

The Effectiveness of Using RAFT and Four-Square Strategies in Teaching Writing Skills for EFL Preparatory School Students'

Ala'a Muhammed Hussien¹, Asst. Prof. Manal Omar Mousa^{1*}

¹ College of Education for Humanities, Tikrit University, Tikrit, Iraq.

* Corresponding author: momsh89@tu.edu.iq

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Abstract

This study aimed to investigate the impact of the RAFT strategy and the Four Square strategy on the writing skills of EFL preparatory school students. The effectiveness of these strategies was examined across five rubrics: Style, Punctuation, Spelling, Grammar, and Vocabulary. Additionally, the correlation between students' achievement in the RAFT and Four-Square strategies was explored. The study hypothesized that there would be no significant differences in writing skills achievement between the control group (taught using conventional methods) and the experimental groups (taught using the RAFT or Four-Square strategies). A quasi-experimental design with a Group Pretest-Posttest was employed, involving 90 fourth-stage students from a girls' preparatory school in Dijilah during the academic year 2022-2023. The groups were equalized in terms of parental education, age, English grades, and pre- and post-test performance. Various statistical methods, including T-tests for three independent samples, were utilized for data analysis. The conclusions drawn from the study indicate that the RAFT strategy significantly outperformed conventional methods in writing skills achievement. Similarly, the Four-Square strategy demonstrated a significant advantage over conventional methods. Moreover, the RAFT strategy showed superior achievement compared to the Four Square strategy in the post-test. Students using the RAFT strategy scored highest in the Handwriting rubric, while those using the Four-Square strategy excelled in the Style rubric. There was no correlation between students' achievement in the RAFT and Four-Square strategies. Based on these findings, the study suggests several recommendations for further research.

Keywords: RAFT strategy, Four Square strategy, Writing skills, EFL

1. Introduction

1.1 Statement of the Problem

One of the most often used languages for worldwide communication is English. From elementary school to the university, English has been included into the Iraqi curriculum as a required foreign language. The process of teaching focuses on the four major language areas (vocabulary, structure, functions, and phonology) as well as the four main language skills (listening, speaking, reading, and writing) (Depdiknas, 2006).

The most important skill students should learn is writing. Work on both your productive and receptive abilities if you want to communicate English effectively. Speaking and writing are considered productive skills, whereas listening and reading are considered receptive skills. The productive side of language abilities includes writing, according to Harmer (2007), It's a skill that requires students to create words on their own. One of the most essential and important skills for effective communication is listening. Writing is still the most crucial skill for English language learners to master, despite being the most challenging of the four categories of language abilities (Saravanan, 2015).

The English textbooks used in Iraqi schools are designed to educate learners in efficient English communication. Writing is therefore regarded as a crucial skill for students to develop in order to achieve acceptable academic progress, and students' success in this area reflects their real mastery of the target language (EI- Bettar, 1984).

Many students lament their lack of creativity and expression in their writing. This issue has both old and modern manifestations, which are listed below:

- The lack of ideas among students, the shallowness of their culture, and the reliance on formulas that are overused and vulgar.
- Too many grammatical, linguistic, stylistic, and writing errors.
- Ignorance of the several styles of writing, their purposes, and their techniques.
- Avoid using punctuation.
- In order to avoid contradiction, pupils verify one theory before subsequently coming up with another that opposes it.
- Disorder in the arrangement and connection of concepts.

For language learners of all levels, writing is one of the difficult language skills to master. The teacher should be able to select the best writing strategy in this case. At the very least, the teacher, the pupils, the conditions of the lesson, as well as the larger socio-cultural environment, should influence each approach used (Larsen Freeman, 2000).

According to El Sourani (2017:13-14), RAFT is a four-part instructional technique that considers the role of the writer (R), the audience(A), the written product's format(F), and the topic of the writing assignment (T). According to Simon (2012:49), RAFT can assist students in realizing their roles as creative writers when completing creative writing projects. It helps individuals learn how to effectively articulate themselves and offer their points of view in order to increase the awareness of their writing's intended audience. Students that use RAFT's writing method become more conscious of the audience, various formats, as well as the ideas and subjects they will be discussing.

One method for teaching vocabulary, writing, and reading abilities is the Four Square strategy. The goal of this strategy is to help students generate focused, well-supported, and ordered compositions by teaching them how to break their ideas down into subjects and subtopics. Before writing the composition in paragraphs, students using the Four Square technique first create a visual organizer in which they write a main idea, supporting facts, and a concluding statement. Teaching writing through the use of a graphic organizer empowers students to write with confidence (Gould and Gould, 1999:4).

