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THE IMPACT OF RED MODEL ON IRAQI EFL INTERMEDIATE SCHOOL STUDENTS' PERFORMANCE IN WRITING

Ali Kadhim Dhumad, Asst. Prof. Dr. Bushra AL Noori

University of Baghdad, Iraq

ABSTRACT

Writing is a powerful tool for communicating and expressing one's feelings, ideas, and opinions to others. Thinking skills might help you improve your writing and study more effectively. The quality of the instructional method, practices, and learning environment all play a role in preparing students to be great writers. The RED model gives forth a method for learning critical thinking and strengthening each of the important abilities that aid learners in writing production. The RED model is a three-step learning process that includes Recognize Assumptions, Evaluate Information, and Draw Conclusions. This model uses an easy-to-remember acronym to give a systematic approach to critical thinking.

The first stage is to recognize preconceptions, which aids learners in identifying information gaps and broadening their perspectives on topics. The second stage, evaluating information, includes objectively and properly interpreting information as well as challenging the validity of supporting evidence. The final stage is to draw a conclusions Learners who have mastered this skill are able to combine disparate pieces of information to arrive at conclusions that logically follow from the evidence.

The difficulty with this project stems from the fact that Iraqi EFL composition writing instructors place a strong emphasis on traditional approaches while neglecting practical issues. As a result, Iraqi EFL secondary school students do poorly in composition writing and do not use higher order thinking abilities in their writing. As a result, a new paradigm of thinking is required to highlight the practical components of teaching composition writing.

THEORETICAL BACKGROUND

Teaching Thinking Skills

Educators have been interested in the art and science of thinking throughout history. Some see the atmosphere of inquiry and discussion that marked ancient Greece's golden era as the genesis of this fascination. Others refer to the Age of Enlightenment, which placed a strong emphasis on reason and development. The ability to engage in deliberate, thoughtful thought has been recognized as a key feature of an educated individual since the nineteenth century. (Presseisen, 1986, p. 6).

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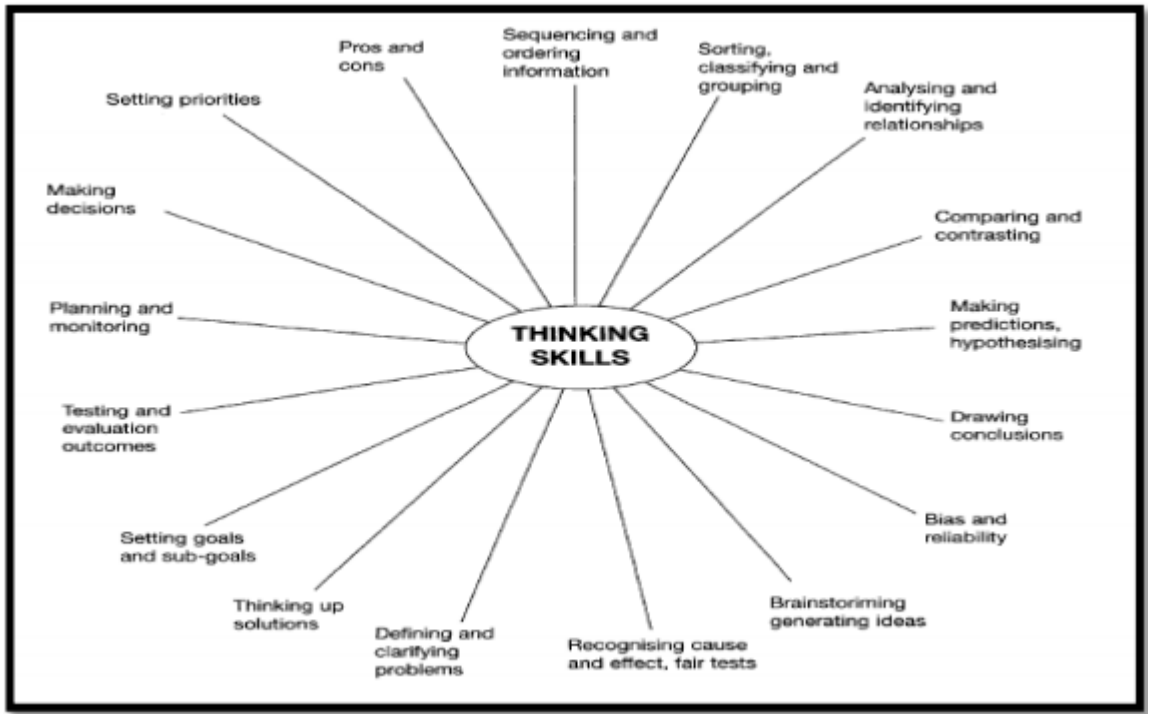
The ability to think is the most basic feature of a human being. In the intransitive meaning, thinking is defined as a process of "exercising the faculties of judgment, conceptualization, or inference" (Webster, 2006, p. 14). Gough (1991, p. 32) points out that, in today's information era, thinking abilities are seen as critical for educated people to deal with a fast-changing environment. Many educators feel that the capacity to absorb and make sense of new information will be more essential to tomorrow's employees and society than particular expertise.

According to Robinson (1987, p. 16), educating pupils to be successful thinkers is becoming a more visible objective of education. Students must be prepared with lifelong learning and thinking abilities in order to collect and analyze knowledge in an ever-changing world if they are to function well in a highly technical society.



According to Thompson et al. (2005, p. 1), learners do not necessarily develop reasoning and thinking abilities on their own, and thinking techniques must be taught as part of the overall curriculum through carefully planned activities, attentive questioning, discussion, and reflective discourse. This demands a teaching strategy that equips students with the abilities and chances to reflect and develop conclusions while evaluating data, exploring alternative outcomes, and making informed decisions.

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APPROACHES TO TEACHING THINKING SKILLS

The "Lantern of Thinking," as Dewey is known, is an old metaphor for ways to teaching thinking (Dewey, 1933, p. 46). "Teaching pupils to become competent thinkers is an acknowledged objective of education," says Cotton (2003, p. 12). Most authors believe that teaching higher-level tasks like problem solving, decision making, critical thinking, logical reasoning, and creative thinking are included in teaching thinking skills (Nickerson, 1988, p. 34).

