A Constructivist Approach for Enhancing EFL Learners' Writing Fluency in a Blended Learning Context

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Abstract

The study aimed to examine the effect of utilizing a constructivist approach on developing EFL adult learners' writing fluency in a blended learning context. To serve as a guide for the design of the instruments, the researcher created a list of the components of writing fluency. Along with the proposed program, the researcher also prepared a pre- and post-writing fluency test and a rubric. Then, she nominated a group of pre-intermediate to intermediate Egyptian EFL learners who desired to develop their writing fluency (n= 27) to participate in the study and to get involved in its activities. They were between the ages of 20 and 35 years old. The pre- and post-tests were administered. After the application of the program, the scores were subjected to both quantitative and qualitative analysis. The results demonstrated that the constructivist approach used in a blended learning context was highly effective in developing the writing fluency of EFL adult learners.

Keywords: writing fluency, constructivist Approach, blended learning, EFL adult learners

Introduction

For Rumsey (2020), adult learners study English for several reasons. First, they may desire to study English for some academic purposes such as studying abroad. Second, some EFL adult learners may study English for occupational reasons such as

working in multinational companies. Third, they learn English for social and personal reasons such as traveling and making friends. Makheja (2022) asserted the importance of learning English for more academic, personal, and professional opportunities. She believed that learning English can help people get better job opportunities, know more cultures, make several friends, and attend numerous courses.

Almost all language learners desire to be fluent in the learnt language. English language fluency is crucial for language mastery. EngVarta (2021) pointed up its importance for communication skills, occupational success, and high salary offers. As a universal language, English language fluency is a prerequisite for successful international marketing and various communication forms (Piekkari et al., 2015). Dick (2022) stated that fluent language learners can build good relationships with colleagues and friends, travel abroad, and communicate in business meetings.

Just as oral fluency is crucial to fulfilling different communication purposes, writing fluency is not less important. Writing is not only helpful in achieving better communication in different personal, academic, or professional contexts but also in organizing thoughts (Brink, 2020). On the other hand, Torrance (2019) contended that learners whose writing lacks fluency are more likely to be disappointed as they have no ideas to be expressed and no chance to learn as they get no constructive

feedback from their teachers. Therefore, learners who lack writing fluency get fewer opportunities for language learning.

According to Manuel (2022), a fluent writer can write easily while using relevant as well as appropriate vocabulary and word forms. Sax (2020) defined writing fluency as the writers' capability to express their ideas smoothly and accurately on paper. For Janovsky (2021), writing fluency is the learner's ability to write naturally and easily.

Writing fluency is essential for any language learner as learners need it both inside and outside the classroom. For Sax (2020), writing fluency can help learners organize their thoughts more coherently. Fitriansyah and Miftah (2020) believed that writing is not a product but is rather a progressive process as learners need to think about what and how they are going to write before they start writing. Rhalmi (2021) highlighted the importance of writing as noticeable and recognizable evidence of language learning. Pachina (2019) stated that writing helps learners reinforce and practice what they have learned. She believed that writing enhances autonomous learning as well. The researcher believes that writing is a measurable product of language learning as learners' progress can be measured through their writing.

There are several components of writing fluency. Baye (2016) mentioned that writing fluency components include

accuracy, speed, automaticity, cohesion, coherence, communication, and flow of ideas. According to Sax (2022), writing fluency involves reflecting on one's opinions and ideas by using meaningful well-structured sentences.

Notwithstanding the significance of writing fluency in facilitating communication, EFL learners seem to keep studying and memorizing grammatical rules without being able to write meaningful, well-structured sentences. Alsalami (2022) conducted a study on a group of 122 learners to investigate the writing challenges they faced. The findings of the study revealed that learners struggled to write short and complex sentences and use punctuation marks. He suggested paying more attention to the development of the learners' writing fluency as well as providing various writing activities in class.

Pachina (2019) highlighted the importance of learners' writing fluency for communication and meaning construction as it helps people with speaking disabilities and those who are willing to write letters, stories, reports, or notes. It is also one of the requirements of the 21st century. Motallebzadeh et al. (2018) studied the relationship between 21st century skills, speaking, and writing. The study included 122 EFL learners. The results revealed a strong relationship between all of them with technology literacy having the highest correlation with EFL learners' writing.

Due to the significance of writing fluency as well as the many challenges which learners face while writing, the researcher

investigated the use of a constructivist approach to develop EFL learners' writing fluency in a blended learning context.

Literature Review

In the 21ˢᵗ century, learners are no longer passive recipients of information. The teacher is not the only source of information. There are many sources that learners can use to gain knowledge. Therefore, traditional teaching methods are to be replaced by contemporary ones to ensure better learning outcomes and to encourage learners' participation.

According to Tomljenović and Vorkapić (2020), constructivism is a transitional period from the traditional methods of teaching to the modern ones in which learners build their own knowledge based on their experiences, social interactions, interpretations, reflections, and active cognitive construction. For them, constructivism involves active learning, decision making, problem solving, and interaction. Learners are energetic and dynamic in the classroom, rather than negative recipients. They need to get exposed to the language being used in different contexts and situations so that they can reflect their own thoughts and opinions and reconstruct their own ideas. Similarly, Kapur (2018) stated that the constructivist approach involves teachers who are aware of the learners' past information and knowledge, understanding that learners are not empty vessels or passive

recipients. Instead, learners build their own new understandings based on their prior knowledge.

Brau (2020) defined constructivism as a learning strategy that focuses on reflection and meaning construction. Learners construct meaning based on their prior knowledge. Candra and Retnawatiis (2020) defined constructivism as the learner's ability to construct knowledge either individually or through social interactions.