Visual organizers, according to Gloria Houston (as reported in Gould and Gould, 1999:4), aid students in conceptualizing, comprehending, and successfully structuring written speech.

1.2 Aims of the Study

This study aims at:

1-Finding out the effectiveness of using RAFT strategy in teaching writing skills for EFL preparatory school students'.

2-Finding out the effectiveness of using Four Square strategy in teaching writing skills for EFL preparatory school students'.

3-Finding out the effectiveness of using RAFT and Four Square strategies in teaching writing skills for EFL preparatory school students'.

4-Finding out the effectiveness of using RAFT strategy on EFL school students at five rubrics of writing skills: Style, Punctuation, Spelling, Grammar, Vocabulary.

5-Finding out the effectiveness of using Four Square strategy on EFL school students at five rubrics of writing skills: Style, Punctuation, Spelling, Grammar, Vocabulary.

6-The correlation between Iraqi EFL preparatory school student' achievement at RAFT and four square strategies.

1.2 Hypotheses of the Study

1-There is no statistically significant difference between mean scores of control group who taught by conventional method and experimental group who taught by using RAFT strategy in writing skills achievement.

2-There is no statistically significant difference between mean scores of control group who taught by conventional method and experimental group who taught by using Four Square strategy in writing skills achievement.

3-There is no statistically significant difference among mean scores of Iraqi EFL preparatory school students 1st experimental group who taught by using RAFT strategy and 2nd experimental group who taught by using Four Square strategy in writing skills achievement.

4-There is no statistically significant difference between mean scores of RAFT strategy on EFL preparatory school students at five rubrics of writing skills: Style, Punctuation, Spelling, Grammar, Vocabulary.

5-There is no statistically significant difference between mean scores of Four Square strategy on EFL preparatory school students at five rubrics of writing skills: Style, Punctuation, Spelling, Grammar, Vocabulary.

6-There is no correlation coefficient between Iraqi EFL preparatory school student' achievement at RAFT and their achievement at four square strategies.

1.4 Value of the Study

This study could be valuable to EFL preparatory school students ,as well as, teachers , Curriculum designers of English syllabus, as follows:

1-The study sheds light on the benefits of using RAFT and Four Square strategies in the language classroom through the use of modern experiences.

2-It motivates preparatory school students to learn more about the variety of topics and improve their mastery of a wide range of texts.

3-This study serves as a guideline to EFL teachers and encourages them to use RAFT and Four Square strategies to motivate their students to write professionally and independently.

4-Preparatory students can explore and analyze new concepts, interpret their meaning and increase their ability to reach for the meaning of writing vocabulary correctly.

5-Experiment the role of using RAFT and Four Square strategies in the educational process for the purpose of improving EFL students' writing ability.

6-Curriculum designer who ought to include some knowledge on how to use Concept RAFT and Four Square at different levels of textbooks to be implemented by the teachers.

1.5 Limits of the Study

This study is limited to the fourth year scientific preparatory school student's in" Dijlah Preparatory School for Girls " in the city of Kirkuk who are studying **English for Iraq 4th preparatory student's Book chapter 5, 6, 7** during the academic year 2022_2023.

1.6 Plan of the Study

The steps below are going to be followed:

1-Specifying the steps and the main principles, techniques and characteristics of the RAFT and Four Square Strategies.

2- Selecting a sample of 4th preparatory school students from Dijlah preparatory school for (girls) in the city of Kirkuk.

3- Dividing the selected sample into three groups, Tow experimental and one control. The three groups have been equalized in their age, parent's academic level and their achievement in the pretest.

4-Teaching the experimental groups' students English writing by using the RAFT and Four Square Strategies, whereas teaching the control group English writing by using the conventional method for a period of ten weeks.

5-Constructing an achievement posttest and estimating its validity, reliability, discrimination power, and difficulty level of its items.

6-Subjecting the three groups of students to the constructed achievement posttest.

7-Collecting the required data and analyzing it statistically.

8-Discussing the obtained results and giving some conclusions, recommendations, and suggestions for further work.

1.7 Definitions of the Basic Terms

1.7.1 Effectiveness:

Effectiveness: "A measure of how well the outputs of a program or service achieve the stated objectives (desired outcomes) of that program or service" (stringfield,1994).

