Strategies of Fostering Writing Skills to Improve EFL Learners' Writing Fluency in Erbil Secondary Schools

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ABSTRACT

The development of writing fluency is a fundamental element of writing skills and learning a language. The current study investigates five selected writing strategies, as repeated writing, timed writing, story circle, diary writing, and peer editing strategy effects on writing fluency and EFL learners' production of meaningful texts. It studies the perceptions of 153 EFL secondary school teachers of the effect of five selected writing strategies on students' writing fluency in Erbil city of Kurdistan region in Iraq. The data results indicated the positive effects of the writing strategies in increasing writing fluency. The effect of the writing strategies on improving writing fluency is compared by gender (t-test). This work also explores the effect of the selected five writing strategies on students' self-efficacy. Recommendations for further researches are presented.

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I. INTRODUCTION

Among the main misapprehensions in language and language teaching is fluency has to deal solely with spoken production and it's specially measured through the ability of EFL learners to correspond in verbal form. Indeed, speaking fluency is a major reason to become a fluent speaker of a foreign language; yet, to fail in recognizing the different kinds of fluency besides the speaking fluency, involving complete integral fluency skills, is a catastrophic assumption. Starting from reading fluency, deals with the capacity of a student to comprehend diverse textbooks well and transform the knowledge they acquire. In contrast, writing fluency allocates with the skill an EFL learner possess to convey thoughts and publishing knowledge in scripted form in such a high-level level allowing readers find no tension in apprehending the textbooks. Lastly, listening fluency is about understanding maximum amount of what a person hears. Therefore, It's declared EFL learners can reach fluency in any language, once they mastered oral fluency, writing fluency, reading fluency, and listening fluency (Del Aguila, 2016).

Modern-day insights of writing consider its process as self-motivated and collaborative, involving strategies for generating ideas, setting goals, planning, evaluating and revising. Of the numerous skills tangled in learning and teaching of EFL, writing is the abandoned skill in curriculum and syllabus designs having a minimal function in EFL programs. (Davoudi et al., 2015). While many research exists about reading fluency, but a small number about writing fluency. Brand and Brand mentioned in their book, 'Practical Fluency' the relationship between reading and writing fluency, nevertheless, it wasn't conducted as a research analysis, but teaching practices like a guide for EFL teachers (Palmer, 2010).

This study endeavors to provide some insights of fostering writing strategies in the EFL classroom and how they may provide towards the enhancement of learners' writing fluency in the target language. The study has focused on five writing strategies, which include repeated writing, timed writing, story circle, diary writing, and peer editing. The use of Writing strategy has been connected to self-efficacy of EFL learners. Thus, the present work investigates the writing strategies used by EFL secondary students in relation to self-efficacy.

1.1 Statement of the Problem and Aim of the Study

Second language writing turns out to be both a field of study and an area of practice. The variety of EFL students that practice writing find it uneasy to overcome all the obstacles they face, not only as students, but also as teachers and identifying the problem areas students need to remedy (Hyland, 2013).

Writer-oriented methods are inspired by mental or cognitive psychology rather than applied linguistics, focusing on what EFL learners reflect on as they compose more than the necessary language they use for writing. This causes certain significant difficulties for teaching and learning writing (Hyland, 2003).

In 2013 Hyland stated the obstacles EFL writers face are due to over highlighting psychological issues, disregards the significance of the content affecting writing. The process inclines to present writing as a skill not within its context emphasizing on showing the learner as being incapable of expressing his/her ideas fluently. Not many of the EFL teachers have knowledge about the methods in which a language is used in relation to a specific skill or the meaning of communicating in writing. Basically, every writer writes with having an aim in each particular task we accomplish and this needs using different writing strategies to use the second or foreign language. Writing is discovery-based skills that cannot be acquired in an eye glint when students need it. Since feedback is given at the end of the writing process. Although towards the

end of the writing process teachers interfere in the editing and revising stages for the students' drafts (Hyland, 2008).

Robinson stated in 2009 EFL students dedicate loads of cognitive attempts on generating distinct words or simple sentence constructions, causing extra difficulties to express their ideas and feelings efficiently. Other obstacles mentioned by Robinson are focusing on accuracy also leads students to lose the purpose or the ideas they collected in their heads. Which leads to problems as focusing on accuracy once more cause students miss the ideas they gather in their thoughts. Which ultimately affects students' inability to communicate in writing.

McCarthy et al. declared in 1985 another noticeable problem in the modern era is that the process of acquiring writing fluency slows down due to the fact EFL learners' thinking in the first language and translating the ideas to English language or depending on the bilingual dictionaries, and EFL learners' lack of writing self-efficacy, which is the self-confidence that students own concerning their capacity to perform writing tasks productively.

Earlier studies inspected writing difficulties and strategies individually, and cohesion and coherence problems. Conversely, to the best of the researcher's knowledge, this is the first study investigating the writing strategies effect on writing fluency. Consequently, the findings of this study could serve into alterations in teaching and learning of L2 English writing in Erbil city. That might result in better result for teaching and learning outcomes.

The purpose of this study is to identify perceptions of English language teachers in secondary schools in Erbil city regarding five selected strategies of teaching writing to improve writing fluency. The following six objectives are:

1. Identifying the selected demographic characteristics of English language teachers in secondary schools in Erbil city such as years of teaching

experience, gender, academic degree, and courses or workshops of English language teaching they have attended.

2. Identifying English language teachers' perceptions regarding the writing strategies of teaching writing to improve students' writing quality (fluency).

