

تقييم استراتيجيات التدريس التفاعلية في تحسين مهارة الكتابة لدى متعلمي اللغة الإنجليزية  
في الدراسات الأولية في الجامعات

م. م. بشار سليم سعيد  
جامعة بابل/كلية التربية الأساسية/قسم  
اللغة الإنجليزية  
[Bas228.bashair.saleem@uo.babylon.edu.iq](mailto:Bas228.bashair.saleem@uo.babylon.edu.iq)

م. م. حسن ماجد محمد  
جامعة بابل/كلية التربية الأساسية/قسم  
اللغة الإنجليزية  
[Bas792.hasan.majid@uobabylon.edu.iq](mailto:Bas792.hasan.majid@uobabylon.edu.iq)

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**كيفية اقتباس البحث**

محمد ، حسن ماجد، بشار سليم سعيد ، تقييم استراتيجيات التدريس التفاعلية في تحسين مهارة الكتابة لدى متعلمي اللغة الإنجليزية في الدراسات الأولية في الجامعات ، مجلة مركز بابل للدراسات الانسانية، تموز 2025، المجلد: 15 ، العدد: 4 .

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## Evaluating Interactive Teaching Strategies in Improving the Writing Skills of English Language Learners in the Initial Stages of Study in Universities

M.M. Hassan Majid  
Muhammad

University of Babylon/College of  
Basic Education/Department of  
English Language

M.M. Bashar Salim Saeed  
University of  
Babylon/College of Basic  
Education/Department of  
English Language

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### المستخلص:

ان المعلومات التي تم استحصلها من خلال المشاركات والممارسات الأكثر نجاحا في الماضي من قبل متعلمي اللغة الإنجليزية كلغة أجنبية قد تكون دليلاً إيجابياً للمتعلمين الأقل نجاحاً، مما يتيح لهم التعلم من تجارب زملائهم وقرانهم. أظهرت التحليلات الإحصائية للاختلافات بين استجابات الطلاب ذوي الأداء العالي والمنخفض في تعلم اللغة الإنجليزية كلغة أجنبية أن الطلاب ذوي الأداء العالي شعروا بزيادة في الإحساس بالانتماء إلى المجتمع، وتحسن في الاتصال بمحتوى الموضوع، وزيادة في الوقت المخصص للمراجعة. هذه النتائج أوضحت صورة مثمرة لطلاب واثقين من أنفسهم ومن طريقة تعلمهم للغة الإنجليزية وعلى تواصلهم مع معلمهم. ان المقابلات الفردية التي تمت مع الطلبة اكدت النتائج المستحصلة من هذا البحث. استناداً إلى أهمية التواصل من خلال الكتابة بين متعلمي اللغة الإنجليزية كلغة أجنبية وبين

متحدثيها الاصليين. تم إجراء هذه الدراسة لتبسيط الضوء على هذه المهارة الحيوية في عملية تعلم اللغة الإنجليزية. الغرض من هذه الدراسة هو جمع رؤى قيمة حول فعالية استراتيجيات التدريس التفاعلية المختلفة في تعزيز مهارات الكتابة لدى متعلمي اللغة الإنجليزية الذين هم في المراحل الأولية من دراستهم الجامعية. من خلال تقييم هذه الاستراتيجيات، نهدف إلى تحديد النهج الأكثر فائدة لدعم ورعاية مهارات الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية بهدف انتقالهم إلى الدراسات العليا في التعليم العالي أو المضي قدماً في مجالات الحياة المختلفة والتي قد تتطلب الكتابة باللغة الإنجليزية. تعتبر الكتابة الناجحة مهارة تتطلب الوقت والممارسة لجميع الطلاب، وخاصة لطلاب اللغة الإنجليزية كلغة أجنبية الذين تتطور مهاراتهم في اللغة الإنجليزية بشكل تدريجي. في المراحل الانتقالية التي تلي المدرسة الثانوية، يمكن أن تكون متطلبات الكتابة الأكاديمية المتزايدة في الدورات الجامعية مرهقة للطلاب غير الناطقين باللغة الإنجليزية دون مساعدة موجهة. يمكن أن تدعم إستراتيجيات التدريس التفاعلي في هذا البحث احتياجات التعلم المتنوعة للطلاب من مستويات كفاءة لغوية وثقافات مختلفة.

#### Abstract:

The information shared about the practices of the most successful EFLs may serve as a positive guide for less successful EFLs, allowing them to learn from the experiences of their cross-cultural peers.

Statistical analysis of differences among the responses of the highest and lowest achieving EFLs suggested that the highest achieving EFLs perceived an increased sense of community, improved connection to course content, and more time spent revising despite taking fewer opportunities to practice their writing skills and learn from other EFLs.

This discovery suggested an image of confident, independent students who preferred to receive the support of their instructors. Individual interviews with these students confirmed the interpretations of the survey results.

Based on the importance of communicating via writing amongst EFL learners. This study was conducted to shed light on this crucial skill of the English language learning process.

The purpose of this study is to gather valuable insights into the effectiveness of various interactive teaching strategies in enhancing the writing skills of English language learners who are in the initial stages of their university studies. By evaluating these strategies, we aim to identify the most beneficial approach to support and nurture the writing abilities of EFL students as they transition into higher education settings.



