



Source-Based Tasks in Writing Independent and Integrated Essays

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Integrated writing tasks have gained considerable attention in ESL and EFL writing assessment and are frequently needed and used in academic settings and daily life. However, they are very rarely practiced and promoted in writing classes. This paper explored the effects of source-based writing practice on EFL learners' composing abilities and investigated the probable differences between those tasks and independent writing ones in improving Iranian EFL learners' essay writing abilities. To this end, a quasi-experimental design was implemented to gauge EFL learners' writing improvements using a pretest-posttest layout. Twenty female learners taking a TOEFL iBT preparation course were randomly divided into an only-writing group with just independent writing instruction and essay practice, and a hybrid-writing-approach group receiving instruction and practice on independent writing plus source-based essay writing for ten sessions. Based on the findings, the participants with hybrid writing practice outperformed their counterparts in integrated essay tests. Their superior performance was not observed in the case of traditional independent writing tasks. The present study calls for incorporating more source-based writing tasks in writing courses.

Keywords: EFL learners, independent writing tasks, integrated writing tasks, writing, learning

INTRODUCTION

Recently, new perspectives have emerged with regard to the ways the four language skills are being conceptualized and instructed. One of these is the concept of integrated models in teaching language skills. McDonough and Shaw (2003) have interpreted the integrated skills as a view that regards the skills of listening, speaking, reading, and writing not as isolated but rather as conjunctive skills to be practiced in the classrooms in order to make teaching and learning truly communicative and authentic. The writing skill also lends itself easily to the integration of skills both for instruction and assessment purposes. Hartley (2007) have pointed out the fact that the four language skills are necessarily interrelated and contended the fact that it is almost impossible to teach second and/or foreign language writing without taking reading, speaking, and

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listening skills into consideration. Reading is considered as an integral part of writing practice in reader response theory, writing to read, and reading to write (Hirvella, 2004). As Hirvella (2004) contends, during reading to write process, reading acts as the provider of the needed input in writing tasks that may encompass the knowledge of rhetorical, linguistic, and/or stylistic information.

As far as testing writing is concerned, integrated writing tasks have been employed frequently to assess academic writing abilities in standard proficiency exams especially in recent years. Most scholars, researchers, and test designers have abandoned the traditional perspective in testing writing ability and have advocated the application of source use in academic writing. This, however, has not invalidated the merits and benefits of writing-only assessment. As a rule of thumb, writing from sources along with independent writing is the best representative of successful academic writing competence of second language learners and test takers (Cumming, Kantor, Baba, Erdosy, Eouanzoui & James, 2005; Gebril & Plakans, 2016; Guo, Crossley, & McNamara, 2013). Many highly accredited language proficiency exams such as the Internet-based Test of English as a Foreign Language (TOEFL iBT), Canadian Academic English Language (CAEL), Ontario Test of English as a Second Language (OTESL), and Certificate of Proficiency in English (COPE) have incorporated reading and/or listening based prompts as an integral component of their writing modules so that test takers compose an integrated essay drawing upon the provided source materials. According to Yang and Plakans (2012), TOEFL iBT is the most world-widely recognized and practiced proficiency exam with an integrated writing component.

Furthermore, integrated essay writing tasks have mostly been researched in the field of second language writing assessment rather than writing instruction. Different factors have been researched with regard to the integrated tasks such as source text borrowing, scoring, reading-to-write construct, prompt effects in writing tests, paraphrasing, strategy use, lexical sophistication, and processes and strategies involved while composing (Ahmadi & Mansoordehghan, 2014; Gholami & Alinasab, 2016; Hirvela & Du, 2013; Kirkpatrick & Klein, 2016; Kyle & Crossley, 2016; Li & Casanave, 2012; McCulloch, 2013; Plakans & Gebril, 2012, 2013; Plakans, 2009a, 2009b; Weigle & Parker, 2012). Comparing writing processes in independent and integrated writing tasks has been another area of the interest to researchers (Cumming *et al.* 2005; Gebril, 2009, 2010; Guo, Crossley, & McNamara, 2013; Plakans, 2008).

On the other hand, the main focus of second language writing instruction has been the exclusive use of independent writing practices and is well evident in previous research (Bitchener, Young, & Cameron, 2005; Dockrell, Marshall, & Wyse, 2015; Miao, Badger, & Zhen, 2006; Storch 2005; Wigglesworth & Storch, 2012; Yasuda, 2015).

