

**The Effect of Slip-writing Teaching Technique
on the Performance of University EFL Students
in Essay Writing**

أثر استعمال تقنيه الكتابة بالقصاصات على أداء طلبة الجامعة دارسي

اللغة الإنكليزية بوصفها لغة

أجنبيه في كتابه المقالة

Lect.

HasanKadhumHasan, Ph.D.

University of Thi-Qar

College of Education for Human Sciences

dr.hassanacademic2016@gmail.com

Abstract

The present study aims at investigating The Effect of Slip-writing teaching technique on the performance of university EFL Students in essay writing. Quasi experimental design with a non –randomized control group, pretest-posttest is adopted. The sample of the present study includes (87) male and female college students selected from 3rd year university students of ThiQar university ,College of Education for Human Sciences, Department of English Language.Face validity and reliability coefficient of the pretest/posttest have been computed.Two independent sample t-test formulas have been used. Final results reveal thatthere is statistically significance difference between the two groups. This means that the experimental group students have proved to be better in their essay writing because they were taught by using the slip-writing technique..Finally, suitable conclusions and recommendations are put forward.

Keywords: Writing skill; Essay writing ; Slip-writing technique ; performance.

1.Introduction

Writing is a crucial component of language performances. The ability to write appropriately and effectively is considered a major part of written communicative competence among students at all levels of the

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education system. Ulijn and Strother (1995:153) state that writing is generally considered to be one of the active or productive skills of language usage. Peters (1986:169) defines writing as a curiously solitary form of communication, addressed to an absent and often unknown reader.

Hedge (1988:89) affirms that writing is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within overall structure. Writing is a powerful means of communication by which students learn better to express themselves. Teaching and learning to write in any language is an essential area that influences students' performance and language learning.

Lado (1983:248) views writing in EFL in terms of the ability of manipulating structures, vocabulary and their conventional representations. He puts it as follows: writing in a foreign language means the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing.

According to Chastain (1988:244) Writing is a basic communication skill and a unique asset in the process of learning a second language. While Richards & Renandya (2003:303) claim that there is no doubt that writing is the most difficult skill for FL learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these notions into legible text.

Most university students are required to write a variety of genres of writing, including business writing, summaries, internship reports, compositions, and research proposals. EFL learners often find writing that is a difficult task. One reason is that a good writing requires a text with complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms and over the means of signaling the relation of the texts (Cumming, 2001:3).

Writing is a complex skill. Grabe & Kaplan (1996:24-25) state that students in EFL context will need English writing skills ranging from a simple paragraph and summary skills to the ability to write essays and professional articles.

In White and Arndt (1991:3) Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

For Calve (2011:17) writing academic essays is challenging. It requires much more than good surface writing skills such as

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producing grammatically correct sentences. Essay Writing is really a big challenge for Iraqi university EFL students. The failure of EFL writings can be attributed to a variety of factors including FL writing instruction, lack of motivation, L2 writing feedback, lack of target language proficiency and vocabulary, besides EFL students nowadays have very little interest in writing which is so important to fulfill the educational requirements.

Iraqi university EFL students face serious writing problems when they are involved in essay writing tasks. They do not think about what they are going to write. Their writing quality is poor. Several studies have shown that most university EFL students have very low writing proficiency.

Al- Khafaji's study (2003) finds that EFL students cannot express themselves clearly in writing. This is because of the low level of their expertise in writing. Besides, the traditional methods and techniques used by EFL instructors in teaching writing may have an effect on the failure of improving their writing skills. Jassim's study (2012) finds that Iraqi EFL learners lack the linguistic competence in general, and practice of writing in particular, that is, they are not able to practice enough writing in English. To overcome the problems of writing. Hopefully, the proposed slip- writing technique will be used as a useful tool to fill the gap in teaching and developing Iraqi EFL students' essay writing. The present study is an attempt to investigate the effect of slip-writing technique on their performance in essay writing.

1.2 Aim

The present study aims at investigating the effect of teaching EFL university students by slip-writing technique on their performance in essay writing.

1.3 Hypothesis

It is hypothesized that there is no statistically significant difference between the performance of the students who are taught essay writing by the traditional technique , and those who are taught by the slip-writing technique .

1.4 Limits

The present study is limited to EFL third year students morning studies , College of Education for humanities , University of ThiQar .

