

Teaching cultural awareness in academic writing skills in EFL classes: Soran and Salahaddin universities as a case study.

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ABSTRACT

This paper aimed to highlight the impact of teaching cultural awareness in academic writing skills in EFL classes. Also, it tended to answer these research questions: 1- To what extent do Kurdish EFL learners pay attention to cultural aspects of English Academic writing? 2- Would students, who receive teaching English cultural aspects of writing, have better writing productions in terms of including cultural elements of EAW? The quasi-experimental method has been used. Thus, 28 and 27 EFL students were selected for both the experimental and control group from Soran and Salahaddin Universities in Kurdistan Region- Iraq. Essay writing was employed as the data collection instrument for the pre-test and post-test. The results revealed that the participants' essay writing and academic writing skills in both groups improved. Still, the essay scores of experimental group participants were higher than control group students and significantly enhanced.

Introduction

Language, as a complex system, has various classifications according to skills and forms, Common European Framework classified skills into productive and active (speaking and writing) and receptive and passive (listening and reading). They also divided language forms into spoken and written forms. The researchers and observers in the field of language teaching believe that the degree of difficulty of productive over receptive skills goes back to the teachers use of different methods and approaches (Rijal & Arifah, 2017).

It can be seen that learners have more difficulties with productive skills (speaking and writing) than receptive and passive skills (listening and reading). Jaramillo and Medina (2011) and Urrutia and Vega (2010) showed that many factors affect learners' performance in productive skills, such as enthusiasm, inclination, aptitude, and inspiration. Thus, Ellis (2008) mentions that learners' understanding and knowledge affect the problems.

Research Questions

The study attempts to answer the following questions:

- 1-To what extent do Kurdish EFL learners pay attention to cultural aspects of English Academic writing?
- 2-Would students who receive teaching English cultural aspects of writing have better writing productions in terms of including cultural elements of EAW?

Research Hypothesis

The difference will be witnessed between the students assigned to the experimental group performance in the essay writing pre-test and post-test significantly in terms of organization, cohesion and coherence as well, the structure and mechanics of English academic writing style.

2.1 Theoretical Background

Despite the learner's willingness and knowledge, the mechanism of acquiring and learning productive and receptive skills differs. Regarding receptive skills, the learners are not responsible for producing language; they only receive language by ears and eyes. As Linse and Nunan (2005) described, the process of making meaning commences by changing the sound we hear into a message. And also another mission of listening is to distinguish different sounds and make words and sentences. However, reading is classified as a receptive skill, but the process of making meaning is a little different. As (Anthony, Pearson & Raphael, nd, as cited in Irma, 2021) mentioned, the learner's knowledge, active participation, and concentration are required in meaning construction. The eyes receive the message and send it to humans' brains to decode it.

In terms of productive skills, the observers and researchers described them in a comprehensive method. As Irma (2021) pointed out, "Brown, Burns and Joyce, stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. When the brain has an idea, it encodes it and sends it to the mouth. Using an articulation system, the mouth produces the spoken text" (p.134). It can be seen that the human organs and process of meaning are different from the previous receptive skills, and it requires a learner's dynamic contribution.

Nevertheless, speaking and writing skills require human beings activeness and engagement, but the process of decoding the messages is different. In terms of writing skills, the method of making meaning is internal. As Brown (1983) states, the brain processes an idea and sends it to the hands to put it into production. And the writing production (the words and sentences) is visible to the readers through a written form, and communication occurs without the writer's presence.

2.2 The integration of English language skills

Despite the four skills ontology and nature, integrating them in EFL classrooms became a necessity and a pedagogical act by language tutors and researchers. The history of the separation and integration of the four skills over the last two centuries has been elaborated in detail by Hinkel (2010). He further explained

that the divergence between the US and the UK in the mid-twentieth Century reflected the separation and methodological criteria and actions. In other words, the two colonial countries' post-World War II language teaching policy shifted to focus on some skills more than others. For instance, with the emergence and US's demand for the audio-lingual approach, the receptive skill as listening and productive skill, have been emphasized. According to Hinkel (2010), the separation lasted for some decades, and Widdowson (1987) was the first linguist to call for the integration of the skill to raise the learner's competency and proficiency. Thus, it can be said that the four language skills depend on each other; they cannot function separately. Integrating receptive and productive skills in the classroom requires the learner's better engagement, and language tutors use different techniques and strategies.