In TOEFL iBT, independent writing tasks are defined as responding to a prompt or a question. Plakans (2008) interpreted independent writing task as an impromptu essay writing task in which writers compose an essay on a general topic within a time limit. He maintained the fact that writing-only tasks are mainly rebuked for the issues of rating, construct validity, and authenticity in second language writing assessment. Writing-only tasks have been viewed as timed or impromptu writing in language testing situations and

have been regarded as a justified measure of academic writing ability; however, they have been under strong criticisms for *decontextualizing writing activity* (Guo, Crossley, & McNamara, 2012).

Source-based writing tasks

Source-dependent tasks have firstly been introduced at a large scale by the Educational Testing Service (ETS) through the Test of English as a Foreign Language (TOEFL) in order to measure writing ability more accurately and accountably. The most accepted definition is that integrated writing tasks encompass several source texts to which the writers will respond to by combining the concepts in the source texts (Plakans & Gebril, 2013; Weigle & Parker, 2012). Delaney (2008) provided the evidence for the uniqueness of integrated writing construct that was unrelated to the constructs of reading comprehension or essay writing abilities. Plakans (2008) construed the meaning of integrated tasks as the inclusion of source texts, written or spoken, in the prompt in order to provide the writers with sufficient content as well as to authenticate and validate the measures of testing academic writing ability. Plakans (2009b) also discussed the application of different modalities in testing of second language writing capability in order to maximize the concepts of authenticity and validity in writing assessment. Integrated writing tasks have been redefined as the process in which the writers scrutinize the prompts in search of ideas, combine different concepts, organize their ideas, and finally use their conventional knowledge of the writing basics to compose the final draft (Knoch & Sitajalabhorn, 2013).

Mostly, integrated writing tasks test the writers' ability to compose an essay based on the ideas and experiences of others rather than their own opinions. Weigle and Parker (2012, p. 118) pointed out that "in a typical integrated assessment task, examinees read one or more texts and use the information from the reading as source material for a writing task". Testing of writing in tandem with other language skills is considered to be advantageous in some ways. Plakans and Gebril (2012, p. 18), for example, stated that "integration of writing with other language skills creates a view of language that is holistic rather than componential". In their reports, Leki and Carson (1994, p. 95) also contended: "We are convinced that EAP writing classes need to move away from writing tasks that require students to tap into their own opinions and experiences toward work that encourages students to integrate those opinions and experiences with external sources of information and argument". Furthermore, Plakans and Gebril (2013) interpreted integrated tasks as the combination of multiple skills into one task requiring the inclusion of the points presented in one or more source texts (prompts). Integrated tasks have also been expounded as the tasks which juxtapose two language modalities, that is, reading and listening in order to sound more academic and authentic (Cho, Rijmen, & Novak, 2013). More recently, Cumming, Lai, and Cho (2016), through a synthesis study, provided a comprehensive review of the studies that targeted the potentials of source-based tasks. They argue that explicit instruction of source-based writing can offer ample opportunities to the writers in enriching their written assignments qualitatively.

Researchers in the field of second and/or foreign language writing instruction mostly investigated some features that seemed to be instrumental to the successful accomplishment of integrated writing tasks. The most researched features of source-based writing tasks in the literature have been the tasks of summarizing and paraphrasing. Many studies highlighted the determining roles of summarization and paraphrasing processes in successful EFL and/or ESL writing instruction which serves a significant purpose in improving EFL writing competence (Fitzgerland & Shanahan, 2010; Hirvella & Du, 2013; Jiuliang, 2014; Keck, 2014; McDonough, Crawford, & Vleeschauwer, 2014; Yasuda, 2014).

The related literature on the concept of integrated writing tasks clearly depicts that ESL/EFL writing instruction has encompassed independent or writing-only tasks almost exclusively. On the other hand, integrated or source-based writing tasks have been key evaluative tools in second and/or foreign language writing assessment. Yet, the question remains as to how and in what ways academic writing instruction through integrated essay writing tasks may influence EFL/ESL learners' writing competence in accomplishing writing assignments. Thus, as Leki and Carson (1994) argue, EFL writing instructional programs need to shift their attention from independent writing practices to the use of source-based writings.

To address the gaps in the traditional and current teaching practices of EFL/ESL writing, the present study investigated a writing instruction that included diverse types of integrated or source-based writing activities in order to examine the probable effects of such practices on enhancing EFL learners' academic writing ability.