3. Examining the effect of writing strategies on increasing writing self-efficacy of students.

4. Finding out the most effective writing strategies are more fostering for increasing students' writing fluency.

5. Providing practical classroom ideas to teachers interested in getting their students to take advantage of writing lessons in order to increase their motivation when engaging in such tasks that may very well eventually lead towards an improvement of their fluency in the target language.

6. Identifying the problems students face as they engage in the process of writing and the obstacles prevent them from improving their writing fluency.

It is essential for students to write down their already deposited information of language into language production. To attain this is to give students chances in which they can feel at ease to discover potentials; writing strategy could permit for this objective. (Del Aguila, 2016)

1.2 Research Questions

This study is conducted to answer the following questions:

1. Do the five selected writing strategies (Repeated writing, timed writing, story circle, diary writing, and peer-editing) have impact on improving writing fluency?

2. Do the five selected writing strategies have any role in increasing students'

writing self-efficacy?

3. Which writing strategy among the five selected ones is the most effective writing strategy to increase writing fluency?

4. Which writing strategy among the five selected ones is the most effective writing strategy to increase writing self-efficacy?

5. What difficulties do secondary school students face while developing and making use of fluent writing skills?

1.3 Significance Of The Study

Most settings of lifecycle demand certain level of writing skill, and every context makes corresponding, but not similar needs. Skillful writers can adapt their writing smoothly to the setting they have to be in. In the learning context, writing has two specific functions, though corresponding. First, it is a skill leads to the practice of strategies (such as planning, evaluating, and revising text) to achieve a diversity of objectives, as in writing a report or stating feelings. Second, it is a method of expanding and developing students' knowledge (Graham and Perin,2007).

Writing Fluency is a study with immense significance, for the strategies of teaching writing have a standing out role in improving EFL learners' quality of writing become comprehensible, and use the accurate choice of vocabularies, sentence construction structures, and transitions to proceed the flow of their ideas in writing in the second language. According to (Hyland, 2013) the term fluency has also been significant in serving to professionalize teachers of writing and in levitating the position of writing as a main part of the program. He states writing possibly as the furthermost

essential skill EFL students need to both intensify and express their learning and progress the capability to teach writing is fundamental to the proficiency of EFL teachers. The SLW term has helped to associate the teaching writing more with applied linguistics, stating the insufficiency of labeling second language writers as lacking L1 writers (Hyland, 2013). This study also aids a central objective resulting in developments in academic implementation in the area of EFL and enhancements in students' aptitude to correspond with native and other people in English language in speaking and writing. Because writing skills are normally disregarded by teachers stating that they are time consuming (Hyland, 2013).

Writing strategies have essential roles in helping the students succeed in dealing with their difficulties. Rubin (1987) disclosed the students that made use of writing strategies to improve their learning seemed to be more efficient in language learning than those who did not employ writing strategies (Davoudi et al., 2015).

Al Asmari declared in 2013 the significance of writing strategies, bringing evidential proof through a number of cognitive-oriented scholarships, that have concluded skillful writers apply more of efficient planning and revising strategies than inexpert students and stated they also accomplish better outcomes in language achievement tasks they are asked to fulfill.

1.4 Definition of Key terms

1.4.1 Writing Strategies

Graham asserted writing strategies are an essential part of the learning process. They are crucial instruments accelerating students' writing process. Teaching adolescents strategies for planning, revising, and editing their writings has revealed an immense influence on the quality of students' writing (2016). The eventual objective is to teach students to apply the writing strategies self-reliantly. Strategy directions may incorporate teaching more of all-purpose

processes, such as brainstorming or teamwork for peer revising (McCarthy et al., 1985). Writing strategies has been revealed to be particularly effective for adolescents who have difficulty in writing, although it is additionally a strong technique for adolescents overall (El-Salahat, 2014).

The Writing strategies that this study is going to investigate are the followings:

1.4.2 Repeated writing

It's the process of rewriting the text one more time to the same topic in the same phase of the activity. With effectual writing direction for EFL students that combine goal set, sentence creation, and self-monitoring (Rogers & Graham, 2008) repeated writing is a naturally befalling experience that encourages expansion of writing fluency, and providing numerous chances for learners to write on the identical topic without implementing the limitations of the former draft.

1.4.3 Timed writing

Timed writing is defined as identifying the difficulties EFL learners face by motivating learners to write fluent and meaningful contents. In applying this activity the learners must write as much as they are able to within a limited amount of time on any topic elected by the teacher or the students (Dickinson, 2014).

1.4.4 Story Circle

Del Aguila mentioned "Story Circle", applied by Jeremy Harmer in his manuscript How to Teach Writing (2004). This strategy involves students to work in groups of five and six, creating circles to promote writing fluency. The teacher asks students to write about the subject explained in that day, such as the use of the past tense in a rather spontaneous way. They can be given a hint to work as a warmer for the task they have to accomplish, which starts like this: "Once upon a time there was a princess who lived in a castle by a river." The

learners are required to write another sentence in the form of story or dialogue to the clue sentence; then they have to pass the paper to the next classmate beside them. At the end they are going to read what they wrote to the entire class(2016)

1.4.5 Diary writing strategy

According to Yulianti (2014), points out that "a diary is a personal record of a writer's life experience and is usually private." Through building the performance of writing habitually, the learners will alter the activity from a frustrating activity to one that they feel at ease with. Writing in the classroom is a fundamental academic obligation. Yet, the majority of learners are hesitant and anxious as they compose in the classroom. Since they ponder having nothing to write and the time compression drives them to be unable to write their thoughts well. In connection to such situations, Chanderasegaran (as cited in Yulianti 2014) mentions that writing at home rather than the classroom can be a valuable strategy to improve writing skills. One of the tasks is to practice writing at home by keeping journals or diaries. Spaventa (as cited in Yulianti 2014) asserts that writing a diary is maintaining a documentation of ideas, views, and narratives of day-to-day, which help the writers, advance their writing fluency gradually (Yulianti, 2014).