Demicheli (2020) stated that a constructivist teacher or trainer uses various interactive materials to encourage learners to participate in the learning process. For her, constructivist teachers encourage learners to interact with each other, ask open-ended questions, and allocate enough time for different tasks for learners to discuss and construct meaning.

For Aljohani (2017), constructivism leads learners to construct meaning by themselves through discovery learning. Constructivist strategies include introducing others' viewpoints, providing dialogues, and promoting contextual learning rather than repeating isolated grammatical rules (Aljohani, 2017). For Wornyo (2016), applying constructivism to the teaching of grammar rules leads teachers or instructors to provide their learners with activities and experiences that enable them to make predictions, draw conclusions, use the language skillfully, and write properly. Furthermore, Wornyo (2016) pointed out that constructivism generates a learner-centred environment by

providing students with varied communicative activities with which they need to interact by asking questions, making reflections, and providing solutions.

Investigating the impact of utilizing a constructivist approach on enhancing EFL learners' writing fluency, Al-Ghazo and Al Zoubi (2018) conducted a study on a group of 30 learners who were randomly nominated and divided into a control group and an experimental group. The study intended to investigate the effect of using a constructivist approach on enhancing the learners' writing fluency. The results revealed that there were significant effects of the constructivist approach on enhancing the students' writing. This was shown in their ability to organize ideas well, to think critically, and to use language skillfully.

Kaya (2015) contended that integrating the constructivist approach with technology helps teachers develop their learners' communication skills, motivation, and reflection. Thus, it is important to acknowledge the increasing role and function of technology in the educational environment. The rapid development of technology makes the concept of an electronic learning environment a reality, in which electronic education and internet-based learning can play a major role (Imiere, 2014). Kasapoglu-Akyol (2010) believed that technology is of crucial importance for EFL learners because they can surf the internet to look for information and to communicate with others, which, in turn, develops their language use. Solano et al. (2017) investigated

the use of technology in EFL teaching on 150 Spanish students and 15 teachers. The study revealed that although teachers do not usually use technology inside their classrooms, using technology increases students' motivation, participation, and collaboration. Therefore, teachers can make use of technology to develop their learners' grammar and sentence structure implicitly. So, applying the constructivist approach in a blended learning context can help develop EFL adult learners' writing fluency.

According to Kolinski (2022), blended learning is an approach in learning which integrates both in-person interaction and discussions with online learning. For her, blended learning provides a safe-learning environment and allows more involvement, engagement, communication, and participation. Blended learning approach meets the requirements of the twenty-first century learner so that they can get information both online and on campus. It meets the learners' individual differences through interactive games, videos, and quizzes (Gupta, 2021).

According to Raouna (2022), blended learning has several benefits as it can be personalized, can meet the learners' individual differences, can be more available and flexible, can be easily accessed, and is less costly than face-to-face education. Weitzel (2021) added that blended learning provides a safe-learning environment, develops learners' understanding of several topics, preserves learners' autonomy, and enables teachers to have better time management and better learning outcomes. Giarla (2016)

pointed out that blended learning does not only provide learners with instant feedback, but it also provides them with self-paced courses through which they can learn based on their abilities and individual differences.

Ryabkova (2020) conducted a study on the effect of using blended learning on developing EFL adult learners' writing fluency. The study included 48 learners. The study revealed that blended learning effectively developed the learners' writing fluency.

Getal and Olango (2016) conducted a study on a group of 80 university students who were divided into a control and an experimental group. The study explored how employing blended learning affected the learners' writing fluency. The study revealed the great effect that blended learning has on the learners' writing fluency. There were also 50 instructors involved in the study who revealed their satisfaction with the use of computers.

Mal and Adhya (2020) noted that blended learning enables learners to engage in critical and creative reflection with their teachers and colleagues. For them, both constructivism and technological integration are interrelated as while constructivism is concerned with contextual learning, technology has to do with creating learning environments that engage learners. Blended learning helps in the application of constructivism by creating an

environment that facilitates knowledge construction (Al-Huneidi & Schreurs, 2012).

Penland (2018) investigated the effect of using a Constructivist Internet-Blended Learning on the learning performance of 164 university students. The study revealed that using this approach allowed more learning flexibility, better learning outcomes, and more effective communication.

Pilot Study

The researcher held interviews with twenty English language adult course learners enrolled in the fifth level of a general English training course at Alfostat NGO in Giza. They were university graduates. She asked them about the challenges they faced when using the English language. They expressed dissatisfaction with their own writing fluency. They revealed that they could not build well-structured sentences nor find ideas in their writing assignments. They could not follow the essay structure. They also complained about their lack of vocabulary, which would help them to use the language more fluently. Although they keep memorizing several grammatical rules, they do not notice any progress in their writing.

The above-mentioned 20 learners were submitted to a test. They were required to watch a video about the differences between men and women entitled "a tale of two brains". Then, they were required to write their responses to some questions. Following are the results of the learners' writing fluency:

- 82% of the learners could not construct meaning. They could not express their ideas fully so that other learners could understand. They could not organize or communicate their ideas logically.

- 89% of the learners could not express their opinions accurately. They could not express the reason why they agreed or disagreed with certain ideas.

- 95% of the learners could not express their ideas coherently so that they were logically organized and connected.

- 75% of the learners made some punctuation and spelling mistakes.

- 80% of the learners could not construct well-structured sentences. They had different grammatical mistakes.

Context of the problem

In Egypt, learners are not required to use English outside their schools and universities. Learners do not usually use English to communicate purposefully. They study some grammatical rules and isolated words to help them pass their final exams. Thus, learners are unable to write or speak in English, which are the main aims of their learning.

