

The Effect of Strategy-Based Instruction and Process-Based Writing on Strategic-Self-Regulated Writing in Essay Writing of EFL Learners

Valiollah Yousefi*

PhD candidate, Department of English, Science and Research Branch,
Islamic Azad University,
Tehran, Iran

Majid Nematii**

Associate professor, Department of English, Faculty of Foreign Languages,
University of Tehran, Tehran, Iran

Parviz Birjandi***

Full Professor, Department of English, Science and Research Branch,
Islamic Azad University,
Tehran, Iran

Massood Yazdani Moghaddam****

Assistant professor, Islamic Azad University, Garmsar Branch
Garmsar, Iran

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This study aims to compare and evaluate the impact of strategy-based and process-based writing instruction on the strategic self-regulated writing in EFL essay writing. To this end, 60 Persian speaking subjects in two groups of 30 were selected using TOEFL test as an indicator. Before the training, all learners wrote an essay (pre-test) on a graph. Then, a coach trained Strategic Self-Regulated Writing strategies using a strategy-based instruction to the experimental group and process-based writing to control group at sixteen sessions. Finally, the learners, with a questionnaire, wrote one essay and after two weeks they wrote another essay similar to pretest. Two coaches evaluated articles using the IELTS score. Using SPANOVA analysis, it was determined that the strategy-based instruction in using strategic self-regulation writing strategies was more effective in essay writing; and among three variables of age, sex, and proficiency level, the effect of age was more important in essay writing. Therefore, the teaching of writing strategies using a strategy-based instruction should be a part of writing pedagogy.

Keywords: Strategy-Based, Instruction, Process-Based, Instruction, EFL, Writing.

* E-mail: yousefi1234@gmail.com; (Responsible Author)

** E-mail: nematim@ut.ac.ir

*** E-mail: pbirjand@yahoo.com

**** E-mail: mym1300@gmail.com