Effectiveness: "is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy 'low-standard goals (fraser,1994).

1.7.2 RAFT Strategy

With the help of the RAFT system, teachers may make sure that students are aware of their writing assignment, audience, structure, and necessary information. The following crucial elements are found in any writing assignment: Role of the writer, audience, format, and topic (santa, 1988).

RAFT is one of the instructional strategies used to teach writing to pupils because it enables students to use their own creativity to describe what they are writing using well-structured processes. In addition to engaging pupils in the investigation of a particular topic or concept, it allows students to employ their imagination and creative talents to provide original ideas that give the topic a distinct perspective (Dani, Litchfield, & Hallman-Thrasher, 2018).

1.7.3 Four Square Strategy

According to Bartholomae, et.al.(2011), Four Square is a strategy that uses graphic organizer in helping students to organize facts, thoughts, and ideas.

The Four Square strategy, according to Septiani (2018), is a teaching strategy that connects a learner's prior knowledge with new language. This approach aids children in learning new words by having them write new terminology in the four squares. **The Four Square approach employs four squares, each of which has a distinct function and activity.** Students are required to complete various exercises in each of the several squares.

1.7.4 Writing Skills

Writing serves as a visual representation of language; in addition to punctuation and numbers, sets of symbols are used in writing to represent speech sounds (Daniels and William, 1996).

It is "a dynamic, cognitive process requiring sustained mental effort over a substantial period of time" (Nunan, 1999).

Not everyone is an artist, but good writing is an art. Students can learn how to write well, but they also need to have a plan before they start (Birjandi et al, 2004)

2.0 Theoretical Background

2.1The Concept of Writing

As writing is an essential tool for daily life, it is important to include it in foreign language instruction. The capability to write well is crucial because it allows teachers to reinforce learning and introduce

students to new words in written form (Aziz, 2011). Writing is one of the most important abilities in societies of the twenty-first century. Writing serves a variety of purposes, including aiding interpersonal contact, mediating one's self-expression in a variety of circumstances, assisting in the development of ideas, and collecting, saving, and transmitting information (Graham & Harris, 2005). Communication by writing is essential in the modern world and becoming more critical as the information age progresses. The electronic and wireless communication explosion has brought writing skills into play as never before (Graham & Perin).

A major linguistic skill and way of exchanging ideas is writing. Therefore, lessons in writing short dialogues, letters, and paragraphs should be given to students to become better at writing. Writing is important to the classroom teaching process in addition to serving as a means of communication. Under the teacher's control, students must be educated in the several stages of the writing process, including copying, dictation, controlled, guided, and free writing (ELT, Methodology (1), 2007)

There are many stages in writing they are: Prewriting, Drafting, Revising, Editing, and Publishing.

2.2 RAFT Strategy

The RAFT writing technique is regarded as a useful writing technique. Role, Audience, Format, and Topic, or RAFT, are the essential components of every effective writing project (Buehl, 2014). With the use of the RAFT technique, students can better comprehend their function as writers, as well as their target audience, various forms, and anticipated material. This writing technique according to the authors (Sejnost & Thiese, 2007) "encourages the students to raise their capacity for critical thought and reflection while they synthesize what they have learnt". The RAFT technique also strengthens students' understanding of what it means to be a writer by educating them on how the topic and format might affect their audience. As a result, using an approach that is focused and particular can help students enjoy writing (Sejnost & Thiese, 2007).

A guided writing technique is the RAFT strategy. It challenges students to think more deeply about the subject they are writing about and the audience for their work. The goal of using RAFT is to provide students new ways to approach their writing (Pratiwi, 2016). The RAFT technique is applied to teach student-oriented writing and enhance writers' productivity. Since the student plays a key role in this technique, it is necessary for them to actively participate in the educational process (Al-Dulaimi & Hussain, 2020).

According to (Abedelqader, 2017) RAFT strategy is a system for teaching students the essential components of arranging their writing.