1.5 Value

It is hoped that this study is valuable in the following areas:

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1. It is an attempt to shed light on the effectiveness of slip-writing technique on developing student's essay writing .
2. The present study gives EFL students an opportunity to develop their writing skill in general and essay writing in particular.
3. EFL university instructors will gain further understanding of the importance of slip- writing technique and its impact on improving university EFL students' essay writing..
4. Providing curriculum planners with the essay writing skills that are needed to be taken into consideration while planning EFL curriculum.
5. Providing university instructors with suitable techniques and approaches for developing students' essay writing skills in EFL.

2. The notion of writing skill

Writing is one of the four basic language skills: writing, speaking, listening and reading. It is a comprehensive communication skill which consists of grammar, vocabulary, conception and rhetoric. Singh (1986:250) defines writing as a system of grammatical rules, lexical items and rhetorical patterns that are needed by the individual to produce a finished text.

Chakraverty & Gautum (2000:1) define writing skill as a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge. Then, writers need a suitable language to structure these ideas in the form of a coherent discourse.

In Hedge (2000:302) Writing is the result of employing strategies to manage the composing process .It involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process. In (Murcia ,2001:207) writing can be defined as an act of communication and an interactive process which takes place between the writer and the reader via the text. Writing is a major class room procedure , an important language activity, and an effective technique to reinforce the oral and written language material (Al- Mutawa & Kailani ,1989:125).

Pincas (1992:125) affirms that writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking . Numan (1989: 36) pointed out that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously.

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Writing is the ability to use a particular language in the written form (Brown, 1993:373). Writing is a form of expression and communication which enables learners to communicate ideas, feelings, and different attitudes in a written mode. Writing can be an individual, a personal, and social endeavor even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people (Richards & Renanya, 2003:25).

Crystal (1999: 214) states that writing is not only a mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language -a creative process- an act of discovery.

-+Widdowson (2001:62) mentions that writing is the use of visual medium to clarify the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages.

2.1 The importance of writing

Nowadays, writing is the key to success in college and university. Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Andrews (2001:43) views writing as a complicated activity that draws on the imagination, feeling, state of mind, mood, cognitive state, capability with the medium, context and other factors.

Jenks (2003:1) indicates that the writing process is categorized in a five-stage sequential pattern (prewriting, drafting, revising, editing and publishing). For EFL learners, writing ability is a significant skill and an essential learning element in a second language instruction.

The objective of teaching writing in FL is to help learners to acquire the abilities and skills that they need to produce kinds of written texts similar to those an educated person would be expected to produce in his own language (Hunt& Timothy, 2009:55).

The importance of understanding the writing process is confirmed by Myles(2002) who explains that students writing in the second language have to acquire proficiency in the use of language and writing strategies, techniques as well as skills. She also emphasizes that it is the act of composing that can create problems for students. Ur (1999) states that the purpose of writing is the expression of ideas, the convey of a message to

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the reader; therefore, the ideas become the important aspect of the writing.

In Tchudi (1999: 244 - 245). EFL writing skill is salient for several reasons: First, it clarifies one's thinking and helps to explore one's ideas. Besides, writing is far more than just generating ideas on paper; composing is more than translating ideas into words. It is a way of developing and exploring ethics and values, of penetrating into questions that perplex, as a way of forming deep and lasting social relationships. Moreover, composing may be regarded as the most fundamental of the liberal arts as it certainly encompasses most of the language arts.

In Rao(2007) EFL writing is useful in two respects: First, it motivates students' thinking, organizing ideas, developing their ability to summarize, analyze and criticize. Second, it strengthens students' learning, thinking and reflecting on the English language .

Writing can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation . The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard.(Grabowski, 1995: 75).

Worthington (2002:1) mentions that the writing process makes students active recipients of knowledge, shapers and organizers of what they know. It requires the freedom to experiment without concern about negative consequences.

2.2The Notion of Essay Writing

Brandon (2005)define an essay as a group of paragraphs about a single subject. It usually consists of the introduction containing a thesis statement, the body and the conclusion.

An essay is a piece of writing made up of a number of paragraphs. Essay writing is considered "a unique way of learning because it involves en-active iconic, and symbolic"(Villalon and Calvo,2011:17).

