



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

Content and Writing Teaching Practices in the U.S. and in Iraq

Dr. Fatimah Al-Asadi

Ministry of Higher Education and Scientific Research

alassadyf@yahoo.com

Asst. Inst. Raghad Al-Obaidi

Ministry of Higher Education and Scientific Research

Abstract

Main theories of writing and rhetoric are usually absent from the EFL scene in Iraqi English departments. Introducing these theories and rhetorical movements needs a great knowledge and adaptation of sociocultural theories of learning language and how that learning will be reflected on the development of students' identities because languages shape and enact them. The focus of this study is the development of writing theories and their role in building various writing programs in the USA, Iraq, and other countries. The current study presents a general overview of various pedagogies of transnational writing instruction in terms of similarities and differences among practices used in university-level writing programs in the USA, Middle-East, and other regions across the globe. This overview is supported by a literature review of writing theories and rhetoric development. Furthermore, the study discusses specific practices which are appropriate for Iraqi educational contexts.

Key Words: Rhetoric, pedagogy, writing, content.

تدريس الكتابة والمحتوى في الولايات المتحدة والعراق



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

المستخلص

نظريات الكتابة والبلاغة غائبة في العادة عن مشهد تدريس اللغة الأنكليزية كلغة أجنبية في أقسام اللغة الأنكليزية العراقية، ويحتاج تقديم هذه النظريات والحركات البلاغية الى معرفة كبيرة وتطبيق واسع للنظريات الثقافية الاجتماعية الخاصة بتعلم اللغة وانعكاس ذلك التعلم على تطوير شخصيات الطلبة لأن اللغات تشكل وتعمل تلك الشخصيات. تركز هذه الدراسة على تطور نظريات الكتابة ودورها في بناء برامج الكتابة في الولايات المتحدة والعراق وفي بلدان أخرى. تعرض الدراسة الحالية نظرة شاملة على تدريس الكتابة من ناحية التشابه والاختلاف بين ممارسات التدريس المستخدمة في المستوى الجامعي في الولايات المتحدة والشرق الأوسط ومناطق أخرى من العالم. يعزز هذا العرض مراجعة الدراسات السابقة فيما يتعلق بنظريات الكتابة وتطور البلاغة. بالإضافة لذلك تناقش الدراسة ممارسات تدريسية خاصة تناسب السياق التعليمي في العراق.

Introduction

Main theories of writing should be presented in order to trace the development of writing programs. The background for this presentation is how different scholars looked at elements of composition which are suggested by Berlin (1982) as follows:

- The writer
- Reality
- The reader
- Language

All differences in teaching writing were based on the choice of which of these elements should be taught in the classroom. Harris (2012) argued that the composing process has three strains as was suggested by Faigley and Bizzell:

- 1- Expressive (Expressionism in Berlin's terms)



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

2- Cognitive (Current Traditionalism)

3- Social (New Rhetoric)

He sees that there are only ‘Process’ people and Current-traditionalists. On the contrary, Berlin (1982) suggested four camps for the field in question as follows:

1- New-Aristotelians (Classicists)

2- Positivists (Current Traditionalists)

3- Neo-Platonists (Expressionists)

4- New Rhetoricians (Social Epistemic Rhetoricians)

The assumptions of all four groups were mainly dealing with the elements of composing texts: pre-writing (invention), writing (arrangement), and re-writing (style). According to New-Aristotelians, reality can be communicated with language due to the correspondence between the mind and the universe. In other words, signs (words) are in correspondence with objects in the outside world (reality). This means that words do not belong to the “external world, but both word and thing are part of thought” (Berlin, 1982, p. 786). Because objects are separate from language, then truth is arrived at by syllogistic reasoning (deductive method). Invention was emphasized according to Classicism whereas arrangement and style were neglected because the aim of writing is to help speakers – Aristotle focused on ‘the speaker’ instead of ‘the writer’ – persuade the audience of the truth.