METHOD

Participants

In order to investigate the effects of source-based writing instruction and the juxtaposition of independent and integrated essay tasks on EFL learners' writing competence, twenty advanced female learners, who were attending a three-month TOEFL iBT preparation course at a private language institute in Iran, were selected as participants of this study. The age range of the participants varied between 18 and 25. The learners had paid tuition for attending the course. They were all fluent in Turkish as their mother tongue and had a good command of Farsi as the official language of their country and formal schooling in Iran. A good number of the learners were majoring in non-English fields at university, namely engineering, medicine, and management. When asked about their background in studying English, some reported that they attended English classes for more than three years at the same institute, and some acknowledged that they had pursued their English studies in different private language schools for more than five years. The majority of the participants expressed that their main motive for attending the course was to take part in TOEFL iBT exam following the completion of the course.

Finally, when questioned about their command of English as a foreign language, more than 60% of the learners self-reported that they developed high levels of reading comprehension abilities. In their opinion, writing skill was of high importance in

learning a foreign language, but, unfortunately, the courses they had attended devoted less attention and time for developing their composing abilities. All the participants gave their informed consent to take part in the study and they were assured that their personal information will be kept confidential.

Procedure

The covered textbook of the course was *Longman Preparation Course for the TOEFL Test* (Phillips, 2006) and the classes (90 minutes per session) were held for two days a week. A series of writing tasks were collected and implemented in two major forms: independent plus source-based tasks and independent only writing tasks. The instructional package in this study for both control and experimental groups closely adhered to the process-oriented teaching/training approach proposed by McGrath (1997) and progressed through feeding, leading, showing, and throwing as main process options. To begin with, the learners received some information on key aspects of paragraph and essay writing from the covered materials accompanied with teacher explanation, tips, and exemplification (feeding). Parallel to this, they were exposed to writing samples or templates with pre- or interactively-highlighted/enhanced features of those model essays/paragraphs (showing). Later, they were engaged in some guided and staged writing practice where they received on-the-spot assistance and scaffolding from their teacher, peers, and available resources such as their dictionaries (leading). Finally, they were asked to compose the whole or partial essays on new topics either at home or in the class on their own (throwing). As it is evident, throwing is associated with *doing* that most often follows feeding, showing and leading-based activities. Finally, all essays were checked and corrected by the teacher using comprehensive written corrective feedback method as described in Bitchener and Knoch (2010) regardless of the integrated or independent nature of the written products.

The instructional package, which was tailored by the researchers, was based on the guidelines provided by *Longman Preparation Course for the TOEFL Test* (Phillips 2006) and *Barron's writing for the TOEFL iBT* (Lougheed, 2008). It included five independent essay writing tasks for both groups of learners that were implemented in five sessions. The treatment encompassed planning (developing thesis statements, topic sentences, and outlining), writing introductory paragraphs and body paragraphs, conclusions on a wide variety of topics, and making revisions or redrafting. The package also involved several source-based writing tasks which were only administered to the experimental group (independent plus integrated writing). The researcher-designed and customized component of the package included the main constituents of integrated tasks and contained the following processes: developing idea maps based on the ideas in the reading and listening texts (the source), writing others' points of views using reporting verbs such as *believe* or *state*, comparing and contrasting ideas in the reading and listening passages using the related phrases such as *in contrast* or *similarly*, paraphrasing the original ideas using the citing techniques, and summarizing the purpose using the process of note-taking.

As the final part of the package, there were five essay writing topics for the independent only group in order for the instructor to pursue the default writing instruction and to

familiarize the learners with different types of essays such as cause/effect, comparison/contrast, and argumentative essays according to the guidelines in Oshima and Hogue (2006). Two sets of writing tests were selected from Official TOEFL iBT Tests released by ETS as the pre-tests and post-tests of the study. Each set included an integrated writing task which contained a reading passage along with the subsequent listening track as well as an independent writing test with a topic as the prompt. The final essays were scored out of five according to the scoring writing rubric proposed by ETS (*Writing Scoring Rubrics*, 2004 and *iBT Writing Sample Responses*, 2005). Besides, two TOEFL iBT Preparation Course instructors with a good knowledge of essay scoring criteria used by ETS rated all the essays. They also attended two training sessions based on *Writing Scoring Rubrics and iBT Writing Sample Responses* along with scorer comments for the given scores before scoring the essays in this study. The Kappa Coefficient between the scores of the two evaluators demonstrated a high correlation ($k=84\%$) and an acceptable inter-rater reliability for scoring procedure.

