

Exploring the Effects of Writing process on EFL Iraqi Students' Performance

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Abstract

This study analyzes how the Writing Process Approach affects the writing ability of students learning English as a foreign language (EFL). Baghdad University in Iraq is sending a total of sixty students to take part in the competition. When studying student writing, researchers often use a wide array of content analysis approaches. In addition to that, this research places an emphasis on the use of instructional writing strategies. We used pre- and post-testing to investigate how students' writing abilities changed as a result of being exposed to either conventional or writing procedures. According to the findings of the study, students who studied by writing had higher levels of success than those who studied in other methods. The findings of the study suggest that the writing approach is one that should be used at Baghdad University.

Keywords: Traditional writing, the approach to the writing process, and writing performance.

I. INTRODUCTION

When it comes to instructing writing, English language teachers who work in EFL settings have a lot on their plates because they are required to have an in-depth understanding of the ways in which a student's writing competence impacts their academic level. This means that they have a lot of work to do when it comes to teaching writing (Park & Son, 2011). As a direct result of this, researchers analyze the currently untapped creative potential of Iraqi writers writing in English as a foreign language.

The findings of the study indicated that the approach that placed the greatest emphasis on the role of the classroom teacher was the one that was used the most often by educational professionals.

Since the teacher imparts information and instructions to the students, there is no

requirement for the students to participate in self-directed cognition as a result of this.

The only person who has access to it is the teacher. No one else may use it. According to Ballock, McQuitty, and McNary, pupils now have less interaction with teachers and take more notes directly from the board than they did in the past (2018). As a consequence of this, researchers investigated how the writing process approach may be used to assist students in developing their writing abilities. Their investigation investigated conventional as well as unconventional methods of teaching writing in an effort to discover whether method was superior in terms of increasing students' overall levels of written production

A. .Problem Statement

The ability of pupils learning English as a foreign language to write may have an effect on their capacity for communication and learning in the English language. Because writing is the

major medium through which educators in today's schools and universities evaluate the academic progress of EFL students, many EFL education programs place an emphasis on the writing component of their curricula. According to a number of studies (Abid& Abdul Ridha,2011), (Hamza,2012), (Reishaan, 2013), and others, Iraqi English as a Foreign Language (EFL) students in general have weak writing skills and low accomplishment in writing classes (Muslim, 2014).

As a consequence of this, the majority of these studies advocate corrective actions or instructional methods and programs to enhance students' written performance; nevertheless, they fail to take into account the emotional aspects that impact writing performance among ESL students. Writing anxiety is one of the emotional variables that contributes to students' reluctance to write and their inability to create a good attitude toward writing. Students' reluctance to write and their inability to develop a positive attitude toward writing (Pimsarn, 2013:101).

Although it has been extensively documented that academic locus of control has an effect on academic performance in general (Kutains et al, 2011: 114), very little attention has been devoted to it in the context of English as a Foreign Language (EFL) instruction, especially in relation to writing competence. Numerous studies have investigated the connection between the amount of stress experienced by students of English as a second language and their degree of academic achievement (Nodoushan, 2012:126). In an attempt to make a meaningful addition to this area of research, the levels of writing anxiety and performance experienced by Iraqi students have been explored in connection to the direction of their locus of control. Research Questions

The purpose of this research is to explore the effect of the writing process on the performance of Iraqi EFL students. The research question, then, would be:

Does the writing process affect Iraqi EFL students' writing ability?

B. Research Objectives

This research aims to find out if the writing process affects the performance of Iraqi EFL students. The study's goals, on the other hand, are as follows:

To investigate how the writing process affects the writing performance of Iraqi EFL students.

