be evident generally in the score of this Achievement Test and specifically in the essay writing assignment;
2. Participation of immigrant adolescent-students in the intervention program will improve their perception of self-efficacy as learners;
3. Participation of immigrant adolescent-students in the intervention program will improve their perception of well-being as learners.

#### ***II.1.4 Research Variables***

##### **a. The independent variables** of the study are as follows:

1. Participation in the writing intervention program – general *Ulpán* compared to *Ulpán* with intervention;
2. Time – the beginning of the studies in the *Ulpán* (Pre intervention) compared to halfway through the academic year (Post intervention).

##### **b. The dependent variables** of the study, that based on the Self-Efficacy Theory of Bandura and his successors (Bandura, 1997; Schunk, & Zimmerman, 2007); as well as the Subjective Well-Being Theory of Diener (2012) and his colleagues (Diener, Lucas, & Oishi, 2018), are:

1. The achievements in "Level-1" Test;
2. The achievements in "Level-2" Test;
3. The level of self-efficacy as learners in general and in the field of L2 writing specifically;
4. The level of well-being as learners in the field of learning specifically.

### II.1.5 Summary of the research design

In order to link the research questions and the research instruments, research population, research method and data analysis method, below is a summarizing table.

**Table No. II.1: Summary of the research design**

Stage No.	Research Question	Research Instrument	Purpose of Using the Instrument	Research Population	Approach & Data Analysis Method
1  Pre Experiment	- How can participation in a pedagogical program focusing on writing skills improve immigrant adolescent-students' achievements in L2?	Achievement Test – Level-1 (Shalom, 2015)	- To assess the students' level in L2	30 students- The experimental group  31 students- The control group	Quantitative: statistical analysis (Cronbach's alpha)
	- In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' self-efficacy as learners?	Self-efficacy Questionnaires (Ben-Tov, 2013; Rosen, 2006; Shir, 2002)	- To examine the students' level of their self-efficacy as learners	30 students- The experimental group	
	- In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' well-being as learners?	Well-being questionnaire (Kidoshim, 2016)	- To examine the students' level of their well-being as learners		

Stage No.	Research Question	Research Instrument	Purpose of Using the Instrument	Research Population	Approach & Data Analysis Method
1 Pre Experiment	<ul style="list-style-type: none"> <li>- What components might comprise a pedagogical program that can improve immigrant adolescent-students' writing in L2?</li> <li>- In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' self-efficacy/well-being as learners?</li> </ul>	Interviews: semi-structured interview (developed for this study)	<ol style="list-style-type: none"> <li>1. To explore the participants' views regarding the components of the writing intervention program that can improve writing in L2;</li> <li>2. To delve deeper into their perceptions on their self-efficacy and well-being as learners.</li> </ol>	8 students out of the experimental group 8 Hebrew as L2 teachers 7 homeroom and math teachers	Qualitative: content analysis by categories
2	Implementing the writing intervention program				
3 Post Experiment	<ul style="list-style-type: none"> <li>- How can participation in a pedagogical program focusing on writing skills improve immigrant adolescent-students' achievements in L2?</li> </ul>	Achievement Test – Level-1 (Shalom, 2015) Achievement Test – Level-2 (Shalom, 2016a)	<ul style="list-style-type: none"> <li>- To assess the students' level in L2</li> </ul>	30 students- The experimental group 31 students- The control group	Quantitative: statistical analysis (Cronbach's alpha)

Stage No.	Research Question	Research Instrument	Purpose of Using the Instrument	Research Population	Approach & Data Analysis Method
3 Post Experiment	- In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' self-efficacy as learners?	questionnaires (Ben-Tov, 2013; Rosen, 2006; Shir, 2002)	- To examine the students' level of their self-efficacy as learners	30 students- The experimental group	Quantitative: statistical analysis (Cronbach's alpha)
	- In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' well-being as learners?	Well-being questionnaire (Kidoshim, 2016)	- To examine the students' level of their well-being as learners		
	- What components might comprise a pedagogical program that can improve immigrant adolescent-students' writing in L2? - In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' self-efficacy/well-being as learners?	Interviews: semi-structured interview (developed for this study)	1. To explore the participants' views regarding the components of the writing intervention program that can improve writing in L2; 2. To delve deeper into their perceptions on their self-efficacy and well-being as learners.	8 students out of the experimental group 8 Hebrew as L2 teachers 7 homeroom and math teachers	Qualitative: content analysis by categories

The details indicated in Table No. II.1 illustrate their representation in each of the different research stages in relation to the other details and their combination shows an overall picture of the research design.



## II.2 Research Paradigm and Approach

**The research methodology** - The present study is conducted according to the research methodology of the **mixed methods approach**, integrating both quantitative and qualitative research (Creswell & Creswell, 2017). The purpose of the integration of the methods in this research is to document, monitor and examine the effect of a writing intervention program on the promotion of L2 writing among immigrant-adolescents who study Hebrew as L2 in an *Ulpan* class; as well as to understand this effect **as a whole**. This is underpinned by the concept that this integration of the two methods can display the broadest and deepest viewpoint on the writing intervention program of the research.

**Research Strategy** - The research strategy applied in the present study is an **instrumental case study research** (Cohen, Manion, & Morrison, 2018) focusing on the 'case' of **teaching L2 writing** among immigrant-adolescents in Israeli *Ulpan* classes. The concept of the present study is that the two pedagogies of teaching L2 writing suggested by this study will result in a **generalizability** of trends of developing the teaching of L2 writing for the benefit of L2 teachers and learners in L2 classes.

## II.3 Research Population and Sampling

The research samples of each of the study parts, quantitative and qualitative, are specified below.

**The sample of the quantitative** part of the present study comprises of 61 immigrant adolescent-students (N=61), who learn Hebrew in *Ulpan* classes located in a city in the center of Israel. **The experimental group** consisted of 30 students, 17 males (56.7%) and 13 females (43.3%). Their ages range between 12-17 years (M=14.39, SD-1.51), and they are in the 7<sup>th</sup>-11<sup>th</sup> grades (M=8.70, SD-1.44) in the academic year 2019-2020. Moreover, **the control group** consists of 31 students, 15 males (48.39%) and 16 females (51.61%). Their age ranges between 12-16 years (M=14.24, SD-1.14), and they are in the 7<sup>th</sup>-11<sup>th</sup> grades (M=8.65, SD-1.20) in the academic year 2018-2019.