2.3 Teaching the four skills

Despite the separation and the call for integration experienced in the Twentieth Century, but the emergence of certain language teaching approaches, such as Communicative Language Teaching (CLT), inspired language teachers and curriculum designers to combine all the skills in one class. According to Canales and Swain (1980, as cited in Hinkel, 2010), language learners need to obtain three competencies such as communicative, grammatical, and sociolinguistic. They further explained that studying all the skills collectively and concurrently in a context allows the learners to obtain all the patterns of the motioned competencies.

In addition, studying language skills together would identify the learners' achievement. Makassar (2018) explained that it helps learners and teachers learn and teach; the learners can evaluate their learning strategies and effectiveness. And it also reflects the teacher's performance and adjustments in teaching techniques and materials being implemented and used. Therefore, the language learner's satisfaction and inspiration depend on the competence and enabling of all language skills.

However, teaching and learning productive and receptive skills require different materials and strategies. And even teaching and learning them requires the

curriculum to embrace multi-tasks and various activities. As Mehmood and Dilawar (2019) proposed, storytelling is an effective way to develop young learners' receptive and productive skills in a condition to have teacher training. According to Noaman (2013), literature is considered the other material to teach in the EFL classroom, and it can be regarded as an umbrella for combining and gathering all four skills. Thus, recent approaches to teaching and learning receptive and productive have proposed many strategies for connecting and teaching the skills.

Despite having teachers' inspiration and pedagogical approaches for teaching all language skills, researchers and experts in the field of TESOL demand professional development because the statute of the English language has witnessed a significant change over the last 30 years.

As Marilina (2019) highlighted:

In particular, the unprecedented worldwide spread of English, leading to significant changes to the forms, use, demographic backgrounds, and status of the English language, has led to the emergence of a paradigm of English as an international language; a paradigm in the applied linguistics and TESOL disciplines that challenges the so-called "native-English-speaker" based perspectives of English language usage, communicative strategies, and pedagogical strategies (p. 1)

And, also due to the dynamic of the English language, the teachers' critical thinking in their teaching practices has been focused on the 21st Century. As Kaviani and Haidar (2019) stated, the diversity of the English language in sociopolitical characteristics requires the teacher to inspire critical thinking. Thus, teaching language skills must be matched with the current existence of the English language linguistically and culturally framed.

2.4 Previous Studies

Writing is challenging to develop and practice, particularly in EFL settings. It is a complicated social activity that reflects the writer's communicative abilities. As Brown (2007) claimed, to simultaneously convey meaning through writing, writers have to develop compositions that connect content, organization,

structure, and mechanics satisfactorily. Thus, the nature and different sorts of writing assignments have been the subject of research in this area, and an attempt has been made to support the theoretical and pedagogical growth of this important skill by better understanding the writing requirements of ESL/EFL students. The difficulties and errors EFL students encounter when producing a piece of English academic writing have been the subject of extensive research. In their research entitled "Analyzing Writing Errors of Kurdish EFL Students," Ahmed and Salim (2021) claimed that the study aimed to identify the Kurdish EFL learners' errors in English writing skills. The data was obtained from the writing samples of 80 learners at two universities in the Kurdistan Region of Iraq. The study indicated that the majority of mistakes made by Kurdish EFL students were in grammar, lexicon, punctuation, and spelling. Therefore, the research recommended that appropriate teaching methods be employed while teaching EFL students, and corrective feedback should also be offered to improve students' writing abilities.

Many scholars have looked into the issues that EFL learners have with coherence and cohesion, which are essential elements of formal English writing. In their investigation titled "grammatical cohesion skills for EFL Learners," Omar, Hamad, and Saleem (2020) focused on cohesive texts. The research aimed to explore the use of anaphoric pronouns as cohesion devices. Also, it aimed to reveal why EFL learners do not use cohesion features in their writing. The research analyzed the 60 assignments of learners in EFL departments to detect the extent of cohesive feature usage. The findings also indicated potential cross-linguistic influence (in both positive and negative forms). According to the study, the ineffective use of references was caused by a lack of effective instructional methodologies. The findings suggest that Kurdish EFL students require more effective instructional strategies to understand how to employ grammatically coherent devices.