1.4.6 Peer-editing

The main element of the writing process is the peer editing. In this procedure learners read each other's homework or writings, exchange them and edit their classmates' sheet concentrating on one or two basic areas during their revision. For instance: reading through if the writer's ideas are prearranged and simply understood, the chosen vocabularies are suitable for the readers (Graham et al., 2016). And give feedback to each other. EFL students gain new positions as writers and teammates providing chances for

them to build each other's work of writings. Peer editing involve students in a sequence of mental procedures, such as reproduction, analysis, and reviewing. Furthermore, peer editing reveals consultation does not go solely to the teacher. Although at the start of any peer editing exercise they are in need of the teacher's guide, they progressively learn to communicate their viewpoints to one another (Galvis, 2010).

2. THEORETICAL BACKGROUND

L2 writing studies appeared in the 1960s and 1970s in the USA and the UK. Applied linguistic area paid a great deal of attention to the writing field. Hyland stated in 2003 that writing skill is complex and problematic to be acquired. The approaches giving insights of the L2 writing are six. Instruction of writing uses different approaches for teaching writing skill, yet some of them are employed more compared to others (Bo, 2014).

One approach is emphasizing language forms (Hyland 2003). It focuses on the writing as a product. In this perspective, acquiring writing skill means learning about the linguistics, word choice, grammar and cohesion in a written form. This view was particularly employed in the 1960s.

The second approach is based on text purposes (Hyland 2003), focusing on learning how to compose, the learner need to develop information about forms of writing, for example paragraphs or essays. The various language components have distinct methods of communicating, for instance, academic writing have definite functions and structures that other types of writing do not maintain.

A third approach is emphasizing on the professional phrases of the learner. Writing is a method of creating meaning. Within this approach instructors give students opportunities to form meaning. Hyland (2003) pointed out: 'Writing is an act of discovering meaning'. The significant

component of this approach is the potential to describe ideas, compared to the afore mentioned two approaches.

The fourth approach focuses on the writing process (Hyland 2003). The basic writing process maintains planning, writing and reviewing. As there are distinct phases when writing texts. Beginning with pre- planning, which includes for instance, brainstorming of thoughts and planning the writing. It progresses with writing text.

A fundamental element in the process of writing is feedback, asserted by EFL teachers or classmates. Then feedback is considered for revising and editing the text. These phases can be followed many times before post-writing phase, such as publishing or sharing texts or tackling drawbacks. The teacher's role is leading the students during the process and assist them improve their potentials to produce and edit their thoughts (Hyland 2003).

The fifth approach emphasizes content. Meaning and subjects that motivates the writers may be achievable activities. The topic is the preliminary point of teaching writing (Hyland 2003).

The last approach emphasizes genre. This approach is based on the strategies of employing language for an objective through applying various genres. Language is used to reach a goal, and genre and the structures in the different genres are important parts of that. As writing, for instance an article or a theatre play, the learner employs distinctive choice of words related to the genres the learners write about. The furthermost employed approaches to teach writing is the writing process and the genre approach (Hyland 2003).

The difficulties L2 learners face are; interpreting writing, L2 students lack the ability to transfer their ideas to writings or generate thoughts in the first place, since they lack language proficiency. Which causes misapprehensions of the writing tasks, and not having the ability to express

oneself. Consequently, might leave a negative impact on writing quality. L2 learners need to consider how they generate and connect or communicate these thoughts rather than the form (Hyland 2003).

3. METHODOLOGY

3.1 Design

This study utilized a descriptive survey design investigating the secondary English language teachers' point of view regarding the selected writing strategies effectiveness. To answer the objectiveness hypothesized in this study, relevant data were collected using a well-designed questionnaire, which was distributed to randomly selected sample of secondary English language teachers in Erbil city of Kurdistan region. The teachers were teaching the ninth grade levels in secondary schools. The study was designed to give information regarding the following characteristics:

1. Demographic information of the teachers:

- ❖ Years of teaching (1-5,6-10. 11-16, or more)
- ❖ Gender (male, female). SEP
- ❖ Final academic degree (high school graduate, bachelors degree, masters degree, and doctoral degree).
- ❖ Number of courses attended regarding English language.

2. Secondary English language teachers' point of view regarding the selected strategies of teaching-writing in Erbil schools.

3.2 Population and Sample

In this study, the population was 153 English teachers during the academic years 2019-2020 in public and private secondary schools of Erbil city in Kurdistan chosen randomly. The sample of the survey questionnaire was English language teachers in secondary schools teaching grade nine students,

including public and private schools. The first part of the survey questionnaire was collecting date about the demographic background of the teachers regarding their teaching experience, gender, academic degree, and number of English language courses they have had taken. The aim for the demographic information of the participants was to compare the perceptions of the teachers regarding the writing strategies by gender. The second part was investigating teachers' point of view regarding the writing strategies for developing writing fluency.

3.3 Data Collection

One hundred and seventy copies of the survey questionnaire were distributed on secondary EFL teachers of 9th graders in public and private schools 2019-2020. Prior to pursuing this study, permission was achieved from the head of the English language department of college of education. A consent form was included to ensure their voluntarily participation, and thereby keeping their privacy and confidentiality secure. Also a brief explanation was elaborated about the aims of the study and its importance. The selected writing strategies were clarified briefly to help the teacher remember the practice of each. The survey questionnaires were supposed to be completed within two weeks. The data collection started on 4th.Nov.2019 and closed on 18th.Nov. 2019 with 159 questionnaires received and three were mailed. However, 153 usable questionnaires were selected and analyzed for the study, the remaining 17 were estimated unfeasible because of unanswered or partly answered items.