Successful written communication is a skill that requires time and practice for all students, especially for English Foreign Language Learners (EFLs) whose proficiencies in the English language are developing. In the transitional stages following high school, the increased academic writing demands of post-secondary coursework can be overwhelming for EFLs without targeted assistance. Interactive teaching strategies can support the diverse learning needs of students from varying language proficiency levels and cultures.

### **1. Introduction:**

As initial stages students continue to struggle with written expression in their first language, the English language has become an important subject. In some countries, English is the medium of instruction in higher education, and written expression is considered fundamental. However, English language learners face a myriad of difficulties when they come into contact with new language (English). As promoters of these students, utilizing all resources available to alleviate these difficulties is paramount, and interactive teaching strategies are one way to achieve teaching effectiveness. These teaching strategies are supposed to provide the necessary conditions for continual support, interaction, and responses to language needs, and the specificity of the course for people with different goals.

There has been a growing interest in teaching and assessing writing skills using interactive teaching approaches in comparison to conventional methods of teaching writing and how written assignments are assessed. The emergence of 'interactive' writing strategies, which encourage students to discuss, evaluate, and value the diverse use of language, has been an effective way to improve the quality of writing. These strategies include Master grammar and punctuation- writing regularly – intensive reading – expanding your vocabulary. The majority of the research documents a significant enhancement in the writing performance of students who go through a teaching-writing process that includes interactive strategies, even when considering academic background and/or proficiency.

#### **1.1. Significance of the Study:**

One of the primary assignments EFLs will get at any university or college is to write an essay, organize it coherently, and conform to the academic writing expected style. All these responsibilities and challenges make writing one of the most challenging skills EFLs have to come to terms with. The new teaching strategies that are addressed in this paper could ameliorate some of the concerns that arise with time and repetition. For example, when learners are asked to write by rote using the traditional

penciled form and paper, they will eventually lose their interest, motivation, and enthusiasm. Such "rote practice" tends to be irrelevant and lacks any challenge. Engaging students in interesting discussions or competitions when using multidimensional tools will keep them energetic and interested. Moving students from traditional to "interactive" strategies will encourage them and motivate them to interact and communicate through noted reflected writing.

There has been surging criticism of the quality of EFLs writing abilities in universities around the world. The language and discourse of learners in education are central to all knowledge-building experienced inside or outside educational institutions. This has arisen out of the confidence in globalization philosophy that seeks to reinforce schools' awareness of the discipline of the curriculum within the broad and diverse social contexts of contemporary life. The issue focuses also on the language and literacy competencies and disciplines of school teaching related to EFLs. This added to serious discrepancies between the natives and non-natives having serious difficulty in achieving the required university skills in English.

### **1.2. Research Objectives:**

In summary, this qualitative study will investigate the observations and experiences of teachers involved in teaching the subjects and students taking part in the learning process, from which interactive methods of teaching writing can be established and applied to various fields. It is anticipated that the research will inform and direct the teaching of writing in the initial stages of study for language learners. This qualitative study will utilize the 'action research' strategy. The significance of this study is knowledgeable, practical, and valuable in reality, as it may extend the concepts of 'learning' through 'teaching' and interactivity. This study will also enable more effective teaching writing strategies in the aspect of language development.

The specific aims are as follows:

1. Explore various interactive teaching strategies applied in teaching beginning academic writing. Additionally, identify the basic elements and collective characteristics of writing among English language learners in the initial stages of study.
2. Use the proposed interactive teaching strategies to explore students' needs and then reform them. Through this process, new interactive teaching strategies can be applied effectively to develop student's writing skills and motivation for learning. It helps students become more autonomous and improves overall learning efficiency.







The principal aim of this study is to gather valuable insights into the effectiveness of various interactive teaching strategies in enhancing the writing skills of English language learners who are in the initial stages of their university studies. By evaluating these strategies, we aim to identify the most beneficial approach to support and nurture the writing abilities of EFL students as they transition into higher education settings.

### **1.3. Research Questions:**

The data collected in this research and the subsequent analysis will provide the empirical evidence necessary to answer these research questions. The literature and the findings from this study will inform the development of a set of interactive approach teaching principles that can be adapted to work within any educational system or program.

1. What teaching strategies can be used to promote the effective use of the interactive approach to sophisticated levels by university students studying English as a second language?
2. Will students studying English as a second language in universities improve in writing if the interactive approach is used at the initial stages of study? If so, to what degree?
3. To what extent will University of Babylon students perceive the value of an explicit interactive approach in improving their writing and in promoting learning facilitation in peers?

### **1.4. Scope and Limitation:**

120 students from the College of Basic Education, Department of English at Babylon University who take English as a foreign language. The findings of the study may only be affected by the scale of faculty and students under consideration as data from the non-sample of universities were not utilized.

### **1.5. Time frame and research perspective:**

The study was conducted for about 6 months. The views of only 5 experienced lecturers and 120 students.

### **1.6. Expert judgments of the teaching strategies:**

The study only evaluated four teaching strategies used in teaching writing (Master grammar and punctuation- write regularly – intensive reading – expand your vocabulary). These were shortlisted from the literature review by analysis of their applications, methods, and learning theory to choose the highly theory-driven strategies. There are several other possible strategies for teaching writing, such as the mainstream traditional lecturing strategy, study circle strategies, and guided writing. Therefore, the findings/recommendations are confined only to (Mastering grammar and punctuation- writing regularly – intensive reading – expanding your

vocabulary), and they cannot be generalized to other interactive strategies.