FINDINGS

Source-based writing tasks

The primary goal of this study was to investigate the probable effects of the integrated writing tasks (source-based writing tasks) on EFL integrated writing ability. To this end, the pre-test and post-test scores of the experimental group (independent + integrated) in integrated writing test were compared to each other using paired sample t-test as shown in Tables 1 and 2.

Table 1

Descriptive pre-test and post-test results of source-based writing test

	Mean	N	SD	SEM
Before treatment	2.40	10	.516	.163
After treatment	3.50	10	.527	.167

Table 2

Matched t-test results of source-based writing test

Mean differences	T statistic	DF	P value
-1.1	-6.13	9	0.000

As Table 2 illustrates, the probability value (sig 2-tailed) is less than 0.05 and indicates statistically significant difference between the integrated writing scores of the learners before and after the treatment program. Hence, the null hypothesis that integrated writing tasks have no significant effect on EFL learners' integrated writing abilities is rejected. The t-value calculated for this group is 6.13 with a mean difference of over one. It can be suggested that the treatment program benefited EFL learners with regard to their integrated writing abilities.

Secondly, within this group, the effects of the treatment that included the incorporation of integrated tasks in teaching writing skill was analysed as well. Tables 3 and 4 demonstrate the descriptive statistics and the paired sample t-test results for this enquiry.

Table 3
Descriptive pre-test and post-test results of independent writing test

	Mean	N	SD	SEM
Before treatment	2.60	10	.516	.163
After treatment	3.60	10	.516	.163

Table 4
Matched t-test results of independent writing test

Mean differences	T statistic	DF	P value
-1.00	-6.70	9	0.000

As Table 4 depicts, the two-tailed significance value for independent writing scores in the experimental group is 0.001 that shows a p-value less than 0.05 ($p < 0.05$). As a matter of fact, Table 4 confirms the statistically significant effects of the integrated tasks on independent writing scores of the learners. From Table 3, it can be further concluded that there was a significant upturn in the post-test scores of the learners in independent writing task compared to their pre-test scores on the same task.

Integrated tasks vs. independent writing tasks

As noted earlier, this study aimed to compare the effects of integrated and independent writing tasks when used in second and/or foreign language writing instruction. Firstly, the task type (integrated and non-integrated) and its effects on integrated writing abilities were examined. For this, the post-test scores of the learners in experimental and control groups with regard to the integrated writing ability were analysed using one-way ANCOVA the outcomes of which are illustrated in Tables 5 and 6.

Table 5
Descriptive post-test results of source-based writing tests

Task Type	Mean	SD	N
Integrated + independent	3.50	.527	10
Independent only	2.20	.632	10

Table 6
Covariance analysis to compare groups in source-based post-test

Source	SS	DF	MS	F	P-value	Observed power
Pre-test	1.28	1	1.28	59.72	0.039	0.52
Group	7.68	1	7.68	24.01	0.00	1

According to Table 6, group membership is significant at .00 alpha levels, after controlling the effects of pre-test scores on post-test performances ($p < .05$). It can be argued that there is statistically a significant difference between the two groups when adjusted for covariate (pre-tests scores). More specifically, the treatment accounts for the significant differences between the participants' performances in the integrated post-test and the influence of pre-test condition on learners' post-test scores is minimal. The results of Table 5 confirm that the mean score for the treatment group (independent +

integrated) is significantly higher in value than that of the independent only group (3.50 > 2.20).

This study also balanced integrated writing tasks against independent tasks in order to examine their differences in affecting learners' independent writing competence. The descriptive results and the ANCOVA outcomes are displayed in Tables 7 and 8, respectively.

Table 7
Descriptive post-test results of independent writing tests

<i>Task Type</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
<i>Integrated + independent</i>	3.60	.516	10
<i>Independent only</i>	3.40	.516	10

Table 8
Covariance analysis to compare groups in independent post-test

Source	SS	DF	MS	F	P-value	Observed power
Pre-test	.52	1	.52	2.07	.16	.27
Group	.28	1	.27	1.06	.31	.16

Table 8 demonstrates a non-significant p-value for group membership ($p > .05$). This finding suggests that there was no statistically significant difference between the two groups after the treatment with respect to learners' independent writing abilities. To put it differently, the participants' scores in independent essay post-test may be attributed to the factors other than the implemented treatment. One of those factors may their performances in independent essay pre-test. Similar to these findings, the descriptive finding in Table 7 depicts close mean values for both groups in independent essay post-test.

