Training IELTS candidates for writing tasks: A comparative study of product-based and process-based approaches

Mojgan FIROOZJAHANTIGH, Department of English, Islamic Azad University, Qaemshahr Branch, Qaemshahr, Iran

Ebrahim FAKHRI ALAMDARI, Department of English, Islamic Azad University, Qaemshahr Branch, Qaemshahr, Iran [1]

Amir MARZBAN, Department of English, Islamic Azad University, Qaemshahr Branch, Qaemshahr, Iran

Foreign language writing has been taught through the traditional focus-on-product (or product-based) approach, but the recent demands for training IELTS candidates for better test performance has highlighted the pressing need for crash coaching courses that empower IELTS test takers to gain the ability to perform much more efficiently on the test. To see if the process-based approach to FL writing has any merit over the traditional product-based approach, 76 (N=76) upper-intermediate IELTS-trainee candidates took part in the current study. They were matched into the control (or product-based) and experimental (or process-based) groups (38 each) to make sure both groups were homogeneous at the onset of the study. The appropriate teaching approach was adopted for the teaching of IELTS writing tasks to each group. The pretest and post-test data were analyzed using a mixed between-within design *ANOVA*. It was found that the process-based approach to the teaching of writing in IELTS training courses results in much greater achievement.

Keywords: EFL Learners; IELTS; IELTS Writing Achievement; Process-Based Instruction; Writing Task

1. Introduction

Ever since the academic teaching of foreign languages began in Iran in the early 20th century, foreign language (FL) writing has been taught through the traditional focus-on-product (or product-based) approaches, and many FL instructors still resist to change (Al Shalabi& Salmani Nodoushan, 2009;

Bhatia & Salmani Nodoushan, 2015; Johns & Salmani Nodoushan, 2015). Yet, the gate-keeping role of high-stakes proficiency tests, such as the IELTS and the TOEFL, require that writing (as well as other language skills) be taught in such a way as to guarantee test-takers' optimal test performance (Karami & Salmani Nodoushan, 2011; 2014); they require coaching—or what has been termed as teaching to the test (Brown, 2013, 2016; Brown & Salmani Nodoushan, 2015; Hou, Loerts, & Verspoor, 2018; Kumazawa, 2016; Li, 2013; Runnels, 2012; Salmani Nodoushan, 2003, 2020b; Trisnawati & Netta, 2020). This is a requirement that traditional product-based approaches to the teaching of language skills—especially the teaching of writing—fail to fulfill (Nemati, Salmani Nodoushan, & Ashrafzadeh, 2010). As such, process-based approaches to the teaching of language have been recommended by scholars and welcomed by language educators (Salmani Nodoushan, 2006, 2008a, 2008b, 2011a).

Whether process-based approaches to the teaching of writing yield better results is an empirical question that needs to be studied, and no research has yet compared traditional product-based approaches and process-based approaches to the teaching of writing in Iran, specifically in connection to coaching for IELTS task performance (Salmani Nodoushan, 2011b). To fill this research gap, the current study sought to compare Iranian IELTS trainee candidates' IELTS writing task 2 performance in connection to traditional product-based approaches versus process-based approaches. It was hypothesized that process-based approaches to the coaching of IELTS-trainee candidates for IELTS writing tasks 2 would afford greater achievement.

2. Background

As a complex activity, writing requires that writers be attentive to many different aspects of language production. Chief among them are (1) textual features, (2) the writing process, and (3) the context of writing (Anderson, Vanderhoff, & Donovick, 2013; Archibald and Jeffery, 2000; Salmani Nodoushan, 2007a, 2009; Weigand, 2018). Attention to textual features and teaching activities that focus on them has been a long tradition in the teaching of writing; it has been called the product-based approach to the teaching of writing skill. More recently, however, the process-based and the context-based (or genre-based) approaches to the teaching of writing have been preferred (Bektas-Cetinkaya, 2020; Luchini, 2010; Luchini & Roldán, 2007; Menghini, 2017). The context-based (or genre-based) approaches are not the focus of the present paper, so we will focus on the product- and process-based approaches in this paper.

Over the past few decades, the 'product' and 'process' approaches to the teaching of writing have been the domineering approaches in writing classes

and courses. In the product approach, the writer goes through four stages: (1) familiarization, (2) controlled writing, (3) guided writing, and (4) free writing—and this approach was adopted for coaching the control group (CG) in the current study. Throughout the approach, the writer is focused on linguistic knowledge, and the product approach has therefore been criticized for considering writing as an imitation of model essays that are merely concerned with the structure and mechanics of language (Pennarola, 2019; Salmani Nodoushan, 2007b, 2007c, 2014, 2016b, 2018a, 2020a). In this approach, the knowledge and the skill that the students bring to the class are undervalued (Badger & White, 2000; Nordlund & Norberg, 2020). The shortcomings and cons of the product-based writing approach has therefore led to the development of the process approach

The proponents of the process approach argue that not only aspects of linguistic knowledge (e.g., vocabulary, syntax, and cohesive devices) matter in writing instruction but also the process of writing is of prime importance; the process of writing includes (1) collecting information, (2) making plans, (3) writing process, (4) peer review, and (5) editing (Safadi & Rababah, 2012; Svensson, 2020; Zamel, 1987); according to Zamel (2003), the process approach to writing is a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to proximate meaning" (p. 165). As such, writing is much more than a way of practicing grammar; the teachers' job is no longer merely limited to assigning and evaluating the end-products of students' writing.