The sample of this part is a **purposive sample** (Ary, Jacobs, Sorenson, & Walker, 2019), since the participating students belong to a group with pre-defined features according to the main variables of the present study. This is manifested by the fact that the two research group students were on the same level of Hebrew L2 mastery at the beginning of their studies in the *Ulpan*. Furthermore, it was also a **convenience sample**

(Johnson & Bhattacharyya, 2019) for the researcher of the present study, since she is a part of the Hebrew language teaching system in the *Ulpan* and involved its way of conduct and its L2 learning pedagogy.

**The sample of the qualitative part** of the present study comprises 23 participants: eight immigrant adolescent-students, chosen from the experimental group, eight Hebrew-as-L2 teachers of the experimental group students, and seven teachers of the experimental group students in their homeroom classes. The sample of the teachers is a **purposive sample**. The Hebrew-as-L2 teachers have a set of pre-defined features according to the characteristics of the research student population, as well as to their acquaintance with the writing intervention program implemented in their classes. Moreover, the teachers who teach the experimental group students were chosen due to their close relationship with the experimental group students and their teaching experience that enables an accurate assessment of their students.

## **II.4 Research Instruments**

The present study using both quantitative and qualitative instruments for the purpose of assessing the writing intervention program (see Appendices A-E). **Three types of quantitative research instruments** that are used: a) one participants' background data questionnaire (designed by the researcher); b) two types of questionnaires, Self-efficacy as learners' questionnaires (Ben-Tov, 2013; Rosen, 2006; Shir, 2002), and a Well-being as learners questionnaire (Kidoshim, 2016); as well as c) achievement tests (Shalom 2015, 2016). Moreover, **one qualitative research instrument** is used, that being semi-structured interview questions (designed by the researcher).

## **II.5 Data Analysis**

The data has been analyzed according to the nature of the collected findings, quantitative and qualitative findings. Namely, the data is **statistically processed** as well as **content analyzed** in order to assist in presenting the overall picture.

**The quantitative part analysis method** - The statistical analyses of the quantitative database have been performed by SPSS software (Statistical Package for the Social Sciences, IBM, version 27). These are the four stages of the data analysis and processing : 1) **t-tests and chi-square tests** were performed for the purpose of examining background differences between the student groups as a preliminary stage

of investigating the research hypotheses; 2) a **one-way MANOVA** was performed for the purpose of examining research hypotheses that related to the difference between the student groups following the participation in the writing intervention program; 3) a **one-way MANOVA for repeated measures** was performed for the purpose of examining research hypotheses that related to the differences between the two points of time among the experimental group only; and 4) a **two-way mixed design ANOVA** was performed for the purpose of examining the research hypotheses that related to the differences between the two points of time for each group separately.

**The qualitative part analysis method - An interpretative content analysis** according to the **principles of the 'Grounded Theory'** (Clarke, 2019), was applied to the semi-structured interviews. The three coding processes undertaken for the analysis of the research interviews are an open coding, an axial coding and a selective coding. The principles of the grounded theory were found as suitable for the present study due to several reasons. First, between the interviewees, the *Ulpan* students and teachers, there is a direct affinity to the present research field, L2 writing learning and the writing intervention program implemented in this field. Moreover, the systematic nature of the data analysis method is suitable to the challenge of analyzing the data collected from the great number of teachers and students' interviews. In addition, according to this method, the data collection and simultaneous analysis can start at an early stage. The analysis by stages enhances the design and focus of the information collected from the interviews, namely from the field (Charmaz, 2014), with regard to the 'how' and 'why' the participants perceive and understand the impact of using the students' L1 and writing strategies on their L2 writing even before the implementation of the program. Consequently, already from the beginning of the present study, it was possible to structure the development of the writing intervention program's effect.

## **II.6 Researcher's Role**

The involvement of the researcher of the present study in the research environment, investigated phenomenon, and the research participants was manifested in the following way: being a teacher for more than 30 years in an *Ulpan*-type school for teaching Hebrew as L2, namely the research environment; and being versed in the teaching of writing in L2 that is the investigated phenomenon in the *Ulpan* environment. These two reasons have facilitated the establishment of trust relationships and cooperation with all

the research participants. They have also enabled a thorough analysis of the phenomenon. Nevertheless, in order to avoid biases, the researcher has meticulously complied with all the methodological standards of validity and reliability, as well as all the codes of ethics discussed in the next sub-chapters.

## **II.7 Validity, Reliability, Triangulation and Generalizability**

**Validity** - The validity is manifested in the following manner: a) each of the **quantitative questionnaires** has been validated by previous studies as well as by the current study; b) the standard **Achievement Tests** of the *Ulpan* have been written by an **expert** of teaching Hebrew as L2 together with the **steering committee**; and c) a **detailed description** of the components of the L2 writing taught, investigated in the study and the research design, as a basis to examine the study's findings and conclusions.

**Reliability** - In order to ensure the reliability of the study, various methods were adopted with reference to the quantitative part, qualitative part and the entire study.

(1) **The reliability of the quantitative part** was ensured by these following steps regarding the research instruments: a) The reliability of the quantitative questionnaires was calculated according to the estimation of the **internal consistency index of items - Cronbach's alpha** (Cronbach & Shavelson, 2004). The reliability was found to be high to very high. b) The reliability of the quantitative scores of all the open-ended parts of Achievement Test – Level-2 was measured by **inter-rater reliability** (Heale & Twycross, 2015). The percentage of agreement between the raters was very high, and they discussed the disagreements until concurrence had been attained.