Meyer (2005) suggest that an essay is composed of 3 parts as follows:

1. Introduction
2. Body paragraphs
3. Conclusion

In Mitchell and Riddle. (2000:2) the purpose of writing an academic essay is to provide written evidence of the ability to research a topic, weigh arguments, organize thoughts, express these thoughts in a logical,

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coherent and critical manner, and reach conclusions which stem from the evidence and the arguments the researcher puts forward.

2.2.1 Types of Essays

Essays have the following types which are outlined below:

2.2.1.1. Narrative:

Alexander (1965:22) mentions that a narration essay tells a story. It should be about an event the reader would find engaging. The writer should include conventions of storytelling such as plot, character setting, climax and ending. It relies on concrete, sensory details that explain and support the story. It is more interesting to actually recreate the incident for the reader to be involved than to simply tell about it. Therefore, it should be in details and clear with events arranged in an organized order.

2.2.1.2. Descriptive:

Descriptive writing paints a picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings (Ibid:29).

2.2.1.3. Process :

A process essay gives the instructions on how something works or how to do something. The writer explains steps that lead to an outcome. In some processes, the sequence of steps is essential; therefore, transitions used need to be very obvious in order to make the steps clear and to help the reader recognize each step. It is necessary to consider what the reader already knows and what he/she needs to know. The writer should include all necessary information for the reader to understand or to perform the process (Ibid:28).

2.2.1.4. Argumentative/Persuasive:

The function of an argumentative essay is to prove that the author's opinions about a particular subject are correct or more truthful than other opinions on the subject. Features of an argumentative or persuasive essay include:

- A well-defined, controversial issue
- A counter argument
- A clear position taken by the writer
- A persuasive argument as to why the writer's stance is correct
- Support the thesis using facts, data, quotes, rhetorical questions

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- A reasonable, confident tone/Lack of bias
(Spangler&Werner,1986:26).

2.2.1.5. Expository:

Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in the third person. Nevertheless, you can use "I" in your expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings(Ibid:45).

2.2.1.6. Reflective :

A reflective essay is an exercise in contemplation on any given subject. It test ability to think an describe , to order ideas and to draw experience , imagination and general knowledge. The reflective essay is of two types: Descriptive –reflective and Abstract (Alexender,1965:81).

2.3 The Notion of Slip writing technique

The Crawford Slip technique is a simple , effective type of brainstorming that gives the opinions of all team members equal weight, however quiet they are .In Rusk ant Trone (1984:251, as cited in Ballard and Trent,1989:376), the Crawford slip writing technique is a system for obtaining written information, ideas , suggestions from individuals in a group setting ,analyzing and synthesizing the data gathered , and reporting the results.

With respect to Demidovitch and Crawford (1983:22-26),the purpose of slip writing system is to handle a large amount of information and input from a large number of people.it employs the use of a “looseleaf”, style of note taking and it uses information written on individual slips that can later be sorted and grouped nicely and easily.

Slip witting technique is a device that today’s leaders use to generate organizational learning .They involve pinpointing problems, attracting ideas , understanding problems and finding possible solutions Siegel and Martle (1990:26).

2.3.1 Stages of Slip Writing Technique

Below, the following stages of slip writing technique :

2.3.1.1. Defining the task

In this process, the team leader or facilitator defines the issue or objective at hand. It is important that everyone has a clear understanding

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of what this issue is all about, so devote some time to ensure there is clarity. Why are you going to use slip writing technique ? What kind of information, input, and so on do you seek? How might the results be used? The answers to these questions will help determine (1) who needs to participate in the slip-writing sessions and (2) the nature and wording of the target questions. This step consumes 2 minutes (Demidovitch and Crawford, 1983:24) .

2.3.3.2. handing out the slips

Slips of paper about four inches (approx. 10 cm) by three inches (approx. 7.60 cm) are distributed to team members. Stationery and office supply stores sell index cards of this size and they are ideal, especially when other factual information is to be combined with the printed brainstorming ideas of team members. If the slips are to be handled on a vertical surface, sticky-notes of similar size work well. There is no limit to the number of slips each member may have. This step takes 2 minutes (Richard et al.,1993:295).

2.2.3.3. Generating the ideas

In Tan(1998:25), the team members are given some time to write down their ideas on the slips of paper one idea per slip. Idea generation is done in silence – no discussion among team members at this stage, enough time should be allocated so more interesting ideas have the opportunity to emerge. The time varies, but 20 minutes is usually a good minimum.

