

The Effect of Two-Party Written Composition In EFL Learning Writing For Second-Year Intermediate School Students

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Abstract

The research aimed to inspect the effect of pair-work on EFL learning writing. Since, writing has been getting more attention recently, and It has found that writing skill has lastly been acknowledged as an essential ability for language learning. It also investigated whether learners who keenly participated during the pair -work activities showed improvement in the production of the EFL writing forms. Forty-four EFL Iraqi students were taken in this study. They accomplished the pair of writing composition activities as part of their regularly scheduled English classes at the Iraqi EFL second intermediate school. The findings indicated that learners who had more participation during the pair – work of composition writing activity demonstrated improvement in the production of the EFL composition forms , even though they did not recognize the activities are useful for learning language.

تأثير كتابة الانشاء بطريقة العمل الثنائي بين الطلاب في تعلم كتابة اللغة الإنجليزية
كلغة أجنبية لطلاب عراقيين في السنة الثانية من المرحلة المتوسطة

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الملخص

يهدف البحث إلى معرفة تأثير العمل الثنائي في تعلم كتابة اللغة الإنجليزية كلغة أجنبية ، وبسبب اكتساب الكتابة مزيداً من الاهتمام مؤخراً ، و لأن مهارة الكتابة هي قدرة أساسية لتعلم اللغة. هدفت الدراسة أيضاً لمعرفة إذا كان المتعلمون الذين شاركوا في أنشطة العمل الثنائي قد أظهروا تحسناً في كتابة الانشاء باللغة الإنجليزية كلغة أجنبية. ولقد أنجز أربعة وأربعون طالباً عراقياً درسوا اللغة الإنجليزية كلغة أجنبية زوجاً من أنشطة الكتابة في فصول اللغة الإنجليزية في مدرسة عراقية متوسطة المرحلة الثانية في هذه الدراسة. وقد أشارت النتائج إلى أن المتعلمين الذين شاركوا بشكل أكبر أثناء نشاط كتابة الانشاء بصورة زوجية قد أظهروا تحسناً في كتابة الانشاء باللغة الإنجليزية كلغة أجنبية ، على الرغم من أنهم لم يدركوا أن هذه الأنشطة مفيدة لتعلم اللغة.

Introduction

Inscription of letters in any language is a difficult task for learners. It requires extensive attempts and training on the part of learner to arrive at an satisfactory level . Because of this difficulty skill, a lot of students discover it is very hard to construct an sufficient part of script.

Nowadays, the fast development of knowledge and technology has changed the world into 'a universal community' and the outcome, there is a increasing need for people of different nations to communicate with one another. In fact, this communication can be achieved more easily through a common language spoken international. In this respect, English appears to be a language that has occupied the world in almost every field. It becomes the language of science and technology as the best scientific materials are published in English. Moreover, the extensive use of English in commerce and international job makes its learning essential for everyone for communication purposes. But, the English language can be useful if only the learners can easily speak and inscribe. unfortunately, that is not what is going on in Iraqi Intermediate schools . Indeed, the mass of the EFL learners complain that inscription of English is a not easy skill. It needs a great effort with structure concern as well

as choose correct vocabulary, accurate language rules, generate thoughts and ideas about definite topic. Therefore, this paper generally aims fundamentally at investigating into the development of writing using two-party learning composition in EFL classes at intermediate level instead of one-party in learning composition writing , that always used by EFL teacher.

Aim

This study aims at working out the effect of two-party written composition in EFL learning writing.

Significance of the Study

The significance of the study lies in these points:

- 1-It is the first Iraqi effort to explore the cause of two-party written composition in EFL learning writing.
- 2- The outcome of this research will optimistically shout approval for researchers to revise the pair-work as a writing technique of EFL public schooling in Iraq .
- 3- The results of this research may paid some attention on the efficiency of this study and the opportunity to apply it in all female and male public schools in Iraq.

Limits

The current study is limited to :

- 1-Iraqi EFL second intermediate students at AL-Jawhair Intermediate School for Girls, Diyala Governorate.
- 2-The first course of the academic year 2018.

Theoretical Framework

EFL Writing Skill

Writing is one of the components of second language learning refers to second language learners' ability to write. Using different kinds of combination and association , eliminate students' introversion and make them more confident to write with everyone. (Chakraverty&Gautum,2000:12) defined writing as “a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge". That is why writing constitutes a whole process of connecting specific elements to build a complete text, which

needs to have some cohesion and coherence requirements in order to communicate related ideas that lead to a comprehensive sense.