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

Francis Bacon founded Positivism (or Current Traditionalism) and offered different points of view. Truth for Positivists is discovered through induction. The world for them is rational, but there is no role for logic in discovering its systems. Instead, those systems are discovered through experimental methods. Then, writers have to focus on experience to discover certain kinds of information in order to be able to “adapt the discourse to its hearers” (Berlin, 1982, p. 770). This discovery of truth and adaptation of discourse entails that invention is not the focus of text production any more but arrangement and style. Harris (2012) considered the focus of Current Traditionalism on the surface correctness of students’ writing as a problem. He sees writing in this movement as reduced to empty slots of verbal forms. He was an advocate of ‘Process’, which focuses on guidelines of composing. In spite of that, he finds it not very different from the old Current Traditionalism because it misses the promotion of the actual “perspectives students bring with them to their writing” (p. 76).

As a reaction to current traditionalism, Platonic Scheme (Expressionism or Neo Platonic Rhetoric) emerged in the field. Expressionism argued that Truth is placed within the individual. Many reasons were behind the emergence of this movement in American public schools in the 20th century. Expressionists thought of Truth as something discovered by the individual and cannot be communicated. In this way, rhetoric became a tool for correcting errors and removing anything that obstructs the personal apprehension of Truth. Harris (2012) mentioned that English meant more than technical training in the skills of reading and writing; which was why it started to deal with the growth of students as whole persons (This is what he refers to as the Growth



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

Model). He considered literature as a tool that helps students become not just better readers but better people as well. In this way, the Expressionist writer is the center of the rhetorical act, but he/she is isolated to discover Truth alone (without the interference of society). So, writing is a personal activity which can be learned through dialectic; where the audience gain a great role in checking “the false note of the inauthentic and helps to detect error” (Berlin, 1982, p. 775).

The last group is called Epistemic Rhetoric (New Rhetoric or Social-Epistemic Rhetoric). New Rhetoricians considered Truth as dynamic and dialectical. It is not pre-existent and waiting to be discovered, as was suggested by the three proceeding groups, but rather is a relation of elements “in a linguistically circumscribed situation” (Berlin, 1982, p. 774). In addition to that, New Rhetoricians saw language as a creator of the real world because it is prior to Truth and it determines what shapes Truth. Thus, the writer is the creator of meaning and shaper of reality. The role of the writer as a creator indicates that Truth is probabilistic, and that learning to write is learning how to make meaning by the interaction of the writer, language, reality, and the audience. So invention, arrangement, and style are all emphasized. The current study investigates the development of writing programs in the United States and the development of writing pedagogy in Iraq in the light of the American English impact which overcame EFL education after 2003. The investigation has to go through content pedagogy in other countries in order to have a full picture of the best application of writing programs in Iraq. The research question of the current study is:



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

- 1- What are the similarities and differences among practices used in university-level writing programs in the US, Middle-East, and other regions across the globe?
- 2- Which practices are appropriate for Iraqi educational contexts?

History of Writing Programs in the United States

The development of writing programs in the United States was affected by the Rhetoric-Poetics binary; which is why it is important to have a brief view on the variation of the use of this binary over time.

In Ancient Athens, as was stated by Berlin (2003), both Rhetoric and Poetics were important in the political life which was the goal for every individual. Rhetoric was essential in enabling people to speak before the law, and Poetics had a similar importance because drama was considered a critical examination of private and political virtue. In this way, both Rhetoric and Poetics were important in fulfilling Athenian democracy; just as the importance of text production and interpretation in the democratic life of the United States.

Rhetoric was the core of the college curriculum (which was uniformed) in the United States until late in the 19th century. And by ‘Rhetoric’ I don’t mean here producing texts only; because at that time Rhetoric and Poetics went side by side. However; Rhetoric in this context was giving priority to producing texts and was secondarily concerned with interpreting them. students studied the production of political texts in order to be prepared to hold leadership positions in society. At the same time, they studied aesthetic interpretation of literary texts as a