(2) **The reliability of the qualitative part** was ensured by the following steps: a) **Peer debriefing** - all the various stages of the analysis have been closely supported by the expert L2 teacher; b) **Confirmability** - the qualitative part's semi-structured interviews of the students and the teachers were conducted in a professional way and have been documented. This documentation can exist by itself and it is possible to reuse it again and again.

(3) The reliability of the entire study was ensured by triangulation as described in the section below.

**Triangulation** - The triangulation is manifested by the integration of the various information sources - students and teachers; use of quantitative and qualitative research

instruments: questionnaires, tests and semi-structured interviews; and integration of quantitative and qualitative analyses. The triangulation of the data from the various sources has facilitated analysis of the case of 'teaching L2 writing' from different perspectives; deeper understanding of the occurrences; and also increased validity level of the research findings and the consistency thereof.

**Generalizability** - The use of the quantitative methods has facilitated a **statistical generalizability** (Lincoln & Guba, 2010) regarding the effects of the writing intervention program on the achievements of L2 writing, self-efficacy and well-being as learners among immigrant-adolescents. Furthermore, the use of the qualitative method has allowed reaching three generalization types (Flyvbjerg, 2012): a) **generalizability from a certain case to another case** - the ability to match cases allows checking the perceptions of the *Ulpan* students and teachers and to generalize them to other contexts of teaching L2 writing; b) **analytical generalizability** - connecting the case of 'teaching L2 writing' to more extensive theories has enabled reinforcement of the discussion of the theories; and c) **population-related generalizability** - referring to a certain group of characteristics and to finding similarities and relation between the reported cases and other cases. This has allowed examination of the understandings and conceptualizations of the broad and varied population of the present study - students and teachers - also in other contexts of learning L2 writing among L2 teachers and immigrant-adolescents.

## **II.8 Ethical Considerations**

The present educational study is grounded in ethical principles, in that throughout the research process the researcher has exerted all efforts in order to carefully implement them. The study has been conducted only after obtaining **external authorizations** of the Chief Scientists of the Israeli Ministry of Education, and of the principals of all the schools participating in the research. According to Dushnik & Sabar Ben-Yehoshua (2016), the **ethical rules** that have been followed throughout the study are: **informed consent** of all the participants to participate in the study; ensuring the participants' **confidentiality and anonymity**; as well as **reciprocity and sharing** with all participants.

In summary, this chapter describes the research, its design, and all its stages. The next chapter presents the findings of the study.

## CHAPTER III: FINDINGS

This chapter presents the findings of the quantitative research, the qualitative research, and the integrated findings of the two research parts in order to materialize the triangulation between them. Below are the **integrative findings** obtained from the research questions and hypotheses, taking into consideration that members of the two research groups have an identical demographic background.

### III.1 Findings Related to the Main Research Question

The main research question: What components might comprise a pedagogical program that can improve immigrant adolescent-students' writing in L2?, was investigated qualitatively only. The qualitative findings of this investigation question are:

- A. The qualitative findings obtained after the participation in the writing intervention program regarding the **content and implementation** of the didactic pedagogy approach of **integrating L1 in the teaching of L2** in the *Ulpan*, for the purpose of enhancing L2 writing were the following:
  - i. The **content** was **relevant** to the students' life and **included a proportional amount of diverse and intriguing texts** from the immigrants' L1.
  - ii. The **implementation** of the program was **adapted to the immigrant-adolescents' mastery level of Hebrew**. Consequently, they continuously **cooperated** and were **motivated to complete the writing tasks**. Moreover, the implementation was **intriguing** due to the following factors: **the nature of the content integrated from the students' L1** in addition to the **nature of the activities, which were** created based on this content.
- B. The qualitative findings obtained after the participation in the writing intervention program pertaining to the **content and implementation** using the didactic pedagogy approach of **teaching writing strategies in L2** in the *Ulpan*, for the purpose of improving L2 writing were the following:
  - i. The **content component** was **structured and gradual** and, therefore, the immigrants **could build their knowledge of writing** in an efficient and useful way.

- ii. The way of **implementation** was performed by a teaching strategy that integrated **systematic acquisition** and **routine practice** of the writing strategy stages, **thus allowing the immigrants to successfully acquire the intended skills.**

### III.2 Findings Related to Research Question No. 1 and Research Hypothesis No. 1

The findings obtained from research question No. 1: How can participation in a pedagogical program focusing on writing skills improve immigrant adolescent-students' achievements in L2?; which was based on research hypothesis No. 1: a. There will be an effect over time (at the beginning of the academic year compared to halfway through the academic year) among the research groups on the scores of the Achievement Test – level-1, so that the improvement in scores following the participation in the writing intervention program will be more significant in the experimental group, as compared to the control group; and b. Differences in the scores of the Achievement Test – Level-2 will be found between the experimental group and the control group halfway through the academic year of studies in the *Ulpian*, so that the experimental group students will demonstrate higher scores compared to the control group. These differences will be evident generally in the score of this Achievement Test and specifically in the essay writing assignment, were:

- A. Following the participation in the writing intervention program, all the participants demonstrated **considerable improvement in their academic achievements**, as indicated by the increased scores on the grammar test – **Achievement Test – Level-1.**; however, hypothesis No. 1a that related to research question No. 1, according to which the improvement in the Achievement Test – Level-1 would be more significant in the experimental group, was refuted.
- B. The writing intervention program improved the **academic achievements and the writing skills** of the participants, as demonstrated by the increase in their scores on the **Achievement Test – Level-2.** The improvement was evident in the **content, organization, and language** used in the participants' answers to **reading comprehension** questions, as well as in their **written essays.** Furthermore, there was also an improvement in the participants' use of **vocabulary and punctuation;** all of the scores for those language components were also improved among the experimental group.

- C. While the writing intervention program did improve the scores of both **the grammar and spelling dimensions of the essays**, the improvement was not more significant among the experimental group. Given this information, it is clear that research hypothesis No. 1b, related to research question No. 1, according to which all the scores for the Achievement Test – Level-2 would be higher in the experimental group, was only partly corroborated.

