

## Effect of Free Writing on ESP Students' Achievement in writing Political Essays

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### 1. Introduction

Language . . . is the most important sign system of human society. . . [It] has its origins in the face-to-face situation, but can be readily detached from it. . . . [It also] possesses an inherent quality of reciprocity that distinguishes it from any other sign system. (Berger & Luck man, 1966: 36–37)

Writing is the process of using symbols to communicate ideas. It's a system/method of representing language in visual or tactile form. Writing is the mirror that reflects/shows one's knowledge about a language. The ability to use a language in a communicative way, however, is not just a single unified skill. Most recent thinking has divided language ability into four separate skill areas; listening, reading, speaking, and writing. Listening and reading are known as the receptive skills; while speaking and writing are known as the productive skills. (Christian A Clausen. 2015:8).

Bello (1997:355) indicated that writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class. He added that “one of the major failing in the traditional curriculum could be attributed to lack of attention given to writing, which is an important avenue for thinking”.

Writing has been a major means used by academic staff across the disciplines in assessment of student learning in higher education. Likewise, the ability to convey thoughts effectively in writing has been deemed crucial for success in tertiary studies (Crème & Lea, 1997:152); Lee & Stierer, 2000:8)

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In light of the imperative need for pedagogical innovation to enhance teaching and learning in higher education, this research reports on the innovative use of the focused freewriting technique in an intensive writing course offered as an academic support program to ESP students in the college of political science at Al-Nahrain University.

### **11. The Problem**

Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers. To assist language instructors to improve learners' writing competence and produce good writing, Thanatkun Tangpermpoon, 2008: (1-9)

Mastering writing is the most difficult for first and foreign language learners. It is a complicated process since it involves a series of forward and backward movements between the writer's ideas and the written text (Harris & Cunningham, 1994:50), and requires a high level of language control (Murcia & Olshtain, 2000:20).

Writing, as one of the key components of language learning is undoubtedly essential in tertiary education. However, studies have shown that students consider writing as an extremely difficult area in learning English. "Writing is such an important learning tool because it helps students to understand ideas and concepts better" (Voon Foo, 2007:4).

Tsui (1996) believes that learning to write in the foreign language involves as much anxiety as learning the other skills, because writing is predominantly product-oriented, and it requires individual work, i.e., students feel they are deprived of help, support and encouragement.

Writing has always been considered as a pain for both learners and the ELT practitioners as well. There are assumptions that the writing is one of the most difficult or challenging language skills to be developed (Mohammad Nazim & Jalal Ahmad, 2012:346)

In many Arab countries including Iraq, the education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the course. Traditional methodologies do not help a lot.

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Unless the teacher is able to create an interest in the minds of the learners, he can't expect the desired results.(Iman Muwafaq,2014:105)

Various researches have shown that Iraqi students are poor users of English language specifically in continuous writing.Writing has always been considered as a pain for both learners and the ELT practitioners as well.

The problems that faced the could be caused by some factors, such as in

In appropriacy of teaching strategies applied by the teacher, low ability of students, the materials used and others. Those factors should be taken into account thoroughly in teaching writing. Therefore, the teachers need to equip themselves with various teaching strategies that can help learners gain their goal of learning English. The strategies applied must be able to give chance for the students to promote language learning. Moreover, the strategies must be able to facilitate the students to be active to participate during the teaching and learning process.( Handayani, A A, Komang1, Dantes, Nyoman12, Ratminingsih, Ni Made,2013)

Flanegin and Rudd (2000: 99) found that English is necessary for all professions. However, Teaching English in the Arab world is challenging. Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively the problem is the lack of both: the adequate,stock of English vocabulary and creativity in writing. It is evident that writing is the biggest challenge for manystudents. Therefore, many associations exert their effort to improve learning English (Mourtaga, 2010:2).Still, it is a very tough mission for teachers to teach English creatively so that students could become independent learners and benefit a lot from the innovative teaching techniques adopted by the teacher.

Recent research has revealed that a vital source of difficulties in student writinglies in the student writers' lack of understanding of the nature and process of academic writing and confusion about the expectations and requirements of academic writing assignments in their field of study (Clerehan& Walker, 2004; Elander et al, 2006; Emerson, Rees & MacKay, 2005; Lillis & Turner, 2001). Such research findings point to the importance of developing not only effective writing skills, but also sound understanding of the

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fundamental nature of academic writing as well as subject-specific requirements for writing in order for students to become competent writers of academic texts.

