



The Effect of Using Peer Reviewing Technique in Writing Skill

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Abstract

Writing is the most important skills and holds a significant place in teaching English as a foreign language. Teaching English is not simply about teaching writing skills, but rather about developing a new language. Given the educational indicators suggesting a weakness in writing skills among English language learners, the current study aims to investigate "the effect of peer reviewing technique in writing skills". To achieve the goal of this research, the following hypothesis was proposed: "There are no statistically significant differences between all participating students in the pre- and post-tests of the experimental and control groups in writing skill.

To verify the initial hypothesis, the current research followed pre and posttest. The group of (72) was tested by pretest. Students selected from the evening studies in the English Department at the College of Basic Education. The face validity of the test was confirmed by presenting it to a group of language teaching specialists in methods of teaching and linguistics.

Key words: peer reviewing, writing skill

Section One: The Problem and its Significance

Webster (1976: 264) defines writing as the expression of ideas in a sequential manner according to the pictorial traditions of language, and it is the act or art of forming letters on stone, paper, wood or other suitable media to record ideas expressed by letters and words or conveyed by visual signs. Richards and Renandva (2002: 303) note that the challenges of writing skills extend beyond generating ideas to include advanced skills such as planning and organizing content. At a basic level, writers must consider aspects such as spelling, punctuation, and appropriate word choice. These challenges become even more pronounced when learners are proficient in the language. Cooper (1990: 127) points out that writing skills have not received sufficient attention in foreign language teaching.



He attributes this to language teachers' belief that learners' problems are limited to the sentence level. He argues that they have failed to recognize that many difficulties can easily arise from cohesion problems, and that cohesion does not meet the required standards.

The researcher believes that the neglect of writing skills is widespread in English as a Foreign Language (EFL) classes in Iraq. This belief is reinforced by studying writing teaching methods and examining the writing of a sufficient number of undergraduate EFL students. Following what has been said already, the present study attempts to investigate the "the effect of using peer reviewing technique in writing skill".

1.2 Aim

The present study aims at finding "the effect of using peer reviewing technique in writing skill".

1.3 The Hypotheses

It is hypothesized that: "there is no statistically significant differences between the achievements mean scores of the students who are taught writing skill using peer reviewing and those who are taught reading writing using the prescribed method"

1.4 Limits

The study is restricted to 3rd EFL students enrolled in the Departments of English at the Colleges of Basic Education, Al-Mustansiriyah University, for the academic year 2025–2026.

1.5 The Procedures

Below are the steps followed in carrying out the present study:

1. Surveying literature concerning the investigated area.
2. Selecting a random sample of third year EFL college students from the population of the present study.
3. Setting up a proper test concerning writing.
4. Verifying the validity and calculating the reliability of the test.
5. Adopting proper statistical means for processing data, and
6. Drawing conclusions in accordance with the results of the study.

1.6 Value

1. Iraqi EFL college learners to highlight the difficulties in the investigated area.
2. Teachers and syllabus designers to take the findings of the study into consideration in devising proper methods in teaching writing.

1.7 Definitions of Basic Terms

The following basic terms are defined as they are used in the current study.

1.7.1 Peer Reviewing

In peer reviewing technique, student has to review the draft. He or .she will probably find some things to delete, as well as some things to add. They do not have to be satisfied with making only minor changes. They should substitute words, rephrase sentences, and rearrange sections. They have to write notes and new sentences in the margins and above the lines (the researcher' definition).

1.7.2 Writing

It refers to the ability to produce written symbols that represent a language understood by the writer, enabling others who are familiar with both the language and its written system to interpret these symbols (Rivers, 1981:143).

Section Two: Literature review

This section describes various aspects of writing. It is an attempt to present a comprehensive account of learning and teaching writing in colleges.