The qualitative findings that contribute to the quantitative indices mentioned above are as follows:

- i. Following the participation in the writing intervention program, participants experienced a perception of increased self-efficacy as learners relative to the standard academic performance in the *Ulpan*. The rich and detailed descriptions showed that **belonging to a learning environment designated for the acquisition of Hebrew as L2 in the *Ulpan* promotes the ability to complete learning tasks and perform well on *Ulpan* tests**. The findings also exhibited the *Ulpan* teachers' **contribution** to the increased perception of self-efficacy among their students. Using **learning materials and tests adapted to students' mastery level of Hebrew**, teachers successfully had an impact on their students' success.
- ii. Following the participation in the writing intervention program, there was an **improvement in academic achievements in general, and in writing in particular**, as well as an increased perception of positive well-being as learners among the immigrant-adolescents. The improvement **in academic achievements in general, and in writing in particular** resulted from the didactic pedagogy adopted **in the writing intervention program**; it included the use of their L1 in the studies of Hebrew as L2 for the purpose of **enhancing the L2 writing**.

### **III.3 Findings Related to Research Question No. 2 and Research Hypothesis No. 2**

The findings regarding the immigrant adolescent-students' self-efficacy as learners following their participation in the writing intervention program related to research question No. 2: In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' self-efficacy as learners?; and research hypothesis No. 2: Participation of immigrant adolescent-students in the



intervention program will improve their perception of self-efficacy as learners, are listed below.

**Self-efficacy as learners in general** - The writing intervention program both quantitatively and qualitatively **improved** the perception of the general self-efficacy as learners of the immigrant-adolescents who participated in it. That is, the findings showed that research hypotheses No. 2 related to research question No. 2, was indeed corroborated.

The following are quantitative and qualitative findings that accounted for the improvement in the perception of self-efficacy as learners, according to the investigated topics:

- (a) *Self-efficacy as a learner* - The findings showed that the writing intervention program **improved, both quantitatively and qualitatively, the perceptions of self-efficacy as learners at school and in the *Ulpan***. That is, research hypothesis No. 2 that related to self-efficacy for this topic, was corroborated.

The qualitative findings that accounted for the improved perception of self-efficacy as a learner in the quantitative indices are:

- i. The participation in the writing intervention program entailed the consolidation of the sense of self-efficacy for academic functioning at school. Thus, improvement in **the mastery level of Hebrew as L2 promoted the sense of self-efficacy for general academic success** in those subjects in which the immigrant-adolescents were integrated at school.
  - ii. Following the participation in the writing intervention program, the *Ulpan* as the research field was perceived as the facilitator for the immigrants' **ability to continuously demonstrate academic success** as learners. **The immigrants who learned Hebrew as L2 among the *Ulpan* group whose members were tracked based upon level of mastery** experienced an improved ability to succeed as individual learners among a group in this environment. Moreover, the *Ulpan* teachers' **adaptation of the learning materials to the immigrants' mastery level of Hebrew as L2** in a learning group of this kind can be accredited for **encouraging their students to believe that they could succeed** in their academic performance in the *Ulpan*.
- (b) *Expectations for academic success* - The findings showed that the writing intervention program both quantitatively and qualitatively improved the

immigrants' perceptions of self-efficacy with reference to expectations for academic success. That is, research hypothesis No. 2 that related to self-efficacy for this topic, was corroborated.

The qualitative findings contribute explanations for the improved perception of self-efficacy related to expectations for academic success are:

Following the participation in the writing intervention program the subsequent progress in the mastery of Hebrew as L2 established **concrete expectations** for joining soon both **academic endeavors in their homeroom classes**, as well as in **social integration in their peer group**.

- (c) *Self-efficacy for writing in Hebrew as L2* - The writing intervention program improved, both quantitatively and qualitatively, the immigrants' perceptions of self-efficacy for writing in Hebrew as L2. That is, research hypothesis No. 2 was corroborated also with reference to the topic "self-efficacy for writing in Hebrew as L2".

The quantitative findings that illustrated the improvement in the quantitative indices related to the perceptions of self-efficacy for writing in Hebrew as L2 are as follows:

- i. The participation in the writing intervention program improved the self-efficacy for **writing** in Hebrew as L2 in general.
- ii. The participation in the writing intervention program improved the self-efficacy for writing in Hebrew as L2 in each of the investigated **writing dimensions: content, organization, and language**.

The qualitative findings that contribute explained for the improved perception of self-efficacy for writing in Hebrew as L2 in the quantitative indices are listed below:

- i. Following the participation in the writing intervention program, the intervention created confidence and certainty regarding the immigrants' self-efficacy for writing in Hebrew as L2.
- ii. Participation in the *Ulpan* studies, including in the writing lessons of the intervention program, improved the immigrants' **ability to cope with the performance of writing assignments** both at school and in the *Ulpan*.

- iii. Following the participation in the writing intervention program, there was an improvement in the immigrants' sense of self-efficacy for producing writing outcomes as a result of **multiple successful writing experiences**.
- iv. After the participation in the writing intervention program, the immigrants demonstrated an improved sense of self-efficacy for the production of writing outcomes, including from the aspect of **organizing the writing**, as a result of using **the writing strategy learned in the intervention program**.

### **III. 4 Findings Related to Research Question No. 3 and Research Hypothesis No. 3**

The findings associated with the improved well-being as learners following the participation in the writing intervention program, in relation to research question No. 3: In what ways can participation in a pedagogical program focusing on writing skills promote immigrant adolescent-students' well-being as learners?; and research hypothesis No. 3: Participation of immigrant adolescent-students in the intervention program will improve their perception of well-being as learners, are listed below.