Likewise, Zhou (2015) summarized the shortcomings of the product-based writing approach. It gives students opportunities to imitate, practice and rehearse fixed structures and grammatical patterns, and the amount of practice is barely sufficient for the mastery of the skill. Moreover, the product-based approach deprives language learners of (a) opportunities to interact and communicate with each other, (b) teacher's just-in-time help, and (c) peer's scaffolding and support; we will return to these points in the discussion section below. Zhou (2015) further argues that the process-based approach is student-centered and views writing as a recursive process of "planning, drafting and revising that overlap and intertwine" (p. 90). Students are free to interact with their peers, communicate and share ideas with their teacher, and receive corrective feedback (Salmani Nodoushan, 2012, 2015; Shaaban, 2014).

As Ariza Martinez (2005) has argues, the process approach has the following advantages:

(1) It is focused on the process of writing rather than the product.
(2) It is reader-oriented and not writer-based.
(3) It is written to a real audience.

(4) It offers many different techniques.
(5) It requires the teacher to guide, facilitate, and read.
(6) It requires the student to share and collaborate.
(7) It views grammar as a means, not an end.
(8) It gives more importance to meaning than the form.
(9) It requires constant evaluation and feedback during the process, but not just at the end of the process.

Like the product approach, the process approach, too, has been criticized on several grounds. Badger and White (2000), for instance, argues that:

(1) It gives insufficient importance to the kind of texts writers produce.
(2) It does not say why writers produce the texts they produce.
(3) It often regards all writing as being produced by the same set of processes.
(4) It offers learners limited input to write successfully—especially in terms of linguistic knowledge.

Nevertheless, Badger and White (2000) do not deny that the process-based approach recognizes the significant role of skills in writing, nor that it highlights the role of what students bring to the classroom in developing writing. Badger and White (2000) further argue that the teacher is also a facilitator who draws out learners' potentials and nurtures them.
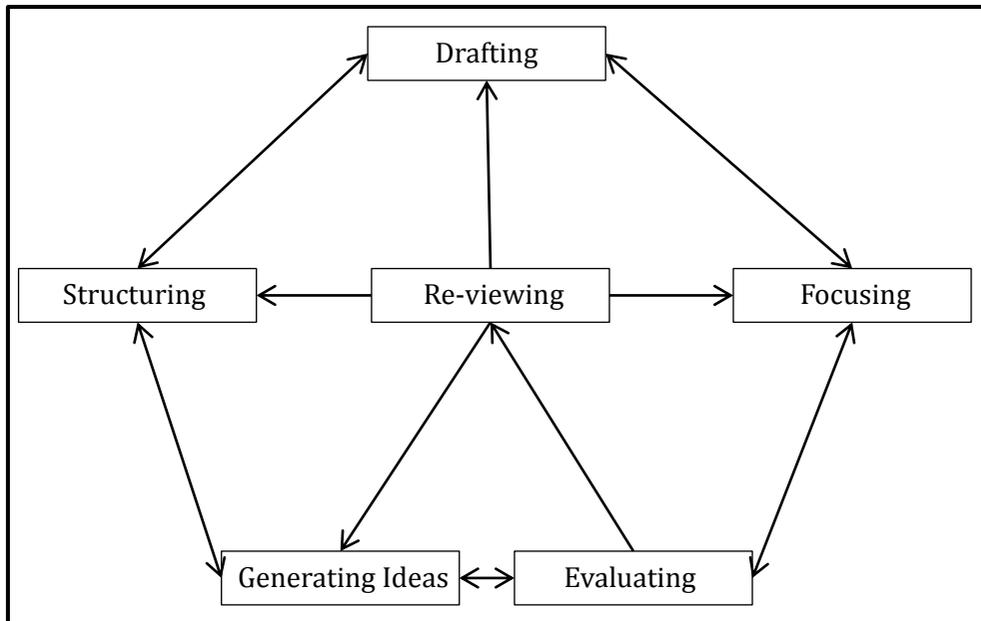

Figure 1. White and Arndt's (1997) model of process writing.

In their discussion of process writing, White and Arndt (1997) identified six inter-connected stages that are not linear; they are recursive. Figure 1 (above) illustrates the model of process writing developed by White and Arndt (1997).

Figure 1 clearly shows the inter-connected stages of the process of writing as delineated by White and Arndt (1997). In this model, the 'focusing' stage has to do with the reasons why a written text should be produced. The 'structuring' stage is focused on the organization of ideas and the way of presenting those ideas in such a way as to make sure the reader will find them acceptable. The 'drafting' stage underscores the significance of readers and readership to the writer, and the writer normally produces several drafts each of which is influenced and brushed up by the feedback and comments the writer receives from his immediate readership—i.e., the teacher or peers. The drafts produced in this way are reader-based rather than writer-based (Kazemi, 2016; Svensson, 2018). The feedback the peers and the teacher provide may focus on content, organization, language, grammar, and so forth. Reviewing requires that the writer stand back from the text, see it with a new vision, and check if everything is correct. 'Generating ideas' requires searching for a topic and justifying the purpose of the text to be produced. As Pritchard and Honeycutt (2007) put it, "in the process approach, not every prewriting activity will lead to a final draft, but students' understanding of the movement from first idea to finished product is an essential feature" (p. 30). This approach to writing requires (a) brainstorming, (b) discussing, and (c) evaluation (Zarei & Alibabaee, 2008).

