



The Impact of Slip Writing Strategy on Iraqi EFL Secondary School Students' Composition Writing Performance

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Abstract

EFL students need to be aware about the fact that the development of the writing skill involves dealing with writing as a process and not as a product of accurate use of grammar and vocabulary. Learners should be made aware of the writing process through the intensive practice of writing which leads to the effective use of the writing strategies that allow them to decide about what to write, , how to evaluate what they write ,and how to write.

We should making students aware of the different processes of writing will help them to overcome the barriers they face when they write and to produce well written texts. The findings gathered in this study confirmed the set hypotheses in that the problems the students face in writing can be avoided, and effective production can be achieved if they are made aware of the importance of the writing process and the stages it entails.

In the field of TEFL, several strategies have appeared to improve learners' composition writing, one of them is Slip Writing Strategy (SWS), which every student can generate one sentence per slip. The scoring consists of four components which are vocabulary and structure; organizing, linking, and register; presentation and coverage of points; and finally relevance, handwriting, and spelling.

Keywords: Writing, Flip writing, composition, Strategy, EFL, performance

1. Section One

1.1 Introduction

The Problem and It's Significance

In Iraq, teaching EFL and the prescribed textbooks reflect the fact that the secondary or preparatory school students are young adults need opportunity to expand their knowledge of English and become more fluent users of the language. It also encourages the students to develop their study skills in terms of the four skills- reading, listening, speaking and writing (Johnston & Farrell, 2013:2).

Effective writing requires several things: a high degree of organization regarding the development, and structuring of ideas, information and arguments.

The benefit of using this strategy is not only in the variety of ideas and solutions that can be triggered: it also helps students get involved and feel that their contributions are valued. It allows individuals' thoughts to flow freely on to paper without interruption, and it can also level the playing field between quieter and more outspoken participants, allowing students to contribute equally.

1.2 The Aim

The present study aims at investigating the Impact of Slip Writing Strategy on Iraqi EFL 4th Grade Secondary School students' Writing Composition.

1.3 The Limits

The present study is limited to the following:

1. Fourth class secondary school students during the academic year (2016- 2017)
2. The textbook is entitled "English for Iraq" for 4th year secondary school (2013) by Garnet Publishing Ltd.
3. Al- Rowad secondary school for boys. New Baghdad/ al Rusafa

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2. Section Two: Theoretical Background

2.1 An Introductory Note

This section presents the theoretical background and sheds light on the notions of SW, CW, and other related terms and perspectives.

2.2 Teaching English in Iraq: A Historical Review

English was taught as a second language beginning from the first primary year during the first year, then , it was decided to teach it from the fifth primary year and its state was changed from a second language into a foreign language (Al- Chalabi, 1976 : 42, cited in Abdul – Kareem, (2009:4)). The course of ELT in previous periods has been composed in Britain. The first series was entitled " The Oxford English Course" by Oliphant , the second one was "The Oxford English Course for the Middle East" by Faucett , while the third one is entitled " The Oxford English Course for Iraq " by Hornby , Miller and an Iraqi expert Selim Hakim (El-Bettar, 1965: 2, ibid). The first two series had been used until the middle of the 1950s , while the third one had been used until the early of the 1970s (Ramadhan, 2001:12; ibid:5)

2.3 Slip Writing Strategy (SWS): A Historical Background

SWS has been closely correlated to Dr. C.C Crawford who has joined the faculty of USC School of Education in 1926 and provided assistance to graduate students writing their theses. During that times he has developed what become known as SWS which greatly has aided students in gathering and classifying their data. During the Second World War, Dr. Crawford and others, including John Gerlitti, who is a professor in the school of public administration, has employed SWS to develop rapidly a variety of manuals and procedural guidelines for military, particularly in the area of procurement (Dettmer,1997:212).

The School of Public Administration came into the picture in the last few years of Dr. Crawford's life , which was both fortunate and surprising. It was fortunate because there was less time for conflicts to develop. It was surprising in that the school's faculty had employed his strategy over years. Professor John Gerlitti routinely endorsed the strategy when talking to the students working on their theses saying that:

Professor Frank Sherwood included the Slip Strategy in his classes which is where I first heard of it. Before we became connected to Dr. Crawford Strategy, I made very good use of his strategy in a major study our faculty conducted for the California department of Real Estate. This came as a pleasant surprise to Dr. Crawford (Clayton, et al, 2010: 4

3. Section Three: Methodology and Procedures

3.1 An Introductory Note

The present section is concerned with the presentation of procedures that have been followed in carrying out the experimental part of the present study, population and sample selection procedures, equalization between the experimental and control groups.

