

# **Investigating Iraqi EFL Teachers' Perceptions Towards The Role of Teaching and Learning Cycle Models of GBA in Teaching Writing Skills**

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**استطلاع تصورات معلمي اللغة الإنجليزية كلفة أجنبية في العراق بخصوص دور نماذج  
دورة التعليم والتعلم في طريقه النوع في تعليم مهارات الكتابة.**

The current study is intended to investigate the teachers' perceptions towards the role of the teaching and learning cycle of GBA in teaching writing skills. The study was conducted on the Iraqi EFL English teachers for the fifth preparatory stage during the academic year 2022-2023. The aims of the current study are to explain the following: 1. Teachers' perceptions towards the role of teaching and learning cycle. 2. Exploring the difficulties and obstacles that face English teachers in teaching writing skills and its solutions. The current study followed a qualitative method. The data was collected through using an interview as an instrument for the current study. The sample for the current study includes 15 teachers from different schools in Baghdad the capital of Iraq by using probability sampling (simple random sampling) technique. The researcher used an deductive method for data analysis (a narrative analysis). The results showed that: Iraqi EFL English teachers have positive perceptions towards using the teaching and learning cycle. Besides, they faced difficulties in teaching writing skills such as a lack in creating a coherent text by the students and weakness in the ability to differentiate between how to write an essay vs. composition. **Keywords:** Perceptions, EFL, GBA, TLC.

## المستخلص

تهدف الدراسة الحالية الى استطلاع اراء المدرسين في دور استخدام طريقة دوره التدريس والتعليم لطريقه النوع في تدريس مهاره الكتابه. اجريت الدراسة الحاليه على مدرسي اللغه الانكليزيه كلغه اجنبيه للمرحله الاعداديه الخامسه خلال العام الدراسي ٢٠٢٢-٢٠٢٣، واهداف الدراسة الحاليه هي شرح ماييلي: ١ استطلاع اراء المدرسين تجاه دوره التدريس والتعلم لطريقه النوع. ٢ استكشاف الصعوبات والمعوقات التي تواجه مدرسي اللغه الانكليزيه في تدريس مهاره الكتابه وحلولها. اعتمدت الدراسة الحاليه على المنهج الوصفي. تم جمع البيانات من خلال استخدام المقابله كاداه للدراسه الحاليه. حيث وقع الاختيار على عينه مكونه من ١٥ مدرس من مختلف المدارس في بغداد عاصمه العراق باستخدام العينه العشوائيه ( تقنيه العينه البسيطه العشوائيه) استخدم. الباحث المنهج الاستقراءي لتحليل البيانات (تحليل سردي) اظهرت النتائج ان مدرسي اللغه الانكليزيه كلغه احببهم تصورات ايجابية تجاه استخدام دوره التدريس والتعليم لطريقه النوع. الى جانب ذلك ان مدرسوا اللغه الانكليزيه يواجهون صعوبات ومعوقات في تدريس مهاره الكتابه مثل عدم قدره الطالب على انتاج نص متماسك وضعف في التفريق بين كتابه المقال وكتابه الانشاء. تقترح الدراسة الحاليه ان طلاب اللغه الانكليزيه يواجهون صعوبات في مهاره كتابه الانشاء والمقال

## 1.Introduction

Writing has become an indispensable aspect of our daily lives, to the point that it is difficult to imagine the world without the written words. That does not mean that people are doomed to live without the benefits of reading. (Hock and Joseph, 2009, p.64) One of the central pillars of language learning is the writing skill; it is, as stated by Silva (1990), the most difficult one of all the language skills. Writing is a matter of ordering or fitting the sentences into suitable patterns, so writing involves becoming skilled in arranging and executing these patterns. According to Hamp and Heasley (2009), writing is obviously a complex task, it is based on an approach that emphasizes the cognitive aspects and discursal aspects; the learner face a form of problem-solving through two main tasks (creating ideas and thoughts, and composing these thoughts as well as the ideas into a written text). Writing skills help the learner to become fluent, independent, comprehensible, and creative in writing. Writing skills can develop important abilities which help the learners put their thoughts in a meaningful shape and cognitively deal with the message in a correct manner. When we deal with writing in a foreign language, it is not an easy task. Writing English obviously is an immense goal for all English learners. That is due to the fact that, writing well in your own language, or in a foreign one clarifies your mind and organizes your thoughts, also because the capacity to represent yourself on paper will be the demand to secure a job in the future. (Richards, 1990) English teachers are acutely aware of the importance of students acquiring writing skills. The written words offer no hiding place for the unskilled, nor can it be disguised. The inability to adequately express ideas in writing hinders a student's performance in a variety of tasks. The ability to write well is acquired through mastering a large number of personal skills and exercises. Under the guidance and perseverance of the teacher, students learn how to transfer learned skills to all letters, on the other hands, the ability to write well is accurate powers of observation, developed imagination, strong interest in words, awareness of logical thinking and clear organization. These are the intangible value of the art of writing. (Warriner, 1977) Genre based approach is considered as a framework for language teaching