Approaches of EFL Writing

The traditional approach for writing has been called as product approach (Murray, 1980:7). It has been commonly used in the 1950s to 1970s. The importance is on the production and not in the development of writing. Teaching script was considered essentially as a machinery teaching and the instructor acting as an evaluator. It relies on the ending stages of writing, the constant text free from mistakes. (Nunan, 1991:5). One of the negative aspects in this approach, is that students missing inspiration and turn into inactive audience in the lesson (Ahmad, 2010:3). Learners tend to memorize samples of written texts and keep in mind them when they need. Therefore, It is a huge trouble if they are told to inscribe about a topic before preceding training (Salem, 2007:13). So, there is necessarily for a novel script approach to hold up students to reveal, plan, look for thoughts, construct up, arrange, assess their inscription and above all gather the supplies of assessments in schooling life. There is a demand for method where the major principle of the instructor is to assist learners, enlarge their thoughts, and the center of the lesson is a vast ultimate collection of production than the memorization of drafts of a text.

The process approach appeared as a reaction to the previous approach; it chiefly centers on the stags of script such as preparation, plan, revert to or rewrite and alter. Raimes (1983:11), stated that learners carry out 5 interrelated stags prior to the last products come out. These stags comprise pre-writing, draft, adjust and correct, and publish. Pre-writing and brainstorming; in this stage, teachers illustrate out thoughts from learners. Then, they assist students to organize their ideas by using mind maps or visuals. At the end of this stage students write their first draft. In fact, that the initial version may not be perfect, adjust and correct; learners in this stage hold to rewrite

their writing, for instance, make sure their spelling, grammar, punctuation etc., correct or change thoughts. This can be accomplished throughout self-edit, peer edit and teacher edit. Publish; at the end of the process, students produce the ultimate outline. Many studies and researches on the EFL classes instructor's training inscription method is still in its immaturity and a few studies carry out in the investigational situation, under limited perform and variables ,using samples of students and teachers (Al-Ashri, 2013:7). With the development of text studies and discourse analysis, in 1980's the genre approach was developed with the key concept that learners could benefit from learning different genres/text types in different social contexts and situations. The key concept is that each genre has its own conventions. According to Paltridge (2001:65), the genre approach helps incorporate discourse and contextual aspects of language use with regard to structures, functions or vocabulary. One problem of this approach is how to deal with grammar issues in oversized class. Therefore, recommended form-focused activities such as class discussion, question/answer session, addressing to students' problematic forms, evaluation of students' essays, in-class writing tasks, and role-play seem practically applicable in EFL writing communicative classes which requires different organizations of pair and group work (Poole, 2005:87)

Pair-Work

Pair work or/and group work are important position to replace negotiations and information . Dobao(2012:15) assured that "In traditional classrooms, teachers talk 75% of the time in the class." In communicative language leaning classrooms students cooperate and speak with their teachers and colleagues. Teachers use only 25% of the time to speak in the classroom. So, in pair work students enhance their communication and reduce their reasonable troubles . Ongoing pair work and group work give students occasion for using language more than in a teacher- centered traditional classroom. Moreover, When students work together, will have more self-confidence than

when completing exercises individually. If students are challenging with their partners, they will be more motivated. Additionally, there is a better opportunity for self correction or peer correction and for a conversation on wide alternative of views and opinions with pair work because there are going to be many more pairs of students than groups of students. So, the best way to observe students working in pairs is to walk around the classroom during the activity correcting students who make errors and reply inquiries. (ARNTSN, 2004:3).

Pairing Students

If students take a seat in the same chairs for the intact year, they are to be harmonized with the same individual all over the course. Pairs that work fit collectively, this is a good thing but usually not everybody profit from having the same colleague for a long period of time. Therefore, teacher can try to alter the assigned seats recurrently so that everyone can make best use of the full amount they learn in class and have an occasion to work with diverse people. Create diverse groups of students is easy particularly if spaces arrangements alter throughout the year. Most researchers and practitioners separated pair-work in to two types (Byram, 2000:6, Haines, 1995:33, Harmer, 2001:5, Nolasco\ Arthur, 1988,9):

A/Open Pairs

The word 'open pairs' is used to point to a very common form of classroom contact, where two people are talking and another one is listening. There are two ways to happen this:

1-Teacher/Student Pairs

In this situation the teacher speaks to an individual student.