3.2 Population and Sample Selection

The whole population of the present study includes 4th grade secondary school male students admitted to the Directorate General of Education of Baghdad during the academic year 2016-2017 From Baghdad Directorate 4th class students at Al-Andalus Secondary School for Boys has been chosen to be the representative sample of the present study. The total number of those students is 157 who are grouped into three sections, namely: A, B, and C. Two sections have randomly been selected out of the three sections; namely: A and B. Section B represents the CG which includes 51 students. Section A represents the EG which includes fifty two students. The total number of the students in the two groups is 103. Three repeaters have been excluded from the two sections to avoid their past experience. The final number of the selected sample is 100, 50 students per group (see Table 3-3).

Table 3-3 The Sample of the Study

Group	No. of Students	
	Before Exclusion	After Exclusion
CG	51	50
EG	52	50
Total	103	100

3.4 Equalization Between the Two Groups

The main purpose of this equalization between the two groups is to take into consideration certain variables that may cause a variance in the performance of test takers. These variables include students' scores of English language in the mid-year exam, students' age, their performance on the pretest, and the academic level of the parents. Information concerning these variables has taken from the students themselves and their personal records

3.5. The CG

The CG is the group that has been taught according to the technique stated in the teacher's book employed in teaching. The writing activities in each unit have been taught within two weeks (See App. E).

3.5.1 The EG

Concerning the EG (section A) which has been taught according to the SWS, the first day is restricted to define SWS. It is important that everyone has a clear understanding of what this strategy means, the main purpose of using it, when to use it, the benefit required from it, how the slips are used, the number of sentences that should be written and where to write them, how the results might be used, the method required to achieve the composition writing, size and number of slips, what kind of information is sought, the input, and so on. So the team leader or facilitator defines the issue or objective at hand, devotes some time to ensure clarity by all members

3.6 Statistical and Mathematical Tools

To achieve the main aim of the present study, various statistical instruments have been used as shown below:

1. The Percentage;
2. T-test;
3. Chi-square;
4. Pearson correlation formula;
5. Difficulty level;
6. Discriminating power.

4. Section Four: Data Analysis and, Results

4.1 An Introductory Note

The present section deals with data analysis of the results obtained according to the aim and the hypotheses of the present study.

4.2 Data Analysis

Since the aim of the present study is to investigate the impact of SWS on Iraqi EFL students' CW, five null hypotheses have been posed.

4.2.1 First Component: Vocabulary and Structure

By using the T-test for two independent samples, there is a statistically significant difference between the mean scores in favour of the experimental group which has been taught by the SWS in the Vocabulary and Structure Component.



4.2.2 Second Component: Organization, Linking, and Register

By using the T-test for two independent samples there is a statistically significant difference between the mean scores in favour of the experimental group which is taught by the SWS in the Organization, Linking and Register Components.

4.2.3 Third Component: Presentation and Coverage of Points

By using the T-test for two independent samples, there is a statistically significant difference between the mean scores in favour of the experimental group which has been taught by the SWS in the Presentation and Coverage of Points Components.

4.2.4 Fourth Component: Relevance, Handwriting, and Spelling

By using the T-test for two independent samples, there is a statistically significant difference between the mean scores in favour of the experimental group which has been taught by the SWS in Relevance, Handwriting, and Spelling Component.

4.3 Discussion of Results

The day- to-day teaching for Iraqi ELT teachers lies in choosing the appropriate techniques and strategies. Any decision they make- such as whether to provide students with a first sentence or not, or whether to mark all errors or only a selected few- is a decision about teaching technique.

As Iraqi students struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real need for finding the right word and the right sentences. The close relationship between writing and thinking makes writing a valuable part for any of language course. This is clearly provided by employing the SWS in writing composition.

By the application of this new strategy, it has been found that a great percent of Iraqi students' CW performance has developed in its four components which are: Vocabulary and Structure; Organizing, Linking and Register; Presentation and Coverage of Points; and Relevance, Handwriting and spelling. Consequentially, the students' overall performance in CW has developed and their scores has increased.

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