Writing is a cognitive and developmental task (See also Hekmati, Ghahremani Ghajar, & Navidinia, 2018; Salmani Nodoushan, 2007b, 2007c, 2015, 2016b, 2018a; Wyatt, 2014); it is also a social activity in that it moves from ego-centrism and writer-centeredness to the readers. As Pritchard and Honeycutt (2007, p. 31) assert, process writing instruction must:

(1) deal with emotions surrounding writing,
(2) develop learners' understanding of the writing process,
(3) model and teach self-regulation processes and metacognitive strategies,
(4) train and monitor peer response,
(5) guide writing development through targeted strategy instruction
(6) develop a writing vocabulary, and
(7) address the 'Six Traits" of writing—ideas and content, organization, voice, word choice, sentence fluency, and conventions.

Since both approaches have their own advantages and disadvantages, it is necessary to compare them to see which one has more merits and returns much higher achievement. It is on this assumption that the present study set

out to compare the two approaches to the teaching of writing in the context of IELTS training courses.

3. Method

This study drew on a pre-and-post-test experimental design with a control or placebo group and an experimental group. The current paper is part of a PhD dissertation, and several other papers will follow this one.

3.1. Participants

The population from which the participants of this study were selected comprised 140 Iranian EFL learners who had registered for IELTS preparation courses in Farazmon Tak Roham Language Institute which exclusively offers Academic IELTS courses in Tehran, Iran. All of these learners took an IELTS original mock test, and they were classified into different proficiency groups based on their band-score performance on the mock test. From among the participants whose language proficiency level was upper-intermediate, 38 pairs were selected purposively, and one member of each pair was randomly assigned to the experimental group (EG) and the other member to the control group (CG). As such, each of the groups consisted of 38 participants and the whole study had a sample size of 76 (N=76).

3.2. Instruments

The main instrument used in this study was an IELTS original mock test which was administered to the participants as both the pretest and the post. For purposes of sampling, the total test scores for all of the IELTS modules were used for the selection of the upper-intermediate participants for the study. However, for purposes of examining the independent variables under study (i.e., process-based versus product-based approaches to teaching writing), only the scores from writing task 2 were analyzed as the data of the present study. This task comprises an argumentative topic of interest on which IELTS candidates are supposed to write a 250 word essay. The time limit for the whole test including both pretest and post-test was almost 2 hours and 43 minutes. 40 minutes were allocated to the Writing Task 2 section. This time limit was strictly observed in both the pretest and the post-test phases to comply with the standards and requirements of the IELTS exams. The tests used were standard and original copies from IDP Educational Center (Australia).

For the teaching of writing to the two groups (i.e., through process-based approach to the EG and product-based approach to the CG), the first author of this paper used a set of teacher-designed lesson plans. The materials used for teaching writing to the two groups include: (a) *The Official Cambridge Guide to*

IELTS for Academic & General Training (2014) published by Cambridge University Press, (b) *Cambridge Practice Tests for IELTS Series* (volume 3 to 14) published by Cambridge University Press, (c) *Cambridge Mindset for IELTS Series* (2017) published by Cambridge University Press, and (d) *IELTS Writing Skills* (2016) written by H. Iravani and published by Zabankadeh publications.

3.2. Procedure

An original mock test obtained from IDP IELTS Center in Australia was administered to the population of 140 IELTS candidates at Farazmon Tak Roham Language Institute, in Tehran, Iran. Based on their test performance, the candidates whose language proficiency was upper intermediate were identified. From among them 38 pairs were purposively selected, and one member of the pair was randomly assigned to the EG and the other member to the CG. Simple random sampling (i.e., coin-flipping) was used for the assignment of the participants to the two groups. this was done to make sure that the two groups would be homogeneous at the onset of the study.

Then the instruction or treatment phase began. The EG received writing instruction through the process-based approach described in section 2 above. The CG, by way of contrast, EG received writing instruction through the product-based approach described in section 2 above. The same instructor taught both groups. As such, type of treatment (i.e., product-based versus process-based approaches) was the independent variable, and IELTS writing task 2 performance was the dependent variable of this study. The treatment took 16 weeks, and the post-test was immediately administered to the participants after the treatment. It should be noted here that only the scores of writing task 2 from the writing module of the administered mock test were used as the data for this study and were analyzed for hypothesis testing. All of the rubrics of the IELTS were followed, and the timing of the test sessions was not altered.

The first author of this paper (a certified TESOL expert) and two official IELTS examiners from Asre Din va Danesh and IRSAFAM IELTS test centers in Tehran used the band descriptors of the IELTS test for the writing sections (task 2) in both the pretest and the post-test, and the results were recorded as the pretest and post-test data. The inter-rater reliability of the pretest was estimated at *alpha*=0.907, and that of the post-test was *alpha*=0.933. For purposes of hypothesis testing, a mixed between-within design *ANOVA* (also known as *SPANOVA*) was conducted.