2.1 Writing Skill

Myers (2006:1) states that the skill of writing is derived from a verb that denotes an activity or process by which ideas are transformed into written expression. Writing is similar to speech, as it serves as a means of exploring, developing, and communicating ideas in various spheres of life. Grandner and Johnson (1997:36) assert that “Writing is a fluid process created by writers as they work. The writing process is not a highly organized linear process, but rather a continual movement between different steps of the writing model.” Brown (1993: 3731) adopts a different view, namely that writing is the ability to use a particular



language in writing. It has become clear that writing skills are not merely the act of putting ideas down on paper, but rather require comprehensive development through a process of teaching and learning based on extended use.

2,2 Teaching Writing Skill

It is important for teachers to use different methods to teach writing, because they should know that studying most of these methods can make it easier for teachers to know which approach or method to use in teaching writing in their classrooms. Many methods and techniques in teaching writing skills focus either on the process (brainstorming, drafting, and revising) or on the product (the polished final text) to build competence, with approaches such as genre-based teaching, peer reviewing, and modeling.

2.2.1 Process Method

This method focuses on the stages of writing (planning, drafting, revising, and editing) rather than solely on the final product. It pays close attention to the writing process itself, it concerns the way a writer initiates and develops ideas throughout the writing process. When students are provided with sufficient time to engage in writing, along with constructive feedback from both teachers and peers, they are able to refine their initial drafts—often disorganized and containing grammatical errors—into more coherent and well-structured final versions with improved grammatical accuracy (Morley, 2001:24).

Teachers should exercise caution when applying this method in English as a Second or Foreign Language (ESL) classes during the writing process. Students learning ESL expect clearer and more precise guidance from their teachers. Some students distrust their peers' assessments and, at the same time, are hesitant to critique others' writing. Furthermore, students of English as a Second/Foreign Language (ESL) often have limited language proficiency, so the writing teacher at this stage must fulfill the roles of both language teacher and writing instructor. Procedural writing has been criticized for focusing solely on the process, and teaching the strategies of good writers cannot fully equip students as good writers (ibid. 14). In the context of implementing

procedural writing in English as a Second/Foreign Language (ESL) classes, debate continues regarding whether teachers have to correct students' grammatical errors and teach them grammar rules to improve their writing skill.

2.2.2 Product Method

The product method is defined as a traditional method in which learners are encouraged to imitate a model text that is introduced and analyzed at the initial stage of instruction. Morley (2001:5). In a classroom guided by the product-oriented approach, students are provided with a standard sample text and are expected to use it as a framework for producing a similar piece of writing.

Nunan, (1991:86) defines "the product method as ... a product oriented approach , as the title indicates focuses on the end result of the learning process , what is expected from the learner to do as fluent and competent user of the language". This means that the product method aims to make the students competent in the language when they write relevant and coherent pieces of writing.

"The texts written by the students are based on models provided by the teacher, that is, on fairly well-defined principles of rhetoric and organization which are presented as 'rules' of writing" (Croll, 1991: 246). Hyland (2003:3) outlines the key principles of the product approach as follows:

- The product method 'encourages focus on formal text units or grammatical features of texts', that is the product approach focuses on the form of texts: how words in sentences are combined.
- In the product method, instruction is based on presenting students with model texts. A central feature of this model-based method is that both teachers and students are expected to possess sufficient linguistic knowledge and an appropriate range of vocabulary in order to analyze and understand the different models provided effectively.

2.3 Techniques for Teaching Writing Skill

2.3.1 Brainstorming Technique

Brainstorming is a technique for connecting ideas and stimulating thinking. To do this, students, with the teacher's help, begin with a word or phrase, then let their ideas flow freely. Within a set time, they don't try to think logically, but rather write a list of ideas as quickly as possible they write down everything that comes to mind without reviewing or organizing. After the allotted time has passed, they review what they have written to see if any of the ideas are related and can be grouped together (Smaly et al., 2001: 2).