3.4 Instrument

To examine the teachers' point of view of fostering writing strategies for developing EFL learners' writing fluency, the researcher constructed a survey questionnaire and distributed on the participants as the main instrument of the study. The survey questionnaire was consisted of two parts, the first part was

to obtain the demographic and personal background data on the teachers, in the general areas: 1) teaching experience 2) gender, 3) academic degree, 4) number of courses or workshops attended for teaching English language. The second part was to determine teachers' perceptions regarding selected writing strategies for developing writing fluency. The items were randomly arranged on the questionnaire to reduce set response error and consisted of 25 narrative statements about the selected writing strategies. The arrangements of the items were based on the research questions. Basically focusing on three areas of the study,1) writing strategies' effectiveness on writing fluency. 2) writing strategies' effectiveness on students' self-efficacy. 3) the obstacles students face in the process of developing their writing skills. Items (1,5,7,9,11,13,16) dealt with the effectiveness of the selected writing strategies on writing fluency. Items (6,8,3,10,14,17) dealt with the effectiveness of the selected writing strategies on students' self-efficacy. Items (2,4,12,15,18-25) dealt with the problems students face and prevent them from developing the quality of their writing. A four-point Likert- scale was used in the study: a 1 value indicating strongly disagree, 2 for disagree, 3 for agree, 4 for strongly agree, regardless of the uncertain option, since the items were about strategies. The rationale for the selection of this research instrument was based upon the review of the literature.

3.5 Data Analysis

The data collected from the survey questionnaire were investigated, classified, and deciphered through (SPSS) software. The descriptive statistics including Arithmetic Mean, Standard Deviation, and T-test were used in this study to find out the effect of selected writing strategies to increase writing fluency according to the research questions stated in chapter one. The below procedures established methods used in coding and analyzing the gathered data:

1. The internal consistency of the survey questionnaire was estimated by using the Cronbach's Alpha as a measure of reliability.

2. SPSS Frequencies of means, percentages and standard deviations were used to identify the following variables:

a. Teachers' insights of selected writing strategies.

b. Teachers' demographic characteristics, such as teaching experience, academic degree, courses or workshops of teaching English language attended. T-tests were used to conclude the differences in teachers' opinions of the five selected writing strategies' effect to improve writing fluency when compared by gender.

3.6 Ethical Consideration

In this particular study, the researcher was concerned about the ethical issues of the participants. The following were used to protect the participants' rights.

1. Before the data collection the researcher have had obtained permission to distribute the survey questionnaire on the schools from the head of English language department of college of education.

2. All of the participants received a consent form before they participate in the research study. They could decide whether to withdraw at any time.

3. The participants were clearly informed about the nature of the study, the objectives, and the data collection and the instrument.

4. The privacy of the applicants was confirmed and their personal information was not exposed.

4. FINDINGS AND DISCUSSIONS

4.1 General Information of the participants

There were 153 teachers responding to the questionnaires. The teachers were classified by their demographic features; their teaching experience, gender, academic degree, and number of EFL courses taken. The percentage of EFL teachers' teaching experience from 1-5 years was 42.5%, which is higher than all the other options. The percentage of EFL teachers' teaching experience from 6-10 was 37.3%, which is lower than the first option and higher than the remaining options. The percentage of 11-15 years of teaching experience for EFL teachers was 13.1%, also the 16-20 and 21 or more options' percentages were 5.9%, and 1.3% respectively. This means the majority of the participants' teaching experiences were between 1-10 years. Most of the EFL teachers whose teaching experience were between 1-5 years were teaching in private schools. The percentages for gender of the participants were 26.8% for males and 73.2% for females. This means the majority of the EFL teachers were female. The percentages of the EFL secondary teachers' academic degree for bachelors degree was 76.5% and for the masters degree was 23.5%. Thus most of the EFL teachers had taken part in the survey questionnaire were holding bachelors degree.The estimated percentages of the number of EFL courses taken for none option was 38.6%, which is slightly lower than the majority percent of the participants who scored 46.4% for 1-2 courses. This means the majority of the EFL teachers hadn't taken more than 1-2 EFL courses. However a slightly smaller number of teachers hadn't had any EFL courses. The lowest number of EFL teachers had 9.8%, 1.3%, 3.9% percentages for 3-4, 5-6, and 7 or more options respectively. This indicates a little number of teachers have had 3-7 or more EFL courses.

4.2 Findings of First Research Question

The EFL teachers stated their opinion on the strategies and their impact to improve writing fluency. The items that dealt with the writing strategies impact on writing fluency were items (1,5,7,9,11,13,16). Each item deals with a specific writing strategy except for item (1), which is about the effect of general strategies of the writing process on writing fluency. The Likert scale was weighed based on the criteria; "if a mean of an item is less than 2.5, it indicates a negative value. If the mean of an item is 2.5, it indicates a neutral value. If it is more than 2.5, it indicates a positive value." (Watman, 2019). The mean for item1 is 3.09; it indicates a high positive value. This means the majority of EFL teachers agreed to the statement "Teaching students strategies for planning, revising, and editing their writings has noticeable effect on the quality of students' writing." Which is estimated as 85% of the participants.