According to Taggart et al. (2005, p. 13), 'infusion' approaches to teaching thinking abilities are better for young learners than 'discrete' ones. This disparity reflects a major focus in early childhood education on infusing and integrating skills and knowledge into themes or topics that are likely to be of immediate interest to children. In the foundation level, lessons in specific areas, such as thinking skills, are less prevalent than in the first or second years.

Taggart, et al suggest six discrete approaches to thinking skills that can be used with young learners. These are categorized as:

1. Thinking together
2. Philosophy for children
3. Cognitive acceleration through science education
4. Paired thinking
5. Lateral thinking
6. Brain gym

Rockett & Percival (2002, p. 25) assert that approaches to teaching thinking skills can be categorized into four types, they are:

1- **Approach to teaching 'Bolt-on' generic courses.**

This is devoid of topic matter and claims to create certain thinking abilities and learning attitudes that may be applied to different situations.

2- **Approach to teaching 'Bolt-on' subject specific courses.**

This approach is implemented in the form of 'packages' containing lessons to be covered. These sessions focus on developing skills specific to the chosen subject, but they are not part of a larger program or plan of work. They are regarded as optional classes, despite the fact that teachers are frequently urged to incorporate the approaches into other subject-related courses.

3- Approach to teaching subject specific embedding.

This approach identifies thinking skills and strategies that is developed within the overall scheme of work.

4- Approach to teaching whole school embedding.

Thinking abilities are designed and provided across the curriculum in this manner. The focus is squarely on the learning value of the techniques that shape thinking. Harpaz (2007, p. 10) distinguishes three ways to teaching thinking: skills, attitudes, and understanding.

Based on empirical investigations, the psychological reasoning reaches a similar result. These studies, particularly studies of expertise, seek to address the issue of what is the most important aspect in expert thinking, and they find that knowledge, or rather the comprehension of knowledge, is the most important factor (Perkins & Salomon, 1989, p. 18).

CRITICAL THINKING

Many various words have been used to describe critical thinking, including creativity, decision-making, reasoning, logical thinking, reflective thinking, evaluative thinking, and problem solving. There have been various definitions of critical thinking over the years. Dewey (1933, p. 25) describes critical thinking as reflective thinking, which entails the mental act of inquiry and the quest for answers to doubt, hesitation, confusion, or mental difficulty.

Paul and Elder (2014, p. 2) also posit that "critical thinking is the disciplined art of ensuring that a person uses the best thinking he/she is capable of in any set of situations. The general goal of critical thinking is to 'figure out the lay of the land' human beings all have multiple choices to make. They need the best information to make the best choices."

Asking questions, defining a problem, examining evidence, analyzing assumptions, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity are eight characteristics of critical thinkers identified by Wade (1995, p. 22).

Critical thinking literature, on the other hand, has origins in two major academic disciplines: philosophy and psychology (Lewis and Smith, 1993, p. 32). Within the realm of education, Sternberg (1986, p. 10) mentions a third critical thinking profession. Diverse ways to define critical thinking are developed by these different academic fields to reflect their specific concerns. Each of these techniques is discussed in further detail further below.

THE PHILOSOPHICAL APPROACH

"The propensity and skill to engage in an activity with reflective skepticism" (McPeck,1981, p. 8), "reflective and reasonable thinking that is focused on deciding what to believe or do" (Ennis,1985,

p. 45), "skillful, responsible thinking that facilitates good judgment because it relies on criteria, is self-corr" (Ennis,1985, p. 45), "skillful, responsible thinking that facilitates good judgment (Lipman, 1988, p. 39). "Thinking targeted at making a judgment," when the thinking itself satisfies requirements of sufficiency and correctness (Bailin et al., 1999, p. 287), and "Judging in a thoughtful fashion what to do or what to believe" (Bailin et al., 1999, p. 287). (Facione, 2000, p. 61).

THE COGNITIVE PSYCHOLOGICAL APPROACH

The cognitive psychology method defined critical thinking as "the mental processes, strategies, and representations people employ to solve issues, make decisions, and acquire new concepts." Halpern (1996, p. 5) describes critical thinking as "thinking that is deliberate, reasoned, and goal oriented." (Sternberg, 1986, p. 3). Solving problems, forming conclusions, estimating likelihoods, and making judgments all need this type of thinking." "Seeing all sides of an issue, being open to fresh information that contradicts your beliefs, reasoning dispassionately, requiring that assertions be substantiated by evidence, deducing and inferring conclusions from existing facts, solving difficulties, and so forth," according to Willingham (2007, p. 8).

THE EDUCATIONAL APPROACH

Finally, people in the field of education participate in critical thinking conversations. This kind includes Benjamin Bloom (2001, p. 27) and his collaborators. When it comes to teaching and testing higher-order thinking skills, their taxonomy for information processing skills is one of the most commonly recognized references for educational practitioners. Bloom's taxonomy is arranged in a descending order, with "Remembering" at the bottom and "Creating" at the top. Critical thinking is sometimes referred to as the three highest levels (analyze, evaluate, and create). Unlike both the philosophical and psychological methods, the educational approach is founded on years of classroom practice and observations of student learning (Sternberg, 1986, p. 8).

CRITICAL THINKING AS CREATIVITY

Critical thinking and creativity are interconnected, according to Paul and Elder (2008, p. 16). They consider creativity to be a process of making or generating anything, and that it is an inherent need for displaying imagination or ingenuity. Critical thinking, in turn, entails the creation of an intellectual product, the development of new concepts, and/or the modification of existing knowledge. Thus, high-quality thought necessitates a mix of idea generation and evaluation, embracing both creative and intellectual principles. . Krathwohl (2002, p. 41) advocates for a three-dimensional approach to critical thinking: analytic, evaluative, and creative, which parallels Bloom's taxonomy's latest modification. Notably, both creative and critical thinking fall under the umbrella of higher order thinking, which encompasses skills in critical, logical, introspective, metacognitive, and creative thinking (King et al, 1997, p. 1).