Furthermore, the unity of English academic writing skills requires more features and techniques. Halliday et al. (1989) state that writing requires greater effort and discretion because it is an explicatory act. Since transitional words are important to make the paragraphs or essay cohesive and coherent, thus, Hama

(2020) conducted a study under the title "An Investigation into the Difficulties of Using Transitional Words in Kurdish EFL Students' Writing at the University Level." The study participants were second and third-year EFL university students; the research found that the Kurdish EFL students have difficulties using transitional words in their writing assignments. Also, the study showed that pedagogical instructions could raise students' awareness of applying transitional words because the results indicated that third-year students were better than second-year students.

Hence, the previous study investigated the importance of using transitional words as cohesion devices by Kurdish EFL learners, but grammatical cohesion skills are also vital in making a cohesive text. Thus, Omar, Hamad, and Saleem (2020) explored grammatical cohesion skills in their study under the title "Grammatical cohesion skill for EFL learners: The case of university level Kurdish learners of English. The study aimed to examine the use of anaphoric pronouns and also try to reveal the reasons of not using cohesive devices by the Kurdish EFL university learners. The writing tasks of 60 English department students were examined. The study found that the inappropriate methods and techniques of teaching writing were the main motives for not using cohesive grammatical devices in the writing assignments by the students.

The present article stands apart from previous research examining teaching the culture of English writing and the effect of rising cultural awareness on students' written performance in EFL departments. Likewise, it focuses on cultural-based courses and how they develop students' writing skills.

3. Methodology

3.1 Research Design

Due to the nature of the research and the data collection tools, a quasi-experimental approach has been used in the current study. Vanderstoep and Johnston (2009) proposed that because quasi-experiments are typically conducted in real-world situations rather than laboratories, they are frequently regarded as correlational research rather than true experiments because they

focus on finding statistical correlations between two variables rather than causal. Thus, this research method was employed.

3.2 Participants

The participants are students from Soran University and Salahaddin University – Erbil, including English departments from the faculty of basic education at Soran University and the college of basic education at Salaheddin University- Erbil. The number of participants for the control group is 20 female and 7 male undergraduate students at Salaheddin University and 21 female and 7 undergraduate students for the experimental group at Soran University. Creswell (2014) stated that the participants in the quasi-experimental methods were not randomly chosen. Therefore, the present study selected the experimental and control groups in different universities mentioned above.

3.3 The Instruments of the Study

Since the qualitative data need to test the study's hypothesis, the data are collected through an essay writing procedure as a pre-test and post-test for both the experimental and control group. The essay writing topic was extracted from the IELTS task 2 writing test. The essay topic was an argumentative essay to check the features of English academic writing culture. The participants had to spend 40 minutes writing 250 words about the title in pre-tests and post-tests.

3.4 Procedure

Afterward, the research design was finalized and confirmed; the researcher was assigned to teach the experimental group for eight weeks. Regarding the control group, their regular teacher gave them the lesson. Also, eight weeks of teaching instructions were appointed to be taught to the Experimental group, supported by the number of workload hours according to the Bologna process system, which is being implemented at Soran University.

In terms of the control group, since the study design is quasi-experimental. Therefore, the students were required to do the pre-test because they had to start their course according to their university academic calendar. And the

students in the Control group studied thirteen weeks of instruction except for the midterm and final examinations within a one-semester essay writing course at Salahaddin University with a different teacher. However, Salahaddin University is one of the governmental universities in the area, but the system is semesters. Thus, the methods by which the control group's students receive instructions differ from the Experimental group.

Regarding the experimental group, the researcher was the teacher of the course given to the experimental group. The teaching strategies and approaches used matched the terms and regulations of the student-centered approach. It can be said that the students were responsible for or took ownership of their learning. Also, the researcher played different roles in class and outside, such as facilitator and coach, to achieve good outcomes and performance.

3.5 Data Analysis

After the data collection, the writing essay papers were given to two markers to score. The papers were scored according to Paula's rubric (Paula, 1999); the purpose of using Paulus' rubric was to determine whether teaching cultural awareness to the undergraduate EFL students in academic writing courses would help them write better. After completing the essay scoring process, the data was inserted into SPSS (Statistical Package for the Social Sciences) software to correlate the findings for the scores in both the pre-test and post-tests.

4. Results and Discussion

The study investigated whether teaching cultural awareness would develop students' writing skills. Thus, the data gathered through the essay writing instrument, pre-test, and post-test used in the study for both experimental and control groups, the findings and results of the investigation are reported in this section.

