Conference Proceedings: Enhancing the Role of Islamic, Social, and Human Studies in Building Society, Volume 23/1, July 2026.

ISSN(Print): 1813-4521 OnLine ISSN:2663-7502
Journal Of the Iraqia University
available online at
https://iasj.rdd.edu.iq/journals/journal/view/247

The Effect of TOWER Strategy on Iraqi EFL Secondary Pupils' Achievement

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أثر استراتيجية TOWERعلى تحصيل طلاب المرحلة الثانوية العراقيين في اللغة الأنجليزية كلغة اجنبية

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Abstract
The current study aims to investigate the effect of TOWER strategy on EFL Iraqi pupils' achievement, and to find the effect of TOWER strategy on EFL Iraqi pupils' writing skill. To achieve the aim of this study, one hypothesis are assumed to be established. there is no statistically significant difference between the mean score of the experimental group, which is taught according to TOWER strategy and the mean score of the control group, which is taught according to the conventional method in the post-achievement test . To carry out the aim of this study, and verify its hypothesis, a sample of sixty pupils have been non-randomly chosen from the second secondary class in Kanz AL-Asrar School for boys at Tikrit City, during the academic year 2025- 2026. The two groups are equally divided into, group (A), which represents experimental group that consists of (30) pupils who have been taught according to TOWER strategy. Group (B) signifies control group which also includes (30) pupils who have been taught according to the conventional method. Both groups have been equalized in such variables such as Academic attainment of parents, their ages, English scores achievement in the preceding schooling year, and the pre test of both groups. Five questions are composed to combine a post test. The data collected from the results of posttest have been analyzed statistically by using t test for measuring pupils' achievement . The results show that there is a statistically significant difference between the mean scores of the experimental group who is taught TOWER strategy and control group who is taught the conventional method in the posttest. This indicates that TOWER strategy is more effective than the conventional strategy. The study ends up with some conclusions. Key Words: TOWER ,writing ,skill , achievement , preceding.

المستخلص

تتهدف الدراسة الحالية إلى استكشاف تأثير استراتيجية TOWER على تحصيل الطلاب العراقيين في اللغة الإنجليزية كلغة أجنبية، وتحديد مدى تأثير استراتيجية TOWERعلى تطوير تحصيل هؤلاء الطلاب، بالإضافة إلى استكشاف تأثير استراتيجية TOWERعلى مهارة الكتابة لدى الطلاب العراقيين في اللغة الإنجليزية كلغة أجنبية. ولتحقيق أهداف هذه الدراسة، تم طرح الفرضية. لا يوجد فرق ذو دلالة إحصائية بين متوسط

درجات المجموعة التجريبية التي تم تدريسها وفقًا لاستراتيجية TOWER ومتوسط درجات المجموعة الضابطة التي تم تدريسها وفقًا للطريقة التقليدية في اختبار التحصيل البعدي. لتحقيق أهداف هذه الدراسة والتحقق من الفرضية، تم اختيار عينة عشوائية مكونة من ستين تلميذاً من الصف الثاني المتوسط في مدرسة «كنز الأسرار» للبنين في مدينة تكريت، خلال العام الدراسي ٢٠٢٥-٢٠٢٦. وقد تم تقسيم المجموعتين بالتساوي. تمت موازنة المجموعتين من حيث متغيرات مثل درجاتهم في مادة اللغة الإنجليزية خلال العام الدراسي السابق، ونتائج الاختبار القبلي لكلتا المجموعتين. وقد تم إعداد خمسة أسئلة لتشكيل الاختبار البعدي. وتم تحليل البيانات التي تم جمعها من نتائج الاختبار النهائي إحصائيًا باستخدام اختبار «t» لقياس تحصيل التلاميذ.النتائج تُظهر وجود فرق ذي دلالة إحصائية بين متوسط الدرجات التي حققتها المجموعة التجريبية التي تم تدريسها باستخدام استراتيجية TOWER والمجموعة الضابطة التي تم تدريسها بالطريقة التقليدية في الاختبار البعدي، كما يوجد فرق ذو دلالة إحصائية بين متوسط الدرجات التي حققتها المجموعة التجريبية التي تم تدريسها باستخدام استراتيجية TOWER والمجموعة الضابطة التي تم تدريسها بالطريقة التقليدية في الاختبار البعدي للكتابة. وهذا يشير إلى أن استراتيجية TOWER أكثر فعالية من الاستراتيجية التقليدية. الدراسة تختم ببعض الاستنتاجات والتوصيات والاقتراحات بشأن إجراء المزيد من البحوث. الكلمات المفتاحية: TOWER، كتابة، مهارة ، تحصيل، السابق

1.1 The Problem and the Significance of the Study

Although English is recognized as the global language of science, technology, and communication, learners in many EFL contexts continue to experience difficulties in achieving proficiency, particularly in productive skills such as writing (Raimes, 1983). Writing is a cognitively demanding activity that requires idea generation, organization, drafting, revising, and editing, which pose serious challenges for foreign language learners who often lack adequate linguistic and strategic competence (O'Malley & Chamot, 1990). In Iraq, English has been taught as a compulsory subject from the primary stage through university; however, the outcomes remain unsatisfactory as most pupils graduate with limited ability to express their thoughts coherently in writing. This persistent weakness suggests a mismatch between teaching objectives and actual classroom practices (Jabbar, 2016). Furthermore, the problem becomes more serious because teachers frequently focus on completing textbook units and preparing students for examinations rather than developing their ability to write for real-life purposes (Richards & Rodgers, 2014). Pupils' writing is usually treated as a product to be evaluated rather than a process to be developed (Graham & Perin, 2007). This orientation results in students' low motivation, poor writing fluency, and limited self-confidence in English expression. Such challenges reflect not only a gap in teaching methodology but also in pedagogical awareness regarding the role of strategic and process-based learning in enhancing writing.Therefore, the main problem addressed in this study is the continuing weakness of Iraqi EFL secondary pupils in achievement despite their long exposure to English instruction. This weakness can be attributed to the continued reliance on traditional, teacher-centered methods that fail to engage learners in the writing process and promote critical thinking. As such, it is essential to investigate whether the implementation of the TOWER strategy can effectively improve students' writing performance and overall English achievement. By exploring this issue, the study aims to provide insights into how process-based strategies can bridge the gap between teaching goals and learners' actual writing outcomes in Iraqi secondary schools (Al-Mahrooqi & Denman, 2020). The lack of process-oriented writing instruction means that pupils do not receive sufficient guidance on how to generate ideas, organize them logically, and revise drafts to improve content and accuracy. Many EFL studies emphasize that explicit instruction in writing strategies can improve students' writing quality, motivation, and autonomy (Harris & Graham, 2020). The TOWER strategy—Think, Organize, Write, Edit, and Rewrite —provides a systematic strategy for developing writing competence by involving learners in each stage of the writing process. Through this strategy, students learn how to brainstorm ideas (Think), arrange them into coherent outlines (Organize), express them in complete sentences (Write), review their work (Edit), and refine it for final submission (Rewrite). This structured approach allows learners to become more independent and reflective writers (Graham & Perin, 2021).The significance of this study arises from its attempt to address one of the most persistent problems in English language education in Iraq—students' weakness in writing achievement. Writing is not only a linguistic skill but also a cognitive and communicative process that reflects learners' ability to organize ideas, express opinions, and engage in critical thinking (Raimes, 1983). Developing this skill effectively is vital for academic success and lifelong learning, especially in EFL contexts where students rely mainly on classroom instruction (O'Malley & Chamot, 1990). Despite the growing emphasis on communicative approaches, many EFL classrooms still employ traditional methods that neglect students' active participation and fail to promote autonomous learning (Richards & Rodgers, 2014). Therefore, the present study gains importance by