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

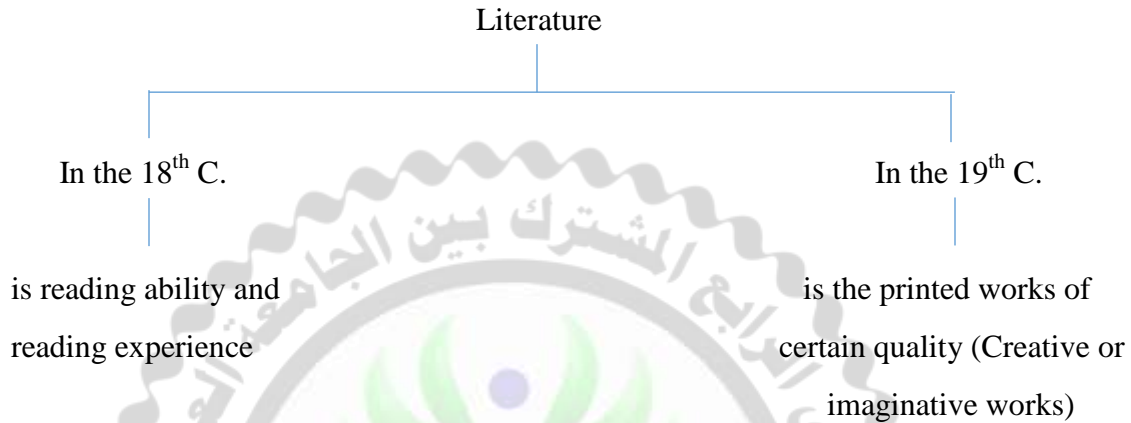
”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

matter of taste. Raymond Williams explained that by means of ‘literature’ as a representation of texts as follows:



He said that there was a movement from the 18th century’s literature as learning to the 19th century’s literature as taste (Berlin, 2003).

Since students were taught to be leaders in the society, then it became clear how education was dedicated for white financially secured males. This was the case until late in the century. Three or four years of rhetoric were the center of the college curriculum, by which students finally got the fruit of their learning in public performance and written essays. No changes occurred in the curriculum until the last 25 years of the century, when small liberal arts colleges were replaced by the research university because the college was soon regarded as an institution designed to serve the economic and social needs of the larger society. English studies,



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

which had literary texts in the authentic Anglo-Saxon line of historical descent as their subject matter, were one of the elements of this transformation.

As was explained above, Rhetorical studies in the early 19th century reflected Classists perspectives in having language as a means of communicating reality by the speaker – who was exalted – whereas the audience shapes the message. Thus, the emphasis was on invention rather than arrangement and style (Berlin, 1982).

In the 20th century, the educational system aimed at having schooling as a means of developing human capital because of the dramatic change in capitalism during the last quarter of the 19th century when numbers of factories and workers increased largely. Due to that change, English studies transformed. English institutions and faculty members increased. And because of the increase of immigrants English became the center of secondary and higher education. The curriculum kept its focus on the Anglo-Saxon and Anglo-Protestant heritage in literature at the beginning of the century. It was not until after World War I when American literature was supported. The same could be said about rhetoric, which remained in the center of the curriculum of English studies. And Rhetoric-Poetics binary kept appearing together offering methods for producing and interpreting texts of all kinds, except the poetic ones. However, Harris (2012) considered those political, economic, and social changes as the reason why Expressionists (or the Growth Model as is called by Harris) called for a poetic self-expressiveness in teaching writing



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

in the 1960 and 1970s after having forms of public speech and rhetoric emphasized in the 19th century.

This view of the era supports Harris’s (2012) claim that Voice represented the “bridge between the study of literature and the teaching of composition” (p.38) at that time. He said that in the 1980s literature aimed at getting students use “what they learned as readers in forming their own voices as writers” (p. 38). Thus, their writing can be considered ‘literature’ or discourse.

In the mid and late 20th century, the United States has undergone a growth in the experiences of democracy resulted in the birth of the Social Epistemic Rhetoric which represented a response to the challenges posed by postmodernism. This movement is unique to the United States. It placed reading and writing practices at the center of communal decision making. This postmodern turn was an attempt to recover the services of rhetoric as the study of the effects of language in the conduct of human affairs. This revival was a response to racial justice, poverty, and Vietnam War. Students started to read contradictory points of views on contemporary social problems and write essays stating their positions. Writing became the discovery and invention, not reproduction and transmission, and teachers encouraged methods of arriving at new perspectives and conceptions (Berlin, 2003).

Such transformation divided texts into literary and non-literary ones. This differentiation influenced the kind of teaching and research because “English studies in the United States is



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

based on a privileging of literary texts and a devalorizing of rhetorical texts” (p. 91). The reason is that rhetorical texts were considered inferior due to their lack of complication and disinterestedness and because their production cannot be taught aside from real life situations. Harris (2012) stopped at his Growth Model (Expressionism) and had this model speak for the late 20th century up to this moment. Yet, he said that the Growth Model was debated because of its support of global industry of English teaching and its focus on the native speaker as the consumer of that teaching. This debate constructed the shift from national to global context of teaching writing due to the need of a pedagogy to work with multilingual students.