- (1) The findings showed that the writing intervention program both quantitatively and qualitatively improved the perceptions of well-being as learners of the immigrants who participated in the program. That is, research hypothesis No. 2, which related to research question No. 2, was corroborated.
- (2) Quantitative and qualitative findings that explained the improvement of the perception of well-being as learners were:
  - 2a) Following the participation in the writing intervention program, as far as the quantitative indices were concerned, the immigrants demonstrated an increased positive satisfaction as learners, the cognitive part of the well-being as learners.
  - 2b) The qualitative findings contribute explained for the consolidated perception of the immigrants' increased positive well-being as learners at school and in the *Ulpan*, following the participation in the intervention program, in the following way:
    - i. The findings illustrated that **actualization of the academic expectations** was found in the subjects in which the immigrants were integrated at school. This was manifested by a match between the content and level of studies that they

had expected and the actual studies in the school lessons; **a sense of belonging to a learning community**, explained by the fact that the *Ulpan* constituted an anchor of stability for the immigrant-students; **challenging content and level of studies**, explained by the full compliance between an academic and intelligent teaching pedagogy of Hebrew as L2, and the students' mastery of Hebrew as L2; **the use of the students' L1 in the *Ulpan* studies** that directly related to their participation in the writing intervention program. This was explained by reference to their linguistic background as a resource of L2 learning that made the immigrants feel proud and empowered; and **acknowledgement that L1 was meaningful for L2 learning**, explained by the fact that the L1 served as an active and efficient linguistic anchor in the studies of Hebrew, resulting from the joint context created between the languages in the intervention lessons.

- ii. The findings showed a perception of an increased **non-verbal positive well-being as learners**, manifested by a **pleasant and smiling facial expression** that accompanied rich and detailed answers.

The next chapter discusses the integrative findings obtained from the field, as well as presents the conclusions and recommendations arising from them.

## CHAPTER IV: DISCUSSION, CONCLUSIONS & RECOMMENDATIONS

The current chapter comprises the discussion of the research findings, as well as the conclusions and recommendations obtained from the research stages.

### IV.1 Discussion and Factual Conclusions

The research findings illustrated that the immigrant-adolescents' writing skills improved during the process of L2 acquisition, as a direct and positive result of participation in the learning process of this research's writing intervention program. Thus, after completion of the program, the findings indicated that the participants were able to accurately point at the pedagogical program's components in both content and way of implementation that benefited the students' L2 writing. More specifically, this improvement was affected by a way of **teaching that integrated L1 components and immigrant-adolescents' culture** in addition to an **explicit teaching of L2 writing strategies** early on in the process of L2 acquisition.

The findings also demonstrated that a designated L2 writing intervention program relies on a learning environment with specifically chosen teaching pedagogies that support immigrant adolescent-students' transition from L1 to L2. Such an environment was found to be associated with: a positive change in the perception of the students' **self-efficacy and well-being as learners in L2**, as well as their **self-efficacy for L2 writing**; an **acceleration** of their **improvement** in L2 writing; and, an **enhancement** of their **achievements in L2**.

### IV.2 Discussion and Conceptual Conclusions

The extensive applied conclusions drawn from the findings show that the improvement of the immigrant-adolescents in their learning abilities reinforced the use of the following approach: The way to maximizing and hastening the immigrant-adolescents' acquisition of L2 writing is based on using their academic experience and culture in L1 and on explicit teaching of a strategy for writing an argumentative essay in L2. The learning abilities that this approach affects are in the three areas of a) achievements in L2; b) self-efficacy as learners; and c) well-being as learners.

The findings of this study allowed promoting a data-based applied model. This model is a new and original model for teaching L2 writing. It combines the components that contribute to the improvement of L2 writing and the components that are contributed

by the model. It is also characterized as an integrative, modular, humanistic and integral model. Figure No. V.1 presents the model obtained from this study.

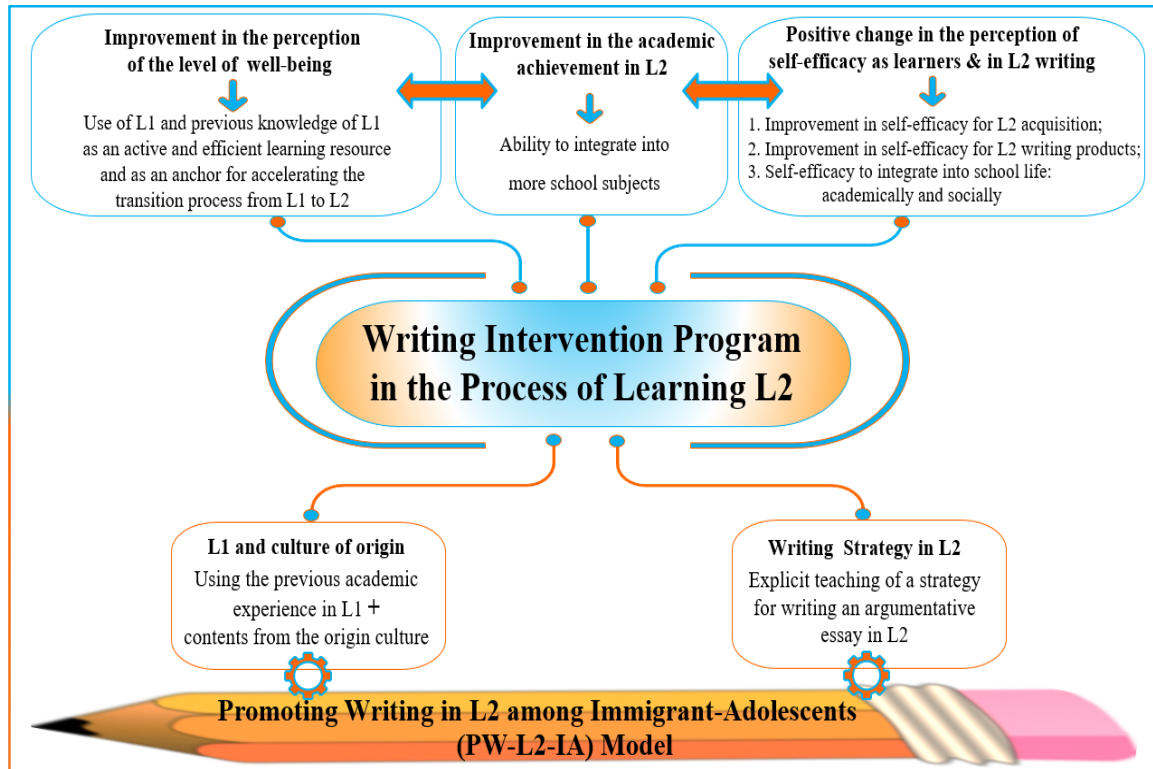


Figure No. IV.1: A model of Promoting Writing in L2 among Immigrant-Adolescents: The PW-L2-IA Model

The PW-L2-IA model indicates that the more immigrant-adolescents master the L2 writing by using their abilities in L1 and by explicit teaching of L2 writing strategy, the higher their level in the following areas: achievements in L2, self-efficacy as learners, and well-being as learners.