Torrance (2019) stated that writing fluency is affected by the learners' lack of ideas, sentence inaccuracy, and spelling mistakes. He added that disfluent writers are expected to be

disappointed about their poor content, grammatical and spelling mistakes, and the lack of feedback they get from their teachers.

Adil (2022) stated that learners struggle with language fluency due to several reasons that include lack of motivation, lack of confidence, and fear of making pronunciation and grammatical mistakes. Nor et al. (2022) conducted a study to investigate the challenges that face language learners and hinder their language fluency. The study revealed that learners struggle with all English language components. This could be due to their lack of vocabulary and grammatical rules, which enable them to construct meaningful, well-structured sentences.

As an English tutor, the researcher noticed how learners struggle with their essay writing. They are required to write essays for their summative assessment. When asked to write or do research, they usually copy and paste ideas from the internet or translate different texts using Google Translation. They may also use paraphrasing tools. They find it difficult to write meaningful, well-structured sentences to express their ideas in writing. They either write irrelevant ideas or meaningless sentences. They often struggle to find ideas to be written. Furthermore, Morrison (2021) indicated that traditional teaching leads to insufficient learning outcomes as learners find no benefit out of what they study. They try to memorize some pieces of information to pass their exams.

Handling the importance of constructivism, Kurt (2021) stated that it enhances learners' collaboration, active engagement,

interaction, meaning construction, and reflection. Rachmadtullah (2019) conducted a study on some school students to investigate the effect of constructivism on improving their narrative writing. The results showed that the constructivism approach had a positive effect on the students' writing as they were active participants trying to construct meaning based on their prior knowledge.

Dev (2016) explored the effect of using the constructivist approach on the learning of 60 secondary school students. The study revealed that constructivism develops the students' academic achievement, autonomy, engagement as well as the learning outcomes.

After all, the researcher suggests that applying the constructivist approach in a blended learning context can develop EFL adult learners' writing fluency. Navigating certain topics and writing about them can affect the learners' writing fluency positively.

Statement of the problem

EFL adult learners struggle with writing fluency. They do not seem to be able to communicate their thoughts smoothly in writing, which refers to a general weakness in their writing fluency. Thus, a program based on constructivism applied in a blended learning context was designed to enhance EFL adult learners' writing fluency.

Study Questions and Procedures

The following question was to be answered:

What is the effect of utilizing a constructivist approach in a blended learning context on developing EFL adult learners' writing fluency?

The following questions were addressed in response to the earlier inquiry:

1. What is the status quo of EFL adult learners' writing fluency?

2. What are the features of a constructivist approach program used to develop EFL adult learners' writing fluency in a blended learning context?

3. What kind of activities can be done to develop EFL adult learners' writing fluency?

Study Hypotheses

The following might be the main hypotheses of the study:

- The growth of the participants overall "writing fluency" is shown by a statistically significant difference between the mean scores of the study participants on the pre- and post-writing fluency test, in favor of the post-test results.

- The growth of "each writing fluency component" is shown by a statistically significant difference between the mean scores of the study participants on the pre- and post-writing fluency tests, in favor of the post-test results.

Purpose of the Study

This study investigated the effect of employing a constructivist approach on enhancing EFL adult learners' writing fluency in a blended learning context.

Significance of the Study

This study was expected to be of importance to:

- **EFL adult learners:** EFL Adult learners will be able to do a variety of linguistic tasks by communicating in English. They will write fluently in a more creative and interactive way.

- **EFL researchers:** Various methods and tactics that may be applied for more research will be presented.

- **Curriculum developers and designers:** The study will highlight the significance of constructivism as a key method of teaching and learning for curriculum designers and developers.

Methodology

Study Design

The researcher adopted a one-group experimental design to analyze the learners' writing fluency pre and post application and

to assess the progress of their performance. The researcher also adopted a mixed-method design to analyze the learners' performance both qualitatively and quantitatively.

Participants

Participants of the study were selected after posting an online announcement through social media about a free program that enhances EFL adult learners' writing fluency. The researcher invited a group of EFL adult learners who were interested in enhancing their writing fluency to take a customized written placement test to be able to participate in the study. Seventy learners took the placement test. The researcher chose those participants whose levels were between pre-intermediate and intermediate. However, only 27 learners, aged between 20 and 35 years old, were willing to participate and complete the program. The researcher briefed them about the study objectives and what they would do during the program. They were informed that the final objective was to enhance their writing fluency and, therefore, they would be involved in different activities such as problem solving and decision making. They were interested in enhancing their writing fluency as they need it either for academic or professional reasons.

Instruments

Below were the instruments used in the current study:
1. A writing fluency pre/post-test
2. A writing fluency rubric

The Pre/Post Writing Fluency Test

Aim

The test was used to assess EFL adult learners' writing fluency. This facilitated the process of measuring how much they were developed because of the program application. They did the test twice. It was administered before the beginning of the treatment and once more at the end.

Description

The test consisted of 4 different questions. To avoid memorization, the researcher created two different versions for the pre and posttest. Both tests followed the same template but had different topics.

Content

The test was designed and edited considering the following:

- The list of writing fluency components.
- Previous studies and literature dealing with writing fluency.
- The suggestions and modifications made by the advisors.

Piloting the test

The test was piloted on a group of EFL adult learners who have passed level 4 in Cambridge English placement test at Al Fostat NGO. It was administered prior to teaching the present program based on constructivism. They were (30) learners. The test was piloted for the following purposes:

- Determine the appropriate time needed to answer the test.
- Calculating internal consistency.
- Testing reliability.
- Testing validity.