2.3.2 Listing Technique

In contrast to brainstorming technique, list-making is typically a quiet and individual activity. Through this technique, students are encouraged to generate a list of subtopics or related ideas that occur to them while reflecting on a given subject. This strategy is particularly beneficial for learners who may struggle to formulate grammatically accurate sentences, as it allows them to record their ideas without the need to write in complete sentences (Daniel, 1986:144).

2.3.3 Free writing Technique:

Dorothy and Carlos (2008:34) comments that “free writing is better than aspirin for tension, and has no counter indications”. it helps students when they are depressed; and sometimes they find out what they were concerned about. Cumming recommends the following instructions to give classes:

He states the steps of this technique

"Write for ten minutes. Do not stop writing. Do not worry about spelling, punctuation, complete sentences, and grammar. If you can't think of anything to say, write, "I can't think of anything to say", over and over again until you think of something. Do not read over what you have written (at least not for a while)"

2.3.4 Clustering Technique

This technique aims to create a mind map of students' ideas. It frees them from rigid linear thinking, allowing them to think more creatively and form new connections. The technique begins by selecting a topic in the

center of a sheet of paper, then drawing a line from the circle, and the students write down ideas related to that topic. Students circle the idea, then draw lines and write down related ideas. This process continues until they run out of ideas. Finally, they study the map to discover new connections about the topic and understand the relationship between the ideas (Smaly et al., 2001: 6).

As a result, these activities will help students generate ideas about their writing topics and enable them to begin writing informally. Furthermore, Berry (2001: 224) clarifies the subtle differences between each of the techniques mentioned above. Brainstorming technique is a group exercise in which all students share their ideas about a particular topic, while list-making is an individual activity in which students are encouraged to write a lengthy list that includes the main and sub-ideas about a specific topic. List technique –make a compilation reveals that connections between ideas. The brainstorming process begins with students writing a keyword in the center of a sheet of paper, then developing the topic through free association. Finally, free writing, known by various terms such as wet-ink writing, speed writing, and instant writing, allows students to write quickly and without stopping within a set time limit. In English as a Second/Foreign Language (ESL) classes, for example, students can easily begin free writing if teachers give them an opening clause or sentence.

2.3.5 Drafting Technique

Drafting technique is a transitioning from the planning stage to the actual act writing which is often challenging for students. Nevertheless, they must eventually transform their ideas into written drafts. During the drafting phase, the primary step is to focus on expressing ideas freely, without excessive concern for grammatical accuracy or spelling mistakes. Harmer (2004:4) stresses that initial drafts are not expected to be free of errors. Instead, teachers should concentrate on substantive aspects such as the topic, organization, and supporting evidence, while overlooking minor issues like spelling, punctuation, and repetition, as these can be revised in later drafts

Harmer (2004: 23) also highlights the importance of focusing on content in this stage: "Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation and grammar until later". Bay (2011: 22) emphasizes that the drafting process is not a single step within the writing process; rather, students write several drafts until they arrive at the final draft. "Drafting" focuses primarily on the first draft, which requires the student, to translate the outline into actual writing. Expressing ideas about a topic on paper is important in the first draft stage, while improving the content, organization, and refining what students have written is more important in subsequent drafts. Subsequent drafts are directly, influenced by feedback from teachers and colleagues, as well as self-correction. Therefore, revision and editing are closely linked to these subsequent drafts and will be discussed in subsequent sections.

2.3.6 Revising Technique

During the revising phase, students have to identify ways to improve their writing by looking at it from a different perspective. Teachers should clarify that revising is not limited to correcting minor grammatical errors, but focuses on the overall content and organization of the text. Clouse (2008: 83) notes that students have an opportunity to improve their work during the revision phase, describing the characteristics of revision as follows: "Revision is not merely polishing the writing; it is meeting the needs of readers by adding, replacing, deleting, and rearranging material." Brown (2001: 355) prompts "teachers to provide students with specific directions for revision through self-correction, peer-correction, and instructor initiated comments".