4 . Data analysis

A mixed between-within design *ANOVA* (*SPANOVA*) was conducted to analyze the data. This was done to see if the EG (taught through the process-based

approach) and CG (taught through the product-based approach) had the same or different levels of writing achievement. for purposes of data analysis, the difference between the pretest and the post-test is called the 'Time' factor, and the difference between the EG and the CG groups is called the 'Group' factor; the former is the within-subjects factor and the latter the between-subjects factor. As such, it was concluded that the *SPANOVA* (or the mixed between-within subjects analysis of variance) is the most robust test for data analysis (cf., Pallant, 2001; Salmani Nodoushan, 2016a).

The *SPANOVA* was employed to analyze and elicit the probable differential effects of types of treatment (i.e., process-based versus product-based approaches) on IELTS-trainee candidates' writing achievement and their IELTS writing task 2 performance. The *SPANOVA* can show if there are any main effects for subject groups (EG versus CG) and time; it also measures the group-time interaction. The main aim of the study was to show if the change in IELTS writing task 2 performance over time was statistically different for the process-based and product-based groups.

One of the main steps in data analysis is to check for the assumptions of the statistic used for data analysis. *SPANOVA* requires that the homogeneity of intercorrelations be checked. In other words, we had to check to see if the pattern of intercorrelations among the levels of within-subjects variable (i.e., time) were the same for each of the levels of the between-subjects variable (i.e., type of teaching). This assumption can be checked through the Box's *M* statistic. The *alpha* level set for this study was 0.05, and we hoped to come up with an insignificant Box's *M* statistic. In other words, we hoped that our observed *p* level would be greater than our chosen *alpha* level, or greater than 0.05. According to Pallant (2001) and Salmani Nodoushan (2016a), Box's *M* statistic tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across the groups under study. Table 1 displays the result and indicates that this assumption was fully met (*Sig.*=0.989).

Table 1
Box's Test of Equality of Covariance Matrices

Box's *M*	.124
F	.040
df1	3
df2	985680.000
Sig.	.989

Design: Intercept+Treatment
Within Subjects Design: Time

An inspection of the Multivariate Tests table also showed that there was a

change in the participants' writing achievement across time. The main effect for time was significant. It was also observed that the two groups were also different in terms of writing achievement across time. The main effect for the interaction between time and type of treatment (i.e., group) was statistically significant. The Wilks' *Lambda* values and the associated probability values given in the column labeled *Sig.* in Table 2 support this claim.

Table 2
Multivariate Tests

Effect		Value	*F*	*Sig.*	Partial *Eta*²
Time	Pillai's Trace	.709	180.099[b]	.000	.709
	Wilks' Lambda	.291	180.099[b]	.000	.709
	Hotelling's Trace	2.434	180.099[b]	.000	.709
	Roy's Largest Root	2.434	180.099[b]	.000	.709
Time * Group	Pillai's Trace	.592	107.177[b]	.000	.592
	Wilks' Lambda	.408	107.177[b]	.000	.592
	Hotelling's Trace	1.448	107.177[b]	.000	.592
	Roy's Largest Root	1.448	107.177[b]	.000	.592

Computed using *alpha* = .05 (Exact statistic, Design: Intercept+Treatment, Within Subjects Design: Time)

Based on the values in the Wilks' *Lambda* part of the Multivariate Tests table (See table 2 above), a statistically significant change in writing achievement as a result of treatment was observed. The value for Wilks' *Lambda* for time was 0.291, with a *Sig.* value of .000 (which means $p<.0005$). Because the observed p value was less than .05, we concluded that there is a statistically significant effect for time. This indicates that a change in writing achievement across time has occurred; in other words, the process-based treatment resulted in a much greater writing achievement in the experimental group in comparison to the product-based treatment. The value for partial *Eta* squared for time was 0.709. According to Cohen's (1988) criteria (i.e., 0.01=small effect, 0.06=moderate effect, and 0.14=large effect), this result indicates a very large effect size for time (cf., Salmani Nodoushan, 2016a).

Likewise, the Wilks' *Lambda* value for time-group interaction was 0.408 [*Sig.*=.000 (which means $p<.0005$)]. Because the p value was less than .05, it can be concluded that a statistically significant effect for time-treatment interaction has been observed. The partial *Eta* squared value for the interaction effect is 0.592 which reveals a very large effect for time-treatment interaction (See Cohen, 1988, cf., Salmani Nodoushan, 2016a). This means that the two groups did not gain the same level of writing achievement over time. In other words, gain in writing achievement for the process-based group was not statistically the same as that for the product-based group.