4.1 The essay scoring criteria

Two teachers who taught writing skills before from one of the EFL departments were selected to rate and score the students' essays in the control group before and after their normal semester of writing skills course. Similarly, the students' essays were in the experimental before and after participating in the writing course for 8 weeks. A modified version of Paulus' (1999) rubric was provided to the markers. The essays were used to evaluate the five writing-related criteria of organization, development, cohesion, structure, and mechanics. The vocabulary criteria had been excluded from the rubric to maintain reliability between the experimental and control groups. Likewise, the focus of the study was on the other principles of writing.

4.2 The reliability of rating

The sample variation in this kind of analysis is obvious. Therefore, the judgment is based on the markers' evaluation and criteria. Thus, this research used the SPSS program to check the correlation and consistency between the two markers, and Cronbach's alpha was employed. As illustrated in Table 4.1, the consistency and internal reliability for the control group scoring were checked; it was 0.93, considered a high and reliable result because it is ≥ 0.70 . Since checking the internal reliability of essay scoring between the two judges was also required for the experimental group, as mentioned above, Cronbach's alpha was used, the result was 0.93, which was highly acceptable.

Table 4.1 Cronbach's alpha for the two judges' Pre-test scoring

	N of Items	Cronbach's Alpha Based on Standardized Items	Cronbach's Alpha
Control Group	2	.939	.939
Experimental Group	2	.934	.932

After checking the internal reliability, the post-test scoring essay papers of the control group from both the first and second judges were confirmed, as shown

in Table 4.2. The results obtained for Cronbach's Alpha were 0.945, which confirmed the high and acceptable reliability since it is ≥ 0.70 .

Finally, the research required checking the reliability of essay marking between the two markers. As illustrated in Table 4.2, the result for Cronbach's alpha was 0.917, which is highly acceptable because it was ≥ 0.70 .

Table 4.2 Cronbach's alpha for the two judges' Post-test scoring

	N of Items	Cronbach's Alpha Based on Standardized Items	Cronbach's Alpha
Control Group	2	.945	.945
Experimental Group	2	.917	.887

As illustrated in the above tables and the results obtained for Cronbach's alpha, the first and second markers' scores were extremely related. An appropriate correlation coefficient was discovered for the first and second markers. This finding showed that using a third marker would not be necessary to resolve any discrepancies between the ratings provided by the first and second markers.

4.3 The Correspondence between the control and experimental groups

Before any treatments were administered, it had to be necessary to establish that the experimental CL and control TL groups were comparable or that their levels of writing skills were approximately the same. This would make it more practicable to contrast the outcomes of the two groups and aid the researcher in interpreting and comparing them.

As illustrated in Table 4.3, the findings show that each student in the control group averaged a total score of 16.37 on the pre-test, compared to 15.29 for each student in the experimental group. The independent parried t-test result ($p < .336$) did not find the mean difference of 1.8 to be significant. Thus, the statistical results indicate that both groups were identical before getting the treatments.

Table 4.3, the correlation of overall scores of essay writing for both markers pre-test of Experimental Group

	Mean	N	Std. Deviation	Mean Difference	P Value
Pre-test Control Group score overall	16.3 7	27	4.413	1.08	0.336
Pre-test Experimental Group score overall	15.2 9	28	3.886		

4.4 The Analysis of the Study's Hypotheses

A few hypotheses were proposed to find answers to the research's questions. For the analysis, every separate component has been placed under the appropriate study hypothesis, as outlined in the following research hypotheses: 1-The difference will be witnessed between the students assigned to the Experimental group performance in essay writing in the pre-test and post-test significantly, in terms of organization, cohesion and coherence, the structure and mechanics of English academic writing style.

Due to the fact that the first hypothesis involved examining the same group twice, a paired t-test was used for its analysis, as indicated in Table 4.4. 28 students from the experimental group completed the pre-and post-test essays, as was already mentioned. The results showed a highly significant difference between the pre-test and post-test scores in this group ($t = 12.97, p. 0.000$). In the experimental CL group, the mean overall score attained by each student was 15.82 in the pre-test, while the standard deviation was 4.2. In the post-test, the mean score was 28.79, and the standard deviation was 3.8.

The findings supported the hypothesis that there would be significant variations in the essays of students who participated in the academic writing course and its culture.

Table 4.4 compares students' overall scores in the experimental group's pre-test and post-test essays.