Determining the Test Time:

To determine the time of the test, the researcher piloted the test on a group of EFL adult learners. The time was determined by calculating the time that each learner spent to answer the test, and then calculating the average time for the whole group. The average time for the test was 90 minutes. The average time of the test was calculated according to the following formula:

$$\frac{T1 + T2 + T3 + T4 \ldots}{N}$$

Where:

T1= the time taken by the first learner to finish answering the test

T2= the time taken by the second learner to finish answering the test

N= the number of all learners

Calculating Internal Consistency:

The internal consistency of the test was calculated through:

Internal Consistency of the Test Components

To ascertain the internal consistency of the writing fluency components which were measured through the test, the correlation coefficient between each component and the total score of the test was calculated. The following table shows the correlation coefficients:

Table 3

Correlation Coefficients between the Degree of each component of Writing Fluency and the Total Test Score

Language fluency components	Correlation
Meaning construction	0.74
Coherence	0.72
Reflection	0.70
Writing Mechanics	0.70
Accuracy	0.72

Significant at 0.01 level as R ≥ 0.45, where N= 30

Table 3 indicates that all the components are statistically significant. This indicates the internal consistency of the test.

Testing reliability:

Test reliability was calculated through:

• Alpha- Cronbach's Coefficient:

Alpha- Cronbach's coefficient was calculated to be (0.90) which was considered a high and reasonable value that generally

indicated the consistency and reliability of the test as an instrument.

- **Inter-rater:**

The test was reassessed by an inter-rater (Ph.D. holder) and the correlation coefficient between the two raters was calculated at (0.98) and this was a very high correlation. This shows the accuracy and stability of the test. Moreover, it suggests that the test could be trusted as a reliable instrument.

Testing validity:

Test validity was verified through the guidance of the advisors and through the review of literature and previous studies. Based on the advisors' modifications and the researcher's readings, the researcher modified the test to measure writing fluency components.

The writing Fluency Rubric

Aim

A rubric was designed to assess EFL adult learners' writing fluency in the test.

The Structure of the Rubric

To evaluate the learners' writing fluency, the researcher created a rubric with 5 components. On a scale of 1 to 4, the researcher graded the learners' performance in each component. "1" denoted subpar performance, while "4" stood for excellence.

Validity

Content validity of the writing fluency rubric was established by confirming that the rubric accurately measures and reflects the writing fluency components previously specified in the list.

The final version of the rubric included five main writing fluency components: meaning construction, coherence, reflection, writing mechanics, and accuracy.

The Constructivist Program

Aim

This program aimed to develop EFL adult learners' writing fluency. It was expected to help learners express their thoughts, viewpoints, and perceptions fluently and accurately in writing.

Objectives of the program

By the end of this program, the learners are expected to:

1. Write fluently.

2. Distinctly construct meaningful thoughts and ideas (meaning construction).

3. Skillfully and logically organize information, ideas, and thoughts (coherence).

4. Express their agreement or disagreement using different examples (reflection).

5. Write with minor punctuation and spelling mistakes (writing mechanics).

6. Use well-structured sentences that are characterized by accuracy.

Content of the program

Throughout the program, the researcher provided several sessions to develop the learners' writing fluency. It consisted of 2 face-to-face sessions and 13 online sessions. The first two sessions of the program were orientation sessions. First, learners were given the pre-test so that the researcher stood on their current level. The first session started by revealing the objectives of the whole program to the learners and ended by administering the pre-test. By the end of this session, learners were expected to have an overall idea about the program and the different roles that they were going to play. Throughout the second session, the researcher introduced some helpful information to help learners to navigate, avoid plagiarism, and prepare e-portfolios. The next sessions included different interesting activities to encourage learners to communicate, exchange knowledge, construct meaningful and accurate sentences, and interact willingly, confidently, coherently, and actively. In the last session, the researcher administered the post-test to see how much they had progressed.

Learning and teaching strategies and techniques

The researcher used active learning to reach the objectives of the program and to facilitate her mission. Practicing active learning, learners were motivated and active participants who participated willingly in the learning process. They interacted, reflected viewpoints, solved problems, made decisions, constructed meaning, and shared knowledge. The program also included problem-based learning as well as decision making activities. Learners collaborated to achieve certain goals. Role-playing activities were included in the program. Learners took on different roles in given situations. They made scenarios and distributed roles. Moreover, online learning and navigation were crucial in this program as they paved the way to self-learning.

Assessment

To assess learners' progress, they had a pre/posttest that was designed by the researcher. A test was administered on the learners on the first and last session. Then, the researcher compared the results of the pre and post writing fluency test to measure the learners' progress throughout the program.

The researcher also asked the learners to prepare an e-portfolio to be delivered on the last session of the program. They used their own words to write whatever they understood after navigating the internet or watching a movie segment or sitcom, or even listening to a podcast. The researcher used this e-portfolio to

assess how much the learners had progressed after the application of the program.

The researcher used a rubric to assess the learners' progress throughout the program. The rubric consisted of five writing fluency components namely: meaning construction, coherence, reflection, writing mechanics, and accuracy.

Duration of the program

The program lasted for 5 weeks. The researcher had two face-to face meetings with the learners that lasted for approximately 8 hours. Later, she met the learners three times a week, while each session lasted for three hours and a half. The total number of hours for teaching the program was 52 hours.

Results

The study reached the following results:

Results of the Study

Testing the validity of the first Null Hypothesis (H01)

The first null hypothesis states that "there is no statistically significant difference between the mean scores of the study participants on the pre and post writing fluency test in terms of the development of their overall writing fluency". In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre- and post-application of the writing fluency test. Table 1 shows the results.