According to Meredith & Steele (2010) there are four components for RAFT Strategy which are listed below:

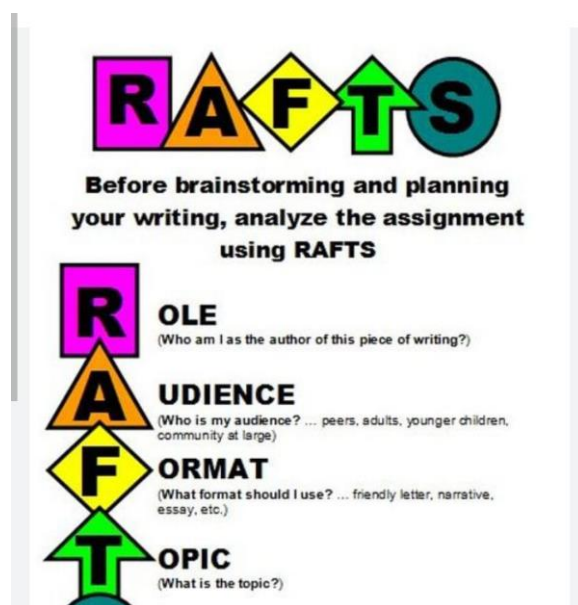
1-Role: Every piece of writing reflects opinions or points of view; there is no writing that is free from prejudice. This is an important concept for pupils to grasp. Students are influenced by this concept to become mature and to understand the value of perspective in writing since they need to be aware of the various writing roles they can play.

2-Audience: It can be both one of the most enjoyable and difficult aspects of writing. By writing on comparable subjects but for different audiences, students can gain important knowledge about writing as a form of communication. In contrast, students can be given a topic and a specific audience to target, and then their work might be compared to see how each student addressed that audience. Another option

is to discuss a subject and inquire as to whether writing differs depending on the audience and format. What arguments might students make if they were blogging, tweeting, messaging a friend, or writing a formal letter to the president.

3-Format: Students are adding more tools to their communications toolkit as they learn about and gain experience with different writing genres. Students frequently want to study different writing styles and look for alternatives to the traditional narrative form. If pupils are only allowed to write basic essays, there are less options for creative writing and avenues for expression.

4-Topic: The hardest part of content area writing is frequently choosing a writing theme. Teachers typically ask pupils to respond to a few key, specific questions. It is helpful to think about the types of questions students should answer when choosing themes; they must think about the conceptual approaches that can be taken to that crucial point. This can be discovered using various topic suggestions. Giving writers the chance to reflect on specific writing prompts is another useful strategy for getting students to write about important topics for class.



RAFT Elements

2.4 Four Square

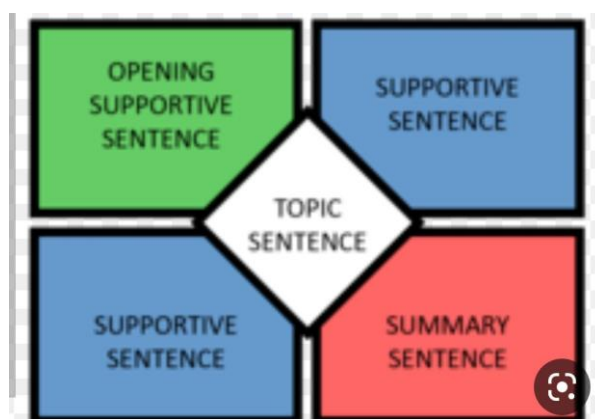
Judith Gould developed the Four Square Writing Strategy (FSWS), a teaching strategy focused on process-based writing. The FSWS Strategy is adaptable to many grade levels and is used to write narrative, descriptive, persuasive, and explanatory writings. Students use this strategy to create texts while working on a four-square graphic organizer. Gould (1999) describes that Four Square is the way to help the students interested and motivated in easy organization in every square they have. This indicates that the simple teaching method of four square can be used to effectively teach writing. The image will automatically assist pupils in understanding sentence structure and identify the text's organization as quickly as possible without having to focus on a general structure (ibid).

Gould (1999), asserts that teaching writing with graphic organizers like the four-square can provide pupils the confidence they need to write. Because four square provides a novel way to write, it means that students will have more confidence while applying the technique (Gould & Gould, 1999).

The topic sentence is necessary to establish the fundamental FSWS. The writer's thesis statement is contained in the middle rectangle, which has been expanded into three sentences. They are the original topic sentence, the "wrap-up" sentence, and a third sentence that expresses emotion or reflection. In other words, using this strategy can help students come up with ideas for texts of any genre (ibid).

According to Gould & Gould(1999), there are a few steps to employing the four-square writing approach :

- 1-Brainstorming: Generating ideas.
- 2- Organizing: Four square or other technique.
- 3- Drafting: Rough or first draft.
- 4- Revising: Revision of content and style.
- 5- Editing: Editing for surface features, punctuation, spelling, capitals, etc.