CRITICAL THINKING AS METACOGNITION

Metacognition (Tempelaar, 2006, p. 291) or the process of "thinking about thinking" as described and advocated by Flavell is another name for critical thinking (1979, p. 34). Other meanings include a learner's understanding and control over their own thinking and learning activities. Hennessey (1999, p. 3) believes that knowledge of one's own thinking, awareness of the substance of one's conceptions, active monitoring of one's cognitive processes, and an endeavor to manage one's cognitive processes in relation to further learning are all important aspects of learning.

STAGES OF CRITICAL THINKING DEVELOPMENT

Most modern instructors strive to make critical thinking a main goal of their instruction, but few know that in order to grow as thinkers, pupils must go through phases of critical thinking growth. That is, most teachers are uninformed of the stages of intellectual growth that pupils experience as they grow as thinkers. Significant improvements in the intellectual quality of student work can only be possible if teachers realize that sophisticated critical thinking can only be produced when it is properly fostered and via predictable phases (Paul and Elder, 2014, p. 63). (see Figure 1)

Critical thinking is a lengthy process that requires learning plateaus and just plain hard effort. It is not feasible to become an outstanding thinker by merely taking a beginner's course; altering one's thinking patterns is a longer-term undertaking that takes years rather than weeks or months to complete. The basic characteristics of a critical thinker take a long time to develop. (Paul and Elder, p. 65, 2014)

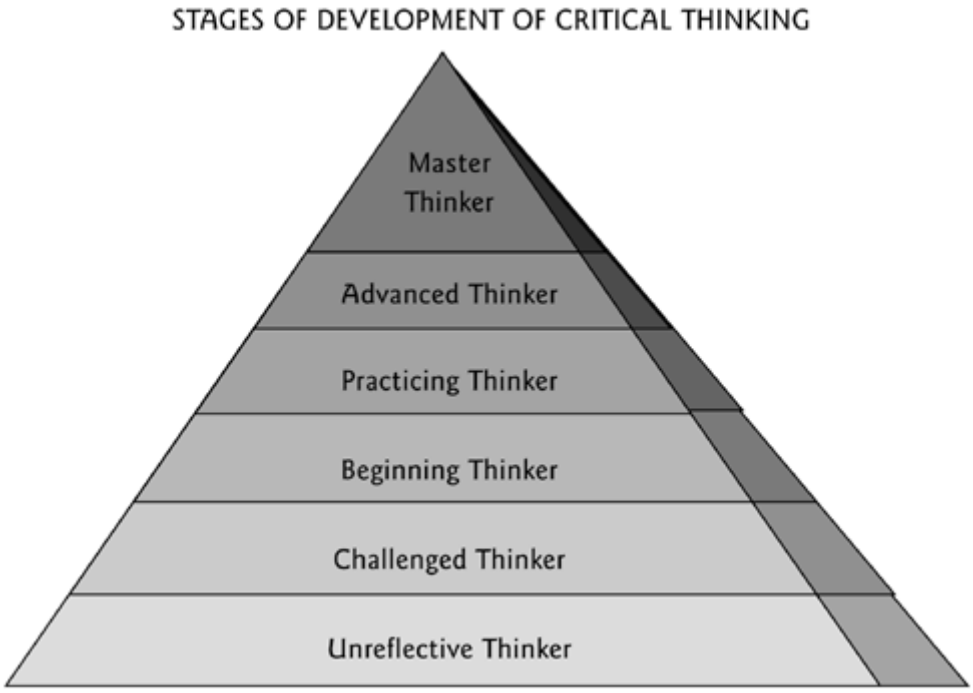

Figure 1 Stages of Critical Thinking Development (Paul and Elder, 2014, p. 64)

Paul and Elder make the following assumptions:

1. There are predictable stages through which every person who develops as a critical thinker passes.
2. Passage from one stage to the next is dependent upon a necessary level of commitment on the part of an individual to develop as a critical thinker, is not automatic, and is unlikely to take place "subconsciously".
3. Success in instruction is deeply connected to the intellectual quality of student learning, and
4. Regression is possible in development

CRITICAL THINKING AND LEARNING

Bracken et al. (2009, p. 33) emphasize the importance of critical thinking instruction, which is now recognized by all educators. As an investigative tool, critical thinking is crucial. Critical thinking is thus a liberating force in education as well as a valuable resource in one's personal and civic life.

The key insight into the link between critical thinking and learning is that human thinking is the only capacity that learners can use to learn. If students do not think critically while learning, rote memorization takes over, with students forgetting at approximately the same rate as they learn and seldom, if ever, internalizing powerful concepts (Paul and Elder, 2005, p. 8).

Devereux (2002, p. 32) stresses the importance of appropriate questioning in stimulating thinking and gives some examples of key questions:

- 'What will happen if you …?'
- 'Have you thought about …?'
- 'What is your problem? How can you find out about …?'
- 'What happens when you test …? Why do you think this will happen?'
- 'How can you fix this? What do you notice about these numbers?'

Nosich (2001, p. 61) feels that the abilities required to begin thinking about concerns and problems do not arise in our kids all of a sudden. Teachers who have tried to include higher level questions into their talks or given test topics that require students to think rather than merely recall are generally disappointed with the first results. Both the pupils and the instructor are likely to be frustrated unless the kids have been adequately prepared for the change in expectations.

CRITICAL THINKING IS THE "HOW" OF OBTAINING EVERY EDUCATIONAL "WHAT"

The material teachers want pupils to obtain, everything they want students to learn, is the "what" of education. The process, or all teachers do to assist pupils absorb material in a deep and meaningful way, is the "How" of education. Most professors believe that if they teach their pupils the "what," they would naturally employ the "how." Many years ago, teachers were more concerned with "content coverage" than with teaching students how to learn. Schooling has failed to educate students how to take charge of their learning, how to use the mind to bring ideas to life, and how to connect concepts across disciplines (Paul and Elder, 2014, p. 8).