introducing the TOWER strategy as a process-oriented approach that can enhance students' achievement ,writing , and learning motivation. From a pedagogical perspective, this study is significant because it provides teachers with a structured instructional model that integrates cognitive and metacognitive processes in teaching writing. The TOWER strategy guides learners through five systematic stages—Think, Organize, Write, Edit, and Revise—each of which develops essential skills such as planning, organization, and self-evaluation (Graham & Perin, 2007).

1.2Aims of the Study

The study aims to achieve the following objective:

To investigate the effectiveness of the TOWER strategy on Iraqi EFL secondary pupils' achievement.

1.3Hypotheses of the Study

To carry out the study, the hypotheses are posed as follow**:**

There is no statistically significant difference between the mean scores of the experimental group which is taught by TOWER. strategy and the mean scores of the control group which is taught by the conventional method in the achievement post-test .

1.4 Limits of the Study

The current study is limited:

Kenz AL-Asrar Secondary School for boys at Salah Al-Din governorate, Tikrit City. Second grade is chosen as a sample of the study.

1.5 Value of the Study

1. The study will provide teachers with a practical framework for applying the TOWER strategy to enhance learners' performance.
2. It will help curriculum developers design English lessons that integrate process-based learning and can help align learning objectives with modern educational outcomes, focusing not only on grammatical accuracy but also on content development, coherence, and audience awareness.
3. It will encourage pupils to become more independent, reflective learners and more aware of their cognitive strategies, which is a key feature of successful language learning .

1.6 Definitions of Basic Terms

1.6.1 T.O.W.E.R Strategy

The TOWER strategy is an instructional framework designed to develop students' writing and reading proficiency through a structured sequence of learning steps. Each letter in the acronym T.O.W.E.R represents a specific cognitive and metacognitive process: T – Think, O – Organize, W – Write, E – Edit, and R –Rewrite. This strategy encourages learners to engage in higher-order thinking, plan their ideas, produce written drafts, and then refine their work through editing and revising stages (Schumaker & Deshler, 2009).The TOWER strategy is a process-oriented writing strategy that guides students through a series of organized steps to improve their writing. It helps learners plan their ideas, develop written texts, monitor their work, and make necessary revisions. The strategy promotes active participation and supports students in producing clearer and more accurate pieces of writing (Mather et al., 2008).Operationally, the TOWER strategy in this study is defined as a structured instructional procedure applied by the researcher to improve pupils' achievement in English writing. The strategy was implemented through five sequential stages: Think, Organize, Write, Edit, and Rewrite. Pupils were guided to activate prior knowledge, organize their ideas, produce drafts, and refine their writing through editing and rewrite. The strategy was applied during the treatment period to help students develop better writing organization, vocabulary use, and grammatical accuracy.

1.6.2 Achievement

According to Brown (2004), achievement in language learning represents the learner's level of success in mastering language components such as vocabulary, grammar, and the four language skills—listening, speaking, reading, and writing. In the field of English language teaching, measuring achievement helps teachers and researchers determine the effectiveness of teaching strategies, curriculum design, and instructional practices. Operationally, achievement in this study refers to the improvement in pupils' English performance as measured by their scores on the post-test after implementing the T.O.W.E.R strategy. It specifically indicates the pupils' progress in writing skills—organization, content, vocabulary, and language use—compared to their pre-test results.

2.1 The Concept of T.O.W.E.R. Strategy

The T.O.W.E.R. strategy is a mnemonic, process-oriented writing strategy that guides students through the stages of composing a written text. It is commonly represented as: T = Think, O = Order, W = Write, E = Error-monitor (or Edit), and R = Rewrite. The strategy divides writing into explicit and manageable steps, enabling learners, especially weak writers and EFL students, to approach writing systematically rather than attempting to produce a complete text in a single stage (Wulandari, 2013).The first stage, Think, focuses on generating ideas, identifying the purpose and audience, and gathering supporting details. This stage reflects the importance of pre-writing activities in reducing cognitive overload during composition. The second stage, Order, requires students to organize their ideas logically through an outline consisting of a topic sentence, supporting details, and a conclusion, which helps transform fragmented ideas into coherent texts (Flower & Harris, 19981).The Write stage involves producing the first draft without concentrating on accuracy, allowing students to maintain fluency and idea development. After drafting, the Error-monitor/Edit stage encourages students to identify and correct grammatical, punctuation, vocabulary, and sentence-level errors through self-editing or peer-editing procedures. Finally, the Rewrite/Revise stage focuses on improving organization, coherence, transitions, and the overall effectiveness of the text. Together, these stages develop both sentence-level and text-level self-regulation skills in writing.Research in EFL contexts indicates that structured writing strategies such as TOWER can significantly improve students' writing performance, particularly in genres that require clear organization. For instance, secondary school students who received TOWER-based instruction achieved higher post-test scores than those taught through conventional methods (Wulandari, 2013). Similarly, broader research has shown that explicit instruction in planning, drafting, monitoring, and revision positively influences both writing quality and strategy use (Chen, 2022).In classroom practice, TOWER is implemented through teacher modelling, guided practice, and gradual release of responsibility. Teachers demonstrate each step through think-aloud activities, while students use graphic organizers, editing checklists, and revision prompts to support their writing process. The structured and explicit nature of the strategy helps reduce writing anxiety and improves text organization and cohesion.As a process-based strategy, TOWER is most effective when integrated with genre-based instruction and language-focused teaching, including grammar and vocabulary. Researchers also recommend combining TOWER with metacognitive reflection activities to encourage students to evaluate the usefulness of each step and transfer the strategy to new writing tasks.