Design of FSWS

3.0 Methodology and Procedures

The experimental design is "the blueprint of the procedures that enable the researcher to check hypotheses by reaching valid conclusions about the partnership between independent and dependent variables" (Best and Kahn,2006).The experimental design is a "traditional approach to conducting quantitative research or test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable" (Creswell,2012).

The experimental design of the current study is entitled "The posttest- Only Equivalent- Group Design" (Best and Kahn, 2006), as shown in Table (3.1).

Table (3.1)

The Experimental Design of this Study

Groups	Independent Variable	Posttest
Experimental (RAFT)	Using RAFT Strategy	Posttest

Experimental (F.S)	Using Four Square Strategy	Posttest
Control	Conventional Method	Posttest

3.1 The Population

Richards (2017) defines the population as the people whose data will be collected. According to Lehman and Mehrens (1971), the term "population" can refer to both the group as a whole and the population's size, or the total number of people. The population of the current study includes all of the fourth year-scientific preparatory school students who are distributed among schools in the city of Kirkuk during the academic year 2022-2023. Dijlah Preparatory School for Girls is randomly selected to be involved in the experiment of the study.

The total number of the fourth year-scientific students of the selected school is ninety. The students are grouped into four sections: (A), (B), (C), and (D). Sections (A), (B), and (C) have been randomly selected as the experimental and control groups, (A) is Experimental (RAFT), (B) is Experimental (F.S), and (C) is Control groups whose total number is (90). Section (A) consist of (30), section (B) consist of (30), and section (C) consist of (30) students. Some of those students are employed for the pilot study, (5) students are excluded from section (A), (5) students are excluded from section (B), and (5) students are excluded from section (C). Thus, (25) students have been selected from section (A) as an experimental (RAFT) group, (25) from section (B) as an experimental (F.S) group, and (25) as a control group. Therefore the total number of the involved sample is (75) who represent 67.5 % percent of its original population, as shown in table (3.2).

Table (3.2)

The Population and Sample of the Study

Groups	No. of Population	No. of Pilot Students	No. of Sample Students
Experimental (RAFT)	30	5	25
Experimental (F.S)	30	5	25
Control	30	5	25
Total	90	15	75

3.2 Test Construction

Researchers utilize post-tests as a way to verify whether there are statistically significant changes between control and experimental groups, therefore they designed a test based on the subject chosen at the beginning of their study.

3.3 Face Validity

When a test captures the elements that the test-taker intended to measure, it is valid (Bynom, 200). According to Standards, the most crucial factor in test evaluation is validity (1985). Face validity and

content validity are two significant subtypes of validity. By defining the test's intended contents and behavioral aims, the content validity of the created test has been ensured. Face validity is "the way the test looks to the examinees, test administrator, educators and the like" (Harris, 1967).

3.4 Content Validity

Bollen (1989) defined content validity as a qualitative type of validity where the conceptual domain is formed and examined to see if the measurement accurately represents the domain.

3.5 Reliability of the Achievement Tests

Reliability is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is conducted under the same conditions for the same sample of students (Veram and Beard, 1981). One of the necessary characteristics of a good test is reliability. Alderson (1995) states that "reliability is the extent to which test scores are consistent". Reliability is explained by Ravitch (2007). "In testing, a measure of consistency. For example, if a person took different forms of the same test on two different days, the scores on both tests should be similar. The Alpha-Cronbach formula is used to measure the reliability of the post-test. The coefficient is found to be (0.86) which is considered acceptable.

3.6 Pilot Study

A pilot study is a preliminary study carried out with a sample from the experiment sample to familiarize the researcher with any potential obstacles that may arise throughout the application of the test (Good, 1973). The aim of the pilot study is for the researcher to learn how the instrument works and to estimate how long it will take to answer all of the test questions or items. It also tries to measure the test items' discrimination power and difficulty level, as well as the clarity of the test instructions.

Therefore, the posttest has been tried out on fifteen students who are discluded from the study's original sample, (5) from group A, (5) from group B, and (5) from group C, as specified in the population of Dijilah preparatory school. The time required to answer all of the test questions ranges between 45-55 minutes, and the test instructions are clear.

3.7 Item Analysis

According to Cervantes (1989), Examining test items for difficulty and discriminating power is the process of item analysis. Item analysis is a tool that helps the test writer locate test content and assess the difficulty or ease of an item.