II. Literature Review

The conclusions drawn from the study were based on a model that Hyland had developed before (2003). The findings of the research were based on this model, which proposed that the act of writing could be broken down into five distinct steps. In the first stage of the process, which is referred to as "pre-writing," the activities known as "brainstorming" and "planning" grab the spotlight. These actions take place before the stage that is referred to as "real writing," which is the stage that is comprised of the actual act of writing. Students often cultivate their thoughts and ideas by preparing, discussing, and then writing about the topics that are at hand in the classroom. It is at this moment that authors have the opportunity to go back over their work and make adjustments; nevertheless, it is also at this stage that the process of reviewing the work begins.

You will need to go over the rough copy in order to search for typos and other kinds of errors, and you will also need to make any required adjustments to the work that the students have generated in order to successfully bring the period of revision to a successful completion. Your work has to be sent in as soon as you have reached a point where you are comfortable with how the adjustments came out so that it may be changed. Before the preliminary text can be judged acceptable at this point, it needs only a little bit more refining than what it has already received. The author places a significant amount of importance on ensuring that his or her work has accurate punctuation, spelling, and grammar.

At this stage of a student's education, the emphasis is focused on the student's capacity to

convey their ideas and raise the authenticity of their writing. This is done by focusing on the student's ability to improve their writing.

Hourani claims that pupils regularly commit grammatical mistakes in their writing. The research comprised a total of 105 persons, including 20 instructors, 5 administrators, and 5 subjects who took part in the study. Even when considering merely the linguistic parts of being able to write, it was clear that the students' writing abilities need more investigation and development. Because of the challenges that EFL students face when it comes to writing, Ahmed (2010) decided to design a supplemental writing course specifically for these students. In all, there were forty individuals who took part, and each of them was a first-year student at a college or university. These findings lend credence to the results of the pilot research conducted by the foundation program on the various kinds of writing classes that are available. Their findings imply that there is room for improvement in writing classes.

In 2007, the authors Firkins, Forey, and Sengupta conducted a study on the influence that a genre- and activity-based teaching strategy had on students' learning outcomes. 2007 was the year that saw the conclusion of the investigation. The participants in the research consisted of 32 high school students, and samples of their written work was also included.

As a consequence of the findings, it was advised that a supportive learning environment be built in order to aid students with low academic accomplishment in developing their writing abilities. This was done in order to help students with poor academic achievement improve their writing skills.

In contrast to the results of this study, Alodwan and Ibnian (2014) investigated how the use of a process approach influenced the development of English for Foreign Language (EFL) authors. Students from Islamic University in Jordan who were not majoring in English were required to take a foundational course in the English language known as English 101.

This condition was incorporated as a component of the investigation that was carried out. During the course of this investigation, a method that may be categorized as quasi-experimental was used, as were a data collection approach and a methodology. Both of these strategies were developed with the intention of contributing to the solution of the research topic. The researchers came to the conclusion that it was to everyone's advantage to have the students create their essays utilizing the strategy of the writing process. After carrying out their inquiry, they came to this realization as a result.

Mohammedamin and Hussien (2015) undertook a piece of study with the intention of gaining a better understanding of the challenges that students face while trying to construct paragraphs while they are in school. He was able to offer a thorough discussion of the topics by using a descriptive research technique and utilizing components such as unity, order, and the use of proper language and capitalization. He used this strategy in order to provide a full discussion of the issues.

The findings of this study suggest that in order for teachers to assist students in improving their writing, they should provide opportunities for students to put what they've learned into practice while also teaching students about the structure of paragraphs and how to recognize key components such as the topic sentence, supporting evidence, and conclusion.

In addition, teachers should provide opportunities for students to apply what they've learned to real-world situations. In addition, instructors should provide chances for pupils to apply the knowledge they've gained to circumstances that are similar to those seen in the real world. Bayat investigated how the author's level of anxiety changed as a result of using the process writing approach, as well as how the author's degree of writing success changed as a result of using the technique (2014).

One piece of research led to the conclusion that when students were taught how to write using the process writing technique, a significant

improvement occurred in the students' writing abilities. While Sun and Feng (2009) explored the advantages of using a process approach when teaching students how to write, they noticed that the students' writing skills rose as a direct result of adopting this technique. This was one of the findings of their investigation.