2.2 Principles of TOWER Strategy

The TOWER strategy is based on important principles that support effective teaching and learning in EFL classrooms. These principles help students become active learners and improve their writing through organized and gradual steps involving thinking, organizing ideas, writing, revising mistakes, and improving the final written product.The first principle is Active Learning, where students actively participate in all stages of the writing process by generating ideas, organizing information, drafting, editing, and rewriting individually or collaboratively, which increases motivation and engagement (Novitaningrum & Agustin, 2023).The second principle is Learning Through Process, as the strategy focuses on writing as a sequence of stages including planning, drafting, revising, and rewriting rather than emphasizing only the final product (Flower & Hayes, 1981).The strategy also promotes Critical Thinking, encouraging students to analyze ideas, connect prior knowledge with new information, and choose suitable vocabulary and expressions, thereby improving logical thinking and problem-solving abilities (Hyland, 2003).Another principle is Organization and Coherence, which emphasizes arranging ideas logically and connecting supporting details with main ideas to improve cohesion and clarity in writing (Raimes, 1983).The Self-Reflection and Revision Principle is reflected in the Edit and Rewrite stages, where students review their work, identify mistakes, and make corrections, enhancing awareness of language and organizational errors (Bui et al., 2023).TOWER also supports Cooperative Learning through discussion, idea sharing, and peer feedback during editing and rewriting activities, creating a supportive learning environment (Slavin, 2014).In addition, the strategy encourages Learner Autonomy by helping students become increasingly independent in planning, organizing, editing, and revising their written work (Gültekin, 2016).The principle of Continuous Improvement highlights the importance of repeated practice and revision after receiving teacher or peer feedback to strengthen writing accuracy and fluency (Rahimi, 2019).Furthermore, TOWER integrates Cognitive and Metacognitive Skills by combining idea generation and sentence construction with planning, monitoring, and evaluation of writing performance (Bui et al., 2023).Finally, the strategy reflects the Constructivist Learning Principle, as students construct knowledge through interaction, practice, and reflection while the teacher serves as a guide and facilitator rather than the sole source of knowledge (Vygotsky, 1978).In conclusion, the principles of T.O.W.E.R emphasize

active learning, critical thinking, organization, revision, cooperation, learner autonomy, and continuous improvement, making the strategy effective for improving EFL students' writing skills and classroom participation.

2.3 The Importance of TOWER Strategy

1. Structured, step-by-step writing process

TOWER (Think, Organize, Write, Edit, Rewrite) provides a clear, scaffolded sequence for students to follow when writing, reducing overwhelm and promoting systematic development of ideas. This structured approach helps learners focus on one stage at a time, minimizing cognitive overload and allowing gradual skill acquisition. It also encourages consistent writing habits, which can improve long-term writing competence (Graham & Harris, 2005).

2. Helps overcome writer's block and generate ideas

By starting with the 'Think' stage (brainstorming) and then organizing ideas before writing, students can overcome initial writing paralysis and more confidently translate their thoughts into text. The strategy encourages students to explore multiple ideas and select the most relevant ones, thereby enhancing creativity and engagement. Additionally, it provides a visual roadmap that reduces anxiety and builds confidence in beginning a writing task (Murray, 1982).

3. Enhances planning and revision awareness

The strategy explicitly emphasizes planning and editing as fundamental parts of writing. Through the 'Order' and 'Revise' steps, students learn to plan their text and then revisit it critically to improve clarity and correctness. This awareness fosters metacognitive skills, allowing learners to evaluate their own work systematically and make intentional improvements (Zimmerman & Risemberg, 1997).

4. Improves writing quality via self-monitoring and error correction

The 'Error-monitor' phase encourages students to actively check for mistakes and refine their work, leading to higher-quality drafts. Regular engagement in self-monitoring promotes attention to detail and reduces repeated errors. Over time, this practice helps students internalize error detection strategies, contributing to overall writing proficiency (Clark, Lenz, & Mercer, 2000).

5. Supports independent and strategic learners

As part of the Strategic Instruction Model (SIM), TOWER helps learners become more self-regulated; they internalize the mnemonic strategy and can apply it independently across writing tasks. By fostering autonomy, students can transfer these strategies to new contexts without constant teacher guidance. This independence also encourages lifelong learning skills that extend beyond the classroom (Deshler et al., 2001).

6. Effective for diverse learners, including those with learning difficulties

SIM strategies (including TOWER) have been shown to support students with literacy challenges, helping them organize writing, self-manage, and monitor their own progress. The scaffolded approach makes writing accessible to learners who may struggle with sequencing or executive function. Consequently, TOWER can reduce achievement gaps and provide equitable support in heterogeneous classrooms (Graham & Perin, 2007).

7. Empirically validated to improve academic performance

Research on SIM-based interventions has demonstrated significant gains in student outcomes (e.g., writing performance, strategy use) after strategy instruction. Multiple studies confirm that students using T.O.W.E.R produce more coherent and organized texts, and they show increased confidence in their writing abilities. These outcomes validate the strategy as an effective pedagogical tool for improving academic writing skills (Wulandari, 2013).

8. Facilitates generalization and transfer across writing tasks

Once students master the TOWER steps, they can apply them to different genres (narrative, expository, argumentative), which increases the versatility and utility of the strategy. This transferability is critical in preparing students to face varied academic and real-life writing demands. It allows learners to use the same cognitive framework across multiple writing contexts, reinforcing skill retention (Clark, Lenz, & Mercer, 2000).

2.4 The Application of TOWER Strategy in Classroom

The TOWER strategy can be applied effectively in EFL classrooms because it provides students with clear and organized stages for developing writing skills. The strategy helps learners move step by step from generating ideas to producing a final revised piece of writing. Many researchers and previous studies have

emphasized the importance of applying structured writing strategies such as T.O.W.E.R in classroom instruction. The following points explain the application of the TOWER strategy in the classroom context.

1. Improving Students' Writing Performance

One of the most important applications of the TOWER strategy in the classroom is improving students' writing achievement. Wulandari (2013) applied the TOWER strategy with secondary school students in writing report texts and found that the experimental group performed better than the control group taught through traditional methods. Although the researcher used the stages Think, Order, Write, Error Monitor, and Revise, these stages represent the same process-writing sequence used in the current study (Think, Organize, Write, Edit, Rewrite).

The findings showed that applying the strategy systematically inside the classroom helped students write more organized and meaningful texts. The step-by-step process reduced students' confusion during writing activities and increased their confidence in expressing ideas clearly (Wulandari, 2013).

2. Developing Metacognitive Skills

Another important classroom application of the TOWER strategy is the development of students' metacognitive skills. The strategy encourages learners to think about their own learning processes through planning, monitoring, and evaluating their writing. During the Think and Organize stages, students plan their ideas carefully before starting to write. In the Edit and Rewrite stages, they monitor mistakes and evaluate the quality of their written work.

Huang et al. (2022) explained that process-based writing instruction improves students' metacognitive awareness and helps learners become more conscious of audience, organization, and self-monitoring during writing tasks. Therefore, the TOWER strategy supports students in becoming reflective and independent writers.