The test items are required to be analyzed in order to determine two important features: difficulty level, and discrimination power, as follows:

3.7.1 Difficulty Level

The difficulty level is specified as the ratio of the students who replied correctly to each item (Rosas, 2000). Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010). The difficulty level of the present test items varies from (0.31) to (0.55).

3.7.2 Discrimination Power

Discrimination power means "calculating the degree to which a particular item's results correspond with the results of the entire test" (Alderson, 1995). This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010). The test item discrimination power was found to have a range of (0.38) - (0.56).

4.0 Analysis of Data and Discussion of Result

4.1 Comparison of Mean Scores between Three Groups

The calculated F-value (52.174) is higher than the tabulated F-value (3.13) at the (0.05) level of significance and $DF = (2, 72)$. This indicates that there are significant differences among students mean scores in the post-test.

Table (4.1)

One-Way Analysis of Variance (ANOVA) Between the three Groups

Variables	Sum of Squares	DF	Mean Square	F-Value		Sig.
				Calculated	Tabulated	
Between Groups	13260.987	2	6630.493	52.174	3.13	0.05
Within Groups	9150.000	72	127.083			
Total	22410.987	74				

The comparison of means shows that the mean scores of the three groups. **Thus, the first hypothesis, which states that "There is no statistically significant difference between mean scores of control group who taught by conventional method and experimental group who taught by using RAFT strategy in writing skills achievement"**, According to these results, since the mean score of control group is (44.2000), whereas RAFT strategy is (76.7200), this indicates that there is a significant difference between the achievement of the two groups in the post-test and in favour of RAFT strategy. So, this hypothesis is rejected.

Thus, the second hypothesis, which states that "There is no statistically significant difference between mean scores of control group who taught by conventional method and experimental group who taught by using four square strategies in writing skills achievement", since the mean scores of Four-Square Strategy is (62.0400), while the control group is (44.2000). This indicates that there is a significant difference between the achievement of the two groups in the post-test and in the favour of the Four-Square Strategy. So, this hypothesis is rejected.

However, the third hypothesis, which states that "There is no statistically significant difference among mean scores of Iraqi EFL preparatory school student's 1st experimental group who taught

by using RAFT strategy and 2nd experimental group who taught by using four square strategies in writing skills achievement ", Since the mean scores of RAFT strategy group is (76.7200), while four square strategy group is (62.0400). This indicates that there is a significant difference among the achievement of the two groups in the post-test , and in the favour of the RAFT strategy group. So, this hypothesis is rejected, as shown in table (4.2).

Table (4.2)

Comparisons of Means According to (Scheffe^a)

Groups	N	Subset for alpha = 0.05		
		1	2	3
Control	25	44.2000		
Experimental (RAFT)	25			76.7200
Experimental (F.S)	25		62.0400	
Sig.		1.000	1.000	1.000

4.2 Comparison Between RAFT strategy Mean Scores Of Iraqi EFL preparatory school students at five rubrics of writing skills

The table (4.3) shows that the calculated F-value value (17.597) is higher than the tabulated F-value (2.45) at the (0.05) level of significance and DF = (4, 120). This indicates that there is a significant difference between RAFT strategy mean scores of Iraqi EFL preparatory school students at five rubrics of writing skills.

Table (4.3)

One-Way Analysis of Variance (ANOVA) Between five Rubrics of Writing Skill

Variables	Sum of Squares	DF	Mean Square	F-Value		Sig.
				Calculated	Tabulated	
Between Groups	847.552	4	211.888	17.597	2.45	0.05
Within Groups	1444.960	20	12.041			
Total	2292.512	124				

According to the table (4.4), the comparisons of means showed that the mean scores of Vocabulary is (12.3600), Spelling is (12.7200), Grammar is (15.4400), Punctuation is (16.9600), and Style is (19.2800), with harmonic mean sample size = 25. These results indicate that students' achievement in the Handwriting rubric has the highest mean score. **The hypothesis, which states that there is no statistically significant difference between mean scores of RAFT strategy on EFL preparatory school students at five rubrics of writing skills, is rejected.**

Table (4.4)

Comparisons of Means (Scheffe^a)

Groups	N	Subset for alpha = 0.05			
		1	2	3	4
Style	25	12.3600			
Punctuation	25	12.7200	12.7200		
Spelling	25		15.4400	15.4400	
Grammar	25			16.9600	16.9600
Vocabulary	25				19.2800
Sig.		0.998	0.111	0.664	0.239

4.3 Comparison Between Four Square Strategy Mean Scores of Iraqi EFL Preparatory School Students at Five Rubrics of Writing Skills

The table (4.5) shows that the calculated F-value value (33.329) is higher than the tabulated F-value (2.45) at the (0.05) level of significance and DF = (4, 120). This indicates that there is a significant difference between Four Square Strategy mean scores of Iraqi EFL preparatory school students at five rubrics of writing skills.