## **2. Literature Review:**

This section reviews the theoretical frameworks, development of writing skills in English Language Learners (EFLs), and interactive teaching strategies to provide a comprehensive background for understanding the study's context and objectives.

### **2.1. Introduction:**

A linguistic feature is employed in a continuous communication process called language. Learning a language is simply a reflection of acquiring the communicative capability for expressing oneself, perceiving, and reacting to ideas, messages, or information in any given situation. Supporting a new secondary language learner in becoming an independent writer is one of the teacher's major challenges, for writing is seen as a very important skill in EFL instruction. Therefore, writing should be a priority in teaching English to university students who use it mainly in their postgraduate studies. Both ATAWI (2000 & 2002) and Badely (1983) suggest that EFL students benefit most from course content that uses connected discourse, which makes the teaching of writing beneficial for students.

The definition of good writing as a process is problematic, particularly in EFL contexts because when the educated person is anciently summarized as good reading, writing, and arithmetic, the educationalist has to face the enigma of an idea that lacks criteria. The definition of good writing as a product presents similar challenges, but not so much for the teacher as for the student because when a student produces work in response to a question such as "Write an essay about your city," the student may not understand how to complete it since this is a vague question. And if the student does not know how to construct an essay, the teacher cannot assess it adequately. EFL students often do not know the word "essay"; therefore, they are at a great disadvantage when asked to write one. (Alfaruqy et al.2022)(Bisriyah, 2022)(Do & Le, 2023)(Mohamed et al.2020)(Kholili and Ferdiyanto2020)(Ismawati et al.2021)(Ayana, 2020)(Suhartoyo et al.2020)(Pongpuehee et al.2022)(Firdausah and Sari2023)

### **2.2. The importance of writing skills for English Language Learners:**

Writing is the most difficult language learning skill to master, especially if students do not have a model to follow and no time is spared for writing practice in class. Most people, including university students, tend to avoid writing or do not know how to write with EFL because it is the most complex language skill. Their output created through writing can be





too overwhelming to handle or time-consuming. The lack of sound writing skills among students causes many problems such as poor grammar knowledge, and vocabulary understanding, and hinders communication ability. Therefore, writing courses are important and a necessary tool in teaching. Explicit instruction that involves a set of materials helps students to understand the specifics of the university context and style of writing as they lack knowledge of university requirements. Students also need a lot of practice and regular feedback from the teacher. Organization skills and ways of expressing ideas are the main criteria that teach to practice more in writing. (Sitompul and Anditasari2022)(Handayani and Aminatun2020)(Putri and Aminatun2021)(Sun & Wang, 2020)(Ismayanti&Kholiq, 2020)(Anggarista&Wahyudin, 2022)(Sari et al., 2021)(Teng & Zhang, 2020)(Agustin et al.2021)(Baresh2022)

In addition, writing helps to reduce students' anxiety about speaking and enhance their oral fluency. Writing on academic topics in the area of interest may change students' negative attitudes to a positive one. Moreover, writing encourages the development of communicative purposes in speaking. It is evident that students become motivated to communicate effectively when they are given a chance to express their ideas about complex issues through their work. After improving writing skills, students will be able to demonstrate their knowledge and express their ideas clearly. The opportunities for this will be at university because students have to show their knowledge through various academic papers. Overall, good writing skills help to achieve good academic results. Students who develop writing strengths can apply all of these skills to other talents in a way that enhances their effectiveness and their worth. These factors clarify why we need to have more information about how to assess students' ability and respond to their writing at different stages of the university level. (Hassan et al., 2020)(Getie, 2020)(Camacho et al., 2021)(Hussein et al.2020)(Graham et al.2020)(Handayani and Aminatun2020)(Downing et al.2020)(Zhu et al.2020)(Baresh2022)(Mason et al.2023)

### **2.3. Challenges faced by English Language Learners in developing writing skills:**

Students who are given admission to universities to undertake their undergraduate education in any discipline may belong to various countries and have different levels of competence in English. Most often, students are grouped into three categories: English-speaking students; second-language students who are used to the medium of instruction in English and have achieved a high level of competence; and international



or immigrant students with English as a second or foreign language. With the global concerns about competitiveness in the world, many English-speaking students and students living in countries where English is not spoken as a medium of communication have to attain proficiency in English. If these students do not possess a working knowledge of English, they would have to achieve a level of sufficiency that permits them to comprehend lectures, participate in tutorial discussions, and express their functioning in English. The students should not experience difficulties, as these impede language acquisition and learning. Information and Communication Technology are valuable resources to reduce the language difficulties of students by creating an environment that supports the construction and transmission of knowledge. (Boonsuk et al., 2021)(Kuteeva2020)(Islam &Stapa, 2021)(Dovchin2020)(Can et al., 2021)(Bolton & Bacon-Shone, 2020)(Doiz and Lasagabaster2020)(Bethel et al., 2020)(Wang & Fang, 2020)(Villafuerte & Mosquera, 2020)

Writing for learning is viewed as an agenda on which few educational researchers have worked, especially in contrast to the extensive literature written in the cognitive psychology domain. The development of self-directed learning is embraced and it emphasizes not only the importance of writing but also its link to the learning process. It encourages students to uncover concealed knowledge and identify fears in their understanding. These students believe they benefit from interaction with the instructor because it adds an external component to the learning environment, which was initially controlled by the instructor. Such an improvement, when contrasted with standard non-interactive written comments that students received, led the researchers to investigate the value of face-to-face and synchronous computer-mediated verbal interventions with students who experience linguistic difficulties in higher education. (Sun & Wang, 2020)(Gayed et al.2022)(Alobaid, 2020)(Agustin et al.2021)(Handayani and Aminatun2020)(Teng & Zhang, 2020)(Almelhi, 2021)(Syakur et al.2020)(Rustamov&Mirzaogli, 2023)(Shadiev& Yang, 2020)

#### **2.4. Overview of interactive teaching Strategies:**

The underlying assumption of this study was that teachers have the responsibility of utilizing interactive teaching strategies and teaching content to enhance English language learners' learning and to sufficiently enrich educational experiences so that they could emerge as skillful writers. The Ministry of Education and Science (2008) concurs that the use of interactive teaching methodologies and teaching content in the classroom would help ease language barriers and make it easier for students to engage in learning and master content from various sources.