Free writing advocates promote the *process* of writing as being much more important than the product of writing. Writing is a tool for learning and self-discovery, not just a means to demonstrate learning (Emig, 1977; Meyers, 1983; Raimes, 1986). Proponents of free writing charge that structured writing strategies blunt this process (Edelsky & Smith, 1989).

Free writing can take the form of creative writing, diaries, journal writing, dialogue journals, writing a new version of a story, or rewriting the ending of a book (DeAvila, Duncan, & Navarrette, 1987).

In free writing, topics are not prescribed and the writing itself is not graded (Hillocks, 1986:53). Graves (1981:7) and Staton (1982:101) both argue that presenting topics deprives students of the right to generate and develop their own ideas.

### 1.2. The Significance

Writing is one of the main parts of education and it is necessary both for students and for employees of all business sectors. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory (Kellogg, 2001:915).

Writing plays an effective role in developing one's thinking and enhancing learning. It is, in fact, a means of widening one's own views about the world for the numerous uses that it can serve (Samuel, 1988:28).

French and Rhoder (1992:71) stated that writing could be viewed as the main area in the curriculum that we associate with creativity, noting that writing is one of the most tasks that we can be asked to perform.

Heaton (1975:138) state that writing skills are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some effort have beendone to solve the main problem. Its purpose is to help learners produce self-contained composition. Without learning writing, the

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students will get some difficulty in achieving clarity, which is the goal of any writing exercise.

Conley (1995: 54) pointed out that writing makes our thoughts and experiences

vivid and long lasting and helps us learn things in every subject area. "In many ways, writing is the way we make sense of our world"

Hammer statement (2004:31), writing encourage student to focus on accurate language use because they think as they write. Writing is the important and useful skill for students. Students should have mastered these basics before joining the college where they could direct their attention and efforts to learn how to analyze, synthesize assignments and critically respond to new information. (Irvin, L.Lennie, 2010: 7)

Effective writing skills are central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshmen year (Geiser&Studley, 2001:5).

Brown statement (2001:218) which is the ability to write has become an indispensable skill and writing skill is necessary condition for achieving employment in many walks of life. Writing skill is also the important skill. It can use to communicate and show the way thinking of the mind. It will use in employment world. So, writing is really useful skill which students have to learn seriously.

Hammer (2004:31) urges that writing encourage student to focus on accurate language use because they think as they write. Writing is the important and useful skill for students.

In free writing, learners write for a period of time in class on a topic of interest to them. This writing can take many forms, including quick writes, which are time-limited, done individually, and not always shared; and dialogue journals, written to a teacher, a classmate or other partner who then responds (Peyton & Staton, 1996:65). Moreover, Cumming (1977:6) even comments that "free writing is better than aspirin for tension, and has no counter indications". According to him, it helps when you are depressed; and sometimes you find out what you were concerned about.

### **1.3. The aim of the Study**

The study tries:

1.To investigate the effectiveness of using free-writing method on ESP students' achievement in writing political Essays of post graduate students in the college of political sciences at Al-Nahrain University.

### **1.4. The Hypothesis:**

It is hypothesized the followings:-

1-There is not any statistically significant difference in the achievement of

ESPstudents in using free writing in writing political essays.

2- There is statistically significant difference in the achievement of ESPstudents in using free writing in writing political essays.

### **1.5. The limitation of the study**

The study is limited to Iraqi ESP /post graduate college students (PhD candidate) Inthe College of political sciences at Al-Nahrain University during the academic year (2014-2015).

### **1.6. Definition of Basic terms**

- **Writing**

It is defined by Dictionary.com as “the act of a person or thing thatwrites.” Writing is not merely the simple task of using paper and pen or pencil to connect letters to form words. Instead, it is using words to form larger thoughts that demonstrate understanding. It allows a person to see on paper what their brain is processing or thinking.

Wikipedia (2007) states: Writing, more particularly, refers to two activities: writing as a noun, the thing that is written; and writing as the verb, designates the activity of writing. It refers to the inscription of characters on a medium, thereby forming words, and largerunits of languages, known as texts. It also refers to the creation of meaning andthe information thereby.

For Byrne (1996:3), 'writing' involves encoding of a message written through a sequence of sentences ordered together in certain ways, and it requires some conscious mental effort including making notes, drafting, and revising.

White (1995:v) views writing as an activity “involving a number of thinking

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processes which are drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises.”