TEACHING CRITICAL THINKING

In today's information era, thinking abilities are seen as critical for educated individuals to cope with a fast-changing environment. Many educators feel that the capacity to absorb and make sense of new information will be more essential to tomorrow's employees and society than particular expertise (Gough, 1991, p. 80).

Critical thinking entails approaching an issue from a new perspective. This entails considering the nature of the problem, thinking through the issues, and aiming for a rational, logical conclusion. Throughout the process, teachers must be aware of other factors that may influence the outcome, such as where bias may enter an argument, the evidence for and against the issues at hand, the

need to search for links to other parts of the teacher's language course, and critically evaluating the material (Buzan and Buzan, 1995, p. 25).

THE IMPORTANCE OF TEACHING CRITICAL THINKING IN EFL CLASSROOMS.

Classrooms that enable pupils to think for themselves and participate in critical thinking are the most successful (Halpern, 1996, p. 32). In academic language, critical thinking is considered as an important skill for students to develop (Connolly, 2000, p. 8). Critical thinking, according to Davidson (1998, p. 14), is both a social practice and a kind of language. The goal of critical thinking, according to Maiorana (1992, p. 76), is to gain insight, assess views, and solve issues. Critical thinking is a continuous process that all language learners, regardless of their competence level, must engage in. Critical thinking entails the use of information, experience, and world knowledge in ways that allow students to explore alternatives, draw conclusions, ask questions, and solve issues, allowing them to comprehend in a number of complicated ways (Liaw, 2007, p. 51). The fact that critical thinking is required in the classroom does not imply that EFL students are incapable of doing it. In reality, EFL students generally arrive in class having a range of critical thinking abilities honed in their first language. Many pupils are capable of critical thinking and require it. Because higher-order thinking abilities are becoming increasingly important for societal success, EFL teachers must help their students develop critical thinking skills while studying English. Without appropriate critical thinking practice, EFL students may lack a complete "scaffold" for academic studies, miss out on opportunities to develop in the global workplace, or be unable to fully participate in the worldwide society. (Liaw, p. 52, 2007)

Swartz and Parks (1994, p. 33) assert that thinking in classroom is influenced by a set of factors that include:

(1) Curriculum design.
(2) Curricular material/resources.
(3) Teachers' pedagogy.
(4) Teacher beliefs about learning
(5) Continuing professional developments for teachers.

BARRIERS TO CRITICAL THINKING

According to Wong (2007, p. 18), the current educational tendency is to standardize curriculum and place a greater emphasis on test scores. The focus on "teaching to the exam" diverts attention away from student-centered education and instead emphasizes material. If the goal is for students to learn, they should be allowed the flexibility to study content, analyze resources, and apply what they've learned. Students are seldom taught to think or learn independently, and they rarely "pick up" these abilities on their own (Landsman & Gorski, 2007, p. 61). Critical thinking isn't something

you're born with. Although some students are inherently curious, they will need to be taught how to be methodical, fair, and open-minded in their quest of information. Students gain confidence in their reasoning and may apply their critical thinking abilities to any topic area or discipline using these talents (Lundquist, 1999, p. 4). According to Snyder and Snyder (2008, p. 92), critical thinking integration in education is frequently hampered by four barriers:

(1) lack of training,
(2) lack of information,
(3) preconceptions, and
(4) time constraints.

First teachers are frequently untrained in critical thinking techniques (Broadbear, 2003, p. 8). Teachers in elementary and secondary schools are familiar with their material and get training in teaching methods, but little, if any, of their training is focused on how to teach critical thinking abilities. Second, few educational materials include resources for critical thinking (Scriven & Paul, 2004, p. 33). Third, both teachers and students have preconceived notions about the topic, which prevent them from critically thinking about it. Preconceptions, such as personal bias partiality, prohibit critical thinking because they obviate analytical skills such as being fair, open-minded, and inquisitive about a topic (Kang & Howren, 2004, p. 28). Fourth, time restrictions prevent critical thinking abilities from being integrated into the classroom. Instructors frequently have a lot of material to cover in a short amount of time. Shortcuts like lectures and objective examinations become the norm when the focus is on material rather than student learning. Integrating project-based learning possibilities is more difficult and time-consuming than lecturing. Subjective assessments take longer to complete than objective examinations. However, research shows that neither lecturing nor objective exams are the most effective methods of education or evaluation (Broad bear, 2003, p. 3).

RED MODEL OF CRITICAL THINKING

Learners in any profession, according to Chartrand et al (2012, p. 59), learn to organize and arrange material around principles that enable them to swiftly pull information when they need it. They organize essential processes and information in their heads by using a thinking model, which helps them learn more quickly and efficiently. A model, similar to a recipe, aids individuals in visualizing the necessary elements and procedures for achievement.

The five phases of the RED model are the keys to critical thinking and can become a significant component of learners' own thinking. The term RED aids students in remembering the three middle process phases. (See Figure 2)

This model has five steps:

- **Step 1:** Stop and think.
- **Step 2:** Recognize Assumptions.
- **Step 3:** Evaluate Information.
- **Step 4:** Draw Conclusions.
- **Step 5**: Plan of Action.

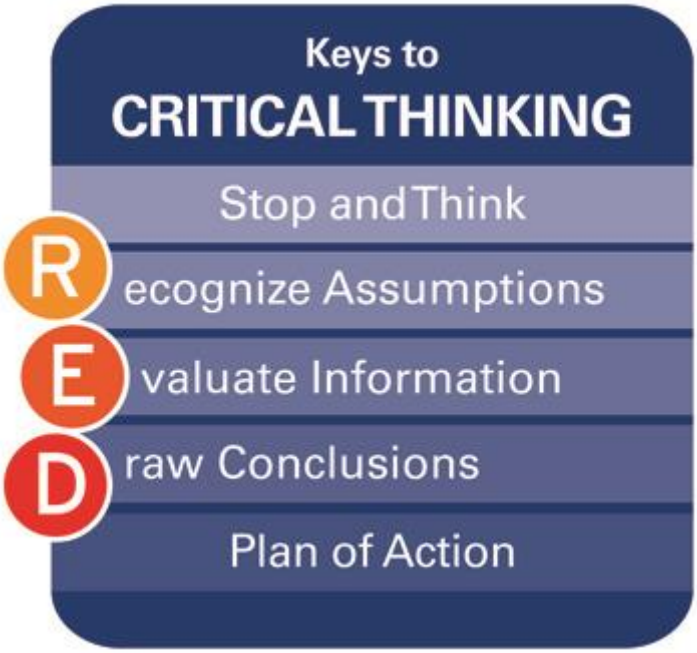

Figure 2.9 Keys to Critical Thinking (Chartrand, et al. 2012, p. 99)