3. Providing Scaffolded Writing Instruction

The TOWER strategy provides scaffolded instruction because it divides the writing task into manageable stages. Many EFL learners face difficulty when they are asked to write complete texts without guidance. However, through the TOWER stages, students receive a clear roadmap that guides them from idea generation to final revision.

This classroom application is important because it reduces the complexity of writing and allows students to focus on one stage at a time. Teachers can support students gradually during each phase, which increases understanding and reduces anxiety during writing lessons (Graham & Harris, 2005).

4. Encouraging Self-Regulated Learning

The strategy also helps students become self-regulated learners. During the Edit and Rewrite stages, learners examine their own writing, identify errors, and make decisions about improving sentences and ideas. This process develops responsibility and independence in learning.

According to Lv (2010), students who are trained to monitor and evaluate their writing performance show significant improvement in writing achievement. Therefore, combining the T.O.W.E.R strategy with metacognitive instruction can strengthen students' ability to control and improve their own learning processes.

5. Supporting Collaborative Learning

The TOWER strategy can be applied through pair work and group activities inside the classroom. Teachers may organize peer-review sessions during the Write and Rewrite stages where students exchange drafts and provide feedback to one another. This collaborative environment encourages discussion, reflection, and idea sharing among learners.Collaborative learning also improves students' critical thinking skills because learners analyze classmates' writing and suggest corrections or improvements. Cooperative writing activities help students become more engaged and motivated during writing instruction(Gillies, 2016).

6. Helping Weak and Less Proficient Writers

Another important application of the TOWER strategy is supporting struggling learners and students with weak writing abilities. The strategy gives learners clear stages to follow, which reduces cognitive overload and makes writing tasks easier to manage.

Instead of expecting students to produce perfect writing immediately, teachers guide learners step by step through thinking, organizing, drafting, editing, and rewriting. This gradual support increases students' confidence and helps them improve their writing performance over time (Rahimi, 2019).

The TOWER strategy has many valuable classroom applications in EFL writing instruction. It improves students' writing performance, develops metacognitive skills, supports collaborative learning, and encourages

self-regulation and critical thinking. The strategy also provides scaffolded instruction that helps weak learners and creates a student-centered classroom environment. Therefore, applying the TOWER strategy in classroom settings can significantly enhance students' writing development and participation in the learning process.

2.5 Teacher's Roles of TOWER Strategy

1. Modeling the Writing Process

The teacher explicitly models each stage of the TOWER. strategy (Think, Organize, Write, Edit, and Rewrite) through demonstrations and think-aloud techniques. This helps learners understand the cognitive processes involved in planning, drafting, and revising written texts and provides them with clear examples of effective writing practices (Hayland, 2019).

2. Facilitating Planning and Organization

The teacher guides students in using brainstorming techniques, graphic organizers, outlines, and planning templates to generate and organize ideas logically. This support assists learners in developing coherent and well-structured compositions, particularly in EFL contexts where idea organization may be challenging (Richards & Renandya, 2002).

3. Developing Metacognitive Skills

The teacher trains learners to monitor and regulate their own thinking and writing processes by setting goals, evaluating progress, and identifying difficulties. Guiding questions are used to encourage reflection on the quality, relevance, and organization of written work, thereby fostering learner autonomy (Chen, 2022; Rezika, 2025).

4. Providing Constructive Feedback

The teacher offers specific and timely feedback during the Edit and Rewrite stages, focusing on content, organization, grammar, vocabulary, and mechanics. Such feedback enables learners to recognize weaknesses, improve their drafts, and develop more effective revision skills (Harmer, 2007).

5. Monitoring and Assessing Progress

The teacher continuously monitors learners' performance throughout all stages of the strategy through observation, conferences, drafts, and checklists. This formative assessment helps identify learning difficulties and allows appropriate instructional adjustments to be made according to students' needs (Brown,2004).

2.6 Student's Role of TOWER Strategy

In the TOWER strategy, students play a highly active, metacognitively regulated role, shifting through phases of thinking, organizing, writing, editing, and rewriting to take control of their writing process.

1. Idea Generation / Thinking

The student actively brainstorms ideas, questions, and possibilities before writing, engaging in deep thinking to lay a strong foundation for their draft(Flower & Hayes, 1981)

2. Organizing Thoughts with Structure

The student structures their thoughts using outlines or graphic organizers, which supports logical sequencing and clarity. Research shows that planning strategies like outlining significantly contribute to improved writing performance (Zimmerman, 2002).

3. Drafting with Persistence

During drafting, the student produces a first version without worrying about perfection, allowing ideas to flow freely and creatively(Murray, 1982).

4. Self-monitoring and Revising

When revising, the student uses self-regulated strategies to set goals, monitor their text, and evaluate changes; they plan how to address feedback and monitor their revision process (Harris & Graham, 2016).

5. Editing for Mechanics

The student carefully edits their writing, correcting grammar, punctuation, spelling, and other surface-level errors to improve readability and accuracy(Ferris, 2011).

2.7 Integrating Four Skills Through TOWER. Strategy

Although no doctoral dissertation directly links T.O.W.E.R to all four skills simultaneously, the cognitive and communicative demands of the strategy indicate that it engages listening, speaking, and reading as supporting processes for successful writing. Reading provides input for idea development, listening allows students to comprehend feedback and instructions, speaking facilitates negotiation of meaning during peer review, and writing represents the final, visible outcome of these interconnected skills. By structuring the process into sequential steps, T.O.W.E.R encourages deeper engagement with language at multiple levels,

which can positively influence learners' overall language competence even when the primary instructional focus remains on writing. (Grabe & Stoller, 2011; Hattie & Timperley, 2007; Wulandari, 2013;Oxford, 2017)

The TOWER strategy—commonly understood as Think, Organize, Write, Edit, and Rewrite—has been primarily examined as a structured writing-process approach. Studies such as Wulandari (2013) emphasize its role in improving cohesion, idea development, and linguistic accuracy in students' writing, demonstrating how each stage contributes to producing clearer and more organized texts. Although TOWER has been studied mainly as a writing intervention, its cognitive and linguistic components naturally interact with the broader set of language skills: listening, speaking, and reading. These connections can be understood through the strategy's underlying processes of idea generation, information organization, linguistic formulation, and text revision. (Wulandari, 2013)

The early stages of TOWER, particularly the Think and Organize phases, require students to gather information, interpret ideas, and evaluate content before writing. These steps inherently depend on reading comprehension processes. For example, when students develop report texts, they must engage with input materials—such as model texts or reference passages—which strengthens their ability to identify main ideas and distinguish essential from non-essential information. Wulandari's (2013) findings on improved idea development suggest that learners benefit from deeper interaction with reading materials, as effective organization in writing often reflects stronger comprehension of the texts students have accessed. Thus, reading becomes an active support skill that feeds directly into the first two components of the strategy. (Wulandari, 2013; Grabe & Stoller, 2011).

