

عنوان مقاله:

Improving Willingness to Communicate of Intermediate Iranian EFL Learners Through Process-Based Writing Instruction

محل انتشار:

چهارمین کنفرانس بین المللی پژوهشهای کاربردی در مطالعات زبان (سال: 1395)

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خلاصه مقاله:

The reported study was primarily aimed at studying the potential role of process-based writing approach on improving intermediate Iranian EFL learners' willingness to communicate (WTC). To this end, sixty female Iranian intermediate B.A. EFL university students whose mother tongue was Persian and their age ranged between 18 and 26 were chosen. Then, they assigned into two groups of treatment and control. A pre-test of writing and a willingness to communicate questionnaire were administered to both groups. The experimental group was engaged in 12 weeks of writing instruction based on process-based approach and the control group only received the conventional classroom instruction on writing, which was the traditional or product-based approach. Data regarding the dimension of written expression were obtained through evaluation of academic writings generated by students at the beginning and the end of experimental procedures. After 12 weeks of process-based writing instruction, the questionnaire of willingness to communicate and a post-test for writing were administered to the participants. The data collected were subject to statistical analysis. The results obtained from T-test revealed the fact that there is statistically significant difference between the treatment group by receiving process-based writing instruction and the control group with regard to willingness to communicate inside the classroom and writing progress.

کلمات کلیدی:

Process-based writing instruction, willingness to communicate, EFL

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