Writing is defined as "... the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse .....and the expression of the ideas" (Abu-Ghararh, 1998: 87)

- **Free writing:**

Free writing refers to the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written. In Elbow's own words, "the only requirement is that you never stop." (Peter Elbow, 1998b:3)

Cumming(1977:34) says that free writing is a basic and very simple exercise: "one of those, like touching your toes with alternate hands or diaphragmatic breathing", that everyone should do every day because it is easy – it only takes ten minutes - and "its moral, spiritual, and physical benefits are incalculable". "It helps you to know yourself; it can free you from the mundane or show you that you are hopelessly enmeshed in it",

- **Achievement**

According Oxford Advanced Learner's Dictionary of Current English (1995:10), the word achievement derives from word "achieve" means:

- 1) To succeed in reaching the particular goal, status, standard, especially by effort, skill, courage, etc.

- 2) To succeed in doing something or causing to happen

Hornby (2000:11) defines "achievement" as (1) a thing that somebody has done successfully, especially in using his own effort and skill (2) the act or process of achieving something.

- **An Essay**

An essay has been defined in a variety of ways. One definition is a "prose composition with a focused subject of discussion" or a "long, systematic discourse". ([Wikipedia, the free encyclopedia, 2015](#))

Essay: A piece of writing which is often written from an author's personal point of view.

## 2. Theoretical Background

### 2.1. What is writing?

Writing is defined as "The act or process of producing and recording words in a form that can be read and understood": *At first, most students find writing difficult.* (The American Heritage Dictionary, 2013)

"When we write we use graphic symbols that is letters or combinations of letters which relate to the sounds we make when we speak." (Byrne, 1979:1)

Conley (1995:54) pointed out that writing makes our thoughts and experiences vivid and long lasting and helps us learn things in every subject area. "In many ways, writing is the way we make sense of our world".

Teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basics of grammar and syntax through various pedagogical methods.

In discussing the importance of writing to learning, Suleiman (2000:155) asserts that "Writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development." Examining this multidimensional nature of the writing process helps in comprehending of writing fundamentals

According to Zamel (1983:183), writing is a process through which students can explore and discover their thoughts constructing meaning and assessing it at the same time. Attention is paid first to the content and meaning and then to the form.

### 2.3. Teaching Writing

Teaching and learning of English can help the students to deal successfully with their academic demands and to perform successfully in their disciplines and professional contexts (Adams & Keene, 2000:128).

English writing is thought to be an essential skill for success in the modern global economy. Many experts would go as far to say that without certain knowledge of English reading skills and English writing skills, a career would be somewhat limited if it involves doing business in English-speaking countries at even a basic level.



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According to Zamel (1983:165), writing is a process through which students can explore and discover their thoughts constructing meaning and assessing it at the same time.

Cameron (2003), added students' motivation to learn increases when the material is varied as in using interactive learning tools such as simulations and static graphics in an online environment.

### 2.4. What is free writing?

Free writing is the simplest way to get words on paper with the goal of warming up your brain and getting yourself in the habit of thinking and writing. Free writing may seem crazy but actually it (makes simple sense. (Peter Elbow, 1973: 1-7

Free writing can help students overcome the sense of block. Jacobs outlines the nature of free writing as having three important aspects "concentrating on content, not worrying about form, and writing without stopping" (Jacobs, 1986:282).

Free writing advocates promote the *process* of writing as being much more important than the product of writing. Writing is a tool for learning and self-discovery, not just a means to demonstrate learning (Emig, 1977:122-128); Myers, 1983:69; Raimes, 1986:81).

Proponents claim that free writing provides the incentive and practice necessary to write in effective and interesting ways, as well as practice in choosing topics (Edelsky, 1986:22); (Emig, 1971:28); (Graves, 1981:185); (Murray, 1978:28). They claim that structured writing reinforces counter-productive, mechanistic models of writing, causing students, especially weak students, from making improvement (Hartwell, 1984).

"Write for ten minutes. Do not stop writing. Do not worry about spelling, punctuation, complete sentences, and grammar. If you can't think of anything to say, write, "I can't think of anything to say", over and over again until you think of something. Do not read over what you have written (at least not for a while) (Cumming, 1977:34)."

#### 2.4.1. Benefits of Free writing

Free writing can help students overcome the sense of block.