Although no study among the identified sources explicitly connects T.O.W.E.R to listening, the classroom implementation described in previous research implicitly requires learners to listen actively to teacher explanations, instructions, and peer feedback during drafting and revising. In feedback-oriented instruction, listening is a key component of understanding corrective input and applying it effectively in revision processes. The Edit and Rewrite phases especially depend on students' ability to comprehend oral feedback, which positions listening as a functional skill that supports successful revision. (Hattie & Timperley, 2007).

2.8 Related Previous Studies

2.8.1 Wulandari (2013)

Wulandari (2013) conducted a study entitled "The Effect of Using TOWER (Think, Order, Write, Error Monitor, Revise) Strategy Towards Ability in Writing Report Text of the Second Year Students" to investigate the effectiveness of the TOWER strategy in improving students' writing performance in report texts. The study was carried out on 50 second-year students from SMAN 2 Tambang Kampar Regency selected from a population of 247 students and divided into an experimental group and a control group. To collect the data, the researcher employed a writing test as both a pre-test and a post-test and used a scoring rubric that assessed content, organization, vocabulary, grammar, and mechanics, in addition to teacher observation notes. The findings revealed that students who were taught through the TOWER strategy significantly outperformed those in the control group, demonstrating better organization of ideas, clearer text structure, and fewer language errors. The study concluded that the use of the TOWER strategy contributed positively to enhancing students' writing abilities and improving the quality of their written production.

2.8.2 El-Assi, Abd El-Haq, and El-Henawy (2018)

El-Assi, Abd El-Haq, and El-Henawy (2018) conducted a study entitled "Using the Strategic Instruction Model to Enhance the English Language Reading Metacognitive Awareness of Preparatory Stage Pupils with Reading Difficulties" to examine the effectiveness of the Strategic Instruction Model (SIM) in improving reading metacognitive awareness among preparatory stage pupils experiencing reading difficulties. The study involved 24 female preparatory school pupils from Al-Qanaa School who had difficulties in reading comprehension and in using metacognitive strategies effectively. The researchers used a diagnostic reading comprehension test, a metacognitive awareness questionnaire, and a behavioral observation checklist to gather the required data. The results indicated that the implementation of SIM strategies led to significant improvements in students' planning, monitoring, and evaluation skills, which consequently enhanced their metacognitive awareness and promoted greater learner autonomy. The study emphasized the importance of structured instructional strategies in developing learners' cognitive and metacognitive abilities.Title:

2.8.3 Discussion of Previous Studies

The previous studies reviewed in this chapter highlighted the effectiveness of strategy-based instruction in improving learners' language performance and developing their cognitive and metacognitive abilities.

Although these studies differed from the present study with respect to their objectives, participants, research instruments, and the language skills under investigation, they provided a valuable theoretical and practical foundation for the current research. Wulandari (2013) focused on investigating the effectiveness of the T.O.W.E.R strategy in developing students' writing performance through a systematic instructional process that emphasized planning, organization, monitoring, and revision. Similarly, El-Assi, Abd El-Haq, and El-Henawy (2018) examined the role of the Strategic Instruction Model (SIM) in enhancing learners' metacognitive awareness and improving their reading performance through structured and explicit strategy instruction.

Despite the differences between the previous studies and the current study in terms of context, target population, and dependent variables, the findings of these studies support the assumption that structured instructional strategies can positively influence students' academic achievement and language learning outcomes. Consequently, the procedures followed, instruments employed, and findings obtained in these studies served as important references in designing and implementing the present study, which investigates the effect of the T.O.W.E.R strategy on Iraqi EFL secondary pupils' achievement.

2.8.3.1 Aims

Most previous studies focused on examining the effect of strategy-based instruction on improving students' language skills. Wulandari (2013) investigated the effect of the TOWER strategy on students' writing performance in report texts, emphasizing organization and clarity. Similarly, El-Assi et al. (2018) examined the effect of structured strategy instruction (SIM) on improving metacognitive awareness in reading, focusing on planning, monitoring, and evaluation processes. These studies share a common focus on enhancing learners' cognitive and metacognitive skills through structured instructional models.

The current study differs from the previous studies in that it investigates the effect of the T.O.W.E.R strategy on Iraqi EFL pupils' achievement in general, rather than focusing on only one skill such as writing or reading.

2.8.2 The Samples

Previous studies varied in their sample size and context. Wulandari (2013) used 50 second-year students divided into experimental and control groups, while El-Assi et al. (2018) involved 24 female preparatory stage pupils with reading difficulties.

In comparison, the current study includes 60 Iraqi secondary school pupils divided into two groups (control and experimental) from a population of 90 students.

2.8.3 Instruments

Wulandari (2013) used a writing test (pre-test and post-test) and a scoring rubric, along with observation notes. El-Assi et al. (2018) used a diagnostic reading comprehension test, a metacognitive awareness questionnaire, and a behavioral observation checklist.

In contrast, the current study uses a pre-post achievement test to measure students' performance after applying the TOWER strategy.

2.8.4 Results

The results of previous studies indicate positive effects of strategy-based instruction. Wulandari (2013) found significant improvement in writing performance, especially in organization and accuracy. El-Assi et al. (2018) reported improvement in metacognitive awareness, including planning, monitoring, and evaluation skills.

The current study aims to determine whether similar improvements can be achieved in Iraqi EFL pupils' achievement when using the TOWER strategy.

3.1 Design of Experiments

The investigator has discovered that the experimental design is a strategy that requires a solid grasp of the system that should be used to test the hypothesis and Find out the study's findings. Regarding the present investigation, the application of goals and the nonrandomized experimental group pretest is required by hypotheses. T.O.W.E.R. Strategy is used to teach posttest design, while the control group is taught by employing the conventional approach. Two groups that serve as a sample of the study.

Table (1)

The Experimental Design of the Study

Groups	Pre-test	Independent Variable	Post-test

Experimental group	Pre-test	T.O.W.E.R. Strategy	Post-test
Control group	Pre-test	Traditional method	Post-test

3.2 The Study's Population and Sample

3.2.1 The population

Moore & McCabe (2011) states that a population is the total number of people who are interested in learning more about. The total number of members of a certain species living in a given geographic region at a specific moment is referred to as the population. In human situations, it includes a range of demographic traits, such as socioeconomic status, age, sex, and ethnicity.The population of the current study consists of 95 EFL Iraqi preparatory pupils in Tikrit ,Salah Al-Din Governorate. As shown below

Table (2)

The Population of the Sttudy

NO.	Secondary School	Pupil`s Number
1.	Kanz AL-Asrar	75
2.	Al-Furqan	10
3.	Khalid bin Al-Waleed	10
Total		95

3.2.2 The Sample

The sample as a small group of students selected for observation and analysis(Fraenkel, Wallen, & Hyun, 2019). The study's participants are selected at random. According to Creswell (2012), the sample is a small, carefully monitored group selected from a larger population to conclude the sample. The sample for this study is made up of 60 students who were chosen from the second grade at Tikrit City's Kanz Al-Asrar Secondary School for Boys. They are separated into two groups; The experimental group is selected to be Group A. The control group is selected to be Group B. There are thirty students in each group, as shown table below

Table (3)*The Sample of the Study*

Groups	Section	Numbers	Total
Experimental	A	30	60
Control	B	30	

3.3 Equivalence of the Two Groups

The results of the study could be affected by a few factors. These Variables need to be taken into account. To attain parity between the two groups, and before the experiment begins, all of these factors are controlled to ensure that they might not have an impact on the scores obtained.