based on examples from specific genre. Type based approach is an approach also known as text-based directives or instructions.(Byrne,1984:28) Freeze and Joyce (1998) state that, genre based approach is a methodology which is designed to support language students as a social process. Some linguists argue that students cannot successfully produce a particular text type without explicit teaching them linguistic conventions about the linguistic characteristics and schematic structure of that text type. Therefore, making student writers aware of these conventions, especially in the first stages of teaching modules for specific text type , is a very important task for genre based teachers. In the classroom, genre oriented teachers typically employ a three-phase teaching-learning cycle namely, modeling of a "sample expert" text, joint-negotiation of text with teacher, and independent construction of text by the individual learners. (Cope and Kalantzis,1993) According to Hammond et.al (1992:18-23), teaching learning cycle has four phases and is actually based on a genre approach. They are building domain knowledge, modeling of text, connection construction of text and independent construction of text. According to Salih(2007) EFL teachers in Iraq oftentimes complain that, most students in Iraqi schools fail or facing difficulties in writing skills in general. She adds a clarification that, most of students suffered from a weakness in creating a coherent text and representing the exact idea. She also clarify that most of Iraqi EFL students have a lack of required knowledge in vocabulary and in grammatical structure i.e they make mistakes many aspects of writing. Consequently, all of these problems require many investigation in order to develop the teaching and learning process.

**1.2 Objective of the Study**The current study aims at:

1. Investigating Iraqi EFL teachers' perceptions towards the role of teaching and learning cycle in teaching the writing skills.
2. Exploring the obstacles that face Iraqi EFL teachers in practicing teaching and learning cycle.

### 1.3 Research Questions

The current study is set to answer the following questions:

1. What are Iraqi EFL teachers' perceptions towards the role of teaching and learning cycle in teaching writing skills?
2. What are the obstacles that face Iraqi EFL teachers in practicing teaching and learning cycle?

### 1.4 Limitations of the study

The current study is limited to investigating the writing skills and exploring the effect of using the TLC of GBA on improving this skill.As for the sample,it includes only Iraqi EFL preparatory school teachers during the academic year 2022-2023.

## 2.Literature Review

**2.1. Writing** Writing can be described as a process of discovery including certain steps, those steps are taking the shape of a zigzag trip(langan,2001).Wells(1999), on the other hand,argues that writing encourages students to questions others words as well as their own personal experiences and beliefs in order to increase an ongoing dialogue in a way that enriches the communities understanding of relevant experiences domain understanding

**2.2The Elements of Writing** According to Harmer (2004), writing tells us something about the writing process-that is the stages a writer goes through in order to produce something in the final written shape .Actually this process may be affected by the content (subject matter), and also this process may be affected by the type of writing, and the medium it is written in. With all of these conditions, the process of writing undergoes four main elements:

1)Planning Before deciding to write, writers have to plan what they are going to write. Some of them may include writing detailed notes. For many others a few abridged words may be suitable. So, when the writers plan they put in their consideration three main issues: purpose, audience, and content structure (Harmer,2004).

2) DraftingWe can define a draft as the first version of the piece of a text. As the writing process continued into editing, the writer may produce numbers of drafts to reach to the final version (Harmer, 2004).

3) Editing (reflecting and revising) After producing a draft a writer then , reads through what he has written to check out the order ,the information ,the ideas, and to see what works and what does not.