2.2.3.4. Sorting the ideas

The ideas generated can be posted to the wall or simply spread out across a table when using index cards. Then the whole team attempts to sort the slips into some general categories. Lots of discussion is encouraged here. However, there can be a tendency for the team to become dominated by certain individuals who want to impose the structure as they see it. If this begins to occur, apply a no-talking rule for a limited time. This will place people on a more equal playing field and promote greater participation and involvement by all concerned (Ibid:26).

2.2.3.5. Consolidate the categories

Once the ideas are sorted into various categories, these categories are then grouped into some larger topic areas. The idea is to reduce the entire list initially produced on paper slips to anywhere between three and 10 broad headings. Each of these headings may have sub-groupings.. At the end of the process, the team will have all its data organized into a logical set of topics relevant to the original task.

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2.3.3.6. Summarize the ideas on each classification card

According to Kaufman&.Beghetto (2009:2), the last step requires the team to go through the cards associated with sub-groups (lowest level group) first and summarize the information. This summary is written down on the appropriate classification card. Then the team moves on to the next level, summarizing the summaries and writing the conclusions down on the classification card. The process continues until every classification card has the conclusions of the team written upon it. This step takes 10 minutes.

3. procedures and methodology

3.1 the population of the present study includes Iraqi EFL 3rd year university students at the departments of English language in the universities of ThiQar and Maysan who are studying during the academic year 2016-2017. The table below gives details about the population :

Table (1) Population of the present study

University	Male	Female	Total	Reliability sample&Item Analysis sample
College				
ThiQar	28	127	155	60
Education				
Maysan	22	162	184	
Education				
Total	50	289	339	

The sample of the present study is selected from 3rd year university students of ThiQar university ,College of Education for Human Sciences, Department of English Language. It includes 87 male and female students distributed into: 42 ones as the control group and 45 ones as the experimental group.

3.2 The Quasi Experimental Design

The adopted quasi experimental design is a non-randomized control group , pretest- posttest design.

3.3 Equalization of Groups

The control and the experimental groups have been equalized in gender, age in months and pre-test as described below:

3.3.1 Gender variable

By using the chi- square formula , table (2) shows that there has been no statistically significant difference between the two groups since the

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computed \bar{X} value is (0.801) which is lower than the tabulated X^2 -value(3.84), on (1) degree of freedom, and 0.05 level of significance

Table (2) Chi2- values in terms of the Gender Variable

Group	NO.	\bar{X} Value		d.f	level of significance
		Computed	Tabulated		
EX.G	45	0.801	3.84	1	0.05
CON.G	42				

3.3.2 Age Variable

By applying the t-test formula for two independent samples, table (3) below shows that there has been no statistically significant difference between the two groups since the computed t-test value which is (0.368) is lower than the tabulated t-test value which is (1.99), on (85) degree of freedom, and 0.05 level of significance.

Table (3) t-test value for the equalization in Age variable

Group	NO.	\bar{X}	SD.	d.f	X2Value		level of significance
					Computed	Tabulated	
EX.G	45	2.6884	28.727	85	0.368	1.99	0.05
CON.G	42	2.6700	15.727				

3.3.3 Pretest Variable

By using the t-test for two independent samples formula, it has been found that the mean score of the experimental group is 6.933 with a standard deviation of 2.700, whereas the mean score of the control group is 7.595 with a standard deviation of 2.930. The computed t-test value has been found (1.096) which is lower than the tabulated value which is (1.99) on (85) degree of freedom and 0.05 level of significance. This shows that there is no statistically significant difference between the two groups on the pretest variable. (see table 4 below)

Table(4)

t-test values for the equalization on the pretest variable

Group	NO.	\bar{X}	SD	d.f	t-test Value		level of significance
					Computed	Tabulated	
EX.G	45	6.933	2.700	85	1.096	1.99	0.05
CON.G	42	7.595	2.930				

Construction of the pre and post Tests

3.4.1. Construction of the pretest

The pretest employed in the present study is an essay writing test under the following title: **Your first time away from home.** The

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psychometric characteristics that have been done in terms of the pretest are the face validity and Reliability.

3.4.1.1 Face Validity

By asking a group of five experts in English language teaching and linguistic to give judgment about the suitability of the topic above, all jurors agreed on it is suitability with 100% agreement.