3.3.1 Pupils' Scores in English Achievement of the Previous Year

The researcher was keen to ensure the equivalence of the experimental and control groups in the variable of prior achievement in English before implementing the experimental, given the importance of this variable as a potential factor influencing the study outcomes. The pupils' scores from the previous academic year(2024-2025) were collected and analyzed using the mean and standard deviation, along with an independent samples t-test to examine differences between the two groups.The results showed that the mean score of the experimental group was (66.97) with a standard deviation of (20.21), whereas the mean score of the control group was (63.87) with a standard deviation of (18.20). This distribution indicates a natural variation within each group while showing similar central tendency, reflecting comparable overall performance between the groups.

The calculated t-value was 0.63, while the tabulated t-value was 2.00 at a significance level of (0.05) with (58) degrees of freedom. Since the calculated t-value is lower than the tabulated value, the difference between the groups' mean scores is not statistically significant. This indicates that the two groups are equivalent in prior achievement in English, and any subsequent differences observed after the experimental intervention can be attributed to the effect of the independent variable rather than pre-existing differences in prior achievement.

This equivalence enhances the internal validity of the experimental design, as it reduces the potential influence of extraneous factors and ensures that the results recorded after the intervention reflect the impact of the treatment alone.as shown below

Table(4)

Mean Scores, Standard Deviations, and T-Value for the Pupils Previous Year Scores in English

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	66.97	20.21	Calculated	Tabulated	58	0.05
CG.	30	63.87	18.20	0.63	2.00		

3.3.2 Pupils' Scores in the Pre-test The pre-test has been conducted for equalization. Both of the experimental and control groups are submitted to the same pre-test. The pre-test questions are constructed from textbook ''English for Iraq''The pretest scores of the experimental and control groups were analyzed to examine their equivalence before applying the intervention. The experimental group had a mean score of 65.28 with a standard deviation of 17.12, while the control group had a mean of 45.50 with a standard deviation of 16.21. The calculated t-value is determined to be(1.28) which is smaller than the tabulated(2.00)at a 0.05 significance level with 58 degrees of freedom. As indicated in the table, this result implies that there is no statistically significant difference between the two groups in the pre-test as shown in table .

Table (5)*The T-Test Value of the Two Groups in the Pretest*

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	65.28	17.12	Calculated	Tabulated	58	0.05
CG.	30	45.50	16.21	1.28	2.00		

3.4 Post-Test Construction

In order to gauge the experimenter's degree of success, the tool consists of getting ready for a post-test. According to Khader (2016), an exam is based on what students have learned and should be supplied quickly following the completion of the instructional materials (units or textbooks).

The purpose of the test is to assess if the course goals have been accomplished at the end of the instructional time. An achievement post-test has been given to pupils in which there are five questions as follow:

- **The first question** measures pupils' understanding and their ability to organize and interpret information. It contains (5) items; each item has (2 marks).
- **The second question** has two sections **: (**A) it measures pupils' ability to apply or use a previously learned rule in a new situation and measures grammar achievement, and **(B)** measures pupils' remembering and understanding. Each section has (5) items and (10marks).
- **The third question** has four sections. Section (A) measures pupils' understanding and their ability to organize and understand information. Section (B) measures pupils' application of learned rules and ability to write conventions and mechanics. Section (C) measures pupils' ability to remember and apply grammatical rules, and (D) measures pupils' ability to edit the sentence grammatically. Each section has (5) items, except section (B) is a simple sentence. Each section takes (10marks).
- **The fourth question** measures pupils' ability to comprehend the reading passage and organize and identify relevant information. It takes (10marks).
- **The fifth question** contains two sections (A) with (5) items. It measures pupils' ability to think and create, while branch (B) has (4) pictures and write under each pic a sentence, and it measures their creativity, the score is (10marks) for each section as shown in the table below

Table (6)*The Specifications of Post-test Achievement and the Cognitive Domains of Bloom's Taxonomy*

Question No.	Content Type	Category	Behavioral Objective	Bloom's Taxonomy	No. of Items	Marks
Q1.	Unseen passage with number of Questions	Objective	Pupils' ability to understand and organize information from text	Understanding &evaluating	5	10
Q2.A	Do as require	Objective	Pupils` ability to apply the rules	Application & analysis	5	10
Q2.B	Choose the correct alternative	Objective	Pupils will complete sentences using appropriate words, showing vocabulary knowledge and	Remembering	5	10

			comprehension.			
Q3. A	Complete the sentence with words of box	Objective	Pupils will organize and understand information	Application/Analysis	5	10
Q3.B	Rewrite the sentence	Objective	Pupils' ability to apply learned rules	Application		10
Q3.C	Write the missing word	Objective	Pupils' ability to remember and understand	Remember	5	10
Q3.D	Choose the correct answer	Objective	Pupils' ability to edit the sentence grammatically	Organize & understanding	5	10
Q4.	Answer the questions	Objective	Pupils will evaluate their understanding	Evaluate & Understanding	5	10
Q5.A	Write a letter	Subjective	Pupils will create	Creativity	5	10
Q5.B	Write a sentence under picture	Subjective	Pupils will create and think critically	Creativity	4	10

3.5.1 Face Validity

Mousavi (2009) defines face validity as the extent to which a test looks to gauge one's skills or expertise. It asserts that measurements are based on the subjective evaluation of the test takers, the administrative staff, as well as additional observers. According to Brown (2001), face validity is essential from the perspective of the students, who need to be persuaded that the exam is testing what it promises to measure.

3.5.2 Content Validity

Gronlund (1985) defined content validity as the procedure of determining the degree to which a given task offers a significant and representative sample of the tasks being examined. Best and Kahn (2006) define it as the extent to which the test items accurately reflect the purpose and design of the test.To ensure content validity in this research, the researcher matched the test items with the instructional material of the English textbook for the second intermediate grade. Furthermore, the test was designed to cover the cognitive levels of Bloom's Taxonomy, ensuring a balanced representation of the skills and knowledge that the pupils were expected to acquire through the TOWER strategy.

