استقصاء أثر انموذج E-CLASS على تحصيل طلبة المرحلة الجامعية دارسي اللغة

الإنجليزية لغة أجنبية في مادة المقالة

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Exploring the Impact of E-CLASS Model on Undergraduate EFL Students' Achievement in Essays Writing

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Abstract

The current study attempts to explore the impact of E-CLASS model on undergraduate students' achievement in essays writing.

To achieve the purpose of this study, a two-month experiment was conducted using the pre-test, post-test and control- experimental groups design. The population involved the third-year college students at the University of Babylon/ College of Basic Education/ Department of English for the academic year (2021-2022) which was (230) male and female students. Two groups were randomly selected to represent the sample of the study. One of these groups, with (35) students, was randomly assigned to be the experimental group (taught with E-CLASS Model) while the other, with (37) students, was assigned to be the control group (taught by the prescribed method).

Keywords: E-CLASS Model, Technique, EFL, Essay, Writing Skill.

المستخلص:

تهدف الدراسة الحالية الى استكشاف تأثير نموذج E-CLASS على تحصيل الطلاب الجامعيين في مادة المقالة.

لتحقيق الغرض من هذه الدراسة، تم إجراء تجربة لمدة شهرين باستخدام تصميم مجموعات الاختبار القبلي والبعدي، والمجموعة التجريبية الضابطة. بلغ عدد طلاب المرحلة الثالثة الكلي في جامعة بابل/ كلية التربية الأساسية/ قسم اللغة الإنجليزية للعام الدراسي (2021-2022) (230) طالباً وطالبة. تم اختيار مجموعتين بشكل عشوائي لتمثيل عينة الدراسة. إحدى هاتين المجموعتين، التي تضم (35) طالبًا، تم تعيينها عشوائيًا لتكون المجموعة التجريبية (تدرس باستخدام نموذج E-CLASS) والأخرى التي تضم (37) طالبًا، تم تعيينها لتكون المجموعة الضابطة (تدرس بالطريقة المقررة).

الكلمات المفتاحية: نموذج E-CLASS، تقنية، اللغة الإنجليزية لغة اجنبية، مقالة، مهارة الكتابة.

1. Introduction
1.1 Problem of the Study

For EFL students (English as a Foreign Language), writing is extremely important. Improving students' writing skills is fundamental to the academic experience. In order to develop their writing abilities, students are challenged to create a well-structured piece of writing. Skills like planning, self-regulation, composition review, and informing the reader have also emerged as fundamental to writing success. Writing is becoming more difficult to master, and this is true despite the importance of writing programmes for college students. Students all around the globe experience this issue, and they make many different types of writing mistakes. The general types of mistakes are of structure, grammar, mechanism, and lexicon (Langan and Winstanley, 2014).

The challenges of writing are also affected by the process of learning and writing strategy. As a consequence, students' writing lacks cohesion and they struggle to convey their thoughts in paragraphs and essays. Learning to write essays has been identified as one of the most beneficial activities one can engage in since it has the potential to improve one's everyday communication, academic performance, and employability.

1.2 Aims of the Study
The present study aims to:

1. Explore the impact of E-CLASS Model on undergraduate students' achievement in Essays writing.

2. Find out the development of applying the E-CLASS Model on the experimental group.

1.3 Hypotheses of the study:
It is hypothesized that:

1. There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who studied Essays Writing Course by the E-CLASS model and the scores of the control group students who studied the same subject by the traditional way in the pre- and posttests.

1.4 Limits of the Study
The present study is limited to:

1. Place Limit
   University of Babylon – College of Basic Education – Department of English.
2. Time Limit
   The academic year 2021-2022
3. Population Limit
   Third year students at the Department of English/ Morning studies.
4. Subject/ Material Limit
   Essay and Letter Writing syllabus (for the first course) as recommended by the Iraqi Ministry of Higher Education and Scientific Research.

1.5 Procedures of the Study
a. Selecting a sample of the third stage students, who are divided into two groups: control group and experimental group.

b. Constructing a pre-test and a post-test reviewed by experts to ensure its validity; and calculating its reliability and item analysis.

c. Teaching essay writing syllabus to the control group by using the traditional method and using the E-CLASS Model for teaching the experimental group.

2. Literature Review

The Concept of Essay:

An essay is a written piece that presents the author's own argument or analysis on a topic. Essays may be either expository or narrative, and they must be nonfictional yet frequently subjective. An essay may take several forms, including literary analysis, political manifesto, scholarly argument, description of everyday life, personal reflection, and so on. The boundaries between essays, articles, and short stories are blurry. The vast majority of contemporary essays are written in prose, however there are several works in poetry that have been given the essay label (Duigo, 2002).

Essays are extended pieces of writing that are meant to enlighten and persuade the reader with the author's arguments. In other words, an essay is a piece of writing that conveys information to the reader (Eripuddin, 2016). Students will learn to use sensory details to immerse the reader in the essay's world and make them feel like they know the characters, places, and events being described (Ramet, 2007).