1- Stop and Think

Stop and Think, according to Chartrand et al. (2012, p. 59), is a reflective talent. It is the capacity to come to a halt and determine which sort of thinking capability learners require at this time. They are actively taking control of their mind when they do this. Learners pause to consider their thoughts in order to use the best strategy for the scenario. According to Piscitelli (2013, p. 20), learners must clear their minds of any noise and distractions before beginning the critical thinking process. Priority takes a breath, pauses, and concentrates their thoughts.

Chartrand et al (2012, p. 59) present a few reflective questions that the learners may ask themselves:

- What is going here? Stop and define the situation and gauge your feelings. “Size the situation.”
- What am I (are we) trying to accomplish? Stop and define your purpose or goal. Keep your purpose and goal at the forefront.
- What type of situation is this? Stop and figure out if it is important.
- Do I need to know more? Determine if you need more information to answer what, why, and how questions. Do you need more information to determine if there is a need to plan, to monitor, or to evaluate?

2- Recognize Assumptions

Recognizing assumptions enables students to differentiate between truth and opinion and to evaluate the significance of the data they are given. Identifying assumptions aids in the discovery of information gaps and the enrichment of learners' perspectives on topics. (Chartrand et al (2012, p. 59)

Personal experience is the most prevalent and difficult to detect cause of an assumption. Based on their culture, background, and experience, learners hold beliefs and make assumptions. They want to start by highlighting the significance of recognizing and questioning preconceptions. The assumptions they'll come across in other people's works, as well as the assumptions they'll depend on in their own (Barnet and Bedau, 2011, p. 24).

When students presume, they are making a decision based on their own personal beliefs. Sometimes, such viewpoint is based on personal experience. Critical thinking necessitates that student comprehend the situation at hand (Piscitelli, 2013, p. 21).

3- Evaluate Information

When the learners evaluate information, they consider these four criteria (Riedling, 2002, p. 62):

1. Authority.
2. Objectivity.
3. Accurately.
4. Scope

When students are chosen between options, they must consider their respective strengths and shortcomings. They must assess facts in order to make an informed decision. To deal efficiently, they require a methodical strategy. Before assessing data, the instructor should define the scenario (Stop and Think) so that students understand what is going on, what they are attempting to achieve, and what sort of circumstance they are in. This aids them in determining how much and what kind of data to collect and review.

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Analyzing information objectively and properly, assessing the quality of supporting evidence, and understanding how emotion impacts the issue are all part of the art of analyzing arguments. Students are urged to be impartial and balanced in this phase, as well as to seek for information that is clear, relevant, reliable, and fair (Chartrand et al, 2012, p. 60).

4- Draw Conclusions

Learners that possess this talent are able to synthesize a variety of sources of information to arrive at conclusions that logically follow from the data presented, and they do not overgeneralize beyond the facts. Furthermore, when the evidence justifies it, they will alter their minds. They are frequently described as having "excellent judgements" since they consistently make sound decisions. By converting the verbal into the visual, students can clarify their thoughts.

Learners are taught to assess various conclusions, develop many alternative conclusions based on the data, consider who benefits from particular conclusions, and investigate the ramifications and effect of various findings as part of this process (Chartrand et al, 2012, p. 60).

5- Plan of Action

A plan of action assists students in anticipating repercussions and making the best decision possible. This phase helps learners stay focused, avoid needless detours, and produce more predictable results. (Chartrand et al, 2012, p. 60)

Learners are ready to plan their next move once they have a basic knowledge of the facts and a full picture of the issue. This might be anything from contemplating the results to discussing them with others to applying the information to a problem (Piscitelli, 2013, p. 22).

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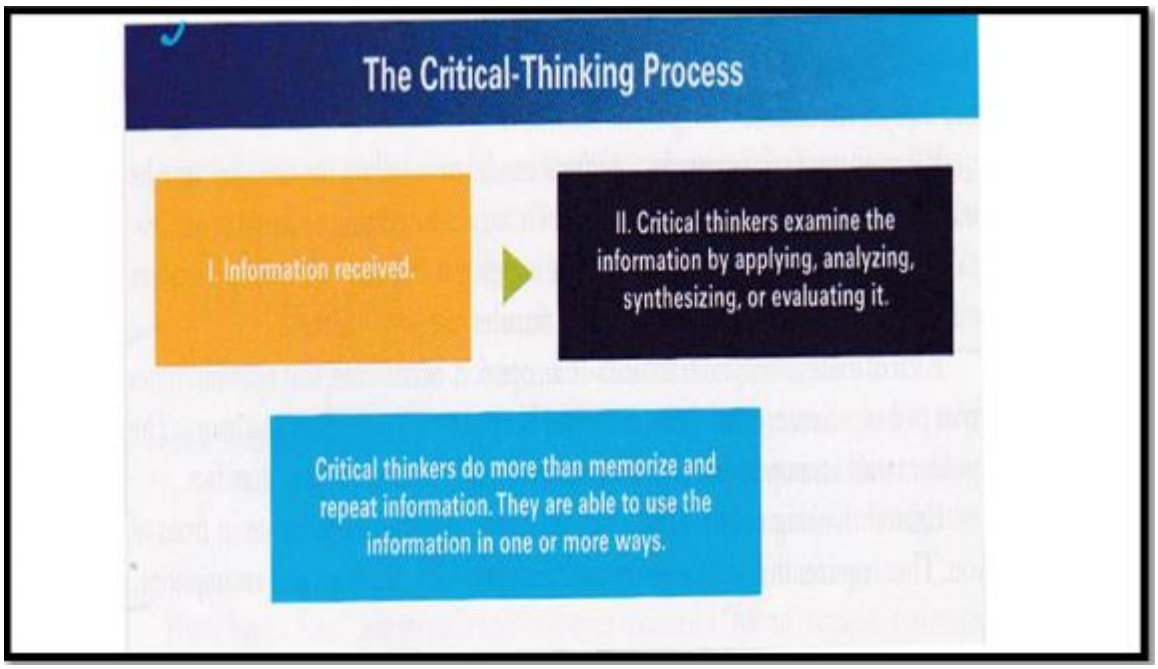
THE CRITICAL THINKING PROCESS IN RED MODEL

The critical thinking process is illustrated in Figure 2.11.