This means that a considerable responsibility lies on teachers to incorporate interactive strategies within pedagogical and subject matter contexts so that language learners would perceive learning in meaningful ways that are worth the time and resources. (Tuma, 2021)(Eli2021)(Munna and Kalam2021)(Kurganovna et al.2022)(Sutarto et al.2020)(Heilporn et al.2021)(Moreno-Guerrero et al.2020)(Molina et al.2021)(Suchyadi&Suharyati, 2021)(Abramczyk& Jurkowski, 2020)

In essence, the teaching and learning of English can no longer center around the teachers' explanation, ignoring the passive role of the learners. At the very least, teachers and learners are partners in the learning sessions. Researchers such as Delors (1996) advocated hands-on approaches to teaching and interactive strategies as a way of fostering a deeper understanding of content. Delors demonstrated that students who were provided instruction using interactive teaching strategies outperformed the students in the conventional setting. Further, Doughty and Pica (1993), Johnson (2010), and Johnson et al. (2009) recognized that students possess a shared focus of attention on the target language structure and model target language form which should be input. They posited that interaction provides the thoughts needed on written texts to support later oral tasks.

### **2.5. Mastering Grammar and Punctuation:**

In mastering the various skills to compose a good piece of writing, grammar, and punctuation involved with good paragraphs are very important. Students must have a basic knowledge of the rules of grammar to help them write grammatically correct sentences and use the correct punctuation in them. Since correcting grammar and punctuation errors takes a considerable amount of time during the writing process, students are motivated to learn the proper way to write sentences. It is necessary to use grammar rules and give lessons on them, especially when teaching a second language. This approach is all the more essential for students who learn a second language and are in the initial stages of study (in the first year or the second year). This research integrates the teaching of teaching strategies to be implemented in instructing sentence writing rules through several drafted lessons. (Wati2021)(Peter & Singaravelu, 2021)(Sa'adah2020)(Marina et al.2022)(Derakhshan&KarimianShirejini, 2020)(Alharthi, 2021)(Sarwat et al.2021)(Rauf & Saeed, 2021)(Bhatti et al.2023)(Ikram & Manal, 2024)

These lessons use a learner-centered, interactive approach that focuses on the individual needs of the students, reflects the students as active learners, and shapes lessons for the students. The lessons provide a platform for students to actively engage in using the rules of sentence

writing and ensure that each student's needs are met. The students' participation as active learners is ensured through cooperative group discussions, pair tasks, individual practices, and small group activities. For each group activity, the instructor serves as a facilitator for improving writing skills by monitoring the process and ensuring that all students have ample opportunity to actively engage with the language and sentence writing rules. By doing so, the students stay motivated in writing sentences while eliciting relevant information regarding the rules. (Sun & Wang, 2020)(Agustin et al.2021)(Teng & Zhang, 2020)(Gayed et al.2022)(Hazaymeh, 2021)(Handayani and Aminatun2020)(Kazhan et al., 2020)(Shadiev& Yang, 2020)(Lestari and Wahyudin2020)(Rustamov&Mirzaogli, 2023)

## **2.6. Writing regularly as a skill development strategy:**

The value of regular writing for a learner is undeniable in terms of reinforcing the processes and skills being developed in a multilingual writer. One writing strategy that this author has used in first-year university civil engineering classes with students hailing from a broad variety of locations and having varied first languages has been to employ "journal" writing regularly. However, rather than a general journal for notes as and when the writer feels like putting pen to paper, the students wrote on prescribed topics based on their course content. This strategy was particularly useful for the students and the teachers in that it provided regular practice in a skill that learners in multilingual "Language for Specific Purposes" classes recognize as necessary for their improved results. (Zhang & Curry, 2022)(Mahmood et al., 2020)(Domingo)(Kafle, 2020)(Castek et al.2023)(Ferris & Eckstein, 2020)(Alvarez &Butvilofsky, 2021)(Karabulut& Dollar, 2022)(Jones and Mixon2021)(Britton, 2023)

While not specifically showing improved control over their writing in English during this journal writing class, the students did display improvement in their writing using technical vocabulary, fulfilling the expected requirements of text-type tasks, and expressing their meaning clearly. The regular, term-time practice that the journal conveniently provided undoubtedly contributed to improvements in the writing. Other incidental benefits of the regular journal writing sessions included building regular dedicated practice into the students' academic skills, promoting discipline and dedication to the task, as well as developing confidence in their writing skill and their application of new lexical sets and grammatical structures. These benefits have also been noted by researchers and teachers using other regular writing tasks designed to ease the language transition of multilingual learners into their university academic culture. This term-time writing may be useful to consider for



other at-risk students, especially those related to engineering, as they progress through their academic careers in their respective universities. (Chang et al.2021)(Young & Ferguson, 2020)(Kavytska et al.2021)(Smith)(Grace et al.2024)(KEFLy, 2020)(Chen et al.2024)(Imboden et al.2020)(Little2022)(Paltoglou et al.2023)