	Mean	N	Std. Deviation	Std. Error Mean	Mean Difference	T	df	Sig. (2-tailed)
Overall (Pre-test)	15.82	28	4.2	0.799	12.97	-	27	0.000
Overall (Post-test)	28.79	28	3.8	0.728				

Following the overall analysis and comparison of students' essay writing in the pre- test and post- test, the six components of organization, development, coherence and cohesion, structure, and mechanics encompassed by Paulus' rubric were analyzed independently in each of the evaluations of the raters' scores for the student's work. The same group was tested twice; hence, the paired t-test was employed. The following sub-hypotheses were used to group these elements:

As shown in Table 4.5, The mean for the organizing characteristic of academic writing for students in the experimental group was 3.07 in the pre-test and 5.46 in the post-test, indicating a mean difference of 2.39, a very significant difference ($t = 9.6, p.0.000$). This suggests that after studying the features of academic writing skills, the students in the experimental group had improved their essay organization aspect. As a result, this hypothesis was verified.

Table 4.5 compares the experimental group's pre- and post-test essay scores for organization elements.

	Mean	N	Std. Deviation	Std. Error Mean	Mean Difference	t	df	Sig. (2-tailed)
Organization (Pre-test)	3.07	28	0.766	0.145	2.39	-9.6	27	0.000
Organization (Post- Test)	5.46	28	1.071	0.202				

As can be seen in Table 4.6, the mean score obtained in the pre-test was 3.43, while the post-test score was 5.75 with a mean difference of 2.32; there was a highly significant difference between the experimental group's pre-test and post-test essays in the development category ($t = 9.2, p.0.000$), the obtained results support the proposed hypothesis.

Table 4.6 compares the experimental group's pre-test and post-test essay scores for development elements.

	Mean	N	Std. Deviation	Std. Error Mean	Mean Difference	t	df	Sig. (2-tailed)
Development (Pre-test)	3.43	28	1.168	0.221	2.32	-9.2	27	0.000
Development (Post-test)	5.75	28	1.041	0.197				

The experimental group's pre- and post-test essays showed a highly significant change in cohesion and coherence ($t = 9.6, p 0.000$), as shown in Table 4.7. The pre-test mean was 3.25, while the post-test mean was 5.75, resulting in a mean difference of 2.5. Thus, due to their participation in the course, the coherence and cohesion of the students' essays improved. Therefore, this hypothesis was verified.

Table 4.7 compares the experimental group's pre- and post-test essay scores for coherence and cohesion elements.

	Mean	N	Std. Deviation	Std. Error Mean	Mean Difference	t	df	Sig. (2-tailed)
Coherence & Cohesion	3.25	28	1.076	0.203	2.5	-9.6	27	0.000

(Pre- Test)								
Coherence & Cohesion								
(Post Test)	5.75	28	1.041	0.197				

According to the findings presented in Table 4.8 below, the experimental group's pre-test mean in the structure category was 3.07. In contrast, the post-test mean was 5.93, a difference of 2.86, indicating an extremely substantial change concerning structure ($t = 11.0, p.0.000$). Thus, this hypothesis was verified.

Table 4.8 compares the experimental group's pre- and post-test essay scores for structure elements.

	Mean	N	Std. Deviation	Std. Error Mean	Mean Difference	T	df	Sig. (2-tailed)
Structure (Pre- Test)	3.07	28	1.152	0.218	2.86	-	37	0.000
Structure (Post Test)	5.93	28	0.813	0.154		11.0		

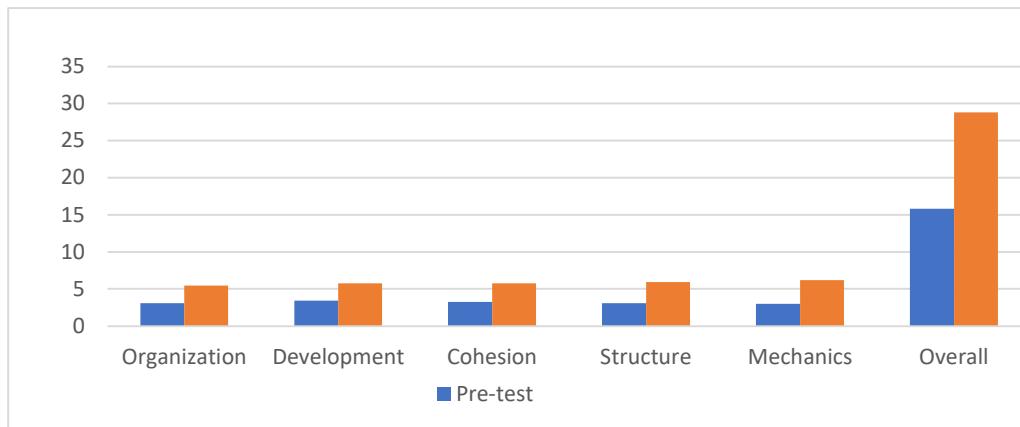
The mean for mechanics in the pre-test and post-test was 3 and 6.18, respectively, with a mean difference of 3.18, as indicated in Table 4.9. This finding shows a highly significant difference ($t = 10.9, p 0.000$), indicating that the student's essay writing techniques have improved due to participating in the writing course. In light of this, the hypothesis was verified.