2.3.7 Editing Technique

Richards and Renandya (2002:319), in the final stage, "students should get distance from their composition and read it for checking grammatical and mechanical errors". Clouse (2008: 88) defines editing as "putting the piece of writing into its final form". At this stage, students are required to refine their compositions by correcting spelling mistakes and other mechanical errors. Mechanics encompass elements such as capitalization, punctuation, spelling, sentence structure, language usage,



and formatting conventions appropriate to different genres, including poems, scripts, and letters (ibid, 2000:8).

Furthermore, students focus on revising and polishing their texts as they prepare the final draft for teacher evaluation. Providing learners with a simple checklist can help draw their attention to common surface-level.

2.3.8 Peer Reviewing Technique in Writing

Peer reviewing technique is the final stage before students submit their final work; they should pay close attention to correcting positional errors. Dorothy and Carlos (2008: 25) notes that peer reviewing is considered more important in English as a Foreign Language (EFL) writing classes than in native language or English as a Second Language (ESL) writing classes. Since English as a Foreign Language (EFL), students cannot do without tests, many writing classes are likely to focus on teaching grammar rather than actual composition or text writing. To prepare students for writing skills, many writing classes focus on teaching grammar rather than actual composition or text writing. As a way to overcome these effects, teachers of English as a Foreign Language writing should give students more opportunities to write without worrying about grammatical, accuracy. According to Brown (2001: 344), because students get many opportunities to practice self-writing such as note-taking and journaling, they can concentrate on the content while writing because self-writing is only for the writers (students) themselves and is not evaluated.

Peer reviewing provides students with a greater opportunity to interact with their classmates' drafts. In addition to evaluation, students also need to learn how to improve their writing skills, particularly essay writing, to produce effective responses. Peer review is a comprehensive and effective method for teaching writing skills. It is increasingly being applied in writing classes since the spread of the communicative approach in recent years, and has proven to be an effective approach for improving writing skills, increasing motivation to write, and learning how to approach writing as a collaborative social activity. Therefore, this study was conducted to contribute to the Iraqi EFL community, in particular, and to all EFL students,



Section Three: Methodology of the Research

3.0 An Introductory Note

This section is devoted to explain the steps followed by the researcher in implementing the experimental part of the present study and attaining its aims.

1. the experimental design is selected ;
2. applying the experiment;
3. designing and administering achievement test; and
4. Selecting the suitable statistical tools for analyzing the data.

3.1 Experimental Design

Bachman (1990:291) states that the term experimental design refers to a conceptual structure or map road of the research that shows the researchers how the experiment should be conducted. As for Freeman, and Long (990: 16), experimental design is "a complete sequence of steps taken ahead of time to ensure that the appropriate data will be obtained in a way that permits an objective analysis leading to valid inferences with respect to the stated problem". This design can be shown as follows:

Independent variable posttest

Experimental Group (EG) Peer Reviewing Writing Skill

Control Group (CG) Traditional Method Writing Skill

3.2 Sample

The sample of the study is restricted to 3rd stage in English department. The overall number of the sample is 72 students: 35 students were EG and 36 were CG. These groups were randomly chosen, section A represents as EG and section B stands for CG. This means that section (A) would receive the treatment "peer reviewing technique" while section B would receive the traditional technique set by the teacher's guide. Two groups have been exposed to a pretest in order to make sure they are of equal level in writing skill. Then, these groups were taught writing by the researcher himself from 24 February, to 27 April, 2025-2026. The post-test was administered to both groups to determine which group demonstrated superior writing skills. The purpose of assessing the performance of the two groups was to evaluate the effect of the

independent variable (peer reviewing technique) on the dependent variable (writing skill).