The jury members are :

1. Prof. Fatin Khairi Al-Rifai', College of Education Ibn-Rushed, University of Baghdad.
2. Prof. Riyad Kahlil, College of Languages, University of Baghdad.
3. Assist. Prof. Ghazawan Adnan, College of education for Humanities, University of Diyala
4. Lect. Nadiya Majeed Al-Rubaie', Baghdad Technical Institute, Baghdad.
5. Lect. Ali Arif Al-Zubaidi, College of Languages, University of Baghdad.

3.4.1.2 Reliability

In terms of computing the reliability coefficient, the intra-scorer method has been used. The reliability sample includes (60) male and female students. The pretest has been corrected twice, once by the researcher himself, and the second time by another instructor*.

Prof. Fatin Khairi Al-Rifai', College of Education Ibn-Rushed, University of Baghdad.

By using Pearson correlation coefficient formula, the reliability has been found 0.84 which is considered acceptable according to Lehman and Mehrens (1991:255).

3.4.2 Construction of the posttest

The posttest consists of an essay writing topic entitled : **A Character from a Book, Movie or TV Program**. The psychometric characteristics that have been done in terms of the posttest are also face validity and reliability.

3.4.2.1 Face Validity

By using the same procedure in 4.3.1.1, the percentage of agreement has been 100%.

3.4.2.2 Reliability

By applying the same procedures in 3.4.1.2, the reliability coefficient has been found 0.79 which is considered acceptable according to Mehrens (Ibid.).

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3.4.3. The Scoring Scheme

The scoring rubric has been adopted from Harris , et al. (2010:75) as shown in appendix (1). The total score is (20).

3.4.4 Item Analysis of the posttest

In terms of the analysis of data of the items , the level of the item discriminating power have been calculated for the four areas of the scoring scheme as shown in Table (5) below:

**Table (5) level (DL)
Item Difficulty \ and Item discriminating power (DP)**

Item	DL	DP
1.Vocabulary and Structure	0.411	0.320
2.Organization , Linking ,and Register	0.414	0.376
3. Presentation and Coverage of point	0.420	0.353
4.Relevance, Handwriting and spelling	0.573	0.412

All the indices of DL and DP have been proved acceptable since they are above 0.50 (Brown 2004:66) .

3.4.5 Teaching Procedures

Below is a brief description of the teaching procedures adopted in the present study for both the experimental and control groups in teaching essay writing activity or task :

3.4.5.1 The Experimental Group

The experimental group has been taught the suggested technique by the researcher himself during 45 minutes. The experimental group has been distributed into five groups of 8 members per group. The leader of each group facilitates in the application of the instructions provided by the teacher .Each leader is trained before the session or class time to fulfill his tasks successfully. Among others, each leader has to give any information or help for his members , distribute and collect the slips, etc. The steps followed in applying the slip-writing technique are:

1. Defining the Task

Every student in the experimental group should have a clear idea about the technique , its main purposes , when to use it, its benefits , how the slips are used and the number of sentences to write .the teacher here defines the tasks and give a clear understanding of the target problem to solve . this step is achieved within 2 minutes.

2. Distributing the slips

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The leader of each group distributes the slips on the members of his own group .if needed, more than one slip could give to each member. This step is achieved within 2 minutes.

3. Generating the ideas

Individually and silently , each member of a group starts generating ideas by himself without any discussion with the rest of the members of his group . This step is achieved within 10 minutes.

4. Sorting the ideas

The teacher asks one student or more from each group to go to the white board and start sticking the slips of ideas after gathering them by the leader from the members of his group .The slips are arranged in a vertical line under similar ideas that are grouped by content topic . This step is achieved within 8minutes.

5. Consolidating Categories

Here , several of the objectives will be built all together that the slips combine in to bunch for simpler discussion into rationale gathering. Different targets will create utilitarian groupings alone .This progression is accomplished within8 minutes.

6. Summarizing the idea on each Classification Card.

After sorting the ideas under different categories , the teacher asks the members to summarize the sorting categories into one large slip to represent the final product .This step is achieved within 10 minutes.

3.4.5.2 The control Group

The researcher himself has taught the control group without employing the slip- writing technique. The steps followed here are :

1. Warm up: where students start a short speech or discussion or brainstorming on the topic given to them by the teacher .This step is achieved within 5 minutes.