Jacobs (1986: 284) outlines the nature of free writing as the following:-

##### 1. Increases Your Creativity

The act of continuous non-stop writing forces your mind to come up with new ideas. Getting these on paper then allows the creative

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juices in your brain begin to flow. With free writing, the stream of ideas that must be generated will move you through all different topics. The right brain will kick in trying to come up with new areas to explore.

### **2. Generates New Ideas**

Going beyond creativity, you simply do not know what's buried in your brain until you give this technique a chance. Without the ability to fall back into your regular thought pattern (because of the speed of the task) you'll generate ideas that you never thought were possible or never thought that you would (or could) have. Free writing helps you to bring new ideas to the surface that may have been hiding in the back of your mind.

### **3. Gets You Unstuck**

whenever you're stuck in a situation, this technique can help you blast right through that feeling, opening new possibilities and concepts. Whether you're stuck on a writing project, business plan or in your personal life, getting a stream of ideas down will help move you past the block.

### **4. Makes You Feel Great!**

One of the biggest challenges to a writer is come up with something new and original every time — adding value to the reader. Once complete, this method of idea generation allows you to sit back and review a whole range of different thought directions. Most times, you will amaze yourself with a level of creativity and the sheer volume of material just by pushing yourself. It's a powerful feeling to reflect on a successful free writing session.

### **5. Forces You to Think Differently**

One of the biggest problems is the regurgitation of your own ideas. Every writer or blogger has "fallen into a rut" where your topic seems to be similar no matter what you try to write. Free writing forces your mind to think in different ways outside of your normal. Like using a mind map, it helps you to explore different ideas from different points of view and make connections that never existed before.

### **6. Creates a Chain Reaction of New Thoughts**

It is often surprising how quickly you get focused on getting the words written down. As ideas come, all it takes is one slight deviation to your thought pattern and your writing goes in an entirely new direction. You may start with getting ideas for a new

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blog post and end up writing the first paragraph of your next novel!  
(Lewis:2015)

### 2.5. What is an Essay?

The word 'essay' originally meant 'to test' or 'try out'. The academic essay, however, now has the more usual meaning of a short piece of analytical writing on a given subject

The essay is defined as a short literary composition on a subject expressing a personal view. Reid (1988), O'Donnell and Paiva (1993), Clouse (1998), Zemach and Rumisek (2003) and Meyer (2005) suggest that an essay is composed of 3 parts as follows:

.The introduction -

.The body -

The conclusion -

:The introduction .1

The purpose of the introduction is to introduce the reader to the essay. It tells the reader what the essay is about and why he or she should read it. From reading an introduction, the reader should be able to determine the thesis statement of the essay and the main points that will be discussed, and the order in which they will be discussed

The thesis is a clear concise statement of the position that the writer will defend in the essay. It also contains the focus of the essay and tells the reader what the essay is going to be about. The thesis statement is usually stated clearly in one or two sentences at the end of the essay's introduction

:The Body .2.

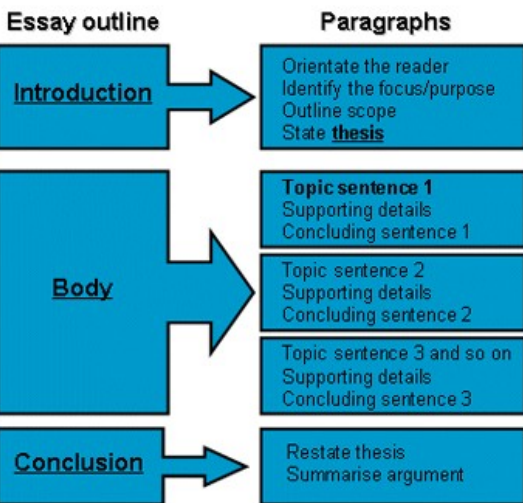
The body is where the supporting points and details are found. Through body paragraphs, the reader gets more specific information and can form an opinion. Paragraphs must be logically arranged and provide a seamless framework for ideas. Each paragraph should include a topic sentence indicating the main idea of the paragraph

:The Conclusion .3

The conclusion serves two specific functions: 1) it summarizes what has been said in the body of the essay without repeating it. 2) it provides the reader with a relevant final thought on what the writer wants him/ her to do, think, believe, or understand. ( Salem

(SalehKhalaf Ibnian,2011:263-264

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### :Essay Types .2.5.2

:Essays could be classified into four types

Expository essays -

Descriptive essays -

Narrative essays -

Argumentative (Persuasive) essays -

1-The expository essay, which is also called the analytical or information essay, is that kind which explains and analyzes a specific issue. It requires students to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea. This can be accomplished through comparison and contrast, definition, the analysis of cause and effect, etc

2-The descriptive essay is that kind which describes an object, person, place, experience, emotion, situation, etc

3-The Narrative essay tells a story. It can also be called a "short story."