Table (4.5)

One-Way Analysis of Variance (ANOVA) Between five Rubrics of Writing Skill

Variables	Sum of Squares	DF	Mean Square	F-Value		Sig.
				Calculated	Tabulated	
Between Group	825.312	4	206.328	33.329	2.45	0.05
Within Group	742.880	120	6.191			
Total	1568.192	124				

According to the table (4.6), the comparisons of means showed that the mean scores of Grammar is (8.9200), Spelling is (10.0800), Punctuation is (13.3600), Vocabulary is (13.6800), and Style is (16.0000), with harmonic mean sample size = 25. These results indicate that students' achievement in the Handwriting rubric has the highest mean score. The hypothesis, which states that there is no statistically significant difference between mean scores of Four Square Strategy on EFL preparatory school students at five rubrics of writing skills, is rejected.

Table(4.6)

Comparisons of Means (Scheffe^a)

Groups	N	Subset for alpha = 0.05		
		1	2	3
Style	25	8.9200		
Punctuation	25	10.0800		
Spelling	25		13.3600	
Grammar	25		13.6800	
Vocabulary	25			16.0000
Sig.		0.608	0.955	1.000

4.4 The Correlation between Iraqi EFL preparatory school students' RAFT strategy and their achievement in Four Square Strategy

In order to investigate the correlation which is between " Iraqi EFL preparatory school student' achievement at RAFT and their achievement at four square strategies ", a hypothesis must be verified. Accordingly, Pearson correlation coefficient is utilized. The results calculated reveal that the r- value is (0.109) and critical one (0.323) at a level of significance (0.05) and sample size (259). Consequently, this indicates that there is no correlation coefficient between Iraqi EFL preparatory school student' achievement at RAFT and their achievement at four square strategies, as shown in Table (4.7)

Table (4.7)

The Correlation between TK and conversation

Sample Size	R-Value	Critical value	Significance 0.05
25	0.109	0.323	Not Sig.

4.5 Discussion of the Obtained Results

The obtained results of the current study show that the achievement of the experimental groups who has been taught by using RAFT and Four Square strategies are better than that of the control group who has been taught by using the conventional method. This means that RAFT and Four Square strategies prove to be effective in teaching writing to the EFL fourth year-scientific preparatory school students.

In terms of the obtained results, the improvement of the EFL fourth year-scientific preparatory school students' achievement in writing skill by using RAFT and Four Square strategies could be attributed to the following factors:

1-RAFT and Four Square strategies helped students write better, and they were helpful in teaching them how to compose a paragraph.

2-Using RAFT and Four Square Strategies in teaching and learning activities is an excellent idea. The two tactics improved the learning environment for the students and gave them more confidence in their ability to write in English. They are conceptual methods that use a range of styles and ideas to assist effective learning.

3- RAFT strategy gave the students the opportunity to play many roles as thinkers, (R) Role of the writer, (A) Audience, writer and poet etc ... (F) Format of the topic, writing a composition, Paragraph and letters. (T) Topic. These responsibilities made it easier for them to learn and use English writing abilities in a variety of contexts and encourages them to write in a creative way, to consider a subject from various angles, and to identify the audience in a variety of formats. The students were better able to write about the issue's components, comprehend the subject they were writing about, and then organize their expression of it. In order for readers to grasp what the writer wrote, it can enable pupils to understand their function as writers and how to communicate their thoughts clearly.

4-By using RAFT strategy students were able to reason through and articulate their ideas. Students that are excellent at developing and arranging their thoughts will therefore also be excellent at creative writing.

5-The Four Square strategy aids students in expanding their vocabulary by enabling them to utilize words in context by applying them to basic sentences, mentioning the word's antonym or synonym, and knowing its definition, so the students problem about vocabulary mastery was covered with the stages of Four Square writing strategy namely categorizing and supporting details.