Table 4.9 compares the experimental group's pre- and post-test essay scores for the mechanics element.

	Mean	N	Std. Deviation	Std. Error Mean	Mean Difference	t	df	Sig. (2-tailed)
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Mechanics (Pre- Test)	3	28	1.018	0.192	3.18	-10.9	27	0.000
Mechanics (Post- Test)	6.18	28	1.156	0.219				

In summary, the results showed that after participating in the writing course as the study's main data collection tool, the experimental group students had improved in all five elements of their academic writing skills. Nevertheless, some elements of academic writing improved far more than others. Although t-tests revealed that all of these changes were statistically significant, the categories in which the students had made the most progress were mechanics and structure, followed by development and coherence and cohesion, then organization, where they had made the least progress. Thus, it may be argued that teaching cultural awareness in writing significantly improved the mentioned elements of English academic writing. The above findings are shown in Graph 4.1.



Graph 4.1 Findings of the experimental group students' pre- and post-test essay scores summarized in accordance with the rubric's categories.

2- The difference will be noticed between the students assigned to the Control group performance in essay writing in pre- and post-test, in terms of organization, cohesion and coherence, and the structure and mechanics of English academic writing style.

The paired t-test was also used to evaluate the hypothesis. Twenty-seven students from the control group completed in the pre- and post-test essays, as already mentioned. Table 4.10 shows a significant difference between the control TL group's pre- and post-test essay scores ($t = 2.51, p 0.019$). Compared to a mean of 18.52 and a standard deviation of 5.12 in the post-test, the total scores for each student in the control TL group in the pre-test were 16.33 and 4.51, respectively. The students in the control TL group's writing abilities had improved after three months of participation in the conventional teaching methodology, as evidenced by the mean difference of 2.51.

Table 4.10 compares students' overall scores, in the control group's pre- and post-test essay

	Mean	N	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
Overall (Pre-test)	16.33	27	4.51	2.19	-2.51	26	0.019
Overall (Post-test)	18.52	27	5.12				

The findings supported the assumption that the essays written by students in the control group before and after taking part in the university's normal writing course would significantly differ.

The paired t-test was then used to analyze the raters' ratings for each of the five academic writing features examined in the rubric. According to the following sub-hypotheses, these factors were categorized:

Table 4.11 demonstrates that for students in the control group, the mean and standard deviation for the organization element of essay writing were 3.52 and 1.12 in the pre-test, and 3.93 and 1.36 in the post-test, producing a mean

difference of 0.41. Meanwhile, there was a difference; it was not significant ($t = 1.70, p > 0.102$). This shows that after getting instructions in the conventional teaching course, the essay organization of the students in the control group hadn't improved. Therefore, this hypothesis was not verified.

Table 4.11 compares the control group's pre- and post-test essay scores for the organization element.

	Mean	N	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
Organization (Pre- Test)	3.52	27	1.12	0.41	-1.70	26	0.102
Organization (Post-test)	3.93	27	1.36				

According to Table 4.12, the pre-test mean was 3.44. In contrast, the post-test mean was 4.15, with a mean difference of 0.70, showing a significant difference in the development segment for the control group ($t = 2.89, p < 0.008$). As a result, this assumption was confirmed.

Table 4.12 compares the control group's pre- and post-test essay scores for development elements.

	Mean	N	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
Development (Pre-test)	3.44	27	1.01	0.70	-2.89	26	0.008
Development (Post-test)	4.15	27	1.20				

As demonstrated in Table 4.13, the control group's pre- and post-test essays significantly differed in coherence and cohesion. The pre-test mean and standard deviation were 3.07 and 1.11, while the post-test ones were 3.63 and 1.24, respectively, resulting in a mean difference of 0.56 ($t = 2.85, p < 0.008$). Thus, following their participation in the conventional learning technique, the coherence and cohesion of the students' essays improved. As a consequence, this hypothesis was verified.