Generally the narrative essay is conversational in style, and tells of a personal experience. It is most commonly written in the first person (uses *I*). This essay could tell of a single, life-shaping event, or simply a mundane daily experience.

4 The argumentative essay. This is the type of essay where you prove that your opinion, theory or hypothesis about an issue is correct or more truthful than those of others.

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## 3. The Procedures

### A-The design

The design used in this study is a quasi-experimental design. The data was analyzed using pre-test and post-test. The researcher conducted the research for fifteenth weeks.

### B- Sample of the Study

The study was applied on the post graduate students (PhD candidate) of the college of political science /at Al-Nahrain University for the second term for the academic year 2014-2015.

The sample of the study consisted of 15 post graduate students (PhD candidate) 4 female, 11 male. The students' average age was 28-40 years old.

### C- The Material

Pretest and posttest in the form of essay writing were employed as instruments to measure students' achievements in writing political essays. In this research, the researcher applied a new method (free writing) which was different from usually method.

### D-The Instruments

A checklist was used to identify the essays writing skills needed -1  
for post graduate students in ESP

.A pre- post essay writing test and its scoring scale -2

- **The checklist Test**

Having reviewed the related literature on developing students' writing achievement, the researcher designed an essay writing skills' checklist and submitted it to specialize so as to determine the degree of importance of each skill on the checklist

The checklist aimed at identifying that the essay writing skills is (necessary for post graduate student's .See Appendix (A

- **An Essay Writing Test**

According to Campell, Smith, and Brooker (1998), written essay tests can effectively evaluate students' writing. Thus, the researcher utilized an essay test so as to investigate the students 'achievement in writing political essays.

Thefifteenstudents in this study were given sixty minutes to write essays on a topic familiar to them. The topic for the pretest and posttest writings was chosen in the field of political sciences.

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The participants were in advanced level of proficiency so writing about these topics wasn't hard for them.

## **:The Administration of the Test .3.1**

### **3.1.1. The Pre Test**

To examine the written achievement of students and the improvements of their writing abilities, the essay topic "globalization " was used. This topic was chosen because it was accessible to the students and could be covered in more than one paragraph; in addition, it was open-ended and familiar.

All the participants were instructed to write a free-standing paragraph and it should be between (200-250 words) about the topic within 60 minutes at one sitting and under the same test conditions. See Appendix (B)

### **3.2. The Validity of the Test**

The validity of a test, or the degree to which a test actually measures what it is initially intended to measure (Hughes, 1989: 22; Brown, 2001: 387), is a complex criterion in the field of testing.

To ensure validity of the test, the researchers submitted it, in its initial form, to a number of specialized jury members. The test was modified according to the Jury members' comments and suggestions.

### **3.3. The Pilot Study**

The main aim of the pilot study to test the research instruments and to determine whether it is feasible to precede the aims of this study .It was carried out by a group of 5 post graduate students who had always the same level of study, they were chosen from the same college and in the same field of study. The final written test was used for the main study had a political essay passage in the field of political science.

## **The Instructions of the Test .3.4**

On the first day of instruction, the students received detailed explanations as to what guided free writing is, how they should do it, and also why it is beneficial for them to improve their English writing skills.

The study was conducted to see if free writing method was effective in producing higher achievement in writing political essay with regard to writing or not

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The 15 ESP post graduate students were asked to write essays together throughout the second semester of the academic year 2014/2015.

Students were given general guidelines for the major points to be covered in their essay writings. In order to make sure that the students work effectively on such cooperative writing activities, the researcher explained to his/her students what is meant by free writing and how they could make full use of this method to enhance their writing skills

The ultimate goal of the class was teaching post graduate students how to write five paragraph essays which have an introduction, a body with three paragraphs, and a conclusion. Moreover, the construction of a paragraph which includes topic sentence, supporting sentence, and concluding sentence was also taught. Besides the construction of an essay and a paragraph, a general writing process including brainstorming, outlining, writing first drafts, giving peer feedback, editing for a final draft, etc. was also taught in the class.

The students which also asked what topics they were interested in. This question was included to make the practice of free writing more meaningful to them. Most of the suggestions served as free writing topics that were given every week.