The other two (namely: reflecting and revising) are very important, they are the readers' reaction to a piece of a text. This process will help the writer to make the suitable revisions (Harmer, 2004).

**4)Final version**

After editing the draft the writer may make changes he considers to be necessary , it will be the final version (Harmer,2004).

### 2.3. The Steps of Writing Process and its Strategies:

According to Langan and Winstanley (2014), the writing process is different from one writer to another. Generally there is a sequence that shows how everyone can separate the tasks and how to make use from using the suitable type of thinking for every task.

**1.Prewriting:** Build raw material by using the creative and spontaneous part to figure out what you want to say. Mind when you examine your thoughts. Working on the ideas you generate during pre-writing will help you find the next one. Langan (2011) states that, prewriting techniques that will help to develop a topic on paper : free writing ,questioning ,making a list, clustering ,and preparing a scratch outline. These techniques will help to create materials in which it is considered as a main part of writing process.

**2. Creating a Thesis and an Outline:** Test the focus you have found and the points you want to create by making a test paper. Now analyze what your essay means to your audience and get the job done. Doing so will also clarify the reference point. Prepare your thesis and you are ready. Use the spell part of your mind. Give structure to the ideas in your pre-letter by writing an outline.based on your thesis. When you sketch, you begin to frame your essay and see its overall shape.

**3. Drafting:** Write your first draft, turning your outline into a complete proposal. focus on content Please express your ideas and support as clearly as possible. Now the sentence structure grammar; Focus on your content. Be prepared to write at least two drafts.

**4. Polishing Ideas and Sentences:** Review the content and finally check the text for errors. This step is critical to effective writing. For your purposes and audience; Take plenty of time to give credit to your ideas.(Langan andWinstanley,2014)

### 2.4Principles for Teaching Writing

Nation (2009) presents the following principals for teaching writing: Learners should bring experience and knowledge into their writing. Writing is most likely to be successful and meaningful to learners if learners are adequately prepared for what they will be writing. This preparation can be done through a choice of topic or through previous work on the topic in the first or second language.

1. Learners have to do a lot of writing and lots of different types of exercises . There are many elements of writing skills that are unique. lies to write and thus the time spent writing provides useful practice for these factors. This is a very strong principle for each of the four skill. Different genres use different writing conventions and rely on linguistic features are different and are therefore useful for creating ensure learners practice writing across a variety of genres that they have to write in.
2. Learners should write with the purpose of focusing on the message. Most articles should be done for the purpose of conveying a message to both the readers and the writers .
3. Writing should interest learners and capitalize on their interests, and Learners should experience a sense of success in most of their writing.
4. Learners should use writing to increase their language knowledge,also Learners should develop skills in using computers to improve writing quality and speed.
5. Writing instruction should be based on a careful needs analysis, considering what Learners need to do with writing.what they can do , and what they want to do.
6. learners should understand the various parts of the writing process and should be able To relate them to their own and others' writing for discussion, learners should consciously address each part of the writing process.
7. Learners should focus on clarity and fluency when producing a written script form if The L1 uses a different script or if the learner does not understand their L1.These Activities can include careful writing, copying models, and repetitive writing movements.
8. spelling should be given appropriate deliberate attention, which is largely separate From writing feedback. Also, teachers should provide and arrange for feedback to Encourage and improve writing.
9. learners should increase their writing speed so they can write very simple material at A reasonable pace .Fluency can be developed through repetitive activities and through Easy, familiar material.

**2.5. The concept of genre** Swales (1990), sited in Paltridge(1996) presents genre as a type of communicative events in which members can share a set of communicative objectives recognized by experts in the larger discourse community. Genre is a term used for grouping texts together, representing how writers commonly use language to reply to routine conditions. Every genre has some functions which