### IV.3 Practical Implications

The entirety of the research findings and the factual conclusions drawn from them have practical implications as to the teaching of L2 writing for immigrant-adolescents. Promotion of the following topics is likely to leverage pedagogies of L2 writing in the process of L2 learning in the current research field.

It is recommended to integrate the writing intervention program of this study as early as possible in the process of L2 learning. This is due to the fact that this program is a pedagogical instrument that promotes and accelerates the acquisition of L2 writing and also empowers the immigrant adolescent-students. In addition, it is recommended that the L2 teachers be as versed as possible in the culture of their immigrant students’

country. Understanding the students' culture of origin will help the teachers improve the learning process of students who come from different cultures. Moreover, L2 teachers should harness the students' rich L1 knowledge for the purpose of building the L2 writing ability, instead of rejecting or ignoring the students' L1. Furthermore, it is recommended to set up a database of proverbs, verses from the bible, and quotes of famous personalities for each of the immigrant-adolescents' different language and culture of origin. Thus, a more thorough, comprehensive, and professional link will be established between the students' L2, and their L1 and different cultures of origin, for the benefit of their L2 writing acquisition. Finally, it is recommended to include short original ideas that the immigrant students themselves bring from their L1, such as a joke, or a childhood game. After each student presents in front of the other students, there will be an L2 writing task based on each presentation.

#### **IV.4 Research Limitations**

This study was met with several limitations that related to the following methodological aspects.

First, the frontal part of the writing intervention program was taught only by the researcher of this study. The fact that only one person delivered the program makes it difficult to determine the exact point of success. Nevertheless, it was essential to maintain a uniform way of teaching in all of the classes in order to avoid biased results due to a different way of teaching by several teachers. Furthermore, the semi-structured interviews and their content analysis and qualitative interpretation were performed by the researcher. In order to avoid bias in the credibility of the analysis and interpretation, because of the researcher's personal and mental involvement in her research, this study used peer debriefing. Thus, the credibility of the research was validated. Finally, from an ethical aspect, the research instruments, i.e., the questionnaires and the interviews, were applied in each of the five schools that were involved in the research to a limited student sample due to the small number of immigrant students that comprised each *Ulpan* class. Hence, in order to reduce the effect of social desirability that could be naturally created between the researcher and the participants, the following measures were adopted: use of a non-judgmental language, as well as, full documentation and attention to the verbal and non-verbal responses of the participants.

## IV.5 Contribution to the Theoretical and Practical Knowledge

This study contributes to theoretical and practical knowledge in the following ways:

a) **Contribution to theoretical knowledge** - The study contributes to the theoretical knowledge of **teaching L2 writing** by means of the original and innovative model for teaching L2 writing that it suggests the PW-L2-IA model. This model could be useful to other researchers who investigate L2 teaching and L2 writing. Moreover, this study expands the theoretical knowledge in the field of **L2 teaching** by pioneering in this field in Israel, and examining the integration of **two teaching pedagogies** as suggested in this study. Consequently, this study also addresses **gaps of knowledge in the empirical literature** that deals with the use of these pedagogies, such as: the connections between learning methods and effective aspects of L2 writing (Zarrinabadi & Rezazadeh, 2020); L2 teaching by means of the students' L1, a type of teaching that has not been implemented in Israel (Michaelovich & Hansen, 2018); **teaching by learning and writing strategies** (De La Paz, 2007); tools for the teaching of L2 writing in Israel (Golan & Amir, 2017); writing intervention programs that accurately indicate the components of teaching to write (Rodríguez-Málaga, Cueli, & Rodríguez, 2020); the relation between writing self-efficacy beliefs, writing strategies and L2 writing performance (Raoofti & Maroofti, 2017); and well-being among immigrant-adolescents (Areepattamannil & Bano, 2020). This study contributed also to the **expansion of the accumulated knowledge** about **research theories** related to topics in which it engaged, such as: **L2 teaching by using a teaching pedagogy that integrated the students' L1** (Yildiz & Yesilyurt, 2017); L2 teaching by integration of **learning strategies** (Blum-Kulka, 2007); **immigration theories** (Shohamy, 2019); the **self-efficacy theory** (Bandura, 2008) and the **subjective well-being theory** of Diener (2012).

b) **Contribution to practical knowledge** - The applicable contribution of this study is the semestrial **curriculum** for the teaching of L2 writing by means of the two combined teaching pedagogies suggested by this study; the need for exposing and enhancing awareness of the importance of using these two teaching pedagogies early on at the stage of **training L2 teachers**; as well as, encouragement of the L2 teaching **policy-makers at the Ministry of Education** to use the L1 and culture of immigrant adolescent-students as an active pedagogical instrument in L2 teaching.



#### **IV.6 Recommendations for Future Studies**

Future studies can explore the content and implementation methods of the writing intervention program among **additional populations**, after an appropriate adjustment. It is recommended to conduct a future study of this program with the participation of a **greater number of L2 teachers specifically trained to implement the program**; and **to increase** the participant **samples** of this study so that there will be a **larger population of L2 teachers and students**. Future studies can also explore **developing and coaching L2 writing training courses** for L2 teachers, based on the teaching pedagogies suggested in the current study.

#### **IV.7 Importance of This Study**

This study is important on the local Israeli level, as well as on the universal level, as highlighted below.

