The Comparative Effect of Teacher-Assigned Topics and Student-Selected Topics on Iranian Upper-intermediate EFL Learners' Writing Skill

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ABSTRACT

The current study aimed to compare the effect of teacher-assigned versus student-selected topics on Iranian upper-intermediate EFL learners' writing skill. In order to reach this aim, a quasi-experimental design was designed for data collection. A total of 70 students out of 120 were chosen based on their performance on the placement test and then randomly assigned into two groups, Student-Selected Topic Group (SSTG) and Teacher-Assigned Topic Group (TATG). Then, both groups were given a writing test. The students in TATG were asked to write a five-paragraph essay on a teacher-assigned topic while the students in SSTG should write a five-paragraph essay on a self-selected topic. An independent-samples t test was conducted to compare the scores for the two groups. The findings showed that SSTG performed better on the writing test than TSTG. The results generally indicated that Student-Selected Topics had positive effects on Iranian upper-intermediate EFL learners' writing ability.

KEY WORDS: Topic selection; Student-selected topic; Teacher-assigned topic; EFL writing skill

INTRODUCTION

Second language students in the EFL setting are required to write in English for an assortment of reasons. Regardless of whether it is to demonstrate their insight into English in an arrangement test, compose a short blog passage for a class task or bolster their thought in an exploration paper, every one of these classifications of composing places an interest on the understudy as an essayist. In addition to the fact that they need to realize how to compose inside a particular kind, they are likewise expected to do as such while adequately communicating what it is they need to state with the words that they know (Namaziandost, Hashemifardnia, & Shafiee, 2019).

For second language students, writing in a subsequent language is viewed as one of the most baffling errands on the grounds that the vitality put into altering and finishing a book doesn't appear to mirror the exertion put into the entire procedure (Elbow, 1998; Nasri, Biria, and Karimi, 2018; Oh, 2003). Furthermore, composing is especially overpowering for second language writers who need to make sense of how to encourage the different sorts of s of procedures related with composing which can prompt a temporarily uncooperative mind if the class wherein they are being approached to deliver are new (Nasri & Biria, 2017; Nasri, Namaziandost, & Akbari, 2019; Schoonen, van Gelderen, Glopper, Hulstijn, Simis, & Snellings, 2003). Recorded as a hard copy process, including learners during the time spent basic leadership is known to be certain (Bonyadi, 2014). One type of understanding this association is to furnish learners with the chance to pick their very own learning materials or what is known as self-chose materials. In

language training self-determination of encouraging material has been viewed as a critical issue, for sure it has been examined that picked language exercises can apply a positive effect on specific pieces of language aptitudes (Azadi, Biria, & Nasri, 2018; Graham, 1982). Studies recommend that allowing learners to self-select material upgrades their inspiration and thus creates language aptitudes (Hashemifardnia, Namaziandost, & Sepehri, 2018). Self-determination grants learners to advance their advantage and is one approach to emphatically have impacts on their inspiration (Hosseini, Nasri, & Afghari, 2017; Abedi, Namaziandost, & Akbari, 2019).

Self-Selected Material Drawing on the hypothesis of contemplated activity, created and set forward by Ajzen and Fishbein (1980), exercises can be indicated by objectives that are influenced by demeanors and social standards. As it were, dispositions are valuable in shaping people groups' conduct. Applied to the field of language training, it very well may be speculated that distinctive learners' discernments and demeanors toward material determination and even some other instructive issues would have viable outcomes for creating language instruction (Namaziandost, Shatalebi, & Nasri, 2019).

Considering the way that the goal of composing guidance is to encourage learners to impart effectively, through composition, it is of significance to comprehend why a few students are hesitant to participate recorded as a hard copy exercises in the study halls. Such reluctance, which may be attributed to their observations and frames of mind, as a rule makes learners lose their excitement recorded as a hard copy. Progressively, they would presume that they are not ready to make any improvement in their composing classes. The issue is not kidding in an English as a Foreign Language (EFL) setting where there is little introduction to the objective language outside the study hall. For the most part, predictable with the hypothesis of contemplated activity, inquire about in instruction suggests that student recognitions and mentalities toward a subject outcome in scholastic achievement (Abedi, Keshmirshekan, & Namaziandost, 2019; Popham, 2005; Ziafar & Namaziandost, 2019; Royster, Kimharris, & Schoeps, 1999). In this manner, proper consideration ought to be paid to the effect of learners' observations and frames of mind toward their homeroom composing.

The issue of self-chose materials has consistently been related with the idea of decision making. Past examines on social brain science have uncovered that giving a determination of scholastic task for the most part influences learners' study hall commitment (Cosden, Gannon, & Haring, 1995; Flowerday & Schraw, 2000; Namaziandost & Nasri, 2019b). Investigating the historical backdrop of concentrates on premium and condensing later test works, Schraw, Flowerday, and Lehman (2001) depicted three different ways to extend premium dependent on showing significant choices to students, picking efficient writings that upgrade premium, and giving foundation information required to completely appreciate a theme. They further inferred that less-learned or less-self-controlled learners ought to be helped to make choices.