Table 1

T-test Results for the Significance of Differences Between the Mean Scores of the Participants' 'Overall Writing Fluency' on the Pre and Posttest (n= 27)

	Mean		Std. Deviation		t	sig	Effect size (η^2)
	pre-application	post-application	pre-application	post-application			
Overall Writing Fluency	7.41	16.74	1.31	1.02	28.747	0.00	0.969

Table (1) shows that the mean scores of the study participants in the post-test is higher than that of the pre-test which indicates an increase in their overall writing fluency, after using a constructivist approach in a blended learning context. Moreover, the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre and post writing fluency test in terms of the development of the participants' overall writing fluency in favour of the post-test. This means that the H01 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that "there is a statistically significant difference between the mean scores of the study participants on the pre and post overall writing fluency test

regarding the development of the participants' overall " writing fluency " in favour of the post-test scores". Figure 1 illustrates the difference between the learners' mean scores on the pre and posttest regarding their "overall writing fluency".

Figure 1

Differences between the learners' mean scores on the pre and post-test regarding their "overall writing fluency".
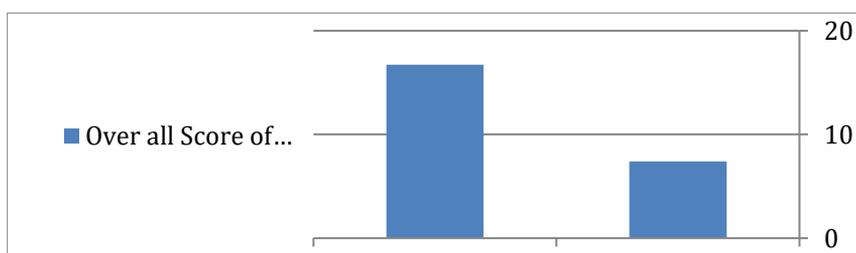
The effect size is calculated using the following mathematical formula:

Effect size $(\eta^2) = t^2 / (t^2 + df)$

df= degrees of freedom = (n-1)

t= t-calculated

η^2 is interpreted as follows:

If $(\eta 2) < 0.010$, then the effect size or the relation is weak.

If $0.010 \leq (\eta 2) < 0.059$, then the effect size is small.

If $0.059 \leq (\eta 2) < 0.138$, then the effect size is medium.

If $0.138 \leq (\eta 2) < 0.232$, then the effect size is large.

If $0.232 \leq (\eta 2)$, then the effect size is very large.

As shown in table 1, the calculated effect size, represented by the ETA squared, equals 0. 969 which indicates a very large effect size. This suggests that the use of the constructivist approach in a blended learning context is highly effective on developing EFL learners' overall writing fluency.

Testing the validity of the second Null Hypothesis (H02)

The second null hypothesis states that "there is no statistically significant difference between the mean scores of the study participants on the pre and posttest in terms of the development of each component of writing fluency". To verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre- and post-application. Table 2 shows the results obtained in this regard:

Table 2

T-test Results for the Significance of Differences between the Mean Scores of the Study Participants in the Pre and Post-test in each Component of Writing Fluency (n= 27)

Component	Application	mean	Std. Deviation	t- test		Effect size (η^2)
				t- test value	Sig.	
1.Meaning construction	pre	1.41	0.50	12.323	0.000	0.854
	post	3.59	0.44			

2.Coherence	pre	1.56	0.51	15.716	0.000	0.905
	post	3.67	0.48			
3. Reflection	pre	1.59	0.75	11.292	0.000	0.831
	post	3.74	0.45			
4. Writing Mechanics	pre	1.40	0.57	8.370	0.000	0.729
	post	2.95	0.50			
5. Accuracy	pre	1.44	0.58	12.227	0.000	0.852
	post	3.15	0.36			

Table (2) shows the mean scores of the study participants in each sub-component of the writing fluency post-test is higher than that of the pre-test, and this indicates an increase in the participants' level in all sub-components of writing fluency after teaching them using the constructivist approach. This means that the H02 should be refused. Consequently, the alternative hypothesis is to be accepted. Therefore, it can be concluded that "there is a statistically significant difference between the mean scores of the study participants on the pre and post writing fluency test regarding the development of each component of writing fluency in favor of the post-test scores". Figure (2) illustrates the difference between the participants' mean scores on the pre and posttest regarding each component of writing fluency.

Figure 2

Differences between the participants' mean scores on the pre and posttest regarding each component of writing fluency.
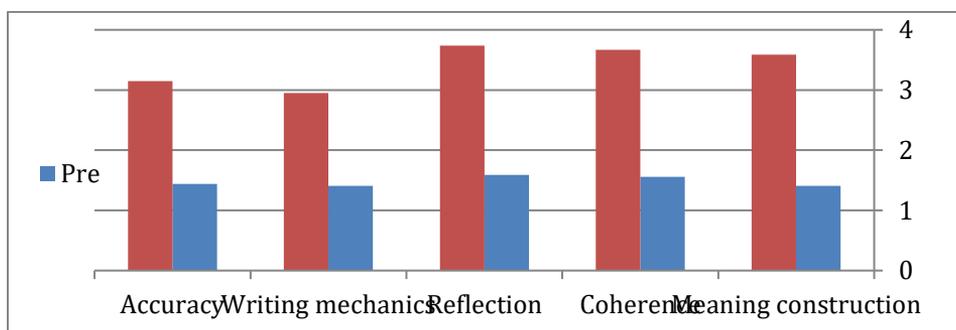
Discussion of Results

The quantitative data that was gathered was then analyzed statistically. The findings of the statistical analysis showed that "there is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of the participants' overall "writing fluency" in favor of the post-test scores". That is shown in table (1) and figure (1). Therefore, it was proven that the constructivist approach had a positive impact on EFL adult learners' writing fluency.