Figure 1 (below) illustrates the difference in gains in writing achievement across the two participant groups. As figure 1 shows, the process-based group has achieved a much greater gain in writing achievement than the product-based group.
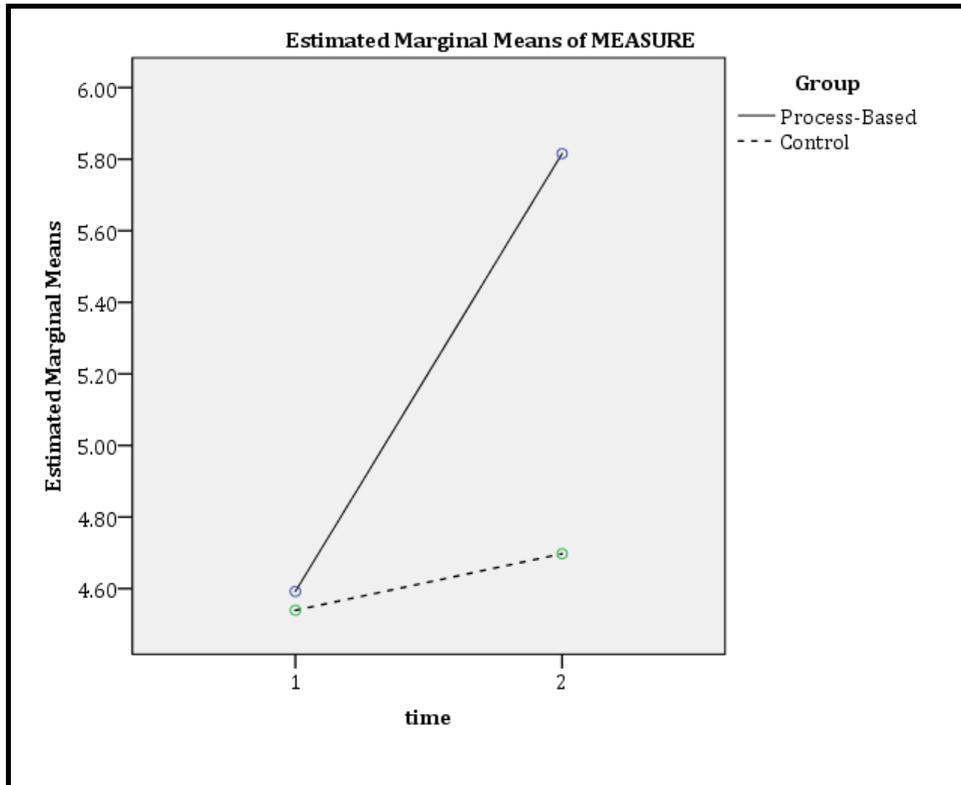

Figure 1. Comparison of gains in mean performance across subject groups.

Table 3 (below) displays the descriptive statistics for the experimental and control groups across time. As the table indicates, the pretest mean for process-based group was 4.59 while the post-test mean was 5.81; the pretest mean for product-based group was 4.53 whereas the post-test mean was 4.69.

Table 3
Descriptive Statistics for Treatment Groups across Time

	Groups	*M*	*SD*	*N*
Pretest Score	Process-Based	4.5921	.49121	38
	Product-Based	4.5395	.48465	38
Post-test Score	Process-Based	5.8158	.58611	38
	Product-Based	4.6974	.56400	38

Although the observed mean changes are mathematically acceptable, we have to check them for statistical significance too; as such, we inspected the data displayed in Table 4 below. Table 4 shows that the *Sig.* value for treatment was statistically significant (*Sig.*=0.000). The *Sig.* value was much less than the assumed *alpha* level of 0.05, and it can be concluded that the main effect for group is significant. In other words, a significant difference in gains in writing achievement between the process-based and product-based groups has been observed. The effect size of the between-subjects effect also lends support to this finding; the *eta*-squared value for treatment (or group) was 0.273 which shows a large effect size (according to Cohen, 1988; cf., Salmani Nodoushan, 2016a)—0.01=small effect, 0.06=moderate effect, and 0.14=large effect. This explains why it has reached statistical significance.

Table 4
Tests of Between-Subjects Effects

Source	Type II Sum of Squares	*df*	M^2	*F*	*Sig.*	Partial *Eta²*
Intercept	3666.199	1	3666.199	7830.135	.000	.991
Group	13.028	1	13.028	27.825	.000	.273
Error	34.648	74	.468			

Transformed Variable: Average
Computed using *alpha* = .05

5. Discussion

For purposes of the current study, it was hypothesized that the process-based approaches to the coaching of IELTS-trainee candidates for IELTS writing tasks would afford much greater achievement in comparison to the product-based approaches. The results of the study revealed that this hypothesis is supported. Section 4 (above) clearly shows that the IELTS-trainee candidates taught through the process-based approaches to writing outperformed those taught through the product-based approaches. The observed large effect size of the main independent variable of the study (i.e., process-based teaching) indicates that this teaching approach should be preferred to the traditional approaches that only focus on the end product of writing—the written text.

As stated above, traditional product-based approaches are mainly concerned with the development of the knowledge of textual features of texts. This perspective on teaching is counter-productive in that it ignores that most important aspects of teaching writing, namely attention to the writing process and the context of writing. Writing is not a mechanical skill *per se* (Salmani Nodoushan, 2016b). It is mainly interactive and inter-textual, and requires the writers to assess the readership and to adjust their texts to the readership's level of knowledge or familiarity (Salmani Nodoushan, 2002, 2003). Moreover,

the role of context, defined through the famous SPEAKING acronym, cannot and should not be ignored in any act of communication of which writing is one (Allan & Salmani Nodoushan, 2015; Capone & Salmani Nodoushan, 2014; Chinelo Obasi & Udofot, 2013; Cummings, 2018; Kazemi & Salmani Nodoushan, 2018; Salmani Nodoushan, 2016c, 2018b, 2019, 2021).