**On the local level**, Israel is a country that constantly absorbs large waves of immigration throughout the 73 years of its existence. Hence, it is to Israel's advantage, that immigrant students benefit from the teaching of Hebrew as L2 with the optimal tools, as suggested in this study, designed for acquiring this language. Furthermore, in recent years, a multilingual policy has been taking shape in Israel (Shohamy, 2014), promoting the role that should be allocated at school to the immigrant students' L1 in the multilingual and global era of the contemporary reality. Accordingly, this study is important as a researched foundation for developing this multilingual policy in Israel, by presenting an active and effective use of immigrant-adolescents' L1 as part of the curriculum in learning Hebrew as L2.

**On the universal level**, international immigration is a prevalent social phenomenon that is increasingly growing. Many countries cope with immigration in the contemporary global age. This study pertains to the promotion of the immigrant-adolescent population; thus, it is essential in every education system of each of the worldwide immigration-absorbing countries. Furthermore, a successful improvement of the well-being of immigrant-adolescents in Israel, as was adopted by this study, is universally important as to the ways of accomplishing the vision of immigrant-adolescents' effective absorption, both linguistically and academically. Finally, this study, and the empirical model it suggests, can serve as a basis for the development of teaching L2 writing among all L2 students anywhere around the world.

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# APPENDICES

## Appendix A

### Personal background data questionnaires

#### Personal background data questionnaire – Student

❖ Group: \_\_\_\_\_

❖ Number: \_\_\_\_\_

- ❖ Gender: Male / Female
- ❖ Age: \_\_\_\_\_
- ❖ Grade: \_\_\_\_\_
- ❖ School Name: \_\_\_\_\_
- ❖ My native language is \_\_\_\_\_



#### Personal background data questionnaire – Teacher

❖ Group: \_\_\_\_\_

❖ Number: \_\_\_\_\_

- ❖ Gender: Male / Female
- ❖ Age: \_\_\_\_\_
- ❖ School Name: \_\_\_\_\_
- ❖ Academic degree: \_\_\_\_\_
- ❖ I have been teaching \_\_\_\_\_ for \_\_\_\_\_ years.

#### Please circle the most appropriate response:

- I am a teacher in the Ulpan. YES / NO
- I am a homeroom teacher in the Ulpan. YES / NO
- I am a teacher at school. YES / NO
- I am a homeroom teacher at school. YES / NO



## Appendix B

### Self-efficacy as a learner questionnaire

#### Instructions:

Below is a questionnaire that includes 7 questions regarding your ability to succeed in certain activities.

You will be asked to answer how well you succeed in each of the activities on a scale 1 to 5, where 1 indicates "not at all", and to 5 indicates "to a very great extent".

For each question, please indicate your response by circling the selected rating.

No.	Questions	1 Not At all	2 To a small extent	3 To a moderate extent	4 To a great extent	5 To a very great extent
1	How well can you learn algebra?	1	2	3	4	5
2	How well can you learn geometry?	1	2	3	4	5
3	How well can you learn reading and writing language skills in Hebrew?	1	2	3	4	5
4	How well can you learn the Hebrew language?	1	2	3	4	5
5	How well can you concentrate on class subjects?	1	2	3	4	5
6	How well can you take class notes of class instruction?	1	2	3	4	5
7	How well can you remember information presented at class or in textbooks?	1	2	3	4	5

## APPENDIX C

### Well-being as learners questionnaire

#### **Instructions:**

Below are five statements with which you may agree or disagree. Using the scale below, please indicate your agreement with each of the statements by circling the appropriate number. Please answer the questions honestly and openly.

The scale is:

1 = strongly disagree;

2 = disagree;

3 = slightly disagree;

4 = neither agree nor disagree;

5 = slightly agree;

6 = agree;

7 = strongly agree.

Thank you!



<b>Statements</b>	<b>1 strongly disagree</b>	<b>2 disagree</b>	<b>3 slightly disagree</b>	<b>4 neither agree nor disagree</b>	<b>5 slightly agree</b>	<b>6 agree</b>	<b>7 strongly agree</b>
1. I am satisfied with my life as a learner.	1	2	3	4	5	6	7
2. So far, I have gotten the important things I want in my life as a learner.	1	2	3	4	5	6	7
3. The conditions of my life as a learner are excellent.	1	2	3	4	5	6	
4. In most ways my life as a learner is close to my ideal.	1	2	3	4	5	6	7
5. If I could live my life as a learner over, I would change almost nothing.	1	2	3	4	5	6	7

## Appendix D

### Achievement Test – Level-1 (Shalom, 2015)

No.: \_\_\_\_\_

#### Part A

1. \_\_\_\_\_ a book (*masculine*).  
A. This is (*feminine*)    B. I am    C. This is (*masculine*)
2. \_\_\_\_\_ (*feminine*) a student.  
A. You are (*masculine*)    B. This is (*feminine*)    C. This is (*masculine*)
3. \_\_\_\_\_ do you live?  
A. You (*feminine*)    B. Where    C. Dina
4. Where does \_\_\_\_\_ study (*feminine*)?  
A. He    B. Yossi    C. She
5. A \_\_\_\_\_ bag (*masculine*).  
A. new (*masculine*)    B. new (*feminine*)    C. new (*plural masculine*)
6. A \_\_\_\_\_ picture (*feminine*).  
A. small (*masculine*)    B. small (*plural feminine*)    C. small (*feminine*)
7. There is \_\_\_\_\_ closet (*masculine*) in the classroom.  
A. a big (*feminine*)    B. big (*plural masculine*)    C. a big (*masculine*)
8. The pen is on \_\_\_\_\_.  
A. table    B. the table    C. floor
9. New (*plural masculine*) \_\_\_\_\_.  
A. pictures (*feminine*)    B. students (*masculine*)    C. student (*feminine*)
10. Small (*plural masculine*) \_\_\_\_\_.  
A. door (*feminine*)    B. Classrooms (*feminine*)    C. balls (*masculine*)



11. The students are \_\_\_\_\_ Hebrew.

- A. eating    B. learning    C. going

12. He writes. She \_\_\_\_\_.

- A. write (*feminine*)    B. writes    C. write (*masculine*)