DISCUSSION

The results of the present study tends to reaffirm that frequent practice and incorporation of independent plus integrated essay tasks leads to an improved EFL writing ability on the part of the learners. In fact, students' essays in the experimental group enjoyed more variety in terms of using appropriate vocabulary, adequate ideas, and proper structures in integrated writing tasks. In addition, different aspects of integrated writing such as summarizing, note-taking, and paraphrasing, as addressed in the treatment, appeared to be better employed in carrying out integrated tasks in post-test compared to pre-test essays. Moreover, learners showed more knowledge of essay writing organization such as how to produce acceptable thesis statements using others' ideas. A few extracts of post-test essays written by integrated writing group participants are provided below.

Extract 1

"... The main point discussed in the passage is that technology is giving human beings more opportunities in life. One of those good points is to have smart cars which are equipped with computers and sensors. This will benefit the drivers in different ways. For instance, by controlling path condition automatically, the accident rate will

decrease. Moreover, by controlling different parts of the cars, the repairing and changing costs will be reduced.....”

Extract 2

“...Nowadays, technology plays an important role in human lives. One example is the use of smart car in daily matters. Smart cars have many advantages such as having a computer inside the car. This computer determines the speed and makes the drive safer. Another advantage of smart cars is that accident and traffic problems will disappear....”

In the present study, learners in the experimental group exhibited a significantly better performance in the final integrated essay post-test. This finding confirms the results of previous research which documented the effective nature of integrated writing tasks (McDonough, Crawford, & Vleeschauwer, 2014; Keck, 2014; Shi, 1998; Yasuda, 2014; Zhang, 2017).

One plausible explanation for EFL learners' superior performance in the post-test integrated essay can be the fact that traditional foreign language writing instructional programs mostly centre on multiple aspects of independent essay writing such as essay writing organization, different types of essays, and practices of various kinds of corrective feedback (Storch, 2005; Wigglesworth and Storch, 2012; Yasuda, 2011). In fact, in typical EFL writing classes especially in Iranian context, little attention is given to integrated or source-based writing abilities such as summarizing, note-taking, paraphrasing, and citing others' points of view, while many scholars and researchers have underscored the beneficial roles of such integrated writing tasks. According to Jiuliang (2014), EFL learners are not sufficiently good at summarizing since they mainly employ a *paragraph-by-paragraph* strategy in developing summaries of the source texts. Considering source-based writing as the key aspect of academic writing instruction, Hirvella and Du (2013) highlighted the determining effect of paraphrasing on writers' ability in reconstituting source texts. McDonough, Crawford, and Vleeschauwer (2014) reported that an instructional program with a focus on summarizing and paraphrasing practices led to an enhanced competence in integrated writing. Specifically, their findings indicated that EFL students copied less from the source text while referring to the source text appropriately in the post-test compared to their performance in the pre-test. Indeed, the concept of source-text copying is discouraged in TOEFL iBT since the reading passage remains along with the writing task while answering the integrated test and a negative score is allotted for copying from source materials (*Writing Scoring Rubrics* 2004). Additionally, Yasuda (2014) contented that the application of integrated writing tasks for instructional purposes with an intense focus of summarization tasks could bring about dramatic changes in EFL/ESL writing competence in terms of meaning-making choices (Yasuda, 2014). Keck (2014) also recommended summary writing as a *text-responsible* writing stage which serves a principal role in successful academic writing instruction.

Another tenable justification of the findings can be that in normal educational contexts with a product-oriented approach, writing has been viewed and conceptualized as a

discrete language skill with its own regulations. A procedural approach as was the case in our study, however, regards writing and other language skills such as reading as connected processes that can prompt designing integrated academic tasks with an enhanced emphasis on developing note-taking abilities in students (Fitzgerlad & Shanahan, 2010).

Moreover, it can be postulated that learners' superior performance in post-test integrated essay test may be attributable to the enhancement of attentional capacities among these learners. Doughty and Long's (2003) reference to attentional resources substantiates the fact that EFL learners have developed low levels of attentional capabilities so that they cannot attend to several tasks simultaneously. Thus, due to intense exposure to a variety of ideas and concepts in the source materials during the writing course of this study, the learners practiced better management of their limited attentional resources. Such frequent read-listen-/listen-then-write practices offered them the opportunity to attend to organizational, linguistic, and conceptual aspects at the same time and helped them to juggle well between form and content at the time of writing.