The results of this study lend support to the findings and arguments of several other researchers who have been working on writing (or communication or reading) for a long time. The results show that process-based approaches, due to their focus on the process of written communication, can produce more efficient writers who know how to handle writing with an eye on communication, readership, and context. Feedback and scaffolding maybe a major reason why achievement through process-based approaches is much greater than that of product-based approaches (cf., Chauke, 2020; Dewi & Muzammil, 2020; Ennser-Kananen, 2012; García-Ponce, Crawford, Lengeling, & Mora-Pablo, 2018; Komariah, Erdiana, & Mutia, 2020; Piazzoli, 2014). Teachers and peers function as potential readers in the process-based writing class, and the trainee writer receives their feedback, scaffolding, and support, and then moves back to brush up the produced text. This is an important skill that each and every writer should master for optimal written performance in English, or any other language.

6. Conclusion

IELTS training courses are crash courses that bring language teaching to the market, and like any other commodity on the market, such crash courses have to be cost-effective. IELTS trainee candidates pay huge sums of money to training institutes and, in return, expect to achieve very high IELTS band scores for purposes of employment, emigration, and so forth. As such, they request just-in-time 'coaching' rather than just-in-case 'teaching', and this coaching (or teaching to the test) requires effective teaching approaches in a very short time (cf., Domenec, 2017; Francomacaro, 2019; Grego, 2019; Lu & Catalano, 2015; Martín Del Pozo, 2017; Salmani Nodoushan, 2020a). It is not guaranteed whether gains achieved through such approaches to the teaching of language would last or would fade away in no time. This needs to be researched. It should also be noted that this study was conducted on a relatively small population and in connection to only one task in one skill (i.e., IELTS writing task 2). The finding of this study cannot be overgeneralized and may not apply to other language skills. A better understanding of the true impacts of process-based approaches on language learners' overall language achievement requires studies that involve large participant groups and investigate all aspects of language. All in all, this study has shown that process-based approaches are cost-effective when the aim of a language class is teaching to the test or coaching.

The Authors

Mojgan Firoozjahantigh (Email: mojganfiroozy@yahoo.com) is currently a PhD candidate in TEFL at the Department of English, Islamic Azad University, Qaemshahr Branch, Qaemshahr, Iran. She has taught different EFL courses over the past 18 years. Her research interests include teaching second language skills, cultural studies in EFL, and teacher training. The present paper is based on part of her PhD dissertation.

Ebrahim Fakhri (Email: fakhri.iau.ac@gmail.com) is Assistant Professor at Islamic Azad University, Qaemshahr Branch, Iran. His research interests include bilingualism, listening comprehension, and listening in relation to all language skills.

Amir Marzban (Email: Amir_marzban@yahoo.com) is Associate Professor of TESOL at Islamic Azad University, Qaemshahr Branch, Iran. His research interests include conversation analysis, L2 reading & writing, CALL, and teacher education.

References

Al Shalabi, M. F., & Salmani Nodoushan, M. A. (2009). Personality theory and TESOL. *Journal on Educational Psychology, 3*(1), 14-22.

Allan, K., & Salmani Nodoushan, M. A. (2015). Pragmatics: The state of the art (An online interview with Keith Allan). *International Journal of Language Studies, 9*(3), 147-154.

Anderson, E. C., Vanderhoff, A. M., & Donovick, P. J. (2013). A manifestation of the bilingual disadvantage in college-level writing. *International Journal of Language Studies, 7*(1), 139-150.

Archibald, A., & Jeffery, G. C. (2000). Second language acquisition and writing: a multi-disciplinary approach. *Learning and Instruction, 10*(1), 1-11.

Ariza Martínez, A. V. (2005). The process-writing approach: An alternative to guide the students compositions. *Profile Issues in Teachers Professional Development, 6*, 37-46.

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal, 54*(2), 153-160.

Bektas-Cetinkaya, Y. (2020). Writing self-efficacy in English as a foreign language: Turkish Context. *International Journal of Language Studies, 14*(2), 89-102.

Bhatia, V. K., & Salmani Nodoushan, M. A. (2015). Genre analysis: The state of the art (An online interview with Vijay Kumar Bhatia). *International Journal of Language Studies, 9*(2), 121-130.

Brown, J. D. (2013). My twenty-five years of cloze testing research: So what? *International Journal of Language Studies, 7*(1), 1-32.

Brown, J. D. (2016). Professional reflection: Forty years in applied linguistics. *International Journal of Language Studies, 10*(1), 1-14.

Brown, J. D., & Salmani Nodoushan, M. A. (2015). Language testing: The state of the art (An online interview with James Dean Brown). *International Journal of Language Studies, 9*(4), 133-143.

Capone, A., & Salmani Nodoushan, M. A. (2014). On indirect reports and language games: Evidence from Persian. *Rivista Italiana di Filosofia del Linguaggio, 8*(2), 26-42.

Chauke, L. (2020). The attitudes and opinions of young students towards their own language: The case of Tsonga-speaking students at the University of Johannesburg. *International Journal of Language Studies, 14*(2), 73-88.

Chinelo Obasi, J., & Udofot, I. (2013). Pragmatics and effective communication in English: A study of selected Nigerian university undergraduates. *International Journal of Language Studies, 7*(4), 77-100.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Erlbaum.

Cummings, L. (2018). Public health reasoning: The contribution of pragmatics. *International Journal of Language Studies, 12*(1), 1-18.

Dewi, S. L., & Muzammil, L. (2020). Students' attitudes to metacognitive strategies for learning how to read. *International Journal of Language Studies, 14*(4), 51-62.