Table 4.13 compares the control group's pre- and post-test essay scores for coherence and cohesion elements.

	Mean	N	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
Coherence & Cohesion (Pre-test)	3.07	27	1.11	0.56	-2.85	26	0.008
Coherence & Cohesion (Post-test)	3.63	27	1.24				

Following the previous procedures, the paired t-test was used to analyze the data for the control group student's essay writing structure feature. The obtained mean and standard deviation for the structure were 3.26 and 0.98 in the pre-test and 3.48 and 1.05 in the post-test, respectively, as indicated in Table 4.14. This mean difference of 0.22 was insignificant ($t = 1.36, p. > 0.185$). As a result of their studying in the normal writing courses, the students' essay writing structure had not enhanced. Therefore, this hypothesis was labeled as a null hypothesis.

Table 4.14 compares the control group's pre- and post-test essay scores for structure elements.

	Mean	N	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
Structure (Pre-test)	3.26	27	0.98	0.22	-1.36	26	0.185
Structure (Post-test)	3.48	27	1.05				

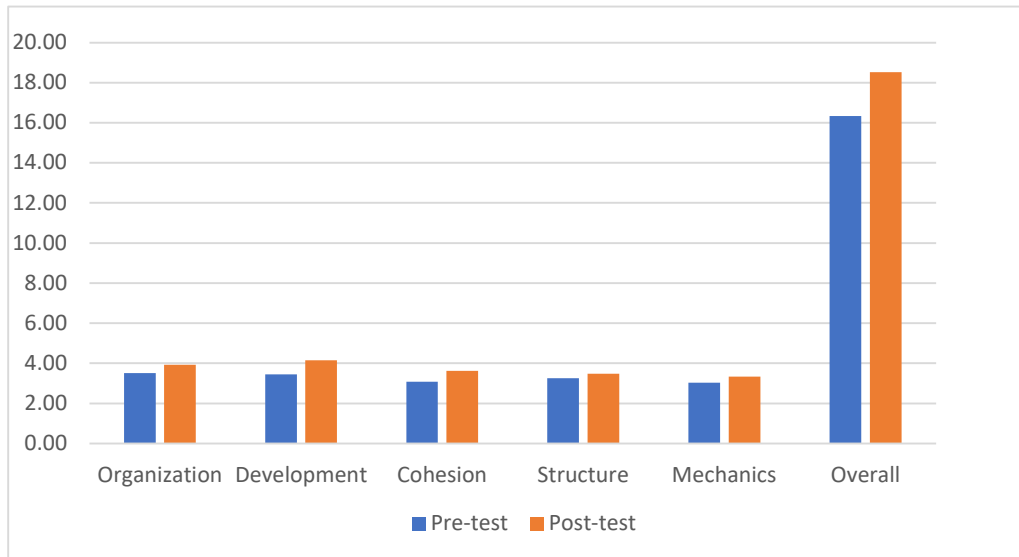
In terms of the mechanic's category, Table 4.15's results for the control group revealed that the mean and standard deviation scores were 3.04 and 0.94 for the pre-test and 3.33 and 1.07 for the post-test, respectively, with a mean difference of 0.30 that was not significant ($t = 1.22, p > 0.235$). As a result, confirming it was impossible, and it can be regarded as a null hypothesis.

Table 4.15 compares the control group's pre- and post-test essay scores for the mechanics element.

	Mean	N	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
Mechanics (Pre- Test)	3.04	27	0.94	0.30	-1.22	26	0.235
Mechanics (Post-test)	3.33	27	1.07				

In summary, the results of the students' essay writing in the control group as pre- and post- test showed that after studying the conventional course of academic in their EFL department, the students in the control group showed improvement in each of the five elements used in Paula's essay rating rubric. However, they demonstrated greater improvement in some areas than in others. Development, coherence, and cohesion were the writing elements in which students made the most progress; organization, structure and mechanics were the ones in which they made the least progress. Thus, it may be inferred

that studying in the departments' traditional academic writing course led to bigger improvements in the students' essay development, coherence, and cohesion than in their organization, structure, and mechanics. However, there was still improvement in both of these categories. Graph 4.2 describes the students essay enhancement in each element separately.