make it specific and different from others types of genres: genre has a particular purpose, a basic structure, precise linguistic functions, and is shared via way of means of participants of the culture. For many human beings it's mindes an intuitively appealing idea which facilitates or organize the common-experience labels use to classify texts and the conditions in which they occur. (Hyland, 2009) The notion of genre is based on the idea that a community members usually has little trouble seeing similarities in the texts that they use frequently and can draw on their repeated experiences. This is partly because writing is a practice based on predictions: the reader's chances of interpreting the author's intent increases if the writer takes the trouble to anticipate what the readers might expect based on previous texts they have read. For example, we know immediately whether a text is available a recipe, a joke or a love letter and can respond to it and write a similar one if we have to. We all have a repertoire of these responses that we can do call for communication in familiar situations and in this way we get to know new ones. (Hyland: 2002, 15) According to Bruce ,2008:the french word genre ,which means "type" or "kind" when applied to English literature, used to refer literary categories (such as short stories or types of novel) that categorize texts according to set of structural and stylistic features. consequently other non-printing media such as film/drama, and graphics have appropriated this term genre as categorizer of creative outcomes. In the last decades genre has also been applied to categories of non-literary written texts, sometimes for the purpose of characterizing the features of such texts for example: letters, newspaper articles, and the writing lesson. To engage in any social event, learners have to be familiar with the types they encounter, since genres are recognizable types of communicative actions. For this reason, genre is considered as one of the most important concept in language education.(Hyland,2009.)

## 2.6 Writing Approaches

There are many different approaches to practice the writing skills.

### 2.6.1 The Product Approach

Ferris and Hedgcock (2005) state that, from the early 20<sup>th</sup> century to the 1960s, the governing principles teaching composition in schools, colleges, and universities across the United States. Diversity is largely rooted in an educational philosophy reading and analyzing literature. In this tradition, native speakers of English had to read novels, short stories, plays, essays and poems. They then analyze the works in written works. Therefore, little or no teaching time dedicated to planning, writing, sharing or modifying written works products. However, students are expected to master a wide range of genre of writing based on. narrative, presentation, argument, etc. that built-in function. To help students achieve this mastery, many textbooks follow a conventional pattern of construct. First, the teacher introduces and identifies a rhetoric shape, pattern or "mode" (e.g. comparison) of hardness established rules or formulas. Students then read a work in literature, which they discussed and analyzed in class. Later the teacher assigned a task of composing based on literary texts. This sequence usually comes with a linear pattern for students to follow in building their own essays and topics. In the final stage of the pedagogical sequence, the teacher evaluates student's homework before starting a similar cycle based on a new literary text. This model of composition, is known as the product approach. In fact, the product approach is considered as a traditional approach. It is seen as a more teacher-directed form. Product approaches are more concerned with the outcomes of the learners. Actually, teaching of writing with this approach has been language focused. Traditionally, the focus is being on correctness, that is the adherence to and also the copying of models.(Tuffs,1993:701) In other words, the product approach has focused and valued the construction of the end product, in which it is considered the main thing to be focused on (Harmer,2014:20). In addition, Nunan (2015) states that, the product approach concentrates on the ultimate product, in other words, the final text produced by the writer. With this approach, students in the classroom spend much of their time learning and after that initiating model text that is provided by their teacher or by the textbook.

### 2.6.2 The Process Approach

Zen (2005) states that, the past 20 years, have seen a growing interest in developing students' writing skills and the emergence of ESL/EFL writing skills research as a serious field of study. The result is a new writing pedagogy that emphasizes ESL writing instruction. Language skills are beginning to develop. This new move of enthusiasm and research effort to explore the essence of ESL/EFL writing develop a theoretical and evidence-based approach to the second language writing instruction. One method that has had a significant impact on second language writing is the process approach. This method has its roots in the process movement of teaching composition to native speakers, which began in the early twentieth century. It has grown largely out of writing teachers' dissatisfaction with traditional approaches, which