2-Student/Student Pairs .

The situation where two students speak to each other in front of the class. Teacher investigates, for precision model purpose. Then unstructured student replace (Woodward, 1995:3).

A variation on the open pair, is called 'melee' or 'mingle' action the whole class can be operated. The students walking arbitrarily round the class, and the teacher claps their hands students turned to near student greet each other and say few words. In a more complex level, students may have information which will guide them to discover a partner; they ask questions to others and waiting to find the correct person. (Whilst,2018:3)

B/Closed Pairs

The closed pair is fundamental in current EFL practice. In recent course books frequently instruct the students to work in pairs. The advantages of closed pair work were acknowledged in the literature (e.g. Nolasco/Arthur (1988: 42-49); Haines (1995: 55-58); Harmer (2001: 116-7); Rixon (2000: 252-3):

- 1- Rising students speaking time.
- 2- Supporting students autonomy.
- 3- Promoting for individual differences in learn style.
- 4- Encourage cooperation not competition.
- 5- Allow the teacher time to work with learners
- 6- Decrease stress by promoting students to cooperate in the real situations.
- 7- Pair work is rather speedy and easy for the teacher to set up.

Although ,Many activities benefit from a mix of pair and group work. For instance, a role-play involving two persons talking in a specific situation, and problem solving , students paired to discuss a problem and its solutions.

In the same time pair work has disadvantages specially when teachers work with large classes; the noise factor, the use of mother tongue, pairs speak about other things, pairs don't like each other, individuals don't like working in pairs in general, the space of the classroom. These challenges can be abridged through teachers well preparation and classroom management.

It is obviously , that pair and group-work are successful learning and teaching techniques which involve a variety of types of classroom organization and activities but require check the accuracy of work in a controlled practice of lessons.

Teachers should work hard when using these techniques correctly and successfully to help their students.

Methodology

Sample of the study

In the present study, forty four (only female) second intermediate students aged 13-14 were tested. The participants are native speakers of Arabic, learning English as a foreign language. They all have been learning English for at least eight or nine years . It was supposed that the students have similarly educational knowledge.

Instrumentation

Pre-test and post-test were conducted in the current study. The study was lasted six weeks. In the first two weeks participants were asked to write a composition individually ; while in the third week, they were tested to write another composition in pair, and in the fifth week the researcher asked the students to discuss and talk about the topic they write about as training to them to write in pair. After that, they were tested . In the sixth week post-test has done, students wrote a composition individually also. Each pre-test , post-test and pair- work tests were done in one lesson period i,e forty –five minutes. In scoring composition writing the researcher applied a rubric .

Procedures

Data collection was done at four different times, throughout the first course in the academic year 2018 . Forty-four students were pre-tested twice .The researcher aims of collecting the data twice times in order to notice if students who write a composition in the first week (forty-five minutes ,one period`) and their writing performance were affected by anxiety or illness .For these reasons , the researcher conducted the pre- test twice individually .Once the topic to write about : " Your favorite Hobby" , and twice to write about: "Your father's Job". To gather data, the students undertake this process, a

composition put on papers by them in their class to evaluate their positions in writing skill in pairs. For third times, the researcher lets the students to chat and talk about the topic they write during fourth week. In each week learners use up three lessons (45minutes). To estimate and examine learners development in an inscription skill, it was determined in the fourth week to tell learners to carry out a free writing. To control the students' writing, participants were all offered the quantity of time, forty - five minutes, one lesson with other topic is " Summer Holiday". It was worth to be mentioned that the pair-work test was run twice. In which the students replace their acquaintances in the fifth week beneath the researcher's instructions to write about the topic " Your Weekend". This procedure was employed to observe if their ability in writing was influenced or gain by each other or not. In the sixth session the post-test was administrated. It was a composition writing test, students were told to write a paragraph with the topic for this post-test was chosen as "What are your future dreams?" individually. Students were allotted 45 minutes to compose their writings. The pre-test, post-test and pair-work tests papers among students were gathered and ready for the scoring stage. However, not all the learners utilized the limited time as mainly of them do have imperfect language talent when writing in English. To keep away from misunderstanding on what to do, directions were given to the students in their class. To make sure of the construct validity for the pre-tests and post-test, two experts of the field revise the tests' questions, topics and rubric for scoring. Since, writing an essay or writing composition are subjective tests, peer evaluation as the procedure for scoring phase was followed by a researcher who was their own English teacher and another English teacher in the school to obtain objectivity as much as possible. It is worth to be mentioned that the inter-rater reliability value-0.91. It was a higher value which means that the test was really reliable (Selman& Murad,2012:23).