Graph 4.2 Findings of the control group students' pre- and post-test essay scores summarized in accordance with the rubric's categories.

Conclusion

These results are consistent with those of other researchers, such as Omar, Hamad and Saleem (2020), who looked at EFL learners' difficulties and concluded that ineffective teaching methods and instructions cause these problems and challenges. The present research also obtained some results in line with Hama (2020), which recommended that raising students' awareness develops their writing skills.

Furthermore, this study is one of the first to explore the effects of teaching cultural awareness to enhance EFL students' English writing abilities. The Zone of Professional Development theory of Vygotsky, which highlights the role of

teaching in enhancing the skills of less skilled individuals through giving more instructions and assistance, served as the theoretical foundation for this investigation. This strategy has been proven helpful and effective in developing students writing abilities.

In summary, according to the findings, teaching cultural awareness was most helpful in developing some elements of writing skills, for instance, the mechanics of writing, but less helpful in enhancing the organization feature, which focuses mostly on putting the parts of a piece of writing together. After getting the instructions in a culturally based course of writing, students' writing abilities changed generally.

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**فیرکردنی هۆشیاری کولتووری له کارامهیی نووسینی ئەکادیمی له پۆلهکانی
فیرکردنی زمانی ئینگلیزی: زانکۆکانی سۆران و سه‌لاحه‌دین وه‌کونموونهی
توێژینه‌وه‌که‌ن**

پوخته:

ئهم توێژینه‌وه‌یه له نامهی دکتۆرا وه‌رگیراوه، ئامانجی سه‌ره‌کی ئه‌وه‌یه که تیشک بخاته سه‌ر کاربگه‌رییه‌کانی فیرکردنی هۆشیاری کولتووری له کارامه‌یییه‌کانی نووسینی ئەکادیمی له پۆله‌کانی فیرکردنی زمانی ئینگلیزی وه‌ک زمانیکی بیانی. شیوازی نیمچه تاقیکاری به‌کاره‌ینراوه. بۆیه گروپی ئەزمونی و کۆنترۆڵ له زانکۆکانی سۆران و سه‌لاحه‌دین له هه‌ریمی کوردستان- عێراق هه‌لبژێردان. بۆیه 28 و 27 فیرخوازی زمانی ئینگلیزی وه‌ک زمانی بیانی بۆ هه‌ردوو گروپی تاقیکاری و کۆنترۆڵ هه‌لبژێردان. نووسینی وتار وه‌ک ئامرازی کۆکردنه‌وه‌ی داتای توێژینه‌وه‌که بۆ تاقیکردنه‌وه‌ی پێشوه‌خته و کۆتایی به‌کارهات. ده‌رئه‌نجامه‌کان ئه‌وه‌یان ده‌رخست، که تواناکانی به‌شداربووان له نووسینی وتار و نووسینی ئەکادیمی له هه‌ردوو گروپه‌که‌دا به‌ره‌وییش چوو. به‌لام به‌ به‌راورد به‌ به‌شداربووانی گروپی کۆنترۆڵ نمره‌ی وتاره‌کانی به‌شداربووانی گروپی تاقیکاری به‌ شیوه‌یه‌کی به‌رچاو زیاتر بوو.

تدريس الوعي الثقافي في مهارات الكتابة الأكاديمية في فصول اللغة الإنجليزية كلغة أجنبية: جامعتي سوران وصلاح الدين كدراسة حالة.

ملخص:

تم استخراج هذه المقالة من احد الأطروحة الدكتوراه ، وكان يهدف إلى تسليط الضوء على تأثير تدريس الوعي الثقافي في مهارات الكتابة الأكاديمية في دروس اللغة الإنجليزية كلغة أجنبية. تم استخدام الطريقة شبه التجريبية. لذلك تم اختيار المجموعتين التجريبية والضابطة من جامعتي سوران وصلاح الدين في اقليم كردستان العراق. وهكذا ، تم اختيار 28 و 27 طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية لكل من المجموعة التجريبية والضابطة لاحقًا. تم استخدام كتابة المقالات كأداة لجمع البيانات للاختبار القبلي والبعدي. أظهرت النتائج تحسن مهارات كتابة المقالات والكتابة الأكاديمية في المجموعتين. ومع ذلك ، كانت درجات المقالات للمشاركين في المجموعة التجريبية أعلى من طلاب المجموعة الضابطة وتعززت بشكل ملحوظ.