mostly emphasize proper use of grammar and style rather than helping students develop their writing skills. Zen(2005) adds that, the process approach has a consequential impact on ESL writing although the change occurred gradually . ESL teachers in the early 80s began borrowing techniques from English composition classes. Textbooks based on the process approach began to emerge, providing ESL learners with a real writing experience. Process-oriented ESL teachers give students ample time and freedom to write about topics of their own choosing. The process approach involves paying attention by the educators to the various aspects that any text goes through. It includes spending more time with the learners on the stages of writing process which includes pre-writing phases ,editing, redrafting, and finally producing the final version of the work .Most writers employ various skills and that is the aim of the process approach in order to get to the heart of writing skills and which are worth replicating when writing in a foreign language. A simple form of the process approach urges the learners to consider the steps of putting together a piece of text by using the most important procedures (editing and redrafting) (Zen,2005). Nation (2009) states that, the process approach to writing instruction emphasizes the author as an independent text maker. it further addresses the question of how teachers should help learners with their writing tasks. Various manifestations of this perspective consistently recognize that fundamental cognitive processes are central to the writing activity and emphasize the need to improve student's capacities to plan ,define rhetorical problems, and suggest and evaluate resolutions.(Hyland,2003)

### 2.6.3 The Genre Approach

The genre approach to teaching writing skills includes the teaching of particular genre that learners need for later social communicative success. This approach focuses on the language and discourse elements of particular texts and the context in which the text is used. Muncie(2002) states that the genre approach places more emphasis on the reader, and the conventions an article needs to follow in order to be successfully accepted by the reader. The genre-based approach is considered an appropriate basis to teaching the writing ,and as a result developing the discourse competence in language learners .The developing of discourse competence is the main factor in developing an individual's overall communicative competence in a language. And this factor is particularly essential for the learners who need to improve the writing skill.(Bruce,2008) Genre-based courses have a number of strengths as the following: genre-based approach has the potential to focus on larger units of language, it can provide a focus on the procedural elements of written discourse, make it possible to retain linguistics components as functioning features of a larger unit of discourse.(Bruce,2008) The genre approach focuses on providing students with explicit knowledge about the language. As vegotsky says, each learner has two level of development: a level of independent performance and a level of latent performance. The gap between these two levels is called by Vegotsky "the zone of proximal development" (ZPD) (Freeze andJoyce,2002). Genre based approach is considered as a framework for language teaching based on examples from specific genre. Type based approach is an approach also known as text-based directives or instructions (Byrne,1984:28).

### 2.6 Teaching and Learning Cycle of Genre-Based Approach (Stages of Teaching Cycle)

Hyland (2004 ), explores a range of approaches to classroom teaching. For the reason that students and learning contexts that the teachers encounter,will be very different, the genre-based approach for second language writing always includes engaging to the texts the need to write beyond the classroom. This means making the genres central to the teaching: i.e. to raising the awareness of the interdependence of texts, to create meaning in contexts by making a connection between meaning and social force. Feez and Joyce (1998), represent the most strait forward instructions of the teaching learning cycle. This cycle consists of a number of stages through which learners step by step gain independent control of a specific text type. The key stages of the cycle are: 1.Building the context.2.Modelling and deconstructing the text. 3. Joint construction of the text.4. Independent construction of the text. 5.Linking related texts. This came in line with Ken Hyland (2004) who introduces the stages as follows Setting the context—revealing genre purposes and the settings in which a genre is commonly used

- Modeling—analyzing the genre to reveal its stages and key features
- Joint construction—guided, teacher-supported practice in the genre
- Independent construction— independent writing monitored by the teacher
- Comparing—relating what has been learned to other genres and contexts

Accordingly, each of those stages, attempt to obtain an exceptional cause and as an end result is related to different sorts of classroom activities and exceptional teacher-learner roles. The cycle is supposed for use

flexibly permitting students to go into at any stage ,relying on their current knowledge of the genre. The idea of this cycle is to rely on the related knowledge that brought by the students and the teachers to the classroom to establish the effective Zones of Proximal Development and also to scaffold learning.(Hyland,2004) While Ahn (2012), states that there are three phases of the TLC ( modeling , joint negotiation of text, and independent construction of text). These three phases were used to guide the framework of organizing and sequencing the activities in the lessons. They were implemented to ensure that the activities and the tasks in which the students are engaged were relevant and appropriate.

### 3.Methodology

Based on the aims and research questions of the study, the current study has utilized a descriptive qualitative design since the study focuses on the perceptions, and the obstacles facing teachers in practicing genre-based approach. According to Cohen et.al. (2018) ,qualitative research involves how the researcher move to the understanding, analyzing and explaining the phenomena in the question. He adds that, qualitative research deals with data in terms of the participant's explanation of the phenomena i.e. organizing, describing, understanding, and explaining the data.