### **2.7. The role of Intensive Reading in enhancing writing skills:**

Reading development has been a neglected area in the field of providing help to writers. Yet, as Fay (2007) reminds us, writer-readers teach us that every time we read, we improve our writing because we are writing in our heads. The benefits of extensive reading are great, but it can be problematic as an intentional pathway to writing. It lacks focus, direction, and an implicit need for accuracy. Intensive reading, in contrast, models for learners the language that can be of use to them in their writing and provides a context for experimentation and manipulation – a looking for / not looking for an approach. Montoro's idea that reading, especially intensive reading, can be directly beneficial to writers is at once compelling and yet intuitively problematic: "It is true that as adults we learn up to 3,000 words simply by reading things that we understand, but at the same time, having the opportunity to express those messages in writing helps this automatic process to a great extent, too." (Goldenberg, 2020)(Li & Zhang, 2022)(Birch & Fulop, 2020)(Yapp et al.2023)(Proctor et al.2020)(Kim, 2020)(Fatemeh et al., 2020)(Vaughn et al.2020)(Li et al., 2021)(Cano & Ruiz, 2020)

One way to make extensive reading a part of the writing course is to devote about 5% of each class period to reading together material composed by the students, but this approach does not solve the problem that few learners are efficient readers and writers. Relatively easy reading, on the level of what typical participants can handle in an adult proficiency class, is vital for efficient reading classes, and people "learn to read (and write) by reading." The means for English language learners' (EFLs) academic reading practice are, however, currently underdeveloped. English for Academic Purposes (EAP) courses tend to focus on vocabulary lessons or provide reading tasks with little evidence of careful planning. Sets of reading practices have been proposed, of which key features are providing "significant amounts of strategically blocked reading practice" and "explicit instruction in reading strategies including pre-reading, during reading, and post-reading." These authors think that engagement with academic work from key classes of major interest is optimal and add support to the claim that learners' curiosity can be well served. Since part of the power of a topic is its familiarity, public school English teachers can use students' writing as starting points, and



EFL classes can even benefit from sharing these. (Goldenberg, 2020)(Sasalia and Sari2020)(Birch & Fulop, 2020)(Haerazi and Irawan2020)(Teng, 2020)(Gallagher, 2023)(Rusgandi, 2023)(Richardson et al.2020)(Korkmaz&Öz, 2021)(Vaughn et al., 2024)

### **2.8. Expanding Vocabulary for improved writing:**

The use of instructional strategies focused on introducing a wide array of words can enhance the vocabulary in the written expression of English language learners. By enhancing vocabulary, instructors can teach genres of writing to EFLs. Not only will academic vocabulary improve in these populations, but the frequency of occurrence of general words in written text can also improve. Academic language and vocabulary develop through reading, discourse, and exposure to curriculum language from the instructor. Vocabulary is particularly important in the area of comprehension. Using a list of strategies that promote vocabulary improvement in both writing and reading will be beneficial in meeting the needs of second language learners.

**Activity—Language Study Skills** Even though three of the activities consisted of providing direct instruction, which allowed for trial and error in educational input and output, the enhancement of vocabulary also benefitted from language-study skills instruction. The Multi-dictionary Search activity was one of the methods that offered this type of instruction by teaching effective skills and strategies to students. Similarly, the Website Activities guided students in utilizing websites constructively to improve their language skills. The texts included in the six activity sets effectively enhanced the students' abilities in language expression, intonation, and vocabulary development.

**Improving the Written Expression Writing Models** Language study is an important part of the lesson at two levels. Sometimes words will be selected for particular studies. At other times, we will read or compose texts that provide instruction or practice and yet are also usable in oral and written communications. Newspapers and radio/television news are two sources of text. If a topic that is being studied appears in the news, the area of study is an opportunity.(Arjmandi and Aladini2020)(Boers, 2021)(Teng& Zhang, 2020)(Al-Khresheh and Al-Ruwaili2020)(Ramzan et al., 2023)(Ghalebi et al., 2021)(Sun & Yin, 2022)(Fan, 2020)(Dazzeo&Rao, 2020)(Shadiev& Yang, 2020)

### **3. Methodology:**

This section outlines the research design, participants, data collection methods, and data analysis procedures used in this study to evaluate the effectiveness of interactive teaching strategies in improving the writing







skills of English Language Learners (EFLs) at the initial stages of their university studies.

### **3.1. Research Design:**

This study employs a qualitative research design, specifically an action research approach, to explore the perceptions and experiences of both teachers and students regarding the implementation of interactive teaching strategies in writing instruction. The action research design allows for continuous reflection and adaptation of teaching practices to meet the evolving needs of students.

### **3.2. Participants:**

The participants of this study include:

1. Teachers: Five experienced lecturers who teach English to EFL students at various universities in Iraq participated in this study. These lecturers were selected based on their experience with interactive teaching strategies and their willingness to implement these strategies in their classes.
2. Students: A total of 120 EFLs enrolled in the initial stages of their university studies participated in the study. These students were from diverse linguistic and cultural backgrounds, providing a representative sample of the typical EFL population in higher education in University of Bagdad.