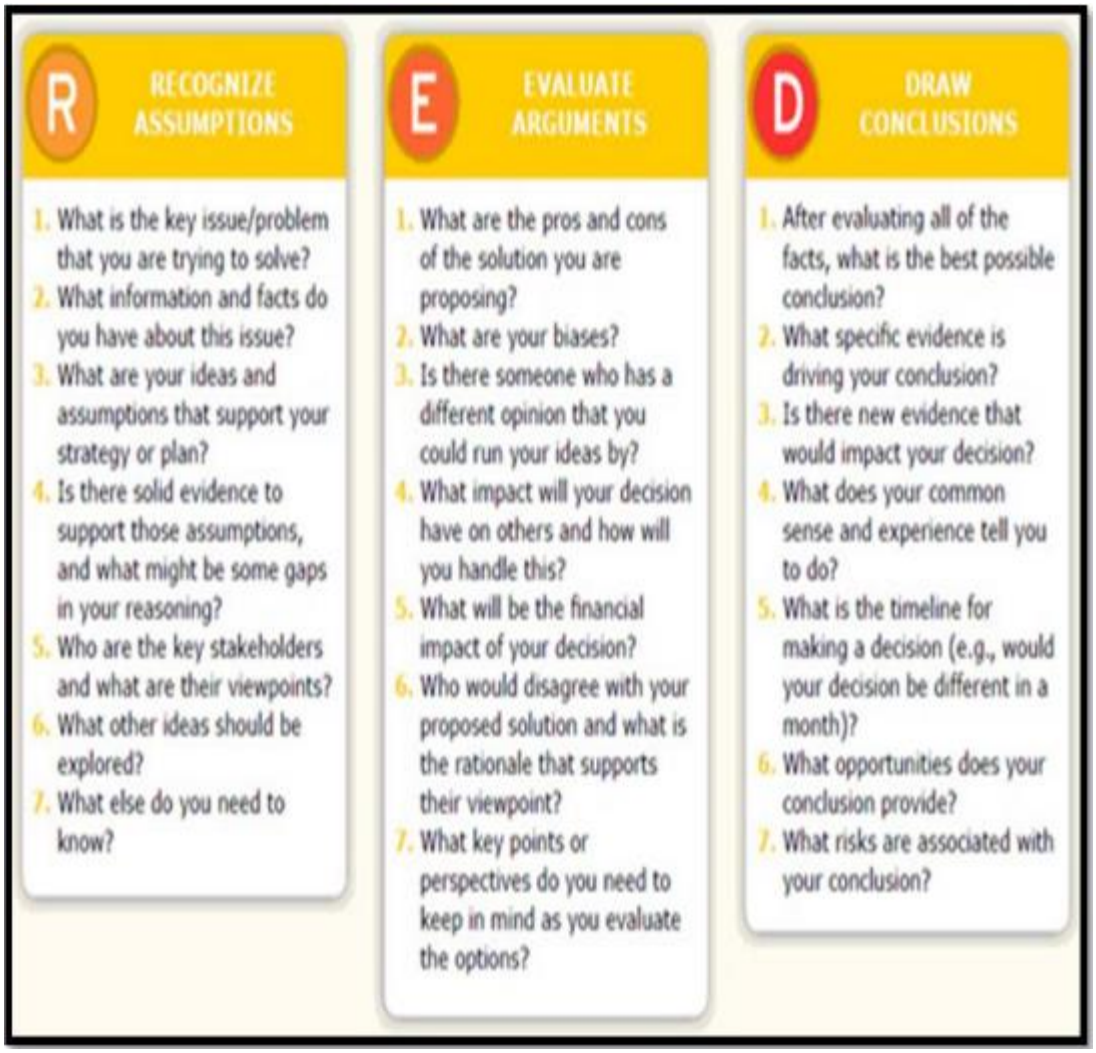


The Critical Thinking Process (Piscitelli, 2013, p. 22)

In the critical thinking process, the learners are recommended to:

1- Identify the sequence of steps for implementation and make it happen.
2- Be clear, open, and frequent, communication is necessary when informing others about a learner's work.
3- Evaluate other learner's work.

According to Piscitelli (2013, p. 26), issue solving is a process that necessitates the use of critical thinking abilities to analyze a situation. He provides crucial RED questions to think about when tackling problems. (See Figure 4 for further information.)



RED Questions to Consider When Problem Solving (Piscitelli,2013, p. 26)

WRITING SKILLS

Promoting pupils' writing abilities is one of the most essential responsibilities that EFL students must complete during their education. Banat (2007, p. 4) emphasizes the importance of writing in helping students communicate and understand how language pieces work together. Writing makes thoughts and experiences vivid and long lasting, according to Conley (1995, p. 12), and it aids learning in all academic areas.

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DEFINITION OF WRITINGS

Writing is defined as "a reflective activity that necessitates sufficient time to think about a certain topic as well as to analyze and classify any prior information" (Chakraverty & Gautum, 2000, p. 38). Writing is regarded as a "complicated action, a social act that reflects the writer's communicative abilities and is difficult to acquire and learn, particularly in an EFL environment" (Shokrpour & Fallahzadeh, 2007, p. 9).

Writing in EFL is usually seen as a crucial ability in both teaching and learning. EFL writing is beneficial in two ways, according to Rao (2007, p. 61): first, it encourages students' thinking, organizing ideas, and increasing their abilities to synthesize, analyze, and critique. Second, it improves students' English language acquisition, thinking, and reflection.