Whereas the mean of item5 is 3.00, which indicates a moderate positive value. This can be interpreted as a slightly lower number of the majority of EFL teachers agreed with the effect of the repeated writing strategy for increasing writing quality (fluency). The percentage for item5 is 77.8% of the participants, which is perceived as more than half of the participants.

The mean of item7 is 2.92, which indicates a low positive value. The interpretation can be elaborated as the smallest number of the participants agreed with the timed writing strategy to help increase the students' writing fluency compared to other strategies, as its percentage is 74.5% of the participants' agreement.

Items	Frequency	Percentage	Mean	Std. Deviation

1. Teaching students strategies for planning, revising, and editing their writings has noticeable effect on the quality of students' writing.	130	85	3.09	0.720
5.Repeated writing strategy provides multiple opportunities for students to write on the same topic, allowing for multiple feedback and correction, thus increasing the quality of writing.	119	77.8	3.00	0.761
7. In timed writing activity students write on a topic selected by the teacher or themselves, which helps them engage more in the content than in the language form.	114	74.5	2.92	0.782
11. Story circle strategy provide opportunities for students to organize their ideas, and focus on the meaning of the context rather than the form.	121	79.1	2.99	0.757
13. Writing a journal is maintaining a record of ideas, opinions, and descriptions of daily life repeatedly, which helps writers to develop their writing fluency gradually.	122	79.7	3.07	0.779
16. Students in peer editing task perform more than one stage in writing, such as composing, editing, revising, and sharing. Thereby increasing their overall fluency.	132	86.3	3.12	0.755

Item11 mean value is 2.99; this indicates again a positive value. The percentage of the frequency of the participants who agreed with this item is

79.1%. The elaboration of this item cab seen as a fair amount of respondents agree with the story circle strategy as it provides opportunities for students to focus on the meaning of the content rather than the form.

3.07 is the mean of item13; this shows a high positive value. The percentage of the frequency of respondents who agreed with this strategy is 79.7%. The interpretation of this item is the majority of the part takers agree writing a diary helps EFL writers develop their writing fluency.

The last strategy's mean is 3.12; indicating the highest positive value among the writing strategies' means. The percentage of the frequency of the participants is 86.3%. This is perceived as most of the respondents agree with the peer-editing strategy to be the most affective strategy to increase writing fluency as compared with other strategies.

Table 1 The result of five selected writing strategies (repeated writing, timed writing, story circle, diary writing, and peer-editing) having impact on improving writing fluency.

4.3 Findings of Second Research Question

The data gathered from respondents regarding the effect of writing strategies on increasing students' writing self-efficacy were estimated through frequencies, mean, std. deviation, and percentages of frequencies using SPSS software. The items of the questionnaire that dealt with the effect of writing strategies to enhance writing self-efficacy were (3,6,8,10,14,17). Item 3 dealt with EFL teachers emphasizing fluency more than accuracy to increase EFL students' self-efficacy. Items (6,8,10,14,17) were elaborating the effect of the repeated writing strategy, timed writing strategy, story circle strategy, diary writing strategy, and peer-editing strategy on increasing students' self-efficacy respectively.

Item 3 elaborates when EFL teachers involve students in exercises that its instruction focuses on features of fluency rather than accuracy; students' confidence in writing improves. The respondents estimated this statement's mean as 3.08; this indicates a moderate positive value. The percentage of frequency of the respondents is 82.4%. This can be interpreted as a slightly smaller number of the majority of the participants agree with this item.

Repeated writing strategy's effect on increasing writing self-efficacy's mean is 3.06; this indicates a positive value. The percentage of the frequency of the participants who agreed with item 6 is 78.5%. This is perceived as fairly enough number of the respondents consider the statement of repeated writing strategy to increase writing self-efficacy.

3.06 is the mean value of item 8, this indicates a positive value, elaborating timed writing strategy helping students get involved in the writing tasks and thereby improve their writing self-efficacy. 77.1% is the percentage of the frequency of the part takers who agreed with this item's statement. This expresses the fact timed writing strategy gained the least amount of agreement from the EFL teachers compared to other strategies.see(Table 2)

Item 10 estimates a mean value of 3.20; this indicates a high positive value. In fact, this item gained the highest mean among the other writing strategies. Its frequency percentage is 83.7%. The interpretation of this item can be elaborated as the most of the participants agrees with the story circle strategy to be effective in engaging students in group tasks and thereby enroll in an environment that helps increasing their writing self-efficacy.

Item 14 has the mean value as 3.07; this indicates a moderately positive value compared to other writing strategy means. The frequency percentage for this item is 77.8%. The elaboration of this estimation can be interpreted as an adequate number of participants agree with diary writing

strategy to be effective in enhancing EFL students' self-efficacy when accomplished at home.

Items	Frequency	Percentage	Mean	Std. Deviation
3. When teachers emphasize fluency more than accuracy in teaching writing skills, the increase in students' confidence become noticeable.	126	82.4	3.08	7.48
6. Repeated writing strategy enhances students' sentence construction, self-monitoring, for productivity, and decreases the lack of self-efficacy.	120	78.5	3.06	0.805
8. Timed writing helps students to involve in the writing process and increase their writing self-efficacy.	118	77.1	3.06	0.837
10. Story circle strategy engages students in group tasks and create an unthreatening environment, which helps students overcome their lack of confidence in writing.	128	83.7	3.20	0.789
14. Diary writing strategy is the act of writing daily life routines at home; this changes the task from a futile to one they're familiar with.	119	77.8	3.07	0.767
17. The process involved in peer editing increases students' self-efficacy and self-	123	80.4	3.14	0.838

directed improvement as a life-long skill. Since higher authorities are not forcing them.