### **3.3. Data Collection Methods:**

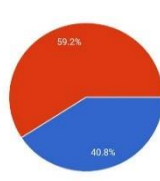
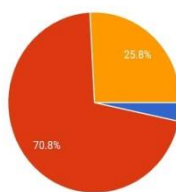
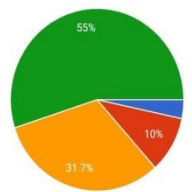
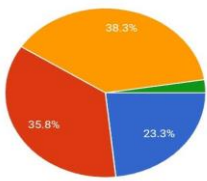
Data was collected using a combination of qualitative methods to ensure a comprehensive understanding of the impact of interactive teaching strategies. The methods include:

1. Questionnaire: post-intervention questionnaires were administered to students to gather their perceptions and attitudes towards writing and interactive teaching strategies. The questionnaires included both closed- and open-ended questions to capture a wide range of responses.
2. Interviews: Semi-structured interviews were conducted with all participating teachers and a selected sample of students (approximately 30% of the total student participants). These interviews provided deeper insights into individual experiences and allowed for the exploration of specific issues raised in the surveys.

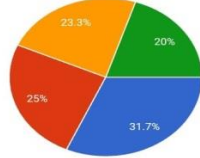
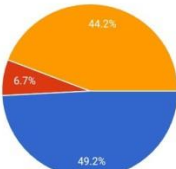
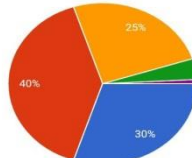
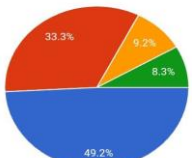
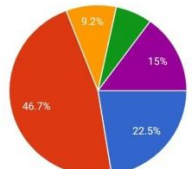
### **4. Results:**

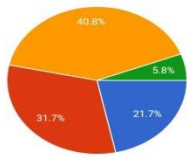
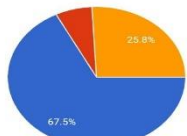
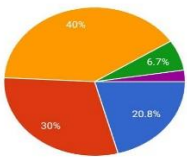
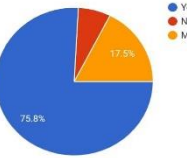
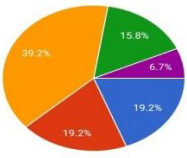
This section presents the findings of the study based on the analysis of the data collected through questionnaires, interviews, and classroom observations. The results are organized to address the research questions outlined in the methodology section.

#### 4.1 Results of questionnaires:

No	The question	The answer	The graph
<b>Section 1: Personal Information:</b>			
1	Gender	About 59% of the survey sample are female.	<p><b>Gender .1</b></p>  <p>Legend: Male (Blue), Female (Red)</p>
2	Age	More than 70% of the survey sample are between (18-24) years, then about 25% are 25 years and above.	<p><b>Age .2</b></p>  <p>Legend: Under 18 (Blue), 18-24 (Red), 25 and above (Yellow)</p>
3	Educational level	About 55% of the survey sample are in the fourth year, then about 31% are in the third year.	<p><b>Educational level .3</b></p>  <p>Legend: First year (Blue), Second year (Red), Third year (Yellow), Fourth year (Green)</p>
<b>Section 2: Use of Interactive Strategies:</b>			
4	Using interactive strategies	The order of using an interactive strategy from the most to the least (sometimes- always- rarely)	<p><b>How often do you use .4 interactive strategies in your writing classes</b></p>  <p>Legend: Always (Blue), Often (Red), Sometimes (Yellow), Rarely (Green), Never (Purple)</p>

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5	Most effective interactive strategies	The order of effective interactive strategies from the most to the least (Master grammar and punctuation- write regularly – intensive reading – expand your vocabulary)	<p>Which of the following .5 interactive strategies do you consider most effective in ?improving writing skills</p> <p>120 رداً</p>  <ul style="list-style-type: none"> <li>Master grammar and punctuation</li> <li>Write regularly</li> <li>Intensive reading</li> <li>Expand your vocabulary</li> </ul>
6	Commitment to using interactive strategies	About 49% are committed, then 44% maybe.	<p>Do you regularly use .6 interactive strategies in your ?writing classes</p> <p>120 رداً</p>  <ul style="list-style-type: none"> <li>Yes</li> <li>No</li> <li>Maybe</li> </ul>
<b>Section 3: Impact of interactive strategies:</b>			
7	Satisfaction with the use of the interactive strategies	The order of satisfaction (satisfied- very satisfied – Neutral)	<p>How satisfied are you .7 with the use of interactive strategies in improving your ?writing skills</p> <p>120 رداً</p>  <ul style="list-style-type: none"> <li>Very satisfied</li> <li>Satisfied</li> <li>Neutral</li> <li>Unsatisfied</li> <li>Very unsatisfied</li> </ul>
8	The improvement in writing skills	About 49% noticed an improvement in their writing skills since using interactive strategies, then 33% slight improvement.	<p>Have you noticed an .8 improvement in your writing skills since using interactive ?strategies</p> <p>120 رداً</p>  <ul style="list-style-type: none"> <li>Yes, significant improvement</li> <li>Yes, slight improvement</li> <li>No improvement</li> <li>Decline in skills</li> </ul>
9	The challenge in using interactive strategies	About 47% suffer from lack of time, then about 23 suffer from difficulty understanding instructions.	<p>What challenges do you .9 face when using interactive ?strategies in writing</p> <p>120 رداً</p>  <ul style="list-style-type: none"> <li>Difficulty understanding instructions</li> <li>Lack of time</li> <li>Difficulty collaborating with peers</li> <li>Lack of guidance from doctors</li> <li>Other challenges</li> </ul>