Domenec, F. (2017). An interdisciplinary approach to ESP: The milieu, discourse and culture of American technological risk companies. *International Journal of Language Studies, 11*(3), 95-132.

Ennser-Kananen, J. (2012). "Survival of the fittest": Language attitudes in a German classroom. *International Journal of Language Studies, 6*(2), 39-66.

Francomacaro, M. R. (2019). The added value of teaching CLIL for ESP and subject teachers. *International Journal of Language Studies, 13*(4), 55-72.

García-Ponce, E. E., Crawford, T., Lengeling, M. M., & Mora-Pablo, I. (2018). Complexity and likely influence of teachers' and learners' beliefs about speaking practice: Effects on and implications for communicative approaches. *International Journal of Language Studies, 12*(1), 125-146.

Grego, K. S. (2019). The scientific debate in English-speaking texts: Between ESP and CDS. *International Journal of Language Studies, 13*(4), 15-30.

Hekmati, N., Ghahremani Ghajar, S., & Navidinia, H. (2018). Movie-generated EFL writing: Discovering the act of writing through visual literacy practices. *International Journal of Language Studies, 12*(2), 51-64.

Hou, J., Loerts, H., & Verspoor, M. H. (2018). Exploring attitude and test-driven motivation towards English at Chinese universities. *International Journal of Language Studies, 12*(1), 37-60.

Johns, A. M., & Salmani Nodoushan, M. A. (2015). English for Specific Purposes: The state of the art (An online interview with Ann M. Johns). *International Journal of Language Studies, 9*(2), 113-120.

Karami, H., & Salmani Nodoushan, M. A. (2011). Differential item functioning (DIF): Current problems and future directions. *International Journal of Language Studies, 5*(3), 133-142.

Karami, H., & Salmani Nodoushan, M. A. (2014). The impact of analogy on L3 reading comprehension. *The Reading Matrix: An International Online Journal, 14*(1), 112-120.

Kazemi, A. (2016). Hedging in academic writing: The case of Iranian EFL journals. *International Journal of Language Studies, 10*(4), 109-130.

Kazemi, A., & Salmani Nodoushan, M. A. (2018). A conversation analytic perspective on Quranic verses and chapters. *Studies in English Language and Education, 5*(1), 1-11.

Komariah, E., Erdiana, N., & Mutia, T. (2020). Communication strategies used by EFL students in classroom speaking activities. *International Journal of Language Studies, 14*(3), 27-46.

Kumazawa, T. (2016). Factors affecting multiple-choice cloze test score variance: A perspective from generalizability theory. *International Journal of Language Studies, 10*(1), 15-30.

Li, Z. (2013). The issues of construct definition and assessment authenticity in video-based listening comprehension tests: Using an argument-based validation approach. *International Journal of Language Studies, 7*(2), 61-82.

Lu, J., & Catalano, T. (2015). Let them learn English: Reader response to media discourse about dual language education. *International Journal of Language Studies, 9*(2), 1-26.

Luchini, P. L. (2010). Evaluating the effectiveness of a complimentary approach to teaching writing skills. *International Journal of Language Studies, 4*(3), 73-92.

Luchini, P. L., & Roldán, V. (2007). Monitoring the implementation of the reformulation technique in the EFL writing class: A case study in Argentina. *International Journal of Language Studies, 1*(4), 227-248.

Martín Del Pozo, M. Á. (2017). CLIL and ESP: Synergies and mutual inspiration. *International Journal of Language Studies, 11*(4), 57-76.

Menghini, M. (2017). Supporting multilingualism in academic writing. *International Journal of Language Studies, 11*(4), 107-130.

Nemati, M., Salmani Nodoushan, M. A., & Ashrafzadeh, A. (2010). Learning strategies in proficient and less proficient readers in medicine. *Journal on Educational Psychology, 4*(2), 19-32.

Nordlund, M., & Norberg, C. (2020). Vocabulary in EFL teaching materials for young learners. *International Journal of Language Studies, 14*(1), 89-116.

Pallant, J. (2001). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows* (Version 10). Buckingham: Open University Press.

Pennarola, C. (2019). From knowledge to empowerment: The epistemologies of ESP. *International Journal of Language Studies, 13*(4), 7-14.

Piazzoli, E. C. (2014). Engagement as perception-in-action in process drama for teaching and learning Italian as a second language. *International Journal of Language Studies, 8*(2), 91-116.

Pritchard, R. J., & Honeycutt, R. L. (2007). Best practices in implementing a process approach to teaching writing. In S. Graham, C. A. MacArthur & J. Fitzgerald (Eds.), *Best practices in writing instruction* (pp. 28-49). New York: The Guilford Press.

Runnels, J. (2012). Using the Rasch model to validate a multiple choice English achievement test. *International Journal of Language Studies, 6*(4), 141-153.

Safadi, E., & Rababah, G. (2012). The effect of scaffolding instruction on reading comprehension skills. *International Journal of Language Studies, 6*(2), 1-38.

Salmani Nodoushan, M. A. (2002). *Text-familiarity, reading tasks and ESP test performance: A study on Iranian LEP and Non-LEP university students* (Unpublished PhD Dissertation). University of Tehran, Tehran, Iran.