13. We are sitting. You are \_\_\_\_\_.

- A. sitting (*feminine*)    B. sitting (*plural feminine*)    C. sitting (*masculine*)

14. You speak Hebrew. He also wants \_\_\_\_\_ Hebrew.

- A. speaks (*feminine*)    B. speaks (*masculine*)    C. to speak

15. She understands the story. You want to \_\_\_\_\_ the story too.

- A. understands    B. to understand    C. understand

16. I have a lot of beautiful \_\_\_\_\_.

- A. pencil    B. pencils    C. penciles

17. The students \_\_\_\_\_ Hebrew.

- A. live    B. speak    C. eat

18. He loves (*specific*) \_\_\_\_\_.

- A. chocolate    B. the chocolate    C. cakes

19. Dina has a notebook. She \_\_\_\_\_ a notebook.

- A. has    B. to her    C. have

20. We have a large class. \_\_\_\_\_ class is large.

- A. My    B. Our    c. His

21. The color of the banana is \_\_\_\_\_.

- A. blue    B. red    C. yellow

22. They are going \_\_\_\_\_ bank, because they have no money.

- A. to the    B. in    C. the

23. The students answer the teacher 's \_\_\_\_\_.

- A. questions    B. books    C. answers

24. \_\_\_\_\_ Yossi and Danny are going?

- A. Who    B. To where    C. Where

25. We play \_\_\_\_\_ our friends.

- A. with    B. in    C. to

**Part B**

26. You open \_\_\_\_\_ windows (*plural masculine*).
- A. the big (*plural masculine*)    B. . the big (*plural feminine*)    C. big
27. All the \_\_\_\_\_ in the closet are new (*masculine*).
- A. shirts (*feminine*)    B. children    C. clothes (*masculine*)
28. I am going to the doctor because my stomach (*feminine*) \_\_\_\_\_.
- A. hurts (*masculine*)    B. hurts (*feminine*)    C. hurt
29. Danny is telling his father \_\_\_\_\_ he loves French fries.
- A. if    B. that    C. of
30. Do you want \_\_\_\_\_ Hebrew?
- A. studying (*plural*)    B. to study    C. studying (*masculine*)
31. They can't \_\_\_\_\_ in the class.
- A. speak (*plural*)    B. speak (*singular*)    C. to speak
32. I have no time. I \_\_\_\_\_ run to the class.
- A. may    B. must not    C. should
33. You \_\_\_\_\_ in the *Ulpan* yesterday.
- A. studied    B. are studding    C. (*I*) studied

34. Last year \_\_\_\_\_ in America.  
A. we lived      B. we are living      C. we will live
35. Yesterday you \_\_\_\_\_ the letter.  
A. are writing      B. wrote      C. (I) wrote
36. \_\_\_\_\_ we went to Tel Aviv, we saw the sea.  
A. When (*question word*)      B. Now      C. When
37. I \_\_\_\_\_ to the moon.  
A. always      B. have never been      C. sometimes
38. Today is Monday. Tomorrow \_\_\_\_\_ Tuesday.  
A. was      B. there is      C. will be
39. When did you \_\_\_\_\_ the light?  
A. wrote      B. turn on      C. came
40. They \_\_\_\_\_ in class yesterday.  
A. are      B. were      C. was
41. I wasn't in class, \_\_\_\_\_ I was sick.  
A. why      B. because      C. when (*question word*)
42. There will be a party tomorrow. Lots of students \_\_\_\_\_ to the party.  
A. came      B. are coming      C. will come

43. If \_\_\_\_\_ for the test, you will get a good score.  
A. you will learn (*feminine*)    B. you will learn (*plural*)    C. we will learn
44. They are singing. Next week they \_\_\_\_\_ at the opera.  
A. sang    B. (*you*) will sing    C. will sing
45. I'm going to see a movie. Do you want to come \_\_\_\_\_?  
A. mine    B. with me    C. me
46. All \_\_\_\_\_ children of the class are coming to the party.  
A. new    B. the new    C. new (*feminine*)
47. The teacher asked Yossi, \_\_\_\_\_ he has a book.  
A. for    B. if    C. that
48. You ate the delicious (*plural*) cheese \_\_\_\_\_.  
A. cake    B. cakes    C. the cakes
49. He always doesn't do his homework, so the teacher \_\_\_\_\_.  
A. puts    B. likes    C. is angry
50. They can't understand \_\_\_\_\_, because I speak Spanish and not English.  
A. mine    B. me    C. with me

## Appendix E

### In-depth semi-structured interview questions

#### Questions for a semi-structured interview – Pre and Post intervention - Students

##### ❖ Part One

1. Where are you from? How long have you been in Israel? Did you want to come to Israel? why?
2. How do you feel in general in Israel? And in Jerusalem?
3. How long have you been studying in the *Ulpan*?
4. What are your goals at school? And in relation to academic achievements? And in relation to writing? And in the *Ulpan*?
5. How do you feel at school? Are you satisfied at school? And in the *Ulpan*? Are you satisfied as a learner at school? What are you satisfied with? What are you not satisfied with? And in the *Ulpan*?
6. What is the easiest / most difficult thing for you in studies at school? And in the *Ulpan*?
7. How does the progress in the intervention program helped your academic integration as a learner?
8. How does the progress in the intervention program affected your academic achievements?
9. How does the progress in the intervention program affected your writing?
10. Is there anything else you want to learn in the *Ulpan*? At school?

##### ❖ Part Two (Questions regarding the writing intervention program)

1. What do you think about the main approach of the writing intervention program, i.e., learning to write by means of translating texts from your L1 (English, French, other) into Hebrew?
2. Do you think it helped you learn to write in Hebrew? How?
3. Do you think that using your mother tongue can also hinder your progress in learning the Hebrew language? And in writing?
4. What do you think about teaching a writing strategy for the benefit of writing an essay in Hebrew while studying in the *Ulpan*?
5. Did learning writing strategy contribute to your writing? How?
6. If you had the option, is there anything you can add to the program to improve it?
7. Do you have an idea that can be added to the program in the context of writing?