#### 3.1Participants

The participants of the current study are 15 English teachers from the preparatory schools in Baghdad. The researcher has conducted an interview to get in-depth information about the teacher's perceptions towards the role of teaching and learning cycle models in teaching the writing skills. The personal information was kept confidential like their real names upon their request.

#### 3.2 Data Collections

The data were collected by employing face to face interview. The interview was given to the participants to collect the teacher's perceptions, obstacles, and opinions towards the practice of the teaching cycle. During the interview note taking was conducted to collect the required information.

#### 3.3 Data Analysis

The collected data were analyzed according to the qualitative method i.e. deductively, these descriptions reflect the teachers' opinions towards the role of teaching and learning cycle of genre-based approach in enhancing the writing skills.

### 4.Results and Discussion

The results of the interview in regards to the research questions show that most of the answers of the interviewees have a positive impact towards the role of teaching and learning cycle in regards to developing the writing skills. This means that they have an agreement on most of the interview's questions. The results also show that using teaching and learning cycle in developing the writing skills is a successful method i.e. making teachers and students more aware of texts ,provide a coherent frame work for focusing on both language and context.The answers of the interviewees have transformed in to statements as shown below: The first question asks them about their perspectives towards the role of using teaching learning cycle. The results show that most of the interviewees have a positive impact towards using this method in developing the writing skills ,as shown in their answers: *"In my opinion, I think using teaching learning cycle in teaching writing skills ,gives valuable results"* *"It is the best way to teach writing skills, specifically teaching composition"*. The second question asks about the teachers' opinion of teaching and learning cycle as a tool that can develop the writing skills. The results show that most of the interviewees have a positive answers, and some of the interviewees have neutral answers since they don't have an idea about the principles of this method as shown in their replies: *"Yes, It can develop the writing skills, since , it gives the learners a chance to be exposed to more than one sample of different text related to the same topics, in that way the learners communicate effectively that relate to their particular purpose and context."* *"Yes, teaching and learning cycle can develops the writing skills especially developing composition writing ,because, this approach can develop the understanding of how language works, by using this approach the vocabulary that are needed in a particular topic are acquired by the exposure to different types or different genres of the same topic."* *"It can develop expectation by exposing the learners to the appropriate inputs."* The third question asks about the preference of the interviewees among the process approach ,the product approach ,or the genre-based approach. The answers show that some of the interviewees have a neutral answers while, most of them prefer the genre-based approach for many reasons as shown in their answers: *"In fact, I think that the genre-based approach is a better method rather than process approach in teaching writing skills"*. *"Both the process approach and the product approach are valuable, but the genre-based approach is considered as a trend in teaching writing and*

developing the writing process." "In my opinion, I choose genre-based approach among the three approaches ,because, it builds a base for accumulated vocabulary". "I see both the process and the product approach are good in teaching writing skills, but there is no harm in conducting other methods ."