Data analysis & Discussion

In order to analyze and discuss the findings, T-test for one sample formula is used. It has been found that there are no significance differences in the students' performance who write a composition between the average of first pre-test and the pair work-test. In this respect since the computed t-value(1.81) is less than the tabulated t-value (2.07) under (21)the degree of freedom at (0.05)level of significance. This indicates that first experience for students to work in pair are not affected their writing composition, and due to the fact that students do this test for the first time and without training, as students always work in pair orally and less work in written tasks see table (1).

Table(1)
T-test value for one sample, between the first pre-test and the pair-work tests .

Level of significance	d.f	Tabulated t- value	Computed t- value	S.D.D	M.D	S,D	M.	N	Test
No significance	21	2.07	1.81	1.87	0.72	1.44	3.04	22	First Pre-test
-	-	-	-	-	-	1.74	3.77	-	Pair-work tests

From a comparison ,between the average of second pre-test and the pair-work test . The results are shown that the computed t-value(2.31) is higher than t-tabulated value (2.07) under (21)the degree of freedom at (0.05)level of significance. This indicates that there is a significance difference between the students' performances who write a composition in pair for the second time after training phase and the performance of students who write the composition individually in the second pre-test. Since the researcher makes the students practice writing a composition in pair more than once in the fifth week . The students may have affected or benefit knowledge and information from their partners see table (2).

Table(2)

T-test value for one sample, between the Second pre-test and the pair-work tests

Level of significance	d.f	Tabulated t- value	Computed t- value	S.D.D	M.D	S,D	M.	N	Test
Significance at level 0.05	21	2.07	2.31	2.11	0.59	1.21	2.40	22	second Pre-test
-	-	-	-	-	-	1.63	3	-	Pair-work tests

Regarding data analysis a comparison ,between the average of first ,second pre-tests and the pair-work tests . The results reveal that there are also significance differences in the students' performances who write a composition between the average of first , second pre-tests and the pair work-tests. This is due to the fact ,that computed t-value(2.37)is higher than tabulated t-value(2.07)under the degree of freedom (21) at(0.05) the level of significance ,which means that students have better performance ,when writing in pair rather, than writing individual. They share their ideas, experiences, through their discussions see table(3).

Table(3)

T- test formula for one sample, between the average of the first and the second pre-tests and the pair-work tests .

Level of significance	d.f	Tabulated t- value	Computed t- value	S.D.D	M.D	S,D	M.	N	Test
Significance at level 0.05	21	2.07	2.37	1.54	0.65	1.08	2.72	44	First and second Pre-tests
-	-	-	-	-	-	1.12	3.83	-	Pair-work test

Table(4)

T- test formula for one sample, between the average of the first and the second pre-tests and the post test .

Level of significance	d.f	Tabulated t- value	Computed t- value	S.D.D	M.D	S,D	M.	N	Test
Significance at level 0.05	43	2	2.30	1.43	0.50	1.64	2.40	22	First and Second Pre-tests
-	-	-	-	-	-	1.58	2.90	-	Post test

The table reveals that there is a difference in students' performance of writing composition after they work in pair ,since the computed t-value (2.30) is higher than the tabulated t-value (2) which has statically significant at 0.05 level of significance ,and this difference is in favor to students' performance of writing composition in the post-test. This result indicates that there is a significant effect in the development of students writing composition in pair-work tests see table (4).

From the analysis of the previous data it has been found that in a limited time of one schooling year of six weeks, EFL second intermediate students countenance minimum experience to the English language writing composition in pair (45 minutes per week) have obtained practically superior outcomes than writing separately.

Conclusions

From the previous data analysis and discussion ,It can be concluded that two-party written composition has positive effect in EFL students' learning writing, since their writing ability is better developed. Moreover, with maximum exposure of employment learners with acquaintances in script composition reveal considerable development in their writing ability. Teachers must make the students write paragraphs of a specific number of words in pairs. In this way they will help them to share their knowledge and experiences and discover their own errors through different written tasks instead of let

them write individually. Additionally, teachers must give students a chance to write in pair more than once a week to share their progress and fears about writing. This will be very helpful for improvement of writing skills , using extra material forms ,magazines, web sites and different books in order to make the students learning writing composition easier.

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