15 different essay topics were taught within the period of fifteen weeks. The essay topic administered as pretest in the first week was re-administered in the last week as posttest. Each period usually lasted for 60 minutes.

The course took place from February, 20th to June, 15th. The students met one day a week during the fifteen -week program. For scoring, an analytic procedure was used. The full texts are in the appendix.( C).

### **3.5. Reliability of the Test**

Reliability is the extent to which the measurement of the test remains consistent over repeated tests on the same subjects under identical conditions.

To establish the reliability of the test, it was administered, on May, 25th, 2015, a 15 post graduate university students other than the sample of the study. Then, the same test was administered to the same group under nearly similar conditions on May, 29th, 2015.

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The reliability coefficient of the test was estimated using Cronbach Alpha

Formula. The estimated value was (0.89), which is considered reliable for the purpose of the current study.

### 3.6. Scoring

The students' writings were rated according to main criteria: logical sequence (content, supporting details, organization, coherence and mechanism of writing) each criterion had 20 points possible and scores on each scale were summed to obtain the total score (100 points possible). The classification of the system score that the researchers used in the rubric went from 0 to 100 as follows: Poor: 0-25; Low: 30-50; Average: 55-65; Good: 70-85; Very good: 90-100. See Appendix (A).

### 3.7. The Post Test

After the instruction was completed a post-test was conducted.

Fifteen different essay topics were taught within the period of fifteen weeks. The essay topics administered as pretest in the first week were re-administered in the last week as post-test.

The participants were asked to write a 200-250 words concerning the topic and care about written essay elements.

The topics were similar and from their field of study. See Appendix (C)

The Participants selected the following topics:

• Globalization

• Terrorism

• United Nation

## Results and Discussion .4

### Data Analysis .4.1

In collecting the data, the researchers applied two kinds of instruments: writing pre-test and writing post-test.

#### 4.1.1. Analysis of the Test

Since this study aimed to show up the effectiveness of using free writing in teaching ESP post graduate college students, the researchers analyzed the writing scores of the pre- and post-tests of the participants in accordance with a writing rubric containing the following domains of evaluation: content, supporting details, organization, coherence and mechanism of writing. The results of the pre-test for the participants are presented in table 1



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**Table 1**  
**Pre-Post Test Comparisons for the Participants in Writing Test**

.Sig	Z	Std.Deviation	Mean	.Maxi	.Mini	N	
.001	3.415	6.516	20.80	35	10	15	Pre-test
		6.543	30.33	45	18	15	Post-test

The results showed that the mean score of the post-test was higher than that of the pre-test. As evidenced by the significant difference at the level of .001, it clearly illustrated that the free writing method used in writing political essays proved rather effective. The maximum score of students raised from 35 in the pre-test to be 45 in the post-test. , the result proved that free writing method could help the ESP Post graduate students to improve their writing achievement.

**Table 2**  
**Paired samples t-test results**

Mean		df	Sig (2-tailed)
Pair 1			
Pretest	10.08	29	.000*
Posttest	13.95		

\* Correlation is significant at the .05 level (2-tailed)

As table 2 demonstrates, the mean difference of 10.08 between the pre-test and post-test scores was statistically significant, (29) = 13.95, p= .000. Hence, the result proved that free writing method could help the ESP Post graduate students to improve their writing achievement.

**Table 3**  
**Descriptive statistics for pre and post-test scores of the five components of writing**

SD	Mean	Test	Dimension
1081	10.10	Pre-test	Content
50	18.76	Post-test	(score upon 13-30)
2.32	10.73	Pre-test	Supporting details
90	12.36	Post-test	(scores upon 8-20)
1021	9.53	Pre-test	Organization
1.11	10.60	Post-test	(scores upon 7-20)

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2.10	5.46	Pre-test	Coherence
2.20	10.20	Post-test	(scores upon 5-25)
40	3.20	Pre-test	Mechanics
50	3.70	Post-test	(scores upon 2-5)

Table 3 shows the differences in the pre-posttest for the five components of writing. The mean scores for posttest were (18.76, SD=50 for content), (12.36, SD=90 for supporting details), (10.60, SD=1.11 for organization), (10.20, SD=2.20 for coherence) and (3.70, SD= 50 for mechanism).

The findings of the results showed that there was a statistically significant difference between the pre-test and post-test for the scores of the five writing components.