" The fourth question asks about the teachers' opinion of choosing the best method in giving valuable results. The answers show that , the interviewees answer a positive impact with choosing the genre-based approach in which it is considered as a paradigm for teaching writing skills through teaching and learning cycle that gives valuable results, but many of them have a neutral opinion as shown in the following answers: "According to the results of using genre-based approach, it shows that there are valuable results in the development of the learners' writing skills." "I as a teacher, I need a good method that gives valuable results, accordingly, genre-based approach has proof that it can be a developmental tool in teaching writing skills." "My opinion is somehow neutral since the three approaches are giving valuable results, but they differ in producing high quality results." The fifth question includes asking about the teachers' satisfaction with using teaching and learning cycle and why they use it. The answer of the interviewees to this questions, has two directions with many reasons for choosing this method as shown below: "Actually , yes I'm satisfied with this approach, since it focuses on engaging the learners with examples of a particular genre. At this point, the learner becomes a competent in constructing and deconstructing the same examples." "With using genre-based approach, the learners are prepared for individual writing and achieving the main objective of the process of writing. So, I'm satisfied with this approach." "This approach facilitates the process of acquiring many vocabularies related to specific genre, in that way it builds the habits of creative writing, that is the reason beside many reasons for my satisfying." The sixth question includes asking about what aspects of writing students can learn more effectively when teaching and learning cycle is used rather than other methods to teaching writing. The answers of the interviewees show a positive perception towards the effective aspects of this method as shown below: "Students can learn more effectively by using teaching and learning cycle because it provides a coherent framework for focusing on language and context". "This approach enables the teacher to get a central role in scaffolding students' learning activity ,and that is the most important aspect." "The most effective aspect is that, it increases teacher's awareness of texts and confidently advices his students on their writing .Also it meets the learners' needs." "I think, learners can learn more effectively by providing access to the patterns and possible variations in text." The seventh question is asking about the teachers' opinion towards the learners' ability to distinguish between essay writing and composition writing despite the fact that this method may take more time and effort. The answers of the interviewees show that, it is hard for the learners to distinguish between essay writing and composition writing, and by applying this method they can get valuable results in spite of consuming time and effort. See the answers below: "Obviously, it is hard for the learners to distinguish between essay writing and composition writing , but if we give them one type of text different times, in this way ,learners can distinguish between essay and composition despite it can take time and effort but it gives good results." "There's confusion in the learners' production, i.e. they write a piece of writing but they can't distinguish whether it is an essay or a composition." "There are some similarities in the steps of writing composition and writing essay and that causes confusion for the students and they can't distinguish between the two types." The eighth question in this interview includes asking about whether teaching and learning cycle meets the goal of the English teaching writing or not?. The answers of the interviewees show positive impact and some of them take a neutral side as noted the answers bellow: "As a teacher,I think teaching and learning cycle meets the goals for teaching writing, because this method comprehends writing as a tool the students can utilize. In addition, the results approve that it can meet the goals." " In my opinion, teaching and learning cycle meets the goals ,since the production of the learners show a valuable change .It becomes highly constructed and becomes more comprehended ". " In my opinion , this method meets the goal .It shows rising in consciousness i.e teachers awareness of texts and this is reflected on students' awareness in their writing." "The answer to this question implies the achieving goals, one of the results in applying teaching and learning cycle is independent construction of the text i.e. students can independently work with the text. Actually it meets the goals". The ninth question asks about whether they are reluctant to the use of teaching and learning cycle in the class and why. The answers of the interviewees show the reasons i.e. most of them are willing to teaching writing skills using this method and some of the unwilling for some reasons as shown below: " I'm willing to use this method" "Most of the teachers are willing to use new methods." "I'm quite confused about using this method. Since it



*neglects learners' self-sufficiency and it interferes with learners' creativity*" "I'm willing to use this method .So, I'm not reluctant." The last question is asking about the difficulties and the obstacles faces teachers in practicing the writing skills for preparatory schools. The answers of the interviewees show that there are numerous difficulties facing teachers in teaching writing skills as shown below: "One of the difficulties that faces the teachers in teaching writing skills in general and teaching composition specifically is that, learners in preparatory schools reach to this stage without acquiring the writing skills appropriately". "I think the difficulties are 1. Students are lack proper knowledge of grammar and spelling rules 2. Students have difficulties in expressing their ideas". Concerning the answers of the interviewees, the researcher has noticed that the use of teaching and learning cycle has a positive impact on teachers' perceptions and can be considered a valuable method in developing the writing skills for the learners.

**. 5.Conclusions** The findings of the current study show that there are positive perceptions towards using teaching and learning cycle in teaching writing skills. In regards to the results of the current study,the researcher concludes that teachers tend to use the trend issues in teaching English in order to develop and enhance the students' standard .Also, it can be concluded that teachers face many difficulties and obstacles in teaching writing skills due to many factors and these factors can be overcome by using teaching and learning cycle in the right way. It is suggested that, in order to overcome the difficulties and obstacles in teaching the writing skills ,EFL teachers have to be involved in training programmes that include training on the trends in methods of teaching. An important point is noted here which, EFL teachers in Iraq need to be involved in intensive training to enhance their abilities and knowledge and to be follow up with the most effective methods of teaching .The training should be specifically concerning the steps of the teaching and learning cycle of the genre-based approach. All of these aspects are very important to have a staff of teachers well prepared and ready to create better generation.

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