Section 4: Evaluation of Academic Performance:			
10	The level of improvement in writing skills	The order of improvement in writing skills (good- very good- excellent)	<p>How do you rate the .10 level of improvement in your writing skills after using ?interactive strategies</p> <p>رَدَا 120</p>  <p>● Excellent ● Very good ● Good ● Fair</p>
11	The role of interactive strategies in improving writing skills	About 68% believe that interactive strategies have contributed to improving writing skills	<p>Do you believe that .11 interactive strategies have contributed to improving your academic grades in ?writing courses</p> <p>رَدَا 120</p>  <p>● Yes ● No ● Maybe</p>
12	The role of the doctor	The order is ( good – very good – excellent)	<p>How do you rate the .12 role of the doctor in guiding you to use interactive ?strategies</p> <p>رَدَا 120</p>  <p>● Excellent ● Very good ● Good ● Fair ● Poor</p>
Section 5: Recommendations and suggestions:			
13	The role of technology in interactive strategies	About 76% believe that integrating technology can enhance the effectiveness of interactive strategies	<p>Do you think integrating .13 technology can enhance the effectiveness of interactive ?strategies</p> <p>رَدَا 120</p>  <p>● Yes ● No ● Maybe</p>
14	university in interactive strategies	The order is ( good – very good – fair – excellent - poor)	<p>How do you rate the .14 support provided by the university in implementing ?interactive strategies</p> <p>رَدَا 120</p>  <p>● Excellent ● Very good ● Good ● Fair ● Poor</p>
15	The suggestions	A lot of suggestions: -Use the pen as a	-



for improving the use of interactive strategies in writing classes	<p>strategic school tool.</p> <ul style="list-style-type: none"><li>- Join writing workshops and writing every day.</li><li>-In the lecture, the professor always speaks quickly and also mixes the letters in a way that is not understood by us as beginners this sometimes affects taking notes I think the best teacher either gives us a chance to the student to write with him spelling or write on the board.</li><li>- Make sure that every student participates in the different strategies.</li><li>-Pronunciation and then writing.</li><li>-Providing all the requirements to develop writing skills, such as providing stories and novels that contain easy-to-memorize vocabulary, as well as providing laboratories that help with the correct pronunciation of words.</li><li>-Set clear learning objectives for what students should learn from the Interactive Writing activity. Choose a relevant and engaging topic based on student interests, curriculum, and age-appropriateness. Prepare materials like chart paper, markers,</li></ul>	
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		<p>pictures, or props to enhance the experience.</p> <ul style="list-style-type: none"> <li>-In my opinion interactive writing activities like peer review discussions and collaborative projects in the classroom.</li> <li>-Using attractive titles and various means.</li> <li>-Using technology</li> <li>-Making quizzes</li> <li>-Supporting talented students</li> <li>-Inspire students by competitions</li> <li>- Help students to write research and reports.</li> </ul>	
16	The new Interactive strategies that you would like to try in writing classes	<ul style="list-style-type: none"> <li>-Writing quickly under the timer to enhance the speed of your brain and your hand</li> <li>- Writing your experiences and your ideas every day</li> <li>- Writing texts.</li> <li>-Providing all the necessary requirements to develop writing skills, such as providing stories and novels that contain easy-to-memorize vocabulary, as well as providing laboratories that help with the correct pronunciation of words.</li> <li>-I would like to try the discussion strategy between the student and the teacher because this creates an important and</li> </ul>	-



		<p>continuous interaction within the classroom, just as our professors used to do for us at the university.</p> <ul style="list-style-type: none"><li>- group discussion and write the answer on the board.</li><li>-Cooperative Learning also Experiential learning.</li><li>-Four skills.</li><li>-Classroom activities and dialogues between students and the doctor.</li><li>-Learning the correct pronunciation of sounds letters by reviewing them at the beginning of the lesson, the teacher may mention the sound and the student should know what the letter is from his voice or the teacher may mention the sound of the letter and asks students for different examples of words starting with the sound.</li><li>-The subject teacher must make the student write down the topic of the day that he took as a lesson in class, as a daily report, not so that it is his duty, but so that it makes it easier for the student to memorize.</li><li>-Think, pair, and share, Brainstorming.</li></ul>	
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		<p>- Modern strategies, in my opinion, are to provide students with some information about writing and then ask them to write freely without being restricted by a specific topic or rule. This makes the student able to write quickly and easily.</p>	
17	<p>other comments on the use of interactive strategies in improving writing skills</p>	<p>-Yes 'it is Very good for the students and useful.</p> <p>-Interactive strategies like peer review, conferences, and collaborative writing can improve writing by providing real-time feedback, and encouraging audience awareness.</p> <p>-Teachers can harness ChatGPT to simulate real-world writing scenarios, from crafting persuasive essays to exploring creative narratives,</p> <p>-Being a teacher dealing with children who are still in the maturity stage, your guidance to them is very important and the student keeps remembering him as the basis for him, so in addition to the spirit of fun and competition, it is important that you use the energy to play and</p>	-



		have fun for your benefit through small competitions between them or ask them some simple tasks such as asking some questions and must be searched on the internet with the help of an adult from the family.	
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#### 4.2. Results of Interviews:

- Teachers' Perspectives: Teachers highlighted the benefits of interactive teaching strategies in creating a more dynamic and engaging learning environment. They observed that students were more willing to participate in discussions, provide peer feedback, and collaborate on writing tasks

- Students' Perspectives: Students reported that the interactive strategies made writing more enjoyable and less intimidating. They appreciated the opportunity to receive immediate feedback from peers and instructors, which helped them identify and correct errors more effectively. The collaborative nature of the activities fostered a sense of community and support among students.