Writing an essay might take as little as 500 words or as much as 5000 words or more. Most essays, however, are between one thousand and three thousand words long. This length allows the author to fully develop an argument and successfully persuade the reader (White, 2020). Number of factors, including the relevance of the topic and the quality of the writing, the strength of arguments, and the originality of thoughts, all play a role in the success of your essay (Weigle, 2002). Additionally, while deciding to create an excellent essay, students must consider three keys: knowing one's audience, identifying one's general and particular objective, and developing one clear point to explain it (Langan and Winstanley, 2014).

Purpose of Essays

The term "academic writing" refers to any piece of writing produced by scholars (whether students or professors) for the consumption of other scholars. It may be presented in a wide variety of formats, including journal articles, textbooks, dissertations, group project reports, etc. Even while instructors are starting to assign a wider variety of text formats, essays continue to be the most common form of students' writings. Students write essays with the expectation that only their instructor will read them. This essay may be assigned as homework in order to gauge the student's progress during the unit, or it may be used as a test item to evaluate their knowledge of the subject. Essays are often used as a method of evaluation in many academic fields, including History, Business, Law, International Relations, Geography, Theology, Communication Studies, Education, and Economics. Essays continue to be the most common sort of homework for numerous reasons. They require Students to show more than simply what they know (Geyte, 2013).

Structure of Essay:

Essays need to be well organized. This is important because the students, who will be writing the essay, can see a clear framework for the essay in their minds. Then, it will be simpler for students to arrange their information and deliver it in a manner that best reflects their mastery of the subject (Shiach, 2007).

Writing a well-planned, well-structured and well-supported essay instructs students how to comprehend and think more efficiently, as well as how to solve issues. The essays they are required to write will encourage them to dig deeper into the material. They need to read extensively and do extensive research in order to provide readers with thought-provoking and topic-appropriate reading material.

University learning is not as the same as high school learning, which includes mostly memorization of information. Understanding and interacting with knowledge gathered via reading and study is essential if students are to take a viewpoint on an issue and explain or defend it. They pick up a new methodology for education. The students' thorough examination of information and theory will stretch their mental abilities. In fact, students are developing the critical thinking ability of detaching themselves from those immediate like/dislike, yes/no answers to concepts. Each time students work on the argument and evidence for an essay, they perform this reasoning and problem-solving process of selecting, weighing, and evaluating facts (Langan and Winstanley, 2014).

To state that an essay must have a beginning, a middle, and an end is to imply that the middle is the true essay, but that this naked middle must be made excellent and acceptable by being dolled up in an introduction and a conclusion (Woolf, 2005). Nevertheless, Siach (2007) suggests that it is helpful to conceive an essay as consisting of three major sections in order to develop a systematic approach to writing essays:

1. The opening or introductory paragraph: Students begin this section with a single sentence or two that catches the reader's attention and foreshadows the rest of the essay. After introducing their subject, they state the argument they want to make.
2. The development or body paragraph: In this section, the students expand upon each of the statements that they made in the introduction. A subject sentence that relates to and expands upon the essay's central argument and serves to remind readers of the essay's aim must be used to introduce each body paragraph.
3. The concluding paragraph: Students restate the main points made in their writings here in this part, if necessary. They should also include one or two closing thoughts that are broader or 'outward looking' on the topic of the essay.

Any essay may be broken down into these exact three sections. While the opening and conclusion of a lengthier essay will be more elaborated, the most noticeable difference will be found in the main structure, where there is much more area to explore themes. Although each new thought will still need a new paragraph, each of these distinct ideas will most likely necessitate more than one paragraph to be properly explored (Geyte, 2013).

Characteristics of Essays

According to Eripuddin (2016), essays have certain characteristics such as the following ones:

1. Formalized writing, or in the style of everyday speech, with no fancy vocabulary or metaphors.
2. It should be a brief work that can be read in a little time.
3. A distinct design: An excellent essay writer will have a unique and recognizable style that differentiates him or her from other authors.
4. The authenticity of writing Although the essay is fragmentary writing, it must have cohesion and adhere to all writing rules, from the introduction to the conclusion.
5. A personal feature is the presence of a personal tone or nature, which separates the essay from other sorts of literary works. Personal characteristics in essay writing are the author's presentation of his/her selfhood, beliefs, attitude, thinking, and suspicions to the reader.

E-CLASS Model:

According to Schneider (2014), the E-class model of instruction was created by Dr. Steven M. Gerson, an English professor at Johnson County Community College, specifically for online courses. The model consists of seven stages, each of which aims to accomplish a specific goal in the context of an online course. These stages can be represented separately as "Explain Clarify Look Act Share Self Evaluate/Submit"

Explain

It is the start of the instructional unit. An introduction may explain and supply the details like: what is to be covered - the background - a scenario or case to position the assignment - why a subject is being presented - the historical context of an assignment - and so on. E describes the purpose of the task and what is expected of the student.

Clarify

C should describe in full the steps that will be taken to complete the assignment, including the application of any relevant laws or principles and the deployment of any necessary tools.