This study also investigated the learners' relative gains from hybrid and independent writing programs in accomplishing independent essay writing tasks. We found that hybrid writing approach with independent plus integrated essay writing practices caused improvement in learners' independent writing ability similar to the writing-only tasks. We think that exposure to source texts and their rich language in hybrid writing program could even bring more improvement in independent writing tasks in the long run. While this issue warrants further research, frequent involvement with different source materials may have strengthened learners' overall language competence and have contributed to their optimal use of grammatical and structural patterns in terms of range, accuracy, and appropriacy in the final independent essay writing test (Weigle & Parker, 2012). Taken together, these results indicate that the incorporation of integrated tasks in tandem with writing-only ones in second language writing instruction can offer several advantages in the process of improving integrated composing ability of EFL/ESL learners.

CONCLUSION

The concept of writing ability has been mostly explored through the lenses of impromptu-based or independent writing tasks. This study was an attempt to draw attention to the possible roles and significance of source-based writing as a complement to writing-only tasks. The findings suggested that a hybrid writing program with a fair share of integrated writing practice led to better management of writing competence on the part of the learners, especially in the case of integrated essays. Additionally, it was found that ESL/EFL writing instruction can be even more advantageous where integrated and independent writing tasks are both embedded in the program. In sum, the present study calls for a hybrid approach that focuses on the complementary roles of integrated and independent writing tasks in essay writing courses.

The results of the present study are suggested to be interpreted with some caution due to the following limitations. First, since the researchers had to employ intact classes as the main source of participant selection, the sample size was small and the length of the

treatment was fairly short for an empirical study on writing development. Besides, the participants consisted of merely university students of only three majors. These limitations could reduce the generalizability of the findings.

Lastly, this study raises some interesting questions on the less explored aspects of integrated writing tasks in ESL/EFL writing classes. Researchers in this area could involve a larger number of participants from different fields and age ranges and even solicit students' perceptions of integrated writing instruction. Moreover, the concept of integrated writing tasks can be further explored with regard to the issue of collaborative writing which can maximize or minimize the potential effects of integrated writing tasks in foreign language writing instruction. Written and oral corrective feedback practices of teachers can be studied in regard to their impacts on integrated writing tasks in teaching foreign language writing. Finally, a comparative examination of written corrective feedback types given to integrated vs. independent essays seems to be a promising avenue for further inquiry.

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Turkish Abstract**Bağımsız ve Karma Denemeler Yazmada Kaynak Tabanlı Görevler**

Karma yazma görevleri ESL ve EFL yazma değerlendirmesinde dikkate değer bir yere sahiptir ve akademik ortamlarda ve günlük yaşamda sıklıkla ihtiyaç duyulmakta ve kullanılmaktadır. Bununla birlikte, yazma sınıflarında çok nadiren uygulanmakta ve teşvik edilmektedir. Bu makalede, kaynak tabanlı yazma uygulamasının EFL öğrencilerinin yazma yetenekleri üzerindeki etkileri incelenmiş ve İran EFL öğrencilerinin makale yazma becerilerinin geliştirilmesinde bu görevler ve bağımsız yazılar arasındaki muhtemel farklar araştırılmıştır. Bu amaçla, EFL öğrencilerinin yazma gelişimlerini ölçmek için ön test -son test modeli kullanılarak yarı deneysel bir tasarım uygulanmıştır.

Anahtar Kelimeler: EFL öğrencileri, bağımsız yazma görevleri, karma yazma görevleri, yazmayı öğrenme

French Abstract**Tâches À base de source dans écriture d'Essais Indépendants et Intégrés**

Les tâches d'écriture intégrées ont gagné l'attention considérable dans ESL et EFL l'écriture de l'évaluation et sont fréquemment nécessaires et utilisées dans des paramètres universitaires et la vie quotidienne. Cependant, ils sont très rarement pratiqués et promus dans l'écriture de classes. Ce papier a exploré les effets de pratique d'écriture à base de source sur les apprenants d'EFL la création de capacités et a examiné les différences probables entre ces tâches et des d'écriture indépendants dans l'amélioration de l'essai des apprenants d'EFL iranien écrivant des capacités. À cette fin, une conception quasi-expérimentale a été mise en oeuvre pour mesurer les améliorations d'écriture des apprenants d'EFL utilisant une disposition pretest-posttest.