Writing Programs in Other Parts of the World

In the light of the four camps of rhetoricians, I will discuss writing programs and instruction in five Arab countries which are surrounding, or close to, Iraq in addition to the United Kingdom. Those Arab countries are: Lebanon, Palestine, Qatar, and the United Arab Emirates. The reason behind choosing those countries in particular, in addition to their closeness to Iraq, is that their writing programs are newly developed (Zuckermann, Rubin, & Perpignan, 2012; Ronesi, 2012; Weber, Golkowska, Miller, Sharkey, Rishel, & Watts, 2015; Bou-Ayash, 2013), and that their experiences can be considered in Iraq because of the common aspects of their social conditions, such as the nature of their academic life, sex differences, traditional and religious factors that affect learning, and the like.



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

As far as choosing the United Kingdom, the reason is that Iraq remained under the British occupation for a long time, and its educational system was established according to British norms and remained as it was.

Lebanon, Qatar, and the UAE follow the Platonic Scheme (Expressionism) in their writing programs. All three countries share the heterogeneous attribute of their societies. In Lebanon, this heterogeneity led to a translanguaging direction in teaching writing. Bou-Ayash (2013) states that writing courses in Lebanon help students reflect on their actions in the light of other opinions, which in its turn refer to how language is considered as a personal activity – as was suggested by Expressivists (Berlin, 1982). The focus is on the use of language rather than language as an abstract system (Bou-Ayash, 2013), which aligns with Expressivists' thought that linguistic form grows from content (Berlin, 1982).

One feature of Lebanon's writing instruction will be of great effect on writing instruction in the English Departments at the Iraqi Colleges of Education if applied, which is the use of 'translation writing'. In Lebanon, translation writing is taught to help students understand the social importance of both Arabic and the target language in the community (Bou-Ayash, 2013). If the same process is used in the English Departments at the Iraqi Colleges of Education students will discover similarities and differences between their native language and English and then, they will be able to think about the best way of using those similarities and differences to transfer their thoughts in the target language.



جامعة دoha
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

Qatar and the UAE are both based on an American model in their writing programs.

When investigating those programs, I wondered if the American institutes which opened their relative campuses there have chosen to follow Expressionism rather than New Rhetoric – which is adopted in the U.S now – on purpose because of the different culture of those countries. I see that the reason is related to the concept of ‘democracy’, which is related to the emergence of this fourth rhetorical movement, and how it is considered in Qatar and UAE. One of the reasons that led me to think of this justification is how the U.S Embassy in Baghdad helped initiating a creative writing program at Mustansiriyah University in 2013 supported by many virtual and face to face sessions with American writers and writing programs educators. In that program, students started shaping their writings by interaction with reality and the audience (Berlin, 1982) under the newly born democratic environment.

Another reason for adopting Expressionism might be related to the kuttab tradition which continued into high school curriculum in a way that makes it “difficult for students to interrogate authorities and establish their own voices in writing” (Weber et al., 2015, p. 81). In summary, Qatar and the UAE cannot follow the exact steps of New Rhetoric writing programs in the U.S. which are “located in what has been called “nondirective” interaction that aims to build on writers’ knowledge in collaboration that fosters writers’ “voices” instead of providing “normalizing” conventions” (Horner & Kopelson, 2014, p. 150). These ideas are complicated and less received for speakers of English from outside the U.S.



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

Palestine, on the other hand, can be regarded as a Current Traditionalist follower in its writing programs. Colleges focus on developing arrangement (writing) and stylistic (re-writing) skills as Current Traditionalists' suggested (Berlin, 1982). The interesting feature of Palestinian writing programs is that the mother tongues are stressed because they are considered necessary for the development in writing in the target language. Thus, Hebrew writing programs for example are designed to help students get involved in the Israeli society (Zuckerman et al., 2012).

Stressing writing in the mother tongue will work well in Iraqi English Departments to strengthen students' abilities in writing in English. Iraqi Instructors need to have a good knowledge of students' backgrounds and their real abilities in writing in Arabic, which are both essential elements in developing students' use of English.