Examining each component of writing fluency, the statistical analysis results showed that there is a statistically significant difference between the mean scores of the study participants on the pre and post writing fluency test regarding the

development of each component of writing fluency in favor of the post-test scores. Consequently, those working in the educational field can successfully use the constructivist approach to enhance EFL adult learners' writing fluency.

Qualitative Analysis and Discussion

Analysis of the learners' interactions and discussions regarding the targeted writing fluency components

The program has helped the learners to develop their writing fluency. Throughout the program, the learners were involved in different activities that required them to express their thoughts and ideas freely. They practiced the predetermined writing fluency components. Following are the writing fluency components and how they were developed throughout the program:

Meaning Construction

Learners' ability to construct meaningful sentences and to communicate and organize their ideas logically has developed which was shown through their responses during the program. At the beginning of the program, they used to construct short unclear sentences that hindered the readers ability to understand. Following is an example of one of the learners' responses in the pretest. For instance, before applying the program, learner (A) was asked to write about the influence of the internet on people's life.

Learner (A)

Pre-test application

Internet has two sides on our life. At first, it has a positive effects like in our study, work, our social life and in many / different parts. As we can improve this fields by using it. As well it has avery negative and disadvantages. Because People can't enjoy with their time. A lot of teenegers have no life on the ? . So internet I can't say that internet has just advantages or disadvantages. It has the two sides but it depend on the user.

Post-test application

1 Marriage can take many forms across different cultures and religions, but at its core, it involves a commitment to build and share a life together with another person so it must be a respect between them, leaving a personal space to each other and tring to have an effective understanding and communication with your partner and if couples do that they for sure will increase their marriage to continue in the happiest way.

In the pre-test, learner (A) was asked to write about the influence of the internet considering several questions. She repeated the questions along with their key words without giving any sufficient answers to any of them. She did not mention the advantages nor the disadvantages of using the internet. Moreover, she did not write about its effect on people's social life, nor did she demonstrate its effect on their work.

In the post-test, learner (A) was asked to write about marriage considering several questions. In response to the that question asking about happy marriage and the qualities that should be there in a partner, she gave a good answer that reveals her understanding of the topic. She communicated and organized her ideas suitably that made it easier for the reader to get her point. She also proposed several ideas including mutual understanding, respect, personal space, communication, and commitment.

Coherence

Throughout the program, the learners' ability to organize their thoughts logically was developed. They become more able to connect ideas in a natural and reasonable way. Found below are some examples of the learners' responses in the pre and posttest which show their progress.

Before applying the program, learners used to give irrelevant thoughts that were inorganized. Some of their ideas were unclear or disconnected. They did not use any sentence

connectors, so the reader might not find any relation between the different sentences written.

In the pre-test, learners were asked to either write a story that begins with the line "It's a strange and scary sensation to suddenly forget your own name …" or to write about their best summer vacation. However, in the post-test, they were asked to write a story that begins with the line "The twins had a secret, and they knew that no one could ever find out about it…" or to write about "a difficult decision that they had to make". Following is an example from one of the learners' answers to these questions along with the researcher's analysis.

Learner (B)

Pre-test application

b- The best summer vaction!.

in 2006, I went to Alex for Rirst alone it was best
days I spent it. I went to Alex by train and I Rent a Rone
In a small Hotel and every day I was going to beth beach
then took my Lunch In the hotel then, I was walking in the
street without target. and buying anything I wanted and
Some times I was going to hunt a Rish Rrom the Sea.
Realy it was very excited trip, I still Remembring thos days

Post-test application

The life filled of difficult decisions but I think the most difficult one was when I decided to stop my work in Qatar and come back to Egypt again because I filled in my work their.

I was young and havn't more experience when I heard from my manager this day is last day here you have to look for new opportunities or return to your country I booked a ticket and took my first flight to Egypt without thinking. I should be more patient and looking for new opportunities and to try to improve my skills to be more qualified. Now, after 11 years, i still remember this lesson and give advises to people who want to leave their jobs without thinking.

In the pretest, although learner (B) wrote about his best summer vacation, he did not provide many details. It seemed like an ordinary day as nothing was special. He did not highlight the reason why that was his best summer vacation. Moreover, the leaner used only two conjunctions namely: and & then.

In the posttest, learner (B) wrote about a difficult decision that he had to make. He organized his ideas logically. He started by talking about that difficult decision that he had to make when he decided to return to Egypt after his Qatari manager ended his contract. After that, he started reflecting on his decision and expressing his feelings of regret. Finally, he wrote about the impact this decision had on his life. His ideas were clear enough

to be understood. He used different conjunctions to make his thoughts clearer and easier for the reader to understand.

Reflection

Before applying the program, learners were unable to express their thoughts in English. They could not express their agreement or disagreement with other opinions. This was shown through their responses before, during, and after the application of the program. Before the application of the program, they showed a limited understanding of the subject matter.

In the pre-test, learners were asked to answer two different questions:

1. What social changes have cell phones made?

2. While some people believe that robots will cause unemployment (loss of jobs) in the future, others think that they will make more work? What do you think?

In the post-test, learners were asked to answer the following two questions:

1.   It is still important to teach manners and etiquette to children. Do you agree? Why?

2.   Parents should be held accountable/responsible for what their children post on social media websites? Do you agree? Why? Why not?

The answers of the learners varied. Following are some examples of their responses:

Learner (C)

Pre-test application

> 2. While some people believe that robots will cause unemployment (loss of jobs) in the future, others think that they will make more work? What do you think?
>
> I think that will cause unemployment and the job opportunities will decreases.

Post-test application

Question: Parents should be held accountable/responsible for what their children post on social media websites. Do you agree? Why? Why not?

> 2. Yes, I agree because the children at this age don't difference between the right and the wrong. And the need to be directed to learn well to be a good person has a good personality.