Mots Clés: apprenants d'EFL, tâches d'écriture indépendantes, écriture intégrée de tâches, écriture, apprentissage

Arabic Abstract**المهام القائمة على المصدر في كتابة مقالات مستقلة ومتكاملة**

اكتسبت مهام الكتابة المتكاملة اهتماما كبيرا في ESL و EFL تقييم الكتابة وغالبا ما تكون هناك حاجة واستخدامها في الإعدادات الأكاديمية والحياة اليومية. ومع ذلك، نادرا ما يمارس ويروج في صفوف الكتابة. استكشفت هذه الورقة آثار ممارسة الكتابة المستندة إلى المصدر على قدرات المتعلمين في اللغة الإنجليزية للغة الإنجليزية كلغة أجنبية (EFL)، ودرست الاختلافات المحتملة بين تلك المهام والكتابة المستقلة في تحسين قدرات كتابة مقالة المتعلمين الإيرانيين. وتحقيقا لهذه الغاية، تم تنفيذ تصميم شبه تجريبي لقياس تحسينات الكتابة المتعلمين اللغة الإنجليزية كلغة أجنبية باستخدام تخطيط قبل الاختبار القبلي.

الكلمات الرئيسية: المتعلمين إفل، مهام الكتابة المستقلة، ومهام الكتابة المتكاملة، والكتابة، والتعلم

German Abstract**Source-basierte Aufgaben beim Schreiben unabhängiger und integrierter Aufsätze**

Integrierte Schreibaufgaben haben bei der Einschätzung von EAZ und EAF erhebliche Aufmerksamkeit erlangt und werden häufig in akademischen Einstellungen und im Alltag benötigt. Allerdings sind sie sehr selten praktiziert und gefördert in schriftlichen Klassen. Dieses Papier erforschte die Auswirkungen der Quellen-basierten schriftlichen Praxis auf EAF Lernenden Komposition Fähigkeiten und untersuchte die wahrscheinlichen Unterschiede zwischen diesen Aufgaben und unabhängige schriftlich bei der Verbesserung der iranischen EAF Lernenden Essay schriftlich Fähigkeiten. Zu diesem Zweck wurde ein quasi-experimentelles Design implementiert, um die EAF-Lernenden mit einem Pretest-Posttest-Layout zu messen.

Schlüsselwörter: EAF Lernende, unabhängige Schreibaufgaben, integrierte Schreibaufgaben, Schreiben, Lernen

Malaysian Abstract**Tugasan Berasaskan Sumber dalam Menulis Esei Bebas dan Bersepadu**

Pengintegrasian penulisan bersepadu telah mendapat perhatian dalam penilaian ESL dan EFL dan sering diperlukan dan digunakan dalam persekitaran akademik dan kehidupan seharian. Walau bagaimanapun, ia sangat jarang diamalkan dan digalakkan dalam kelas penulisan. Kertas kerja ini meneroka kesan amalan sumber penulisan berdasarkan EFL pelajar, kebolehan mengarang dan kemungkinan perbezaan antara tugas dan penulisan bebas dalam meningkatkan kebolehan menulis esei pelajar EFL. Untuk tujuan ini, reka bentuk kuasi-eksperimen telah dilaksanakan untuk mengukur peningkatan penulisan EFL pelajar menggunakan susun atur ujian pra-ujian pos.

Kata Kunci: pelajar EFL, tugas penulisan bebas, tugas penulisan bersepadu, secara bertulis, pembelajaran

Russian Abstract**Ресурсы на Основе Задачи в Написании Независимых и Интегрированных Эссе**

Интегрированные письменные задачи приобрели значительное внимание в английском языке. Часто возникает необходимость использования их в научной и повседневной жизни. Однако, они очень редко практикуются и продвигаются в письме. В данной статье были рассмотрены эффекты основанные на письменной практике письма, на знание английского языка как способности к обучению иностранному языку и исследованы вероятные различия между этими задачами, а также в улучшении ираноязычного английского языка в качестве способности к написанию эссе на иностранном языке. С этой целью был реализован квазиэкспериментальный дизайн для оценки Английского языка как иностранного письменного языка с использованием предтестовых- посттестовых макетов.

Ключевые Слова: Английский как иностранный учащиеся, самостоятельные письменные задания, интегрированные письменные задания, письмо, обучение