Egypt is the only country, close to Iraq, which adopts New Rhetoric movement. The American University in Cairo is pure American in its writing program. Three entry level required writing courses are provided, in addition to a Writing Minor, in this university. The emphasis is on rhetorical strategies – voice, analysis, audience, and argument – to assist in critical thinking. I do not think that such a model will prove to be successful in Iraq, in spite of the limited achievements of the creative program initiation at Mustansiriya University. Both the culture and students' backgrounds are different between Iraq and Egypt. I can say that Iraqi writing courses in English departments are still under the influence of structuralism, as was the case in the 1960s.



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

language is still considered as a complex of bits of grammar “which students can master one at a time, adding each new bit to those already in control” (Leki, 1992, p. 5).

Before moving to Britain, I have to mention the evolving of what is called the ‘Growth Model’ which came as a reaction to how English was taught there. After the Dartmouth Seminar on Teaching and Learning of English, English took the form of ‘language use’ instead of referring simply to literary texts. The new form was called the Growth Model. It was a result of an “old model of teaching centered on the transmission of skills (composition) and knowledge (literature)” (Harris, 2012, p. 1).

As I mentioned earlier, this model came as a reaction to the British way of teaching English, according to which learning was seen as a passive acquisition of information unrelated to the other parts of students’ lives and study. This look at learning is what can be found till now in Iraqi English Departments, where students focus on memorizing explanations of various texts to pass exams without transferring their linguistic acquired skills outside the classroom. The Growth Model, on the other hand, builds on the students’ previous mastery of language “to develop their ability to shape experience into words, to connect disparate events and ideas” (p. 13).

Dean and Ganobcsik-Williams’ (2012) presentation of the writing program in Coventry University in Britain entails that the program follows both Classists and Expressionists’ rhetorical movements. The writing center in Coventry helps students become independent writers



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

and aims at transferring “the student learning experience by teaching students to view writing as a process, including how to plan, structure, critique, revise, and edit their own writing” (p. 192).

On the other hand, McConlogue, Michell, and Peake (2012) give another picture of writing programs in Britain as merely Expressive in nature. The writing process is not emphasized at all and students explore and express ideas in the subject only. In their example, students participate in the discourse of their academic community through writing, which meets the movement of the mid 1980s from rhetoric to academic discourse. At that time, students were directed to learn conventions of college writing “to gain control over academic discourse” (Harris, 2012, p. 118).

Writing Programs in Iraqi Colleges

English departments in Iraqi colleges of education offer four writing courses distributed on three grades. Two Reading and Writing Composition courses are offered in the first and second years, Methods of Writing Research course in the second year, and Essay Writing in the third year. The main trend in teaching writing in those departments is Current Traditional, according to which rhetoric focuses on arrangement (writing) and style (re-writing).

Iraqi writing instruction resembles the argument of Scholes that English departments following Positivists views differentiate between literature texts as important and non-literary texts as beneath (Berlin, 2003). So, consumption is privileged over production. Scholes assumes that learning to interpret literature will automatically teach students methods of producing non-



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

literary texts, but I cannot say that this is true in Iraqi English departments. Although Iraqi writing programs follow Current Traditionalism, yet they lack some of the essential points like the former assumption of Scholes that can help improve students' writing skills. What will work well is to have instructors know more about the composing process and the components of rhetorical movements. This knowledge will assist them in specifying what is needed to have those courses fulfill their uppermost goal in developing students' use of the target language.

Current Traditionalism and Iraqi Writing programs

Current Traditionalism is the first trend we need to adopt well in Iraqi English departments. However, it is not the only one needed. In this section, I will state the positive side of using Current Traditionalism as a guiding movement before moving to New Rhetoric and the benefits or possibilities of using it as a necessity of the social and political change occurred after 2003.

If Current Traditionalism is applied correctly students will learn how to arrange (write) materials and express themselves with high standards of grammar and usage (Berlin, 2003). The second part of this statement, which emphasizes high standard grammar, is stressed in the writing courses but not the second one that calls for self-expression. Focusing on grammar is not totally negative. Learning grammar will help students think about and discuss sentences. This discussion, if accompanied with lots of writing and reading, will help students improve their writing in English (NCTE, 2002).