3.6.5.1 Difficulty Level

Crocker and Algina (1986) define the degree of difficulty as the proportion of test-takers who respond correctly to a specific item. Similarly, Rosas (2000) states that the level of difficulty is indicated by the percentage of students who answer each question accurately.

Essentially, item difficulty refers to how easy or hard an item appears to a specific group of examinees. According to Brown (2010), the ideal difficulty level for a test item typically ranges between 0.15 and 0.85, the difficulty levels for the current test items fall between 0.15 and 0.68, which is considered acceptable.

3.6.5.2 Discrimination Power

Discrimination power refers to the extent to which test items can distinguish between high-achieving and low-achieving examinees (Gronlund, 1970; Heaton, 1975). An item exhibits strong discrimination power if it is answered correctly by proficient students and incorrectly by less proficient ones.

According to Brown (2010), discrimination power is considered null if it equals zero, while high discrimination power approaches 1.0. The results of the current study indicate that the discrimination power for the test items ranges from 0.27 to0.55, confirming their effectiveness in differentiating between students' levels.Overall, the test demonstrates a balanced level of difficulty and discrimination, ensuring an accurate evaluation of students' achievement levels, while highlighting potential areas for improvement in items with low discrimination, as shown the table below.

3.7 Reliability of the Post-Achievement Test

Reliability is an essential quality of a sound measuring instrument. A test is considered reliable if it yields consistent and stable results when administered to the same group of students under similar conditions (Verma & Beard, 1981). According to Alderson (1995), reliability refers to the degree of consistency in test scores. Similarly, Bachman and Palmer (2000) emphasize that reliability is one of the most crucial features of a measurement tool, as it indicates the extent to which the tool consistently measures what it is intended to measure. To ensure the reliability of the post-test in the current study, the Cronbach's Alpha formula was employed. This method is widely used in educational research to measure internal consistency. After applying the formula, the reliability coefficient was found to be (0.83). According to standard educational metrics, any coefficient above (0.70) is considered acceptable and highly reliable for academic research.

Reliability ensures that the assessment tool provides a stable measure of the cognitive processes involved in writing strategies, such as the TOWER strategy, which require consistent performance across different tasks" (Graham & Harris, 2003).

3.8 Final Administration of Post-test

The post-test is given to the experimental and control groups once the validity and reliability of the pilot administration is confirmed.

The post-test starts after ensuring its validity and reliability, as well as conducting a pilot administration. Finally, the post-test is administered. The researcher collaborates with two English teachers to observe the classrooms.

3.9 Statistical Tools

To achieve the aims of the study and verify its hypotheses, several statistical tools were employed. These tools were essential to evaluate the effectiveness of the T.O.W.E.R strategy (Think, Organize, Write, Edit, Rewrite). The following tools were utilized:

1- T-test for two independent samples was used to determine the significance of differences between the control group and the experimental groups in the posttest results (writing skills and structure rules). It was also used to ensure the equivalence of the groups prior to the experiment in terms of relevant variables.

$$t=\frac{\bar{X}_1-\bar{X}_2}{\sqrt{\left(\frac{(N_1-1)S_1^2+(N_2-1)S_2^2}{N_1+N_2-2}\right)\left(\frac{1}{N_1}+\frac{1}{N_2}\right)}}$$

(Glass and Stanley, 1970: 295).

Chi^2: It is used to find out the significance of differences in the variable of parent's education attainment.

$$\chi^2=\sum\frac{(O-E)^2}{E}$$

O = the observed Frequencies

E = the Expected Frequencies

(Glass and Stanley, 1970: 298).

2- **Alpha Cronbach Formula:** It is used to calculate the internal consistency of the tests.

(Stevens, 2007: 160).

3- **Difficulty Level:** It is used to measure the difficulty level of the posttest items. (Madsen, 1983:181).

4- **Discrimination Power**: It is used to measure the discrimination power of the test items. (Ebel and Frisbie, 1991:231)

4.1 Results Related to the Hypothesis

The first hypothesis indicates that: There is no statistically significant difference between the mean scores of the experimental group which is taught by T.O.W.E.R. strategy and the mean scores of the control group which is taught by the conventional method in the achievement post-test. Statistics show that the mean score of the experimental group is (77.60) and that of the control group is (57.33). By using the t-test formula for two independent variables, the calculated t-value is found to be (7.16), while the tabulated t-value is found to be (2.00) at the degree of freedom (58) and level of significance (0.05). This means that there is a significant difference between the achievement of the two groups and in favor of the experimental group. Thus, the first hypothesis, which states that there is no statistically significant difference between the mean scores of the experimental group and that of the control group in the post-achievement test, is rejected, as shown in table (7)The result shows that the conventional method of teaching compared to the TOWER Strategy is significantly less effective in improving pupils' achievement.

Table (7)*Means, Standard Deviations, and t-value of the Experimental and Control Groups in the Post Achievement Test*

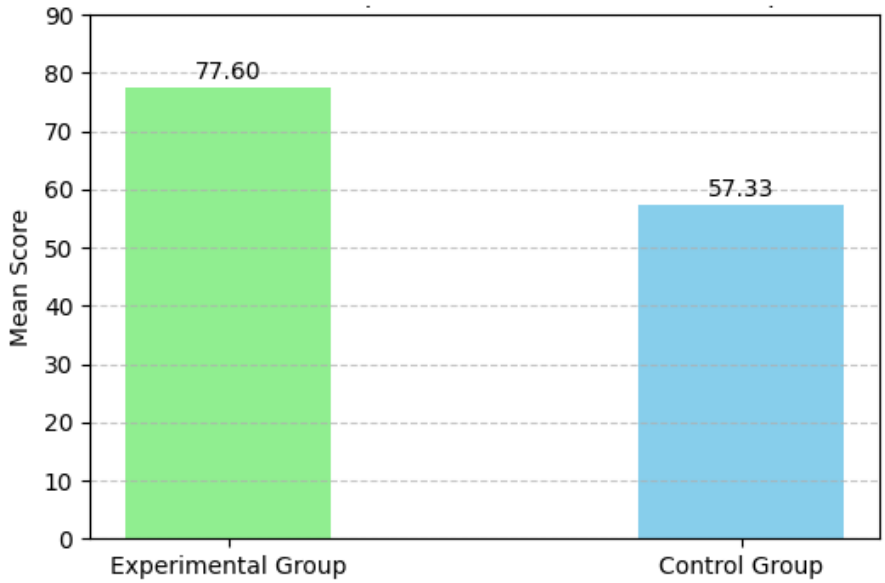
Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	77.60	8.78	Calculated	Tabulated	58	0.05
CG.	30	57.33	15.08	7.16	2.00		

4.2 Discussion of Obtained Results

The results of the present study revealed that the Tower Strategy had a statistically significant positive effect on pupils' achievement. Regarding the hypothesis, the findings showed a statistically significant difference between the experimental and control groups in the post-achievement test in favor of the experimental group. The experimental group obtained a mean score of (77.60), whereas the control group obtained a mean score of (57.33). The Independent Samples t-test confirmed that this difference was statistically significant at the (0.05) level.