According to the findings of an investigation, the level of writing ability shown by students who were a member of either of the two groups that were given a model for the purpose of educating writing showed a significant improvement. It has been shown that practicing authors' craft via the use of process writing exercises, as advocated by research such as that conducted by Diliduzgun, may improve their abilities (2013).

When students were taught writing using a structured method as opposed to a chaotic conventional teaching style, the researchers found that the students paid greater attention to the unity, coherence, and title of their articles. This was especially true for the students who had previously struggled with writing. In addition, pupils had a greater understanding when the organized method was used. According to the conclusions of a recent investigation that looked at both conventional and modern studies of writing, it was discovered that writing has evolved into more of a process than a finished product. (Bayat) is accountable for the most recent study that has been carried out in this area (2014). Both Diliduzgun (2013) and Alodwan and Ibnian (2014) suggest that the writing process should be used in order to aid students in improving their writing skills (2014).

III. Methodology

The individuals who signed up for the study were divided into two distinct groups: the experimental and the control. In the first lesson, there were thirty students, and the instructor gave them information that they were supposed to use in order to compose an essay about their goals for the future. For instance, the instructor made certain that the class was provided with access to all of the relevant data and resources.

After that, she gave everyone an assignment to write two paragraphs describing their long-term objectives. A second set of students used the method developed by Hayland to study through writing. The instructor guided them through each stage of the process to ensure that the students fully comprehended the ideas. Both classes were taught by the same person, a native English speaker who had a master's degree in the subject. A random sample of thirty students from the class of 2020-2021 was selected to represent each of the groups. The following criteria, which were validated by professionals in the field of writing education, were used to evaluate and grade the work of students.

IV. Findings and Discussion

Students who were trained utilizing the Writing Process Approach did much better than their peers who were instructed using more traditional methods. Students who finished their homework assignments via the use of the writing process obtained grades that were, on average, 17 points better than their peers who did their homework assignments through the use of the traditional method. Students who had a better grasp of writing concepts from hands-on experience also generated better paragraphs as a direct consequence of the experiences they obtained, according to the results of multiple research. This was a direct result of the experiences they received. Because they are using the Hyland Model, students' ability to compose extended paragraphs that are well-organized and coherent declines as a direct consequence of this (2003a).

The students in the conventional group produced less writing overall, and the paragraphs that they did produce were more disordered and less cohesive than the paragraphs that the students in the creative group produced. This is because the students in the conventional group did not adhere to a particular writing method or model. As a direct result of this, the writing produced by the traditional group was of a lower quality. In Iraqi English as a Foreign Language (EFL)

classes, particularly foundation programs where students need to develop their writing skills, the English language department of the foundation program should provide training for teachers in the writing process and in using the Hyland's Model (2003) in their writing lessons. This training should be provided by the English language department of the foundation program. The instructors of Iraqi English as a Foreign Language lessons need to get this training.

V. Conclusion

According to the findings of the study, students who learned about writing through the process of writing had a greater comprehension of writing concepts and produced better paragraphs than students who did not learn about writing through the process of writing. It has been shown that the implementation of Hyland's Model has an influence on the students' abilities to produce large paragraphs that are logically structured (2003a). As a result of not adhering to a predetermined approach or model for writing, the students in the conventional group produced less writing overall, as well as less writing that was well ordered, and the quality of the writing produced by these students was ordinary. According to the findings of the study, teachers of English as a Foreign Language in Iraq should consider implementing the writing process and Hyland's Model (2003) into their curricula. This is especially important in foundation programs, where students need to work on developing their writing skills.

The English language department of the foundation program need to be responsible for providing teachers with training in the writing process. Research published in 2014 by Alodwan and Ibnian, as well as research published in 2014 by Bayat, provides evidence in support of this concept.

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