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

Saying that, I would like to raise one of the interesting assumptions of Leki's (1992) that Arabic speakers have problems in writing because of their emphasis on form as a result of their “focus on beauty and balance rather than content and because of their respect for the writing of classical Arabic and the Qur'an” (p. 100). I do not agree with this assumption because of two reasons. First, English writing is taught in a way that emphasizes grammar only aside from any real use outside the classroom; which leads spontaneously to weak writing since writing is used to reinforce what students had learned” (Leki, 1992). Second, if students are focusing on the beautiful sophisticated language of Qur'an then they would find English, which is way more simple than Arabic, easy to use in writing. So, Leki's assumption does not account for the strength of classical Arabic in improving the learning of an additional language if utilized in this regard. Instead, he connects the deficiencies of Arabic students' use of English to write with the importance of classical Arabic which leads students “not to look for great precision in meaning in writing” (p. 100).

The lack of students' ability to write effectively is, in fact, affected partly by traditional writing instruction which is isolated within English departments and is associated with grammar and style neglecting the importance of the connection with one of the most vital elements of the composing process, which is ‘the reader’ (Bean, 2011). As a result, students write to the teacher directly without thinking rhetorically.



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

Rhetorical thinking is one of the effective ways to raise students' abilities in using critical thinking and planning for writing texts. In any of the writing courses offered in Iraqi colleges of education, students need to think rhetorically considering the following:

- Who are the intended readers?
- How much do they care and know about the topic?
- What is the purpose of the text?
- What does the writer want to tell the readers?
- What is the appropriate genre/style/level of language/document design for this particular context? (Bean, 2011).

Emphasizing this rhetorical nature of writing will refer to the social aspect of writing and will explain how texts are directed to at least one reader. One way to achieve this end is by enacting the collaborative work of students in drafting, revising, and editing texts. In this way, students will learn how to analyze formal and informal uses of various genres in order to create them, the thing which entails the necessity of having instructors help students know the different genres of writing in addition to introducing them to the textual conventions – such as organization, style, and use of evidence – and also the visual designs and visual rhetoric (NCTE, 1989).

Introducing New Rhetoric into Iraqi English Departments



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

New Rhetoric, or Democratic Literacy, came as a response to the political progressivism. Berlin (2003) said that this conception emphasized that rhetoric in college should focus on training citizens for participation in a democracy. He added that all institutions are social constructions which are open to revision, and that it is rhetoric “that emphasizes service to the community and ethical commitment to the public good” (Berlin, 2003, p. 36).

It is true that Iraq’s experience of democracy after 2003 is different from that of the United States, but Berlin’s discussion can have a great impact on the life of students if they can learn to write and be prepared to participate in the political life of a democratic society. This preparation can be achieved throughout considering the whole rhetorical context: the writer, the audience, the topic, and the social linguistic environment in the classroom (Berlin, 2003).

If New Rhetoric is to be added to the writing instruction in Iraq, then students can succeed in academic performance and in public settings as well (NCTE, 2015) because they will have the chance to know how writing differs with purposes and contexts as a result of other purposes outside college that need various genres of writing (NCTE, 2016). They can finally reach out to the conclusion that writing in English is another way of expressing themselves, just as the case of using Arabic in their daily life. This conclusion will help them understand that writing in English is not a mere transmission of messages but a way of growing and cooking them, which explains the need for the long process of drafting and redrafting texts (Bean, 2011).



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

One of the problems students might face in this regard is that of encountering assignments based on programs' assumptions that do not coincide with students' backgrounds. As a result, students' responses will be of those who are 'outsiders' because they lack the required cultural analysis (Jordan, 2012). This issue might be one of the reasons behind criticizing writing about 'personal experiences' for example. Leki (1992) mentioned that such criticism results from the following:

- ESL students might be unaccustomed to focusing on themselves.
- Students might get an unrealistic impression that grammatical accuracy is unimportant.

Such problem needs a close consideration from the part of instructors towards the several cultural factors affecting the kind of language students use. Those cultural factors can be utilized in order to get the other culture enter their writing and critical thinking world. Those cultural factors include:

- 1- The culture a student comes from.
- 2- The ways people use language in that culture.
- 3- The degree to which that culture is privileged in society (NCTE, 2016).

Introducing these two rhetorical movements into the writing scene in Iraqi departments of English makes it necessary to know how these movements can be explained in the light of Vygotskyian sociocultural theory of learning language, and how that learning will be reflected on



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

the development of students' identities because languages shape and enact them. ESL and EFL students bring their multicultural backgrounds with them, moving between English and their mother tongues. When such capabilities are erased “they negatively complicate the learning process” (Mullin et al., 2014, p. 153).