Self-choice in language educating has been generally contended overwhelmingly from the perspective of showing language aptitudes, to be specific, perusing, talking, and composing (Mirshekaran, Namaziandost, & Nazari, 2018). Explaining on the significance of self-determination, Sewell (2003) talked about that "allowing students to self-select their books leads in greater contribution and in this way more inspiration to peruse" (p. 5).

In a similar vein, Kragler (2000) recommended that "self-determination enables learners more scope to be significantly drawn in with the learning procedure, hence developing an excitement for, just as improving a responsibility for understanding procedure" (p. 4). In addition, alluding to the job of self-determination in progressing basic reasoning, Carroll (1997) affirmed that through a decent proficiency program that complements self-decision, perusers asked to advance progressively increasingly basic reasoning abilities. For her "self-choice makes learners to go after all the more testing books, and further, they rehash them out of intrigue" (p. 6).

In view of the previously mentioned hypotheses, researchers completed a few examinations tending to the issue of self-determination in showing understanding aptitude. Edmunds and Bauserman (2006), for example, talked with 16 fourth grade learners to discover what propelled them to peruse. The writers inferred that "single direction to expand kids' longing to peruse is to allow them to choose their own books" (p. 420).

Threadkell (2010) in a subjective report, examined the contrasts between learners' impression of educator appointed and self-chose writing. His disclosures demonstrated that the learners were progressively spurred to peruse when permitted to pick their very own writings. Students also seemed to increase a more prominent appreciation of substance when perusing self-chose material. In any case, the examination members likewise talked emphatically about indicated educator allocated books, demonstrating that quality perusing materials with high-intrigue substance may take precedency over decision.

The interface between self-choice and learners' talking expertise has been the other point of view considered by researchers. Focusing on improving dialog aptitudes in EFL classes, Green, Christopher, and Lam (1997) examined that the use of an understudy focused and psychological methodology, which allowed students to choose and sort out their own themes, was probably going to deliver progressively positive results for both understudy and instructor. In a similar vein, Ellis (1990), alluding to the significance of point determination in learners' oral creation, introduced some proof to help the thought that obtaining is created when educators grant students moderately free decision of theme. Tending to the issue of exchange theme choice, Wolf (2013) found and differentiated learners' view of an assortment of dialog subjects relegated in Japanese EFL reading material with their impression of their own self-chose talk points. The

analyst additionally planned for investigating whether learners' trust in talk changes in connection to course reading doled out and self-chose points. Evoking learners' self-chose subjects through a contentious article task and directing a 5-point Likert-type scale for social event and learners' discernments and certainty, the scientist made sense of that the learners had essentially more prominent view of information about and enthusiasm for contending their very own themes. Besides, the investigation indicated that the students announced more certainty for talking about their own points. The examination arrived at the resolution that it was increasingly reasonable to have learners pick their very own themes.

Additionally, Gradwohl and Scumacher (1989) looked at the degree of youngsters' information on subjects they needed to expound on (need themes), on points they would not like to expound on (don't-need points), and on themes the instructor picked (educator themes). The consequences of their investigation demonstrated that learners had essentially more information on the need themes than on the instructor points. They guaranteed that their discoveries showed the critical job of substance information on the composing procedure and subject decision adding backing to learners' self-determination of composing themes.

In a trial study, Bonzo (2008) explored the impact of theme determination (instructor chose points versus understudy chosen subjects) on members' familiarity with composing. ANOVA aftereffects of the investigation demonstrated that point choice influenced the general familiarity (as estimated with a general familiarity file) of learners' composing when they chose their own subjects. Members likewise delivered a higher proportion of various words to add up to words when they picked their very own subjects than when the points were allotted to them. The discoveries of the investigation, besides, showed a solid critical relationship among's familiarity and syntactic intricacy.

Actualizing a subjective methodology, Bonyadi, Zeinalpur, and Reimany (2013) investigated EFL learners' recognitions toward self-chose and instructor appointed themes in their composing classes. This investigation utilized a specific type of information assortment, self-composed reports, composed by EFL grown-up learners (N = 30), mirroring their very own discernments on the issue. The discoveries of the investigation uncovered that learners, by and large, saw to be progressively inspired and urged to compose when they are conceded the privilege to pick their own chosen theme in their EFL composing classes. In any case, few took an interest learner communicated their positive discernments toward educator doled out points. As ramifications of their examination, the writers presumed that a comprehension of the distinctions among learners' recognitions toward subject choice recorded as a hard copy would help the EFL instructors in making adaptable instructional techniques. At the end of the day, they contended, the composing educators should attempt to tailor point determination to the impression of the learners by giving them the

possibility either to take their own preferred subject or the one recommended by their composing instructors.