6-The use of Four Square strategy can helps students to go through a prewriting and drafting process.

7-Four Square strategy can be applied for narrative, descriptive, expository, and persuasive paragraph and essay of writing.

8-The aspects that improved the most were (Form) in the experimental group that use RAFT strategy and(Mechanic) in the experimental group that use Four Square strategy because most of students could use correct punctuation and spelling in their texts.

9- The students worked in groups to write about the required topic, interacting socially with one another, sharing their experiences, and cooperating to finish the task that was given to them. As a result of the application of the RAFT and Four Square strategies, some social skills emerged among the students during the implementation of the strategies.

10-Through RAFT and Four Square strategies the students were not only improved by their own mistakes, but also learning from their friends' mistakes.

11-Because the students enjoyed using RAFT and Four Square strategies, they felt confident to write.

Because each strategy had advantages, it may be concluded that RAFT and Four Square were effective in raising students' writing achievement. The techniques were fun for the children to use, and they felt comfortable writing as a result.

Thus, the objectives of the study have been achieved as required.

Results of the present study agree with those of Wahyu, Susilohadi, and Handoko (2012), El-Sourani (2017), Rofi'ah and Ma'rifah (2017), Ibrahim Mohamed (2020), Tria (2021), and Ibrahim Abd- Alwahab (2022).

5.1 Conclusions

In the light of the obtained results, the following points are concluded:

- 1-Students at EFL Preparatory schools learn to write more effectively using the RAFT and Four Square procedures than they do using the traditional approach.
- 2- When teaching writing to EFL Preparatory School students, the RAFT Strategy is more effective than Four Square and the traditional approach.
- 3- The RAFT strategy supported a learning environment that gave students the chance to explore and look into different ways to comprehend their duties as writers
- 4- RAFT strategy gave the students the opportunity to play many roles as thinkers, (R) Role of the writer, (A) Audience, writer and poet etc ... (F) Format of the topic, writing a composition, Paragraph and letters. (T) Topic. These roles helped them to acquire and employ English writing skills in different situations more easily.
- 5- The RAFT strategy took into account learner individuality by using a variety of activities and teaching methods that were appropriate for students at varying competence levels.
- 6- The performance of EFL students at the production level of writing can be improved using both RAFT and Four Square strategies.
- 7- The students found it simpler to come up with and organize their writing ideas by using the Four Square Strategy.
- 8- The RAFT and Four Square strategies promote group collaboration and teamwork among students.
- 9- These strategies can be used to help pupils convey their ideas and thoughts by using the RAFT and Four Square tactics.
- 10- EFL instructors can use a variety of effective teaching strategies to help their students learn to write.
- 11- The RAFT and Four Square strategies offer pupils a better learning environment, and they are conceptual methods that use a range of techniques and concepts to promote effective learning.
- 12- Due to how straightforward and simple the tactics are to utilize and how they foster a happy and joyful environment, students respond well to them.

5.2 Recommendation

In term of the obtained results and drawn conclusions, the following recommendations are put forward:

1-Teachers in preparatory schools should be up-to-date on the most recent developments in EFL education and knowledgeable about the most efficient ways to teach writing in particular as well as English as a foreign language in general.

2- The development of pre-service educational materials that educate student instructors on the advantages of RAFT and Four Square Strategies in enhancing students' performance in English, particularly in writing, is advised for EFL syllabus designers.

3- Specialists are recommended to provide in-service training courses to EFL teachers in order to train them in employing the two strategies for teaching English for their students.

4- There is no one best way to teach English, thus educators should be free to use strategies, methods, and exercises that suit the abilities and levels of their students.

5- It is advised for teachers to put together and combine the techniques they feel are best. Each method has its benefits and distinctiveness on the one hand, and its challenges and drawbacks on the other.

5.3 Suggestions for Further Studies

For further work, the following studies are suggested to investigate:

1- The use of RAFT and Four Square strategies to improve students' Narrative writing achievement for EFL Preparatory Students school.

2- The effect of RAFT and Four Square strategies on developing EFL creative writing skills for EFL Preparatory Students school.

3- Implementing RAFT and Four Square strategies to enhance students' skill in writing formal letter for EFL Preparatory Students school.

4- RAFT and Four Square Strategies as techniques to teach Descriptive writing.

5- The effect of RAFT and Four Square Strategies through picture series in writing Narrative Text for EFL Preparatory Students school.

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