3.3. Pretest

The mean scores of the experimental group (EG) and the control group (CG) on the pretest were compared. The CG had a mean score of 12.88, while the EG scored 13.99 on average. The calculated t-value was 0.499, with 68 degrees of freedom at a 0.05 level of significance, indicating that there was, no statistically significant difference between the, two groups' performances on the pretest. This confirms that the, participants assigned to the EG and CG were initially comparable and homogeneous in their writing abilities

'Subjects' Performance on the Pretest'

Variable	Group	No.	M	SD	DF	t-value	
						Calculated	Table
Subject's Performance on the Pretest	CG	35	12.88	2.355	68	0.499	2.00'
	EG	35	13.99	2.988			

3.4 Construction of the Tests

3.4.1 The Pretest

The purpose of the pretest is to equalize the study subjects in their previous level in writing. The pretest consists of two questions, one is to write a piece of composition about any topic and the other is to give students two topics and choose one to write about.

4.6.1.2 Posttest

It also involves two questions the first question is to write about one of the following topics (famous player or College life) and in the second question (student is given two paragraphs and asked to read the paragraphs, how are the same? How are they different? Which paragraph seems better? Explain your choice to a partner.

4.6.2 Validity of the Tests

Mehrens, and Lehmann (1973:6), state that "test validity means that a test truly measures and assesses what it intends to measure". The major types of validity are face, content, construct. Face validity is "the appropriateness, sensibility, or relevance of test and its items as they appear to the persons answering the test".

Content validity is defined by Nunan, (1992:117), it refers to "the extent to which the study's instruments accurately represent the content of the program, serving as a representative sample of the items within a particular study. Low content validity indicates that the instrument fails to adequately reflect the scope of the study, whereas high content validity signifies that the instrument provides a well-balanced and accurate representation of the study's content".

To ensure the face and content validity of the tests, they were reviewed by university experts. All members confirmed that the tests were valid. .

4.6.3 Piloting the Test Study

After ensuring the validity of the research, the pretest was administered to a group of 35 students at 3rd stage selected randomly from morning study

The results have demonstrated the directions of the tests and there was no ambiguity in the test items, the average time needed for answering the test was 45 minutes.

4.6.5 Reliability

Reliability is "the consistency of test results on its repeated applications on the same sample under corresponding circumstances" (Doughty, 1991:369). A test with good reliability indicates that the test takers will get the same test score over repeated testing, as long as no other extraneous factors have affected the test score'

Alpha Cronbach is used to find out test reliability in the present research. The K-R 20 is limited to tests in which test has free answers.

4.6.5.1 Pretest

Alpha Cronbach formula was also used to measure the consistency and reliability, yielding, a reliability of 0.83 which was acceptable.

4.6.5.2 Posttest

In the posttest, Alpha Cronbach formula was used for the subjective items, the reliability coefficient was calculated to be 0.88, which was considered acceptable.

4.6.6 Final Administration of the Pre and Posttests

After establishing the validity and reliability of both the pretest and the posttest and completing the statistical analysis of their items, the two tests were administered to the main sample of the study (the experimental group and the control group). During this administration, the following factors were taken into account:

1. The researcher himself carried out the supervision and monitoring process with the help of two teachers to prevent cheating.
2. Classrooms were conducted, with the same sample and conditions. There was sufficient space between the students.
3. The researcher ensured that the instructions of the tests were clearly explained.
4. Students were asked to write their answers on the same test papers (which were provided with ample space for this purpose) in order to save time and effort and to ensure a uniform format for all answers.
5. The students were informed beforehand about the time allocated for each test (45 minutes for the pretest and 60 minutes for the posttest).
6. To ensure objectivity in scoring and avoid any possible bias, the students' names were concealed and the answer sheets of both groups were mixed during the scoring process.