APPROACHES TO TEACHING WRITING

Writing may be taught in three ways, according to ELT experts: product, process, and genre. In any given circumstance, the optimal technique will be determined by the type of learner, the text type being studied, the curriculum, and a variety of other criteria. Gardner and Johnson (1997, p. 36) believe that the writing process is a continuous movement between distinct phases of the writing model, rather than a well-structured linear procedure.

THE PRODUCT APPROACH

“A conventional method, in which pupils are encouraged to copy a model text, is generally given and analyzed at an early stage,” according to a product approach. Students are given a standard sample of text in a typical product approach-oriented classroom, and they are expected to follow the standard to produce a new piece of writing (Gabrielatos, 2002, p. 5).

“Proponents of the product method evidently saw the composing process as linear, going systematically from prewriting through writing to rewriting,” writes Hairston (1982, p. 78), pointing out some further faults in the product paradigm. It is thought that the product approach confines authors to a single text output, rather than the numerous rewrites allowed in process writing, and that, although allowing for some revision, product writing significantly undervalues the necessity of rewriting in general. The teacher in the product classroom, according to Johnston (1987, p. 33), is not just preoccupied with grammatical perfection, but also serves as a judge of students' writing rather than a facilitator. Regrettably, the scenario described above continues to impact most teaching methods today.

THE PROCESS APPROACH

A process approach, according to Kroll (1990, p. 220), is an umbrella phrase encompassing a variety of writing courses. Learners use a cyclical approach to their writing projects rather than a

one-shot method. They are not expected to finish and submit polished replies to their writing tasks without first drafting and obtaining criticism from classmates and/or the teacher, followed by modification of their changing texts. As a result, a process approach focuses more on a variety of classroom activities that encourage language development, brainstorming, group debate, and rewriting.

Students write what they want with the aid, encouragement, and feedback of the instructor and others throughout the process of choosing a topic, gathering ideas, organizing thoughts, writing, and so on, according to Scrivener (2010, p. 211). Steele (2004, p. 1) does a good job of contrasting product and process approaches to composition writing (see Table1)

Product and Process Approaches to Composition Writing

Process Writing	**Product Writing**
Text as a resource for comparison	Imitate model text
Ideas as starting point	Organisation of ideas are more important than ideas themselves
More than one draft	One draft
More global, focused on purpose, theme, text type i.e. reader is emphasised	Features highlighted including controlled practice of those features
Collaborative	Individual
Emphasis on creative process	Emphasis on end product

THE GENRE APPROACH

Writing is viewed as a social and cultural practice in a genre-based approach. The environment in which this writing takes place, as well as the customs of the target discourse community, are important considerations. In this sense, genre knowledge should be explicitly taught in the language classroom. Paltridge (2004, p. 22) emphasizes the need of teaching children certain genres in order to achieve subsequent social communication success. The focus would be on the linguistic and discourse characteristics of specific texts, as well as the context in which they are utilized. The term "genre" is defined as "abstract, socially recognized methods of employing language that are deliberate communicative actions used by members of a certain discourse group" (Swales, 1990, p. 29). The reader and the norms that a piece of writing must follow in order to be

accepted by its audience are more important in the genre approach (Munice, 2002, p. 56). Hyland (2003, p. 24) contrasts the genre's primary characteristics with process methods to composition writing (see Table 2).

A Comparison of Genre and Process Approaches to Composition Writing

Attribute	Process	Genre
Main Idea	Writing is a thinking process. Concerned with the act of writing.	Writing is a social activity Concerned with the final product.
Teaching Focus	Emphasis on creative writer. How to produce and link ideas.	Emphasis on reader expectations and product. How to express social purposes effectively.
Advantages	Makes processes of writing transparent. Provides basis for teaching.	Makes textual conventions transparent. Contextualizes writing for audience and purpose.
Disadvantages	Assumes L1and L2 writing similar. Overlooks L2 language difficultics. Insufficient attention to product. Assumes all writing uses same processes.	Requires rhetorical understanding of texts Can result in prescriptive teaching of texts. Can lead to over attention to written products. Undervalue skills needed to produce texts.

The genre method does have certain limits. According to Paltridge (2001, p. 18), the genre method integrates both textual and social and cultural information for students; as a result, defining either is a challenging task. Swales (2000, p. 21) also suggests that a genre approach places too much emphasis on the reader while neglecting student expression.

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WRITING AND CRITICAL THINKING

The relationship between writing and critical thinking, according to Bean (2001, p. 22), is that "writing is both a process of performing critical thinking and a product expressing the findings of critical thinking." As a result, critical thinking and writing are inextricably linked. Students are not always comfortable with problem-solving situations, and the difficulty in thinking and writing about such activities increases as the tasks get more complicated. Bean further claims that teaching the process, which entails engaging, developing, complicating, and clarifying concepts through writing, is a long and gradual process. . According to Langer and Applebee (1987, p. 135), there is strong evidence that writing activities contribute to higher learning than reading and studying alone. Writing is beneficial to learning. Furthermore, diverse writing tasks allow students to focus on different types of information, think critically about that information in different ways, and, as a result, take quantitatively and qualitatively different types of knowledge away from their writing. Additionally, critical writing for readers necessitates both social and intellectual engagement with the audience. In a convincing written discussion, writers must frequently persuade hesitant readers. Readers, influenced by their education, the beliefs of their peers, or tradition, are not always open to new approaches to old problems (Barton &Hall, 2000, p. 36).

METHODOLOGY

Participants:

The population of this study consists of Iraqi EFL second -class secondary school students in Baghdad (Al-Risafa and Al-Karkh). Al-Risafa 3rd General Directorates of Education has been randomly chosen which includes (98) secondary schools.