#### 4.3. Overall impact on writing skills development:

Overall, the findings suggest that interactive teaching strategies are highly effective in improving the writing skills of EFLs in the initial stages of university study. The strategies promoted active learning, increased student engagement, and fostered a supportive learning community, all of which contributed to the enhancement of writing quality

#### 5. Conclusion:

Based on the study's findings, the following recommendations can be made to educators and institutions aiming to improve the writing skills of EFLs:

1. Implement Interactive Strategies: Educators should incorporate a variety of interactive teaching strategies in their writing instruction. Activities such as peer reviews, group writing projects, and digital storytelling can make writing more engaging and effective for EFLs.
2. Provide Continuous Feedback: Regular, constructive feedback is essential for the development of writing skills. Teachers should ensure that feedback is timely and focuses on both strengths and areas for

improvement, helping students to understand their progress and how to enhance their writing.

3. Foster a Supportive Learning Environment: Creating a classroom atmosphere that promotes collaboration and mutual support can significantly benefit EFLs. Encouraging group work and peer assistance can help students feel more connected and supported in their learning journey.

4. Utilize Technology: Incorporating technology into writing instruction can provide additional support and resources for EFLs. Tools such as online forums, writing apps, and digital portfolios can facilitate interactive learning and immediate feedback.

5. Tailor Instruction to Individual Needs: Recognizing the diverse proficiency levels among EFLs, educators should differentiate their instruction to meet individual needs. Personalized approaches, such as one-on-one writing conferences, can help address specific challenges faced by students.

### **5.1. Recommendations for Future Research:**

To build on the findings of this study, future research could explore several areas:

1. Longitudinal Studies: Conducting longitudinal studies to track the long-term impact of interactive teaching strategies on writing skills development would provide deeper insights into their effectiveness over time.

2. Comparative Studies: Comparing the effectiveness of interactive strategies with traditional teaching methods across different contexts and educational levels could help identify best practices and refine instructional approaches.

3. Diverse Populations: Expanding research to include EFLs from various linguistic and cultural backgrounds would enhance the generalizability of the findings and provide a more comprehensive understanding of how interactive strategies impact diverse learners.

4. Technology Integration: Investigating the specific role of technology in interactive writing instruction and its impact on student engagement and learning outcomes could provide valuable guidance for integrating digital tools in language education.

5. Teacher Training: Exploring the effectiveness of professional development programs in equipping teachers with the skills and knowledge to implement interactive teaching strategies would be beneficial. Understanding how teacher training influences the adoption and success of these strategies can inform future educational initiatives.

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### Appendix: Survey Questionnaire *Questionnaire*

#### **Section 1: Personal Information:**

##### **1.Gender:**

- ☐ Male  
☐ Female

##### **2.Age:**

- ☐ Under 18  
☐ 18-24  
☐ 25 and above

##### **3.Educational level:**

- ☐ First year  
☐ Second year  
☐ Third year  
☐ Fourth year

#### **Section 2: Use of Interactive Strategies:**

##### **4.How often do you use interactive strategies in your writing classes?**

- ☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never

##### **5.Which of the following interactive strategies do you consider most effective in improving writing skills?**

- ☐ Master grammar and punctuation  
☐ Write regularly  
☐ Intensive reading  
☐ Expand your vocabulary

##### **6.Do you regularly use interactive strategies in your writing classes?**

- ☐ Yes  
☐ No  
☐ Maybe

**Section 3: Impact of interactive strategies:**

**7. How satisfied are you with the use of interactive strategies in improving your writing skills?**

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Unsatisfied
- ☐ Very unsatisfied

**8. Have you noticed an improvement in your writing skills since using interactive strategies?**

- ☐ Yes, significant improvement
- ☐ Yes, slight improvement
- ☐ No improvement
- ☐ Decline in skills

**9. What challenges do you face when using interactive strategies in writing?**

- ☐ Difficulty understanding instructions
- ☐ Lack of time
- ☐ Difficulty collaborating with peers
- ☐ Lack of guidance from doctors
- ☐ Other challenges

**Section 4: Evaluation of Academic Performance:**

**10. How do you rate the level of improvement in your writing skills after using interactive strategies?**

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor

**11. Do you believe that interactive strategies have contributed to improving your academic grades in writing courses?**

- ☐ Yes
- ☐ No
- ☐ Maybe

**12. How do you rate the role of the doctor in guiding you to use interactive strategies?**

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

**Section 5: Recommendations and suggestions:**

**13. Do you think integrating technology can enhance the effectiveness of interactive strategies?**





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- ☐ Yes
- ☐ No
- ☐ Maybe

**14. How do you rate the support provided by the university in implementing interactive strategies?**

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

**15. What are your suggestions for improving the use of interactive strategies in writing classes?**

.....

**16. What new Interactive strategies would you like to try in writing classes?**

.....

**17. Do you have any other comments on the use of interactive strategies in improving writing skills?**

.....