Section four Results, Conclusions, Recommendations and Suggestions

5.1 Results

The aim of explaining the result is to verify the hypothesis of the study which states that "there is no statistically significant differences between the achievements mean scores of the students who are taught writing skill using peer reviewing and those who are taught reading writing using the prescribed method". So, t-test formula for two independent samples is used to manipulate the data of the posttest. The mean score of the experimental group is 34.89 with an SD of 7.943 and

that of the control group is 26.45 with an SD of 8.447. Hence, there, is a "statistically significance difference in the overall performance of both groups on the posttest in favour of the experimental group because the calculated t-value (7.446) is higher than the tabulated value (2.00) at 0.05 level of significance and 68 degrees of freedom".

Overall Performance of the Study Subjects on the Writing Posttest

Group	No	M	SD	DF	t-value		Level of Significance
					Calculated	Tabulated	
EG	35	34.89	7.943	70	7.446	2.00	0.05
CG	35	26.45	8.447				

5.2 Discussion of the Results

Recent studies support the idea that discussions among learners supply a means of enhancing learners' writing skill. The finding provides empirical evidence that advocates the use of peer reviewing as an effective technique for teaching writing for the following reasons:

1. The peer reviewing technique creates a supportive environment that enables learners to share and discuss their ideas with both their peers and teachers.
2. Scholars propose that writing skill is a product of cognitive development, which is mediated by interaction among learners.
3. It develops the level of thinking and acquires vital skills for learning and success in daily life.

5.3 Conclusions

Based on the findings of this research, the following conclusions can be drawn:

1. Peer reviewing is an effective technique for teaching writing skill for Iraqi students, because such a cooperative technique provides target language practice in which learners try to communicate in the foreign language..



2. Peer reviewing is a tool to cope with the massive influx of information. Obviously, each individual has his own information that can be shared with others.

3. Peer reviewing is a productive technique, because each group receives peer encouragement and personalized support.

5.3 Recommendations

In the light of the study result and conclusions, many recommendations can be presented.

1. Using peer reviewing technique as a new technique for teaching writing.

2. Peer reviewing technique should be implemented in the classroom because learning occurs in the process of social interaction with others.

3. It will provide curriculum material on how to instruct learners in using peer reviewing technique.

4. Using peer reviewing technique to teach writing and communication skills because it provides learners with good opportunities to negotiate meaning.

5.4 Suggestions

In view of the result of the present study, the researcher suggests future studies on:

1. The effect of peer review on improving students' reading skills.

2. The efficacy of using peer reviewing in enhancing the grammatical accuracy of general writing quality of advanced vs. elementary proficiency EFL Learners.

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أثر استخدام أسلوب مراجعة الأقران في مهارة الكتابة

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مستخلص البحث:

تعد مهارة الكتابة واحدا من المهارات المهمة ولها مكانة مهمة في تدريس اللغة الانكليزية كلغة اجنبية . حيث ان تدريس اللغة لا يعد تدريسا لمهارة الكتابة فقط بل هو تدريس اللغة ككل. ونتيجة لما تشير اليه المعطيات التربوية ان هناك ضعف في قدرة متعلمي اللغة الانكليزية في مهارة الكتابة لذا فإن الدراسة الحالية تهدف الى معرفة أثر تقنية مراجعة النظير في مهارة الكتابة ومن اجل تحقيق هذا الهدف تم افتراض الفرضية الصفرية الآتية :-
"انه لا يوجد فروق ذات دلالة احصائية بين درجات الطلبة للمجموعة التجريبية والضابطة في الاختبارين القبلي والبعدي في مهارة الكتابة. للتأكد من صحة الفرضية اعتمدت الباحث النوع الآتي لتصميم تجريبي : اختبار قبلي، تجربة ، اختبار بعدي . أعطت المجموعة المكونة من (72) طالب طالبة تم اختيار العينة زمن الدراسة المسائية لقسم اللغة الانكليزية ط كلية التربية الاساسية تم التأكد من الصدق الظاهري للأختبار من خلال عرضه على مجموعة من المختصين في مجالات تدريس اللغة ، وطرائق تدريس اللغة الانكليزية".