

The University of the West Indies

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Curriculum Study

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Abstract

An important concern for educators is how to support students writing development. Azul High School has over the last six years performed inadequately in English Language examinations, especially in the argumentative writing component. This study proposed to address this problem through the implementation of the Self-Regulated Strategy Development (SRSD). Research has indicated that Self-Regulated Strategy Development (SRSD) is the most validated and effective model of writing instruction. This study investigated the extent to which the use of the strategy: POW+TREE affected students' ability to produce enhanced arguments through a Gradual Release of Responsibility (GRR), attitudes towards writing and responses to the strategy. The study was embedded in a "quasi-experimental" design, which employed quantitative and qualitative methods of data collection. A paired t-test design was used to compare the study group's pre-test and post-test scores. Quantitative data was collected through a pre-test and a post-test. Data was obtained from attitudinal questionnaire (pre and post-intervention), pre-test and post-test and students' journals. Data analysis suggested that this intervention was successful at enhancing students' argumentative writing and improving writing attitudes. The success of this study allows for further research and implementation of SRSD by teachers at Azul High School.

Keywords: Argumentative writing, quasi-experimental, Self-Regulated Strategy Development, gradual release of responsibility, POW+TREE.