

The Effect of Model Essays on Developing Accuracy and Complexity of EFL Learners' Writing in the Iranian Context

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Abstract

During the last decades, finding methods to teach essay-writing more efficiently and effectively has been a challenge for EFL English teachers. The main purpose of this study was twofold: first, it aimed at investigating the effect of model essays on EFL learners' noticing different aspects of language which were classified into four categories (lexicon, grammatical form, discourse and content); second, it attempted to find out the effect of model essays on developing accuracy and complexity of EFL learners' writing. The participants in the present study were 40 female EFL learners. There were two groups: control group and experimental group. The Control group received teacher's written error correction as feedback and experimental group received model essays as a feedback tool. The results of the study showed that students in the experimental group mostly noticed vocabulary in the model essays. Furthermore, ANCOVA test was used to assess the effect of modeling of native speaker writing on accuracy and complexity of EFL Learners' writing. The results revealed that modeling of native speaker writing significantly affected the accuracy and complexity of EFL learners' writing. The findings of the study suggest that model essays should be included in writing courses and teachers should encourage students to use models by promoting noticing.