This superiority of the experimental group is also clearly illustrated in Figure (2).

Figure1: Mean Scores of the Experimental and Control Groups in Post-Achievement Test



The graphical representation supports the statistical analysis and provides visual confirmation of the effectiveness of the TOWER Strategy compared with the conventional teaching method.The observed improvement in the experimental group may be attributed to the instructional characteristics of the TOWER Strategy. The strategy organizes content in a hierarchical, cumulative structure, promotes active engagement, enhances metacognitive awareness, and supports structured, independent learning. These features likely facilitated deeper understanding and better retention of the material. Regarding achievement, the TOWER Strategy provides learners with a systematic framework that enables them to organize, process, and integrate information effectively. Unlike traditional instruction, which often depends on direct transmission of knowledge, the strategy encourages learners to participate actively in the learning process. Through organized instructional procedures, pupils become capable of relating new information to their previous knowledge, which leads to meaningful learning and deeper understanding of the subject matter.The findings therefore suggest that the TOWER Strategy positively influences both the cognitive and metacognitive dimensions of learning. It not only improves pupils' acquisition and retention of knowledge, which is reflected in higher achievement scores, but also develops the organizational and thinking skills necessary for effective writing. This dual impact may explain the significant superiority of the experimental group over the control group in achievement .

5.1 Conclusions

The present study investigated the effect of the TOWER strategy on Iraqi EFL pupils' achievement in English. The strategy consists of five steps: Think, Organize, Write, Edit, and Rewrite. It was applied to the experimental group, while the control group was taught by using the traditional method. After analyzing the results of the post-test, several conclusions were reached.First, the findings showed that the pupils who were taught by using the TOWER strategy achieved better results than the pupils who were taught by the traditional method. The experimental group showed improvement in writing simple sentences, organizing ideas, answering questions, and understanding the English lessons. This means that the T.O.W.E.R strategy had a positive effect on pupils' achievement.Second, the strategy helped pupils become more active during the lesson. The pupils participated in classroom activities, shared ideas with their classmates, and paid more attention to the tasks. The different steps of the strategy encouraged them to think carefully before writing. As a result, the pupils became more confident when using English.Third, the TOWER strategy helped pupils reduce their mistakes in writing. The steps of editing and rewriting gave pupils the chance to check their work and correct their errors. This process improved their spelling, grammar, punctuation, and sentence structure. The pupils also learned how to organize their ideas in a clear way.Moreover, the strategy created a positive classroom environment. The pupils enjoyed the activities and showed interest in learning English. The use of pictures, group work, brainstorming, and simple writing tasks increased pupils' motivation. The classroom became more student-centered because the pupils were involved in the learning process.Another conclusion is that the TOWER strategy is suitable for middle school pupils in Iraqi schools. The steps of the strategy are simple and easy to apply in English classrooms. Teachers can use the strategy with different English lessons and activities, especially in writing and reading tasks.

Finally, the study confirmed that using modern teaching strategies can improve pupils' achievement better than using only traditional methods. The TOWER strategy can help teachers develop pupils' language skills and encourage them to become independent learners.

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Questions of post-test for second Grade

Total Mark (100 M)

Q1) Read the following passage and then answer the questions below: (10 M.)

Sara is a good student in the second intermediate school. Every morning, she wakes up early and helps her mother at home. Then, she gets ready and goes to school with her friends. At school, Sara likes English very much because her teacher explains the lessons clearly. She enjoys reading short stories and answering questions. After school, Sara does her homework and revises her lessons. In the evening, she reads a story before going to bed.

1.Sara is a student in primary school. (True / False)
2.When does Sara wake up?
3.Why does Sara like English?
4.What does Sara do after school?
5.What does Sara read before going to bed?

Q2-A) Do as required (10 M.)
1.Let's go to the library.(Suggestion – Why don't)
2.I (play) football every day, but now I don't have time.(Correct the verb. Use: used to)
3.While he (walk) to school, he met his English teacher.(Correct)
4.The (girls) bags are on the table.(Use possessive 's)
5.Always wear a seat belt in the car.(Use should or shouldn't to give advice)

Q2-B) Choose the correct answer (10 M.)
1.There isn't (much / many / few) water in the bottle.
2.Ali can (speaks / speak / speaking) English very well.
3.We have lived in Baghdad (for / since / when) 2015.
4.She wants (go / to go / going) shopping with her sister.
5.They enjoy (watch / watching / watches) football matches.

Q3-A) Complete the following sentences with words from the box: (10 M.)
(polite, winner, popular, cover, chicken, medicine, greet)
1.You should be …… when you speak to your teacher.
2.The …… of a book protects its pages.
3.The …… of the race received a gold medal.
4.My mother gave me some …… when I was sick.
5.…… is the meat of a bird.

Q3-B) Rewrite the following sentence using capital letters and punctuation marks: (10 M.)
where are you going ali asked

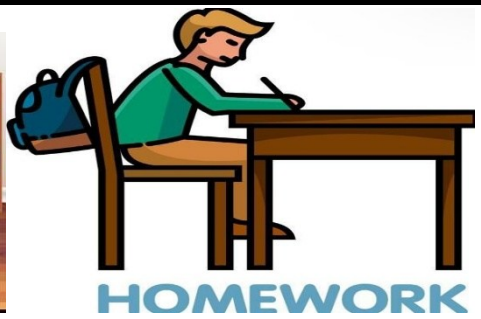
Q3-C) Write the missing words: (10 M.)
1. ride ; rode ; take;……..
2.happy, happily ; slow ;…….
3. play, plays ; watch
4.I will, I would ; I'm going to;…….
5.go , gone ; was, ……..

Q3-D) Read and edit the sentence grammatically : (10 Marks)
1.When you meet someone for the first time, should greet you
2.A person who winner a race is called a wins
3.We take ill when we are medicine
4.The outside cover of a book is the page
5.Chicken is a kind of meet

Q4) Answer the following questions: (10 M.)
1.Why does Johnny feel nervous before the football match?
2.The boys enjoy their visit to the city. (True / False)
3.Where does Mr. Brown come from?
(England / Italy / Canada)
4.Why do Jad and Johnny visit the museum?
5.How does the trip make Johnny feel at the end?

Q5-A)Write a short letter (8–10 sentences) to your friend about your daily school life (10M.)







In your letter, you should mention the following points:
1.Greet your friend politely.
2.Say where you study and what grade you are in.
.Describe your school day (subjects, teacher, or friends).
4.Mention one thing you like about your school.
5.End the letter politely.
Instruction/ Use simple present tense, linking words (and, but, because), and correct 3punctuation.
Q5-B/Write a simple phrase under each picture (10M.)



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