

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

Weam Lateef Fenjan Al-Furaiji

Department of English , College of education, Al- Zahraa University for Women Karblaa , Iraq . Email : alfurajiw665@gmail.com

Abstract

This research investigates the impact of the Writing Process Approach on the writing abilities of EFL students. A total of 60 students from Iraq's Baghdad University are participating. Researchers use a variety of content analysis methodologies to examine student writing. Also, this report emphasizes the use of educational writing techniques. The effects of traditional and writing processes on students' writing performance were studied using pre- and post-testing. Students who studied through writing outperformed those who studied in other ways, according to the research. According to the results of the research, Baghdad University should employ the writing method.

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

Introduction

English language teachers in EFL settings have a lot on their plate when it comes to teaching writing because they must understand how writing ability affects a student's academic level (Park & Son, 2011). As a result, researchers assess Iraqi EFL writers' current ability to produce

Using teacher-centered approaches was found to be most common among teachers according to the findings of the study. As a result, students don't have to think for themselves because he or she provides them with information and directions. It can only be accessed by the teacher. According to Ballock, McQuitty, and McNary, students had less contact and took more notes from the board than in the past (2018). As a result, researchers looked into how to use the writing process method to help students improve their writing skills. Their research looked at both traditional and nontraditional approaches to writing in order to determine which was most effective in enhancing students' written output.

1.1 Problem Statement

EFL students' ability to communicate and learn in the English language can be impacted by their ability to write. Many EFL teaching programs emphasize writing because it is the primary medium used to assess the academic success of EFL students in today's schools and universities. Studies show that Iraqi EFL students in general have poor writing skills and low achievement in writing courses (Abid& Abdul Ridha,2011), (Hamza,2012), (Reishaan, 2013), and (Muslim, 2014).

As a result, the majority of these studies recommend remedial measures or teaching techniques and programs to improve students' written performance without considering the emotional factors that influence writing performance in ESL students. Writing apprehension, one of the emotional factors, contributes to students' reluctance to write and their failure to develop a positive attitude toward writing (Pimsarn, 2013:101). Although it has been widely reported that academic locus of control affects academic performance in general (Kutains et al, 2011: 114), little attention has been paid to it in the context of EFL education, particularly in relation to writing skill. Many studies have looked at the relationship between ESL students' stress levels and their academic

success (Nodoushan, 2012:126). Iraqi students' writing anxiety and performance are investigated in relation to their locus of control orientation in an effort to make a contribution to this field of study.

1.2 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?

1.3 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.

2. Literature Review

Researches based their findings on Hyland (2003)'s model, which identified five stages in the writing process. First; In the pre-writing stage, the emphasis is on the brainstorming and planning that takes place before actual writing begins. In general, students develop their thoughts and ideas by planning, deliberating, and then writing about them. It is at this point that writers can go back and make revisions, but it is also where the review process gets started. To finish the revision stage, you must re-read the manuscript to check for typos or other errors and make any necessary changes to the students' writing. After you've finished revising, it is time to submit your work for editing. All that's left now is to polish the draft up a bit more. The author places a high value on proper punctuation, spelling, and grammar. This level of education focuses on a student's ability to share ideas and improve the authenticity of their writing.

According to Hourani, students frequently make grammatical errors. 105 people in all: 20 teachers, 5 supervisors, and 5 participants in the

research were involved. Students' writing skills needed more research and improvement, even when only looking at linguistic aspects of the ability to write. Identifying the difficulties that EFL students have with writing led Ahmed (2010) to develop a remedial program for these students. There were 40 participants in total, all of whom were freshmen in college. These findings support the findings of the foundation program's pilot study on the types of writing courses offered. They suggest that writing courses can be improved.

A study conducted in 2007 examined the effects of a genre- and activity-based educational approach by Firkins, Forey, and Sengupta. The research involved 32 secondary school students and their work samples. A positive learning environment was suggested as a result of the findings in order to help low-achieving students improve their writing abilities. In contrast to this study, Alodwan & Ibnian (2014) investigated the impact of a process method on the development of EFL writing. Students from Islamic University in Jordan, who were not majoring in English, took a foundational course in the English language, English 101, as part of the research. There was a data collection method and a quasi-experimental design used in this study. Writing process method benefited students' essays, the researchers discovered.

Mohammedamin and Hussien (2015) conducted research on students' struggles with paragraph writing in school. He was able to describe the issues in great detail with the descriptive research design and elements such as unity, organization, and proper grammar and capitalization. Findings from this study suggest that in order to help students improve their writing, teachers must provide opportunities for them to put what they've learned into practice while also teaching them about paragraph structure and how to identify key components like the topic sentence, supporting evidence and conclusion. Bayat looked at the effect of the process writing method on both writing success and anxiety (2014). One study found that students' writing improved significantly when using the process writing method.

Sun and Feng (2009) looked into the advantages of using a process approach when teaching students how to write, and found that students' writing skills improved as a result. Students in both groups who received a model for teaching

writing improved their writing skills significantly, according to an experiment. According to studies like Diliduzgun, process writing exercises improve writers' abilities (2013). Researchers found that students learned better using a structured approach rather than a disorganized traditional teaching technique for writing, and they paid more attention to the unity, coherence, and the title of their papers. A recent review of classic and new writing studies shows that writing has shifted from being a product to being a process. (Bayat) conducted the most recent study in this area (2014). Diliduzgun (2013) and Alodwan and Ibnian (2014) advocate using the writing process to help students improve their writing abilities (2014).

3. Methodology

The participants were split into two groups: experimental and control. There were 30 students in the first class, and they were asked to write an essay about their future plans using information provided by the teacher. For example, the teacher made sure that the students had access to all of the necessary information. After that, she asked them to write two lines outlining their future goals. Using Hayland's approach, a second group of students studied by writing, with the teacher guiding them through each phase to make sure they understood the concepts. The same teacher, an English master's degree holder, taught both groups. Thirty students from the class of 2020-2021 were chosen as purposive samples for each group. Students' writing was graded and examined based on the following criteria, which was confirmed by writing instruction experts.

4. Findings and Discussion

Students who used the Writing Process Approach outperformed those who used the traditional teaching methods. Students who used the writing process outperformed those who used the traditional method by an average of 17 points. Researchers found that students who learned by doing had a better understanding of writing concepts and wrote better paragraphs as a result of their experiences. Using Hyland's Model has a negative impact on students' ability to write long, coherent paragraphs (2003a).

Students in the conventional group wrote fewer and more disorganized paragraphs, and their writing was inferior as a result of their failure to adhere to a predetermined writing technique or model. Teachers should be trained in the writing process and in using the Hyland's Model (2003) in their writing lessons by the foundation program's English language department in Iraqi EFL classes, particularly in foundation programs where students need to develop their writing skills.

Conclusion

According to the findings, students who learned through writing had a better grasp of writing concepts and wrote better paragraphs. As can be seen, students' ability to write long, well-organized paragraphs is impacted by using Hyland's Model (2003a). There were fewer and more disordered paragraphs written by students in the conventional group, and their writing was subpar because they did not follow a predetermined technique or model for writing. In Iraqi EFL classes, particularly in foundation programs where students need to develop their writing skills, the study's findings suggest using the writing process and Hyland's Model (2003) Teachers should be trained in the writing process by the foundation program's English language department. Findings from (Alodwan&Ibnian, 2014) and (Bayat, 2014) studies support this hypothesis.

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