In the pre-test, learner (C) just used the same words of the question without justifying his answer. He was asked to reveal his opinion on whether robots would cause unemployment or create more work in the future. He should have brought his perspective on this topic. Instead, he just restated the question without any further explanation on why he chose this option in specific.

In the post-test, learner (C) was supposed to write his opinion on whether parents should be held responsible for what their children post on social media websites. They needed to express their agreement or disagreement with the statement and mention the reasons behind their agreement or disagreement. They had to reveal their perspective and the rationale behind their stance on this issue. Learner A made it clear that he agreed with the statement. Then, he started mentioning the reasons why he agreed.

Writing Mechanics

At the beginning of the program, the learners made several punctuation and spelling mistakes. Sometimes, these mistakes impeded the readers' comprehension. Following are some examples from the learners' responses in the pre- and post-test:
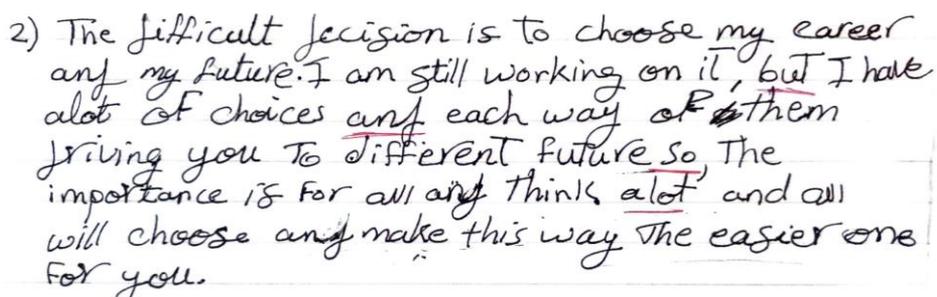
Learner D

Pre-test application
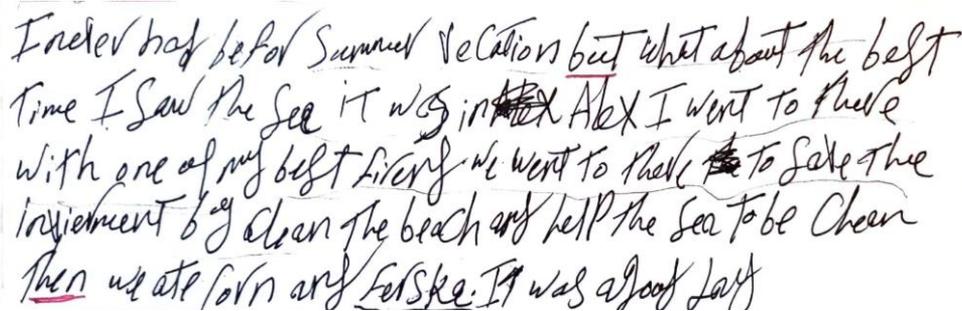
Post-test application

> 2) The difficult decision is to choose my career
> and my future. I am still working on it, but I have
> alot of choices and each way of them
> driving you To different future so, The
> importance is for all and Thinks alot and all
> will choose and make this way The easier one
> For you.

In the pre-test, learner (D) made several punctuation and spelling mistakes, such as misspelled words like "befor" instead of "before", "Vecation" instead of "vacation", "firend" instead of "friend", "see" instead of "sea", and "invierment" instead of "environment". Moreover, the learner should have used more appropriate punctuation marks, like commas and periods to enhance the clarity and readability of his writing.

Comparing learner (D)' s response in the pre-test to his response in the post-test, it can be noticed that although there are still few spelling and punctuation mistakes, his writing mechanics have developed.

Accuracy

At the beginning of the program, the learners made several grammatical and vocabulary mistakes. Sometimes, they could not make meaningful well-structured sentences. In both tests, learners were asked to compare two photographs and to answer a question

related to them. Following is an example from the learners' answers:

Learner (E)

> The Photo on The left shows That it's an online meeting that Contains people not in the same place.
> The photo on the right shows that it's office meeting and the participants are in the same place.
> I Think That the online meeting is more comfort to the people Becaus IT's not requiring a place to start the meeting.

Pre-test application

> 3. The audio & video calls and meetings have affected our lifes effectively. now communication has become a lot easier than in the Past. You can communicate with anyone through any smart device any that is better than going To someone to say what you would like to say or to show him something. Now, we are all in a small room letterly.

Post-test application

In the pre-test, learner A made some grammatical. He did not use conjunctions where necessary. He also had few problems with spelling and word form.

In the post-test, the learner's ability to construct meaningful sentences that are well-connected has developed. Although he made a few vocabulary mistakes, his sentences were still understandable. Moreover, he could organize a comprehensible paragraph.

Pedagogical Implications

Following are several possible reasons why this program was effective in developing EFL learners' writing fluency:

- Using movies was closely related to the learners' interests. It was also fun and exciting. This increased the learners' participation, motivation, comprehension, and attention inside the classroom and consequently developed their writing fluency. Similarly, Roslim, Azizul, Nimehchisalem, et al. (2021) conducted a study on 77 university students to investigate the effect and importance of using movies to enhance language teaching and learning. The results revealed that using movies helped students develop their language fluency and motivation. It also helped them acquire new vocabulary and feel more relaxed inside the classroom.

- This was the first time the learners were asked to watch sitcoms to develop their writing fluency. They were engaged and enthusiastic. This agrees with Konus (2020), who conducted a study on a group of intermediate level adult learners to explore the effect of using sitcoms inside the classrooms on enhancing the learners' engagement and motivation. The results revealed

that sitcoms had a great impact on the learners' English language learning, motivation, and engagement.