2. presentation : were students start reading the instructions of the activity, then they start working by themselves separately and write on a separate sheet the ideas generated on the given topic. The teacher monitors and provides assistance when necessary .If the activity is not achieved by some students, the teacher asks them to finish at home and bring their sheet next lecture . Students should arrange information logically and coherently , produce grammatical accurate sentences, write legibly , sequence events, select an appropriate

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layout , organize content into paragraphs , finally connect paragraph in a continuous essay . This step is achieved within 15-18 minutes.

3. Closure:

Here students are asked to work together in both writing and reading each other's product , edit and correct peers 'products or their own , and become involved in the writing , editing and assessment processes. This is achieved within 10minutes .

4. Assessment and Reflection

The teacher asks some volunteered students to read in front of the class the final product of the essay writing activity . Proof reading for coherence , accuracy in punctuation, grammar , and spelling and giving opportunities to students to give comments or suggestions will be the last step . This is achieved within 5-7 minutes.

4. Data Analysis ,Results, Conclusions , Recommendations

4.1 Data Analysis and Results

At the end of the experimental work which lasted for three months , data has been gathered , then analyzed by using two independent samples t- test formula .Results show that the mean score of the experimental group is 15.288 with a standard deviation of 2.127, whereas the mean score of the control group is 14.000 with a standard deviation of 2.537 . The computed t- test value is 2.573 while the tabulated t- test value is 1.99 .The degree of freedom is 85 on a level of significance of 0.05. This shows that there is statistically significance difference between the two groups since the computed t-test value is higher than the tabulated . This means that the experimental group students have proved to be better in their essay writing because they were taught by using the slip-writing technique . (see table 6 below)

Table (6) t-test value of the posttest between the Experimental and Control groups

Group	NO.	\bar{X}	S.D	d.f	t- test Value		level of significance
					Computed	Tabulated	
EX.G	45	14.000	2.537	85	2.573	1.99	0.05
CON.G	42	15.288	2.127				

4.2 Conclusions

In the light of the findings, a number of conclusions can be drawn.

1. Students' performance in the essay writing is better than those who are taught by the traditional technique.

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2. Using slip-writing technique makes learners more successful and creative and able to build positive attitudes towards learning.
3. Slip-writing technique encourages the critical thinking in students since they can express their opinion and ideas freely.
4. Using the slip-writing technique provides opportunities for students to come up with original and useful ideas in essay writing .
5. All EFL students could apply slip-writing technique for learning new vocabulary and generating new ideas to their writing tasks in the class.

4.3 Recommendations

On the basis of the results of the study, the following recommendations are proposed:

1. Iraqi EFL college students could be trained to use slip-writing technique for improving their writing in writing skill in general and essay writing in particular .
2. Iraqi Colleges of education are invited to adopt and develop modern techniques in teaching essay writing and other skills based on the level of language proficiency of their students.
3. Classroom -size must be enlarged in order to meet the requirements of the large number of students and to fit the use of the slip-writing technique.
4. The teachers are advised to use slip – writing technique as a motivating factor which can create an environment for the learners to write.
5. Syllabus designers have to allocate time and give more emphasis to use slip-writing technique as a practical aspect in teaching essay writing.
6. EFL instructor requires to create a supportive atmosphere to encourage students to participate in the writing process.

مخلص البحث

تهدف الدراسة الحالية إلى استقصاء اثر استعمال تقنيه الكتابة بالقصاصات على اداء طلبة الجامعة دارسي اللغة الإنكليزية بوصفها لغة أجنبيه في كتابه المقالة. لقد تبنت

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الدراسة الحالية تصميم شبه تجريبي غير عشوائي ذو الاختبارين القبلي والبعدي ومجموعتان تجريبية وضابطة. تكونت عينه البحث من سبع وثمانون طالب وطالبة للمرحلة الثالثة في قسم اللغة الإنكليزية لكلية التربية جامعه ذي قار للعام الدراسي ٢٠١٦-٢٠١٧. استخرج الصدق الظاهري وذلك عن طريق عرض الاختبار على مجموعه من الخبراء في مجال طرائق التدريس وعلم اللغة. وقد استخرج معامل الثبات للاختبارين . استخدم الاختبار التائي لعيتين مستقلتين في هذه الدراسة . أظهرت النتائج إن هناك فروق ذات دلالة إحصائية بين المجموعتين ولصالح المجموعة التجريبية والتي درست بطريقه الكتابة بالقصاصات . وعلى اساس الاستنتاجات وضعت بعض التوصيات.