**Table 4**

*Paired samples t-test results of pre and posttests of the five components of writing*

Sig (2-tailed)	Df	T	Mean	
				Pair 1 (Content)
.000*	29	-26.39	-9.66	Pretest-Posttest
	29			Pair2 (Supporting details)
.000*	29	-5.77	-2.63	Pretest-Posttest
	29			Pair 3 (Organization)
.000*	29	-8.79	-3.06	Pretest-Posttest
	29			Pair 4 (Coherence )
.000*	29	-13.49	-7.73	Pretest-Posttest
	29			Pair 5 (Mechanics)
.000*	29	-4.78	-.50	Pretest-Posttest

Correlation is significant at the .05 level (2-tailed)

The paired sample t-test was also conducted on the scores of the five components of writing which were content, supporting details,

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organization, language use and mechanics. The mean differences between the pre-test and post-test scores for each sub-scale of writing were tested for their statistical significant using paired samples t-tests. According to the table, the difference between the pre-test and post-test scores for each sub-scale [content(  $t=26.39$  ),  $M=(9.66)$ , supporting details  $t= (-2.63$  ,  $M=5.77$  ) , organization  $t=(-3.06$  ,  $m -8.79$ ), coherence  $t=(-7.73)$  ,  $M=(-13.49)$ , and mechanics  $t=(-.50)$   $M=(4.78)$  . $000<.05$ ] was statistically significant.

### 4.2. Discussion of the Results

The analysis based on inferential statistics revealed that there was a significant difference between students' pre-test score and post-test score in writing political essays in terms of five writing components which were content, Supporting details organization, coherence and mechanics. The findings indicated that Post graduate students obtained significantly higher post-test scores than pre-test scores writing. The findings proved that the free writing method was effective on students achievement as students showed a significant improvement in the post-test compared to the pre-test. This proved that students performed better in the scores for the five writing components after the inclusion of the test. Thus the null hypothesis was rejected

## 5. Conclusion and Recommendations

### 5.1. Conclusion

The present study indicates that a short period of practicing guided free writing helped improve ESP college-level student's achievement in writing political essay. The study made an attempt to identify the effectiveness of reformulation essay on learner's improvement in writing achievement. Writing skills can be major criteria towards better academic position and greater educational success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery.

The results showed that using the free writing method or technique that was used in writing a political essay for post graduate (PhD) candidate was effective in developing the students' achievement in writing.

As illustrated in this study, when focused free writing is fully utilized and becomes a regular and integral part of the teaching and learning process, students will be empowered to think through

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problems, make discoveries, gain insights, and express themselves with confidence through spontaneous writing focusing on a specific topic.

The Free writing method has improved the development of the students' writing abilities with positive results. Thus, it was identified that there is a meaningful difference in favor of the posttest according to the evaluation of the pre and posttests. The results showed that using the free writing method that was used in writing apolitical essay for post graduate students was effective in developing their achievement in writing.

### 5.2. Suggestions

Related to the conclusion, some suggestions are pointed to English Teacher, students, as well as other researchers who are interested in this technique

1- English teacher is expected to apply this technique in teaching writing as this technique not only can be applied in teaching descriptive writing but alsomarrative, informative, and persuasive writing.

2- Students are expected to apply this technique independently in writing descriptive, narrative, persuasive, and informative text as this technique can guide them to write independently.

3- Other researchers who are interested in this technique can apply thistechnique in improving students' writing proficiency.

4-To the students, it is suggested them to write grammatically accurate and toimprove their writing skill.

5-To all the readers, it is also suggested them who interested for further related tothis research, to explore their knowledge about writing and to enlarge theirunderstanding about how to improve the students' writing achievement in thereport text through film.

### 5.3. Recommendations

Based on findings of the study, the researcher recommends the  
-:followings

Place more emphasis on developing students' writing skills in -1  
.general, and essay writing skills in particular

Take the free writing technique into account while designing-2  
English language curricula due to its role in motivating the students  
.to get involved in the learning process

3- Place more emphasis on teaching writing as a process not only  
as a product.

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4- Place more emphasis on the pre- writing stage due to its vital role in the writing process.

5- Provide students with enough opportunities to express their unique ideas,

.opinions and reactions

6- The teachers should receive some training about how to design writing activities before applying this strategy.

7- The students should be encouraged to write if they lack motivation by presenting their best writing to the class using praise words like: good, well done or excellent.

8- The teacher should use this strategy gradually, until he and his students are familiar with it.