Look

L has to provide the student some case studies of previous work that made use of simulations and models to solve challenges like the one they are working on. To this end, it is possible and even desirable to make use of all forms of multimedia.

Act

At this stage, students are expected to use the knowledge and skills they have gained in earlier stages. Learners should be able to apply the knowledge they acquired via exercises and activities.

Share

This, according to Gerson, is the most challenging part of working in an asynchronous distant learning setting. Students will gain the most from a learning community if they actively participate in it by interacting with one another. For this purpose, there are online discussion boards, chat rooms, and online journals that students may use for introspection and group projects that they can work on together. The goal here is to recreate the dynamic of a classroom setting.

Self-Evaluate/Submit

At this stage, students may take into account the comments of their classmates and the assignment's requirements before making any final edits and turning in their work for grading.

3. Procedures and Methodology

3.1 Research Methodology

The researchers adopted the experimental approach in the current research, because it is the appropriate method for research procedures.

3.2 Experimental Design

The researchers adopted one of the designs of the partial adjustment, which fits the current research conditions. The design came in the following format as presented in Table (1):

Table (1) Experimental design

Test tools	Dependent variable	Independent variable	Group
Achievement test	Achievement	E-CLASS Model	Experimental
		Traditional method	Control

3.3 Research Population:

The current research population is determined by Third stage students at the Dept. of English/ College of Basic Education/ University of Babylon.

3.4 Research Sample:

The research population was (235) male and female students. The researchers neglected the repeaters, then, the population was represented by 230 male and female students. The sample members were (72). They were divided into two groups which were randomly selected. The 72 students of males were divided to be 35 students for the control group and 37 students for the experimental group. Table 2 below shows that. The control group was taught by the traditional way, while the experimental group was taught by E-CLASS Model.

Table (2) Study Sample

Name of the group	Number of the group members
Experimental	35
Control	37
Total	72

3.5 Application of the Test:

The researcher applied the test on Wednesday, 26/12/2021, at 9: 00 a.m. The test is given to the two groups at the same time.

4. The Results

After being statistically manipulated, the results of the pre- and posttests appear to be as follows:

Dependent Variable: Dependent Variable

Experiment Group	Test Group	Mean	Std. Deviation	N
Experimental Group	Pre-Test	32.29	5.555	35
	Post-Test	37.56	3.961	35
	Total	35.83	5.155	70
Control Group	Pre-Test	32.86	4.124	37
	Total	32.86	4.124	37
Total	Pre-Test	32.58	4.846	74
	Post-Test	37.56	3.961	74

| | Total | 35.07 | 5.067 | 144 | |

Levene's Test of Equality of Error Variances a,b

It can be noted that the mean scores of the experimental group is larger that of the control group. This can affect the final outcome positively.

		Levene Statistic	df1	df2	Sig.
Dependent Variable	Based on Mean	3.761	2	141	.026
	Based on Median	3.279	2	141	.041
	Based on Median and with adjusted df	3.279	2	137.095	.041
	Based on trimmed mean	3.594	2	141	.030

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.a,b

a. Dependent variable: Dependent Variable

b. Design: Intercept + Exp_Grp + Tst_Grp + Exp_Grp * Tst_Grp

Estimates

Dependent Variable: Dependent Variable

Experiment Group	Mean	Std. Error	95% Confidence Interval Lower Bound	Upper Bound
Experimental Group	34.921	.457	34.017	35.824
Control Group	32.865a	.729	31.423	34.307

Estimates

Dependent Variable: Dependent Variable

Test Group	Mean	Std. Error	95% Confidence Interval Lower Bound	Upper Bound
Pre-Test	32.575	.523	31.541	33.609
Post-Test	37.556a	.523	36.522	38.589

Dependent Variable: Dependent Variable

Experiment Group	Test Group	Mean	Std. Error	95% Confidence Interval Lower Bound	Upper Bound
Experimental Group	Pre-Test	32.286	.750	30.803	33.768
	Post-Test	37.556	.523	36.522	38.589
Control Group	Pre-Test	32.865	.729	31.423	34.307
	Post-Test	.a	.	.	.

a. This level combination of factors is not observed, thus the corresponding population marginal mean is not estimable.

4.1. Interpretation and Discussion

The teaching model suggested and adopted by the researchers in their experiment has proven to be accurate, as seen earlier in the statistical analysis of the results, since the experimental group subjects' achievement in the achievement test administered at the end of the experiment exceeded that of the control group subjects.

It can be denoted from the difference between the mean and standard deviation scores.

Teaching Essays Writing by E-CLASS model that poses various types of questions ranging from lower to higher level questions results in learning conditions as shown below, as both theoretically and empirically proven.

Null Hypothesis (1)

This hypothesis is incorrect. It is worth remembering that experimental group exhibited a slightly better level in Essays writing (measured by pre-test) than those of the control group, but in general their level can be considered close to equality.

To elaborate more, this hypothesis is not all the way correct, where the satisfaction exhibited by the participants was only slight satisfaction.

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