Peer-editing strategy has the mean value as 3.14; this indicates a high positive value. The frequency percentage of this statement is 80.4%. The majority of the respondents go with the statement of the process involved in peer-editing strategy gaining EFL students life-long skills, one of them is writing self-efficacy.

Table 2 The result of five selected writing strategies having a role in increasing students' writing self-efficacy.

4.4 Findings of Third Research Question

In 4.2 already elaborated the effect of each of the five selected writing strategies (repeated writing strategy, timed writing strategy, story circle, diary writing strategy, and peer-editing strategy) respectively representing items (5,7,11,13,16) statistically. According to the interpretations made from the mean and percentage of frequency of each writing strategy, it can be perceived the peer-editing strategy had a high positive mean value (3.12), with (86.3%) percentage of frequency. Which represented the agreement of the most participants as compared with other four strategies.

4.5 Findings of Fourth Research Question

As shown from table (2) item 10 has a mean value of 3.20;which indicates a high positive value. In fact item 10 has the highest mean value among the 25 items of the questionnaire. The frequency percentage is 83.7%. Which means most of the participants rated story circle strategy to be the most effective one compared to other writing strategies in increasing writing self-efficacy.

4.6 Findings of The Fifth Research Question

If the main aim of this study is identifying secondary EFL teachers perceptions of five selected writing strategies' effectiveness for increasing writing fluency, the major aim is finding out the obstacles or the problems EFL students face in the process of writing. The researcher had suggested some problems based on the literature review, and the participants rated each differently. The below Table (3) shows the statistical representation of each problem statement in the questionnaire.

The first problem stated in the questionnaire form is item 2 statement, which is EFL students need to be able to recognize how to choose a suitable strategy for each component of writing process. The mean value for this item is 3.19; it indicates a high positive value. The frequency percentage for the agreement of the participants is 87.5%. This means most of the participants agreed with the statement.

The mean value of item 4 is 3.16; this indicates a high positive value. The respondents' frequency percentage is 86.9%. Which means the majority of the EFL teachers agree with the statement students need to taught how different component of writing work together.

Item 12 has a mean value of 2.99; this indicates a moderately positive value. The frequency percentage of all the respondents who agreed with this item statement is 80.4%. This is interpreted as an adequate number of the EFL teachers agree students are not interested as they write their diary inside the class, because of insufficient amount of time.

The mean value of item 15 is 2.91; this indicates a low positive value. The frequency percentage of the EFL teachers who agreed with this item statement is 79.1. This can be elaborated as a relative amount of respondents agree peer-editing strategy cannot be applied in the classroom without the teachers' guide and encouragement.

Item 18 shows a statistical mean value of 3.16; this indicates a high value. The frequency percentage of the participants is 87.5%. This indicates the majority of the participants agree EFL teachers' characteristics is being able to understand students' writing problems, so as they can find a suitable solution writing strategy for each.

The mean value for item 19 is 2.99; which indicates a moderately positive value. The frequency percentage of the participants who agreed to item 19 statement is 73.2%. This is elaborated as the least gained agreement from the participants compared to the frequency percentage of other problem statements estimated in the below (Table 10), students' difficulty in generating texts and writing down ideas, because of lack of language proficiency, affecting writing quality.

3.01 is the mean value of item 20, indicating a moderately positive value. The frequency percentage of the participants is 76.5%. This's interpreted as an adequate amount of the participants agreed with the statement students need to know how to communicate their ideas to produce a fluent text.

Item 21 has a mean value of 2.92; it indicates a low positive value. The frequency percentage of the respondents is 73.9%. This can be perceived as a fair amount of participants agree to the statement students depending on bilingual dictionaries and subtitled TV programs, preventing them produce fluent writing.

The mean value of item 22 is 2.99; this indicates a moderately positive value. The percentage of the frequency is 77.8%. An adequate number of respondents agreed to this item's statement EFL students lacking oral skills are unable to use their working memory for cohesive writing.

Item 23 has the mean value is 3.13; indicating a high positive value. The frequency percentage of the participants is 83.0%. This indicates the

majority of the part takers agree with the statement the activities chosen for writing need to be encouraging, to help students produce more ideas and increase their engagement in the tasks.

The mean value of item 24 is 3.16; it indicates a high value. The frequency percentage of the participants is 84.3%. This's interpreted as the majority of the respondents agree with the statement EFL teachers must allow students to use writing strategies as much as other language skills such as listening, speaking, and reading.

Item 25 has a mean value of 3.14; indicating a high positive value. The frequency percentage of the participants is 83.0%, indicating the majority of the participants' agreement with the statement EFL students need to practice their writing skill with techniques selected according to their level of proficiency.

Table 3 The statistical representations of fourth research questions' data results

Items	Frequency	Percentage	Mean	St D ti
2. Students need to be introduced to different strategies for each component of the writing process. Helping them select a suitable tool for each writing element.	134	87.5	3.19	0
4. Students need to be taught how the different components of the writing process work together so that they can flexibly move between components of the process.	133	86.9	3.16	0