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## Appendices

### Appendix (A)

Student: -----

Date of Evaluation: -----

Essay Topic: -----

Use the appropriate Score Scale and Scoring Criteria for the corresponding type of writing to complete the writing checklist below.

Scoring Band: Poor: 0-25; Low : 30-50; Average: 55-65; Good : 70-85; Very good: 90-100

#### Content

- the subject matter I chose is appropriate for the prompt.
- The Ideas are logically presented.
- Clarity of ideas.

#### Supporting Details

- The details I include are clearly related to the subject matter.
- I include enough details to support my main idea.
- I divided the Essay into introduction, body and conclusion

#### Organization

- My composition has a strong beginning, a well-developed middle, and an effective ending.
- My essay follows a clear, logical progression.
- Well organized paragraphs
- I divided the Essay into introduction, body and conclusion

#### Coherence

- I establish relationships between ideas in my Essay
- I use transitional words and phrases, parallel structure, and other techniques to connect

Sentences and paragraphs.

- I use effective sentence structure and word choice

#### Mechanism of writing

- Punctuation
- spelling
- Grammar
- Vocabulary
- Other aspects of language are appropriately used, (articles, pronouns, prepositions, agreement)

Other elements: \_\_\_\_\_

Grade or score: \_\_\_\_\_

# Effect of Free Writing on ESP Students' Achievement in writing Political Essays

Adapted from Arnold, R. (1991: 40-45) and Tompkins Gail, E. (2004:171).

## Appendix (B)

### Samples of students Essay written Pre-Test

In no more 200-250 words, write an English essay within sixty minutes about one of the following topics. Your essay should include an introductory paragraph, at least two supporting paragraphs, and a concluding paragraph

- Globalization
- Human Rights

- Democracy

Globalization

Globalization is a process of interaction and integration among the people, companies and governments of different nations, a process driven by international trade and investment and aided by information technology.

This process has effects on the environment, on culture, on political systems, on economic development and prosperity and on human physical well-being in societies around the world.

Globalization is not new <sup>phenomenon</sup> though. For thousands of years people and later corporations have been buying from and selling to each other in lands at great distances such as through the famed silk Road across Central Asia that connected china and Europe during the Middle Ages.

Likewise for centuries people and corporations have invested in enterprises in other countries. In fact many of the features of the current wave of globalization are similar to those prevailing before the outbreak of the first World war in 1914.

## Appendix (C)

### Samples of students Essay written Post-Test

In no more 200-250 words, write an English essay within sixty minutes about one of the following topics. Your essay should include an introductory paragraph, at least two supporting paragraphs, and a concluding paragraph

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- Terrorism
- Human Rights
- Democracy

### Terrorism

Terrorism is not new and even though it has been used since the early times of recorded history, it can be relatively hard to define terrorism.

Terrorism has been described variously as both atactic and strategy; a crime and holy duty; a justified reaction to oppression and an inexcusable abomination.

Terrorism has often been an effective tactic for the weaker side in a conflict. As an asymmetric form of conflict, But despite its popularity, terrorism can be a nebulous concept. Even with the U.S Government, agencies responsible for different functions, in the ongoing fight against terrorism and extremism use different definitions.

The United States Department of Defense defines terrorism as "the calculated use of unlawful violence or threat of unlawful violence to inculcate fear;

عنوان البحث

اثر استخدام الكتابة الحرة على كفاءة الطلبة من متعلمي اللغة الانكليزية (لأغراض محددة ) في كتابة المقالات السياسية

المستخلص

يهدف البحث الى معرفة اهمية وتأثير استخدام الطريقة الحرة في كتابة المقالات السياسية لطلاب كلية العلوم السياسية في جامعة النهريين (مرحلة الدكتوراه) للعام الدراسي 2014-2015

حيث تعتمد هذه الطريقة على تشجيع الطلبة لكتابة المقالات السياسية بصورة مباشرة وحررة ودون التحضير لها مسبقا .

وقد قام الباحث بتطبيق هذه الطريقة على طلبة الدراسات العليا (مرحلة الدكتوراه) في كلية العلوم السياسية -جامعة النهريين. للعام الدراسي 2014-2015 ومعرفة مدى كفاءتهم في كتابة المقالات السياسية ذات العلاقة وقد وتوصل الباحث من خلال تحليل النتائج احصائيا بان هنالك فرقا ايجابيا عند استخدام الطريقة الحديثة لاداء طلبة الدراسات العليا في كتابة المقالات السياسية .