كلمات مفتاحيه: مهاره الكتابة ، الكتابة بالقصاصات ، كتابه المقالة ، الاداء

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Appendix (1) Scoring Rubric Scheme

The scoring rubric scheme ranges analytically from 5: (Excellent) 4 : (Good) 3: (Adequate) 2: (Unacceptable) 1: (Bad). Therefore; 20 is the total score of the test.

Mark	Vocabulary and Structure	Organization , Linking and Register	Presentati on and Coverage of points	Relevance , Handwriting and Spelling
5	Wide range of structure and vocabulary demonstrating control of language	Clear organization with a variety of linking devices.	Presentatio n and register wholly appropriate to purpose and audience	Full coverage of points required
4	Good range of structure and vocabulary generally accurate.	Effective organization , suitable linking devices	Presentatio n and register appropriate to purpose and audience	Coverage of points required with sufficient detail
3	Adequate range of structure and vocabulary, some errors.	Adequate organization , simple linking devices	Presentatio n and register on the whole appropriate to purpose and audience	Coverage of main points required
2	Range of structure and vocabulary rather limited, errors may obscure communication.	Inconsistent organization, few linking devices	Unsuccessf ul attempts at appropriate presentatio n and register	Some omissions and/ or irrelevant material
1	Narrow range of structure and vocabulary , little or no language control.	Lack of organization and linking devices	Little or no awareness of appropriate presentatio n and register	Numourous omissions and/or considerably irrelevant material

Appendix (2)

A daily lesson plan for the Experimental Group .

The steps followed in applying the slip-writing technique are the following :

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1. Defining the Task

Every student in the experimental group should have a clear idea about the strategy , its main purposes , when to use it, its benefits , how the slips are used and the number of sentences to write .the teacher here defines the tasks and give a clear understanding of the target problem to solve . this step is achieved within 2 minutes.

2. Distributing the slips

The leader of each group distributes the slips on the members of his own group .if needed, more than one slip could give to each member. This step is achieved within 2 minutes.

3. Generating the ideas

Individually and silently , each member of a group starts generating ideas by himself without any discussion with the rest of the members of his group . This step is achieved within 10 minutes.

4. Sorting the ideas

The teacher asks one student or more from each group to go to the white board and starting sticking the slips of ideas after gathering them by the leader from the members of his group .The slips are arranged in a vertical line under similar ideas that are grouped by content topic . This step is achieved within 8minutes.

5. Consolidating Categories

Here , several of the targets will be constructed in order that the slips coalesce in to cluster for easier conversation into logic group. Other targets will produce functional groupings alone .This step is achieved within 8 minutes.

6. Summarizing the idea on each Classification Card.

After sorting the ideas under different categories , the teacher asks the members to summarize the sorting categories into one large slip to represent the final product .This step is achieved within 10 minutes.

Appendix (3)

A daily lesson plan for the Control Group

. The steps followed for the control group are the following :

1. Warm up: where students start a short speech or discussion or brainstorming on the topic given to them by the teacher .This step is achieved within 5 minutes.

2. presentation : were students start reading the instructions of the activity, then they start working by themselves separately and write on a separate sheet the ideas generated on the given topic. The teacher monitors and provides assistance when necessary .If the activity is not

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achieved by some students, the teacher asks them to finish at home and bring their sheet next lecture . Students should arrange information logically and coherently , produce grammatical accurate sentences, write legibly , sequence events, select an appropriate layout , organize content into paragraphs , finally connect paragraph in a continuous essay . This step is achieved within 15-18 minutes.

3. Closure:

Here students are asked to work together in both writing and reading each other's product , edit and correct peers 'products or their own , and become involved in the writing , editing and assessment processes. This is achieved within 10minutes .

4. Assessment and Reflection

The teacher asks some volunteered students to read in front of the class the final product of the essay writing activity . Proof reading for coherence , accuracy in punctuation, grammar , and spelling and giving opportunities to students to give comments or suggestions will be the last step . This is achieved within 5-7 minutes.