Bibliography

- (1989). *Principles of the postsecondary teaching of writing*. A statement on an educational issue approved by the CCC Executive Committee. Retrieved from www.ncte.org/ccc/resources/positions/postsecondarywriting.
- (2016). *Professional knowledge for the teaching of writing*. A guideline found to be consistent with NCTE positions on educational issues. Retrieved from www.ncte.org/positions/statements/teaching-writing.
- Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. (2nd Ed.). San Francisco, CA: Wiley.
- Berlin, J. (2003). *Rhetorics, poetics, and cultures: Refiguring college English studies*. West Lafayette, IN: Parlor
- Berlin, J. A. (1982). Contemporary composition: The major pedagogical theories. *College English*, 44(8), 765-777.



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(المجلد الثاني) 17-16 كانون الاول 2020



الجامعة العراقية
مركز البحوث والدراسات

Bou Ayash, N. (2013). He-ein, hi بين or بين hi? Translingual practices from Lebanon and mainstream literacy education. In S. Canagarajah (Ed), *Literacy as Translingual Practice: Between Communities and Classrooms* (pp. 96-103). New York: Routledge.

Convention on College Composition and Communication. (2015). *CCC statement on preparing teachers for college writing*. A statement on an educational issue approved by the CCC Executive Committee. Retrieved from www.ncte.org/ccp/resources/positions/statementonprop.

Golson, E. & Holdijk, L. (2012). The department of rhetoric and composition at the American University in Cairo: Achievements and challenges. In C. Thaiss; G. Brauer; P. Carlino L. Ganobcsik-Williams; & A. Sinha (Eds.), *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (pp. 181-188). Anderson, SC and Fort Collins: Parlor and WAC Clearinghouse.

Harris, J. (2012). *A teaching subject: Composition since 1966*. Logan: Utah State UP.

Jordan, J. (2012). *Redesigning composition for multilingual realities*. Urbana, IL: NCTE.

Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. New Hampshire: Boynton / Cook Publishers.

McConlogue, T. Michell, S., & Peake, K. (2012). Thinking writing at Queen Mary University of London. In In C. Thaiss; G. Brauer; P. Carlino L. Ganobcsik-Williams; & A. Sinha



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني“

(17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

(Eds.), *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (pp.203-212). Anderson, SC and Fort Collins: Parlor and WAC Clearinghouse.

Mullin, J.; Haviland, C. P.; & Zenger, A. (2014). Import/export work? Using cross-cultural theories to rethink Englishes, identities, and genres in writing centers. In Bruce Horner and Karen Kopelson (Eds), *Reworking English in Rhetoric and Composition: Global Interrogations, Local Interventions* (pp. 150-156). Carbondale: S. Illinois UP.

NCTE's Assembly for the Teaching of English Grammar. (2002). *Guidelines on some questions and answers about grammar*. A guideline found to be consistent with NCTE positions on educational issues. Retrieved from www.ncte.org/positions/statements/qandaaboutgrammar.

Ronesi, L. (2012). Writing programs worldwide: Profile of the American University of Sharjah. In C. Thaiss; G. Brauer; P. Carlino L. Ganobcsik-Williams; & A. Sinha (Eds.), *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (pp.429-438). Anderson, SC and Fort Collins: Parlor and WAC Clearinghouse.

Weber, A. S.; Golkowska, K.; Miller, I.; Sharkey, R.; Rishel, M. A.; & Watts, A. (2015). The first-year writing seminar program at Well Cornell Medical College-Qatar. In D.A. Martins (Ed.), *Transnational Writing Program Administration*. Logan: Utah State UP.

Zuckermann, T. Rubin, B., & Perpignan, H. (2012). New writing in an old land. In C. Thaiss; G. Brauer; P. Carlino L. Ganobcsik-Williams; & A. Sinha (Eds.), *Writing Programs*



جامعة دهوك
كلية التربية الاساس



ابحاث المؤتمر العلمي الدولي الرابع المشترك الثاني

”المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني”

17-16 كانون الاول 2020 (المجلد الثاني)



الجامعة العراقية
مركز البحوث والدراسات

Worldwide: Profiles of Academic Writing in Many Places (pp.271-292). Anderson, SC and Fort Collins: Parlor and WAC Clearinghouse.