- Getting involved in different activities with different grouping styles helped learners build rapport with their colleagues as well as their teacher, which enhanced their ability to communicate and interact with one another. Satriani (2020) conducted a study on 112 Indonesian learners to investigate the relationship between building rapport and learners' fluency. The study revealed that positive rapport affects the learners' fluency positively as it increases their motivation and self-confidence.

- Learners had to watch an interactive video, a sitcom, a TEDx talk, or listen to a podcast and reflect on what they watched or listened to. This kept them alert and attentive, as they had to express their opinions and whether they agreed or disagreed with the speaker. Moreover, they had to reflect on each other's opinions. Montalvo (2019) conducted a study on 25 students from the Meritorious Autonomous University of Puebla, Mexico, to investigate the effect of using interactive activities on developing learners' language fluency. The results revealed that interactive activities helped learners be more sociable and dynamic, acquire new vocabulary, achieve better learning outcomes, and most importantly, develop their fluency.

- Allocating time for navigation and asking learners to surf the internet for different topics before coming to class and writing about them were beneficial. Learners made sure they made good use of the time allocated to navigation so that they had something to write about later. Learners were not afraid of being criticized or having nothing to write about. Therefore, learners' writing fluency was positively affected. This agrees with the study of <u>Elena</u> and <u>Prokopenko</u> (2019), which emphasized the role of the internet in developing learners' English language fluency.

- Having clear and precise objectives mentioned at the very beginning of each class and a general objective stated before starting the application of the program, helped the learners to have obvious goals, which they worked hard to achieve by the end.

- Applying the constructivist approach and asking learners to watch videos, take notes, interact with each other, and reflect on the videos, fosters the relationship between the teacher and the learners and between the learners themselves. Similarly, Zhou (2021) conducted a study to investigate the positive consequences of building teacher-student rapport. The study reveals that building rapport fosters learners' academic engagement and involvement in different classroom activities.

- The researcher made sure that the learners were working in a safe learning environment in which they could learn from their

own mistakes. This encouraged the learners to participate and to express their thoughts through speaking and writing without being afraid of being criticized.

Limitations

The researcher encountered some challenges through the application of the program which she tried to overcome.

- At the beginning of the program, some learners were inclined to use their Arabic language. The researcher set a rule that was obvious from the beginning of the program that all the participants had to use their English language. They had to use their own words to express their ideas. They can use equivalent or similar words to keep the flow of their speech.

- Some learners were talking in English. However, they stopped occasionally to ask for English translation. The researcher did not volunteer to translate the words, so other learners stepped forward with the translation. This also increased learners' interaction and gave learners the chance to clarify any kind of misunderstanding.

- Navigation was a crucial part of this program. Learners used to navigate the topic and copy and paste what they found on the internet in their notebooks. The researcher made it clear that coping was not allowed and that it was considered plagiarism. The researcher also started the program by talking about plagiarism and the importance of avoiding it.

- To encourage learners to take part in the learning process, to feel safe, and to use language interactively to fulfil different language functions, the researcher started the first session by breaking the ice between the learners themselves and between herself and the learners.

- Some topics were brand new for the learners to talk about, such as marriage customs, unusual sports around the world, and superstitions in different countries. Therefore, it was useful to ask learners to navigate the topic first before sharing their knowledge. Learners surfed the internet to collect some information about the topic. Then, they were asked to sit in groups to have a deeper understanding of it. Finally, they share their knowledge with the whole class.

Conclusions

Based on the study results, it can be concluded that:

- Using a constructivist approach was effective in developing EFL learners' writing fluency. This was clear after administering the post-writing fluency test. It was also obvious through the learners' gradual development throughout the application.

- Contemplating the learners' needs and backgrounds helps teachers design different materials that are of interest to their learners, which, in turn, enthuses the learners to share their ideas.

- Teaching learners through movies and sitcoms motivates them to participate and attend different classes as they feel that there is always something new and interesting to write about. They also like the idea that they are being taught in a way that is different from the one used at their schools.

- Talking about funny and unusual situations and asking learners to write about them and express their opinions makes the learners excited and relieved inside the class. This also gives them an opportunity to interact and communicate in a safe learning environment.

- Teachers should highlight the idea that all the learners' contributions are welcomed and none of them are unacceptable or disapproved. This enables learners to express their thoughts freely without feeling afraid of being criticised or giving wrong answers.

- Using different grouping techniques encourages learners to share their ideas and opinions. Consequently, they have a deep understanding of the different topics. Sitting with different group members also enables learners to make new friends and to build rapport with other classmates.

Recommendations

Based on the results and conclusions reached, the study recommends the following:

- Teachers should pay much attention to developing their EFL learners' writing fluency.

- Teachers should use varied teaching methodologies, videos, and activities to help learners develop their writing fluency through watching sitcoms, movies, TEDx talks, or listening to podcasts. All these help learners be more interactive and involved in the learning process, as they need to write a reflection on something that they have just watched or listened to.

- All class activities should be related to the learners' needs, lives, and interests. This leads to meaningful learning and better learning outcomes.

- Focusing on writing fluency, learners should be given the full chance to express their thoughts and emotions in writing. This increases their self-confidence and encourages them to write, talk, and participate. Teachers can provide feedback on each learner's piece of writing.

- Teachers need to make sure they are providing a safe and fun learning environment for their learners. This environment encourages creativity and communication.

Suggestions for Further Research

Researchers may consider the following suggestions to investigate the adequacy of utilising the constructivist approach for further research:

- Investigating the effect of using a constructivist approach on different learning outcomes

- Applying the same current study to different learners with different levels

- Applying the same current study to a different age group.

- Increasing teachers' awareness concerning the importance of the learners' needs and interests.

- Following other strategies and approaches to develop the EFL learners' writing fluency.

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