Salmani Nodoushan, M. A. (2003). Text-familiarity, reading tasks and ESP test performance: A study on Iranian LEP and Non-LEP university students. *The Reading Matrix: An International Online Journal, 3*(1), online.

Salmani Nodoushan, M. A. (2006). Language teaching: State of the art. *Asian EFL Journal, 8*(1), 169-193.

Salmani Nodoushan, M. A. (2007a). Error treatment in the EFL writing class: Red pen method versus remedial instruction. *Journal of Educational Technology, 4*(3), 53-58.

Salmani Nodoushan, M. A. (2007b). On adopting a cognitive orientation in EFL writing classroom. *Journal on Educational Psychology, 1*(1), 15-18.

Salmani Nodoushan, M. A. (2007c). Thinking on the write path. *Training Journal, May 2007*, 37-40.

Salmani Nodoushan, M. A. (2008a). A framework for task-oriented language instruction. *Journal on School Educational Technology, 3*(3), 5-16.

Salmani Nodoushan, M. A. (2008b). The role of metacognition in the language teaching profession. *Journal on Educational Psychology, 2*(1), 1-9.

Salmani Nodoushan, M. A. (2009). Identifying sources of bias in EFL writing assessment through multiple trait scoring. *The Modern Journal of Applied Linguistics, 1*(2), 28-53.

Salmani Nodoushan, M. A. (2011a). Reflective teaching in English as a Foreign Language (EFL) classes: An overview. *Journal on School Educational Technology, 6*(3), 1-6.

Salmani Nodoushan, M. A. (2011b). *Reading for the IELTS*. Raleigh, NC: Lulu Press Inc.

Salmani Nodoushan, M. A. (2012). Self-regulated learning (SRL): Emergence of the RSRLM model. *International Journal of Language Studies, 6*(3), 1-16.

Salmani Nodoushan, M. A. (2014). Assessing writing: A review of the main trends. *Studies in English Language and Education, 1*(2), 119-129.

Salmani Nodoushan, M. A. (2015). Anxiety as it pertains to EFL writing ability and performance. *Journal on Educational Psychology, 8*(4), 1-12.

Salmani Nodoushan, M. A. (2016a). *An encyclopedic dictionary of research*. Tehran: Iranian Institute for Encyclopedia Research. [Persian Text]

Salmani Nodoushan, M. A. (2016b). Working on the 'write' path: Improving EFL students' argumentative-writing performance through L1-mediated structural cognitive modification. *International Journal of Language Studies, 10*(4), 131-152.

Salmani Nodoushan, M. A. (2016c). Rituals of death as staged communicative acts and pragmemes. In A. Capone & J. L. Mey (Eds.), *Interdisciplinary studies in pragmatics, culture and society* (pp. 925-959). Heidelberg: Springer.

Salmani Nodoushan, M. A. (2018a). Toward a taxonomy of errors in Iranian EFL learners' basic-level writing. *International Journal of Language Studies, 12*(1), 101-116.

Salmani Nodoushan, M. A. (2018b). Which view of indirect reports do Persian data corroborate? *International Review of Pragmatics, 10*(1), 76-100. (doi: 10.1163/18773109-00901008)

Salmani Nodoushan, M. A. (2019). Clearing the mist: The border between linguistic politeness and social etiquette. *International Journal of Language Studies, 13*(2), 109-120.

Salmani Nodoushan, M. A. (2020a). English for Specific Purposes: Traditions, trends, directions. *Studies in English Language and Education, 7*(1), 247-268.

Salmani Nodoushan, M. A. (2020b). Language assessment: Lessons learnt from the existing literature. *International Journal of Language Studies, 14*(2), 135-146.

Salmani Nodoushan, M. A. (2021). Demanding versus asking in Persian: Requestives as acts of verbal harassment. *International Journal of Language Studies, 15*(1), 27-46.

Shaaban, K. A. (2014). Assessment of critical thinking skills through reading comprehension. *International Journal of Language Studies, 8*(2), 117-140.

Svensson, B. (2018). The development of figurative competence in narrative writing: A longitudinal case study. *International Journal of Language Studies, 12*(4), 75-102.

Svensson, B. (2020). Review of the book L2 writing beyond English, by N. Yigitoglu & M. Reichelt. *International Journal of Language Studies, 14*(1), 180-186.

Trisnawati, I. K., & Netta, A. (2020). Non-English major students' perceptions on the TOEFL prediction test as a requirement for university graduation: A case study in Aceh, Indonesia. *International Journal of Language Studies, 14*(4), 1-18.

Weigand, J. (2018). Explicit instruction of form in a task-based learning environment. *International Journal of Language Studies, 12*(3), 31-54.

White, R., & Ardnt, V. (1997). *Process writing*. London: Addison Wesley Longman Limited.

Wyatt, M. (2014). Reflections on supervising an in-service English language teacher's undergraduate dissertation in Oman (on developing writing skills). *International Journal of Language Studies, 8*(3), 1-26.

Zamel, V. (1987). Recent research on writing pedagogy. *TESOL Quarterly, 21*(4), 697-715.

Zarei, G. R., & Alibabaee, A. (2008). A cognitively-based exploration of language-switching (L-S) in the writing performance of Iranian EFL learners. *International Journal of Language Studies*, 2(1), 89-114.

Zhou, D. (2015). An empirical study on the application of process approach in non-English majors' writing. *English Language Teaching, 8*(3), 89-96.