12. Most students are uninterested when they have to write their diary in the classroom. Since the time pressure makes them unable to write their ideas properly.	123	80.4	2.99	0
15. Though peer response shows that consultation doesn't go solely to the teacher, but at the beginning of any peer editing practice students need the teacher's encouragement.	121	79.1	2.91	0
18. Teachers need to understand explicitly the students' writing problems, and are able to remedy them with the appropriate writing strategies, for reaching the goal of writing fluency.	134	87.5	3.16	0
19. EFL students face difficulty in generating texts, placing ideas into writing. Which may affect the quality of the texts.	112	73.2	2.99	0
20. To produce fluent texts students need to focus highly on how they communicate their ideas, instead of focusing on the structure.	117	76.5	3.01	0
21. Students' over dependence on bilingual dictionaries, translated stories, and subtitled TV programs and documentaries prevent them to write fluently.	113	73.9	2.92	0
22. The absence of oral fluency, and text decoding (reading) makes it impossible to free up the memory capacity needed for strategic thought and cohesive writing.	119	77.8	2.99	0
23. The writing activities chosen should be interesting and motivating, making learners more	127	83.0	3.13	0

driven and have more ideas engaging their awareness.				
24. Teachers provide opportunities for students to use writing strategies in new ways and in different contexts as much as the other skills.	129	84.3	3.16	0
25.Teachers select writing techniques according to students' level of proficiency to ensure their progress of writing fluently.	127	83.0	3.14	0

4.7 Result Analysis of T-Test

t-test analysis were used to investigate the difference between male and female EFL teachers' attitude toward the five selected writing strategies to improve writing fluency.

In item 5 the statistical results indicated there were no significant differences between male and female EFL teachers at (a> p0.05) toward repeated writing strategy providing multiple opportunities thereby improving their writing fluency. The calculated P-value is (0.474), which is more than (0.05) with (151) degree of freedom, as shown in table 4

The statistical results in item 7 indicated there were no significant differences between male and female EFL teachers at (a> p0.05) toward timed writing strategy as students engage more in the content. The calculated P-value is (0.518), which is more than (0.05) with (151) degree of freedom, as shown in table 4

The statistical findings in item 11 indicated there were no significant differences between male and female EFL teachers at (a> p0.05) toward story circle writing strategy provides chances for students to organize their ideas and focus on the meaning rather than the form. The calculated P-

value is (0.949), which is more than (0.05) with (151) degree of freedom, as shown in table (4).

Item 13 shows the statistical results indicated there were no significant differences between male and female EFL teachers at (a> p0.05) toward diary writing strategy as students maintain opinions, and descriptions of daily life repeatedly helping them develop writing fluency .The calculated P-value is (0.357), which is more than (0.05) with (151) degree of freedom, as shown in table 4

Item 16 shows the statistical results indicated there were no significant differences between male and female EFL teachers at (a> p0.05) toward peer-editing strategy as students perform more than one stage in writing, such as composing, editing, revising, and sharing. Thus increasing overall fluency. The calculated P-value is (0.484), which is more than (0.05) with (151) degree of freedom.

5. Conclusions

According to the data analyses the following conclusions are accomplished:

1. It was hypothesized the writing strategies (repeated writing, timed writing, story circle, diary writing, and peer editing) are effective in improving writing fluency. Thus the hypothesis was proved as the results revealed EFL teachers have more positive perspectives toward the effectiveness of the five selected writing strategies mentioned earlier. Since the writing activities the EFL teachers employ inside the class have instructions to be taught with the writing strategies this study has investigated in sentence form rather than paragraph form; such as writing a dialogue with the present tense about themselves and their peer, or writing about a TV show students prefer in a limited amount of time using the tense they studied in a specific unit. Their program also contains group tasks to write a dialogue in groups to motivate students and increase the

quality of their writing with the help of peers using the tense they have studied in that specific unit and about the main subject of the unit. Since each unit is about a specific subject. They had strong positive views toward introducing students to different strategies for each element of the writing process, helping them be able to select a suitable tool for each writing element. There was a great deal of agreement with the idea that teachers should focus on fluency in teaching writing skills rather than accuracy, thereby engaging students in meaningful activities rather than organizing structure tasks.

2. It was hypothesized the selected writing strategies (repeated writing, timed writing, story circles, diary writing, and peer editing) provide students with writing self-efficacy and feeling at ease organizing and recording their ideas. The date results from research question two revealed a strong positive point of view of the teachers toward the writing strategies effect on EFL students' self-efficacy. The hypothesis was proved, since the investigated writing strategies does not involve much of the teachers interference, such as story circle and peer-editing these two writing strategies are employed in groups. As for diary writing students have enough freedom to use about their interesting subjects and at home; without feeling the pressure of time. Regarding repeated writing students still have a chance to correct themselves. lastly Timed writing strategy though its time is limited but the subject they write about can be chosen either by the students or the teacher. Helping them feel at ease with accomplishing the task and gradually increasing their self-confidence or efficacy.

3. It was hypothesized diary writing strategy is the most effective strategy to increase writing fluency. The result analyses showed most of the participants had a strong positive view toward peer-editing strategy perceived to be the most effective one among the other strategies. Although diary writing strategy had the majority positive views to be effective in enhancing writing fluency, however it had the second place among the effective writing strategies. Peer-editing is a much complex strategy then diary writing, it involves more than

one stage of writing process and it can be employed in all the different stages again. The other features of this writing strategy is a group of students' collaboration can accomplish the goal of the task, as for diary writing ; it might not be suitable to all types of learners' styles.

4. It was hypothesized diary writing strategy is the most effective one among the selected five in enhancing writing self-efficacy. The data results indicated most of the participants had a strong positive view toward story circle writing strategy compared to other four writing strategies or rather than diary writing. The result analyses of hypotheses 3 and 4 showed EFL teachers find writing strategies that involve students in groups are more effective than the individual strategies. Group writing strategies decrease students' lack of confidence in writing, as it decreases the control of the teacher and provides opportunities for the students produce their ideas without fear of getting their writing graded. Thus, story circle writing strategy despite having the feature of involving students in group tasks, it's also thought-provoking, since students accomplish one single task together such as writing a dialogue can be employed as each student in a group writes one sentence and lets the peer beside him/her write the next sentence until its goal is completed.