To achieve the aim of the study, the researcher has randomly chosen Al Razi Secondary School for boys: This school includes 6 sections as shown in Table 3.2

NO.	Class	No. of Students
1	**A**	**44**
2	**B**	**46**
3	**C**	**45**
4	**D**	**44**
5	**E**	**45**
6	**F**	**41**
Total		**265**

Two sections out of eight have been randomly selected. In the same way, section D has been selected randomly as an experimental group, which includes 44 students. Section (C) has been also

randomly selected as a control group, which includes 45 students. The total number of the sample subjects is 89 students. (See Table 3.3)

Table 3.3

The Number of the Subjects in the Sample

Fourth Class in Al Zuhour Secondary School.		**Sample of Students**
Group	**Class**	**No.**
Exp.	D	44
Con.	C	45
Total		**89**

The Pre-Post Test

In order to achieve the aim of the study, a composition writing pre-posttest has been used. The pretest is conducted to ensure the equalization of the groups involved in the study and the posttest is used to measure the effectiveness of the experimental procedures

The Experimental Group

The researcher specifies three successive lessons to the experimental group to clarify some general outlines to the RED model.

The RED Model

The researcher introduces the RED model to the experimental group. Thus, the researcher teaches the experimental group following the procedures mentioned in each lesson plan. However, the procedures followed in employing the RED model are:

Warm up 5 minutes

Stop and Think Activity

The researcher encourages students to take a minute of silence, thinking about a situation…. Then, she invites the class to declare what they are thinking about. The students, then, reveal the answer by completing the sentence, **"Inside my head, I am thinking about …."**

PROCEDURES

Recognize Assumptions 8 minutes

1- The researcher uses various pictures that represent different occasions and ask the students to describe these pictures with one sentence.
2- The researcher asks the students to elicit the situations.
3- The class is divided into groups.
4- Sheet of paper is given to each group for answering the given questions

- Introduction to the situation:
- Why?
- Where?
- When?
- Who?

Members of each group note down their answers. They select a student from each group to stand up and read the group introduction

Evaluate information: 10 minutes

Sheet of paper is given to each student for answering the given questions.

- -The beginning and the development of the situation:
- -What?
- -What?
- -What?

Then the students are allowed to share their opinions, ideas, and evaluate each other' thoughts by answering the following questions.

- Are your group members having a different opinion from yours that you can run your ideas by?
- What is rational that supports your viewpoint?
- Do you agree or disagree with what you have just heard?
- What will be the impact of your idea on your group?

Draw Conclusions 5 minutes

The researcher helps students to possess skills to bring diverse information together to arrive at conclusions that logically come from the available evidence. When the students think critically, the true picture becomes clear. Through this step, in groups, students answer this sheet.

Conclusion:

-What happened at the end?

-What specific evidence is driving your conclusion?

-Is there any new evidence that will affect your decision? . . .

Plan of Action 13 minutes

The students use their notes to write a description in four paragraphs.

Assessment 4 minutes

As soon as all students' writing are finished, the researcher encourages students to correct their own mistakes by using error correction codes. The students have been given a copy of the code and the researcher asks them to correct their own mistakes. The researcher goes around and if necessary, indicates where an error occurs but does not provide the correction.

Before initiating the experiment, a typical designed lesson plan has been constructed and exposed to the jury of experts (see Table 3.4 & Appendix L) to decide their suitability and applicability. The jury members agree on the validity of this plan.

The Control Group

The control group receives no treatment. Fraenkel and Wallen (2003, p. 269) state that "in educational research the control group is the group of subjects closely resembling the experimental group in many demographic variables but not receiving the independent variable under study and thereby serving as a comparison group when treatment results are evaluated."

The researcher has taught the control group according to the conventional techniques

The Final Administration of the Posttest

At the end of the experiment, the students at both groups have been tested on 16th of Jan. 2014. The same testing procedures have been followed in conducting the test. Both groups are tested in a comfortable environment.

DISCUSSION OF THE RESULTS

All findings of the present study demonstrate the positive impact of RED model on students' performance in composition writing. The reasons behind the results are due to the fact that using RED model provides opportunities for students to think deeply with original and useful ideas.

This model enhances students to better thinking, to better decision and better performance. This model also motivates the learners to organize their thoughts and helps them become active participants in the interaction process, by listening carefully to other students' point of view, judging on those utterances, analyzing students' own ideas in connection with the ideas of others students' personal thoughts, allowing them to eliminate the weak points in their ideas, and by making the best decisions about their writing.

In RED model, stop and think step seems to be an essential one for promoting and generating ideas that lead to good composition. The result also implies that RED model enables students to sharpen their capacity to think critically and build on each other's thoughts.

One of the important results that the researcher has found is that recognizing assumptions step helps to reveal information gaps. While the evaluating information entails analyzing information objectively and accurately, questioning the quality of supporting evidence, and understanding how thinking influences the situation.

In draw conclusions step, students who possess this skill are able to bring diverse information together to arrive at conclusions that logically follow from the available information.

During the RED model, the progression in the students' thinking process encourages them to develop all components in composition writing. The results of the experimental group which has been taught according to RED model reveal that thinking skills can be developed at secondary school. This comes from their self-awareness, which arises from the ability to think critically.

The results of the of the present study are in agreement to the results of all previous studies Scanlan (2006), Al-Bahadli (2011), Moghaddam (2011), Gorjian et al (2012) and Assadi et al (2013) that indicate the importance and the effectiveness of the thinking skills in developing students' composition writing.

CONCLUSION

The results of the study show that the experimental group outperformed the control group on the post-composition-writing test. As a result, the RED model improves fourth-grade secondary students' composition writing performance in terms of organization, logical development of ideas, grammar, punctuation, spelling, vocabulary, and quality of expression, as well as thinking skills, particularly critical thinking.

As a result, fostering thinking abilities in general, and critical thinking in particular, is a difficult task nowadays. As a result, in their classrooms, teachers should encourage cognitive challenge, collaborative learning, and metacognitive debates. Teachers may assist students in becoming better writers by assisting them in understanding how writing works rather than just telling them what to write or how to write.

Learners are more likely to overcome some of the challenges they face in the writing process if they are taught the RED model. After becoming familiar with critical thinking abilities and their consequences, students are able to arrange their compositions. Furthermore, the compositions of students will be considerably evident. By incorporating critical thinking abilities into the writing system, authorities and instructors can transform the way composition writing is taught.

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