5. It was hypothesized diminished use of different writing strategies cause difficulties for EFL learners; thus slows down the process of improving writing fluency. Since each particular obstacle require a specific type of strategy to be remedied. The data results of fifth research question expressed the participants had a strong positive perspective toward the idea EFL teachers must provide opportunities for students to use different strategies thereby increasing their writing quality. Although the researcher investigated a few more obstacles EFL students encounter in the process of writing. In which the majority of the teachers had positive attitudes toward each, such as EFL students inability to generate ideas or communicate them and writing them down can affect the quality of their writing negatively. Another obstacle was

EFL teachers must understand the difficulties each student face, so as the problems could be overcome with the suitable strategies. An adequate number of the participants had a positive view toward the EFL students' over reliance of bilingual dictionaries and subtitled TV programs or documentaries. Regarding the activities EFL teachers employ inside the class, it was revealed from the data analyses the majority of the EFL teachers had highly positive views toward the ideas, that the activities should be interesting and drive students to get involved in the tasks and selected according to the students' levels. The last obstacle, which is highly crucial, is EFL teachers must maintain a balance between teaching the four skills, consequently all the skills are dependent on the other skill, a student cannot write fluently if they couldn't read fluently and comprehend the meaning of texts well. therefore disregarding these difficulties will affect increasing writing fluency negatively.

6. The result analyses of the t-test showed there were no differences between the male and female EFL teachers regarding the effectiveness of the (repeated writing, timed writing, story circle, diary writing, and peer-editing) strategies to improve writing fluency. Both genders had equally positive and negative amount of views.

5.1 Recommendations

According to the elaborated results, the following recommendations are concluded:

1. Most of the participants of this study had a profile of having taken only none or 1-2 courses of EFL, this can affect the students' learning and writing process and the teachers' level of proficiency. According to the researchers observations and experience there are students who had taken part in more EFL courses than the teacher, speaking more fluently than the teacher, and finding themselves uncomfortable and avoiding correcting teachers' mistakes. Therefore, it's recommended EFL teachers take more courses of EFL to level up

their proficiency in language or at least increase their level to a higher quality than the level of the specific grade they teach.

2. It's recommended the EFL teachers should be permitted to teach after they take courses or gain certificate for having the ability to teach besides the certificate of bachelor degree.

3. It's recommended EFL teachers try to get students to increase their writing self-efficacy or confidence, and reduce their fear and anxiety of getting graded. Through using enjoyable and motivating strategies.

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پوخته:

گەشەسەندنی رەوانبێژی له نوسیندا بەشیکی گرنگه له بەهرەی نوسینداو فێربوونی زمانیك. ئەم توژینەوه دەکۆلیتەوه له کاریگەری پێنج ستراتیجی دیاریکراوی نوسین، وەکو:دووباره نووسین،نووسینی کات سنووردار، بازنەی چیرۆك، یادگاری نووسین،هەروەها هەڵه چنینی هاوبەش لەسەر رەوانبێژی له نووسیندا و توانای بەرهەمهێنانی قوتابی له نووسینی واتادار.وه بۆچوونی ۱۵۳مامۆستای ناوەندی وەکو بەشداربوو وەردەگرێ لەبارەی کاریگەری پێنج ستراتیجی نووسین لەسەر رەوانبێکژی قووتابیان له نووسیندا له هەولیر سەر به هەریمی کوردستانی عیراق. داتاکانی بەداستهاتووه وا نیشان دەدا ستراتیجیه دیاریکراوەکان کاریگەری ارینیان هەیه لەسەر رەوانبێژی نووسیندا. کاریگەری ستراتیجیه دیاریکراوەکان بۆ زیادکردنی رەوانبێژی لا نووسیندا بەراوورردکراوه لەگەڵ رەگەزی مامۆستاکان. هەروەها دەکۆلیتەوه له کاریگاریەکانی ام پێنج ستراتیجیه لەسەر زیادکردنی هەستی متمانه بەخۆبوونی قوتابی له نووسیندا. رینمایی کراوه بۆ لیکۆلینەوەی زیاتر لەو کاره تویژینەوەیەدا.

ستراتيجيات الكتابة لتطور بلاغة الكتابة لطلاب الثانوية(دارسين اللغة الانكليزية كلغة الخاريجية) في مدينة الاربيل

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الملخص:

تطور بلاغة الكتابة جزء مهم في مهارة الكتابة و تعلم اللغة. هذا البحث يحقق في تاثيرخمس ستراتيجيات مثل:اعادة الكتابة، كتابة في وقت محدد، حلقة القصة، كتابة مذاكرة، و تعديل المشترك على البلاغة في الكتابة و قابلية الطلاب على كتابة ذو معنى. و بعد يستجوب اراء١٥٣ معلمي المدارس الثانوية الذين يعلمون الطلاب الخارجية لغة الانكليزية في تاثير خمس ستراتيجيات الكتابة البليغة لطلاب في مدينة اربيل في كردستان العراق. الاستنتاجات يدل على التاثير الايجابي لستراتيجيات الكتابة المختارة لتزيد البلاغة في الكتابة. تاثيرات الستراتيجيات الكتابة لتطور كتابة البليغة قرن بالجنسيات المعلمين (ذكر او انثى). هذا العمل ايظا يستكشف تاثير خمس ستراتيجيات المختارة على ثقة نفس الطلاب في الكتابة. التوصيات مذكور لعمل بحوث اكثر في مجال الكتابة البليغة.