This audit of writing has shown that the issue of theme choice has been tended to from alternate points of view. It has been examined in field of instructive brain science under the pretense of decision making. In view of these examinations, less-proficient or less-self-directed students ought to be settled on decisions. The other pattern in inquire about on subject determination concentrated on the job of point choice in showing perusing, talking, and composing aptitude. These examinations reasoned that self-determination of perusing/composing materials and talking subjects by learners caused them to get profoundly associated with the getting the hang of perusing/talking forms creating basic reasoning abilities.

Besides, moving toward the issue of subject choice through subjective examinations was the other pattern as demonstrated in this survey of writing. These examinations investigated the two instructors' and learners' convictions and observations on subject choice. The scientists in these investigations additionally by and large detailed that learners had more certainty for examining their self-chose points. With respect to composing expertise, the analysts detailed that learners commonly apparent to be progressively roused and urged to compose when they are conceded the privilege to pick their very own subjects in their EFL composing. Aside from the set number of concentrates on theme choice, to the best information on the essayist, no genuine exploratory examination has been directed in Iranian setting on the impact of the point determination on learners' composing execution at college level. In this way, the present examination targets finding the impact of theme choice on Iranian EFL composing execution.

The following research question was proposed:

Is there any significant difference between group A's and group B's writing skill with regard to teacher-selected topics versus student-selected topics?

The null hypothesis of the study is:

There is not any significant difference between group A's and group B's writing skill with regard to teacher-selected topics versus student-selected topics.

METHODS

Participants

The participants of this study were 70 upper-intermediate EFL language learners who were selected among 120 students studying at a private English language institute in Iran. The participants' age range was from

14 to 16. They were selected based on their performance on the placement test administered initially. It means that their level of English language proficiency was determined on the basis of their scores on the Oxford Quick Placement Test (OQPT). The learners were randomly divided into two equal groups, Group A (Student-Selected Topic Group (SSTG)) and Group B (Teacher-Assigned Topic Group (TATG)). Only males participated in the current study.

Scoring Method

The examination chose two sorts of records of composing quality that included (a) systematic evaluations (subject presentation, theme improvement, sentence development, sentence mechanics) and (b) profitability. An aggregate of five distinct scores were gotten from these two sorts of records as outlined in Bonyadi (2014).

The explanatory evaluations (Bonyadi, 2014) depended on a composing course reading (The reasonable author with readings by Bailey and Powell, 2007). Besides, the efficiency list (Bonyadi, 2014) as recommended by Gomez, Parker, Lara-Alecio, and Gomez (1996) was essentially the all-out number of words (right and off base) composed inside the allocated time.

As the scoring of learners' presentation on composing was some way or another emotional, a between raters scoring technique was utilized. Two raters scored the learners' works dependent on the four classifications. The first and the subsequent classifications were subject presentation and theme improvement. The third and the fourth classifications were sentence development and the mechanics. For scoring techniques, the two ratters pursued the four criteria allotting everyone an imprint out of 10. The full score for every member was 40. To decide the unwavering quality between the scorings of the two rates, Pearson relationship was run. In the interim, with respect to the efficiency of the learners' exhibition, a distinct measurement displaying the mean number of the words in each gathering was utilized.

Procedure and Data Analysis

The learners taking their composing course in the main semester of 2019 were associated with the present investigation. During the underlying sessions of the class, every one of the learners were instructed the nuts and bolts of composing as recommended in their course book titled The Practical Writer with Readings by Bailey and Powell (2007). The point of the book was to furnish the learners with the essentials of composing a five-section paper. In the wake of experiencing these nuts and bolts, the learners were haphazardly doled out into 2 gatherings (A and B) of 35 learners. In the homeroom, at that point, the learners in Groups A and B were approached to compose a five-section article on an instructor relegated theme to be specific, "Smoking"— and a self-chose subject, separately. The articles were then gathered and surveyed dependent

on various classifications (see Bonyadi, 2014). The point of the examination was to discover the impact of subject choice on learners' composing execution.

RESULTS

An independent t test was directed to discover the conceivable contrast between the exhibitions of the two gatherings of the learners. Every one of the suppositions for directing the test, as examined underneath, were met. Besides, an adequate interrater understanding was of need in evaluating learners' composing execution. To this end, all appraisals were finished by the analyst and his partner. Unwavering quality at that point was surveyed dependent on the scores given to the papers composed by two gatherings of the learners who composed on either self-chose subject or the instructor relegated theme. In light of the four classes, Pearson creation minute connection was hurried to decide the connection between the two arrangements of scores.

For parametric strategies, the presumption of the typical appropriation of the scores ought to be met. For this reason, Kolmogorov–Smirnov measurement was raced to test that the information originated from a typically disseminated populace. The acquired noteworthiness values, to be specific, .098, .081, .112, and .123 were all more noteworthy than .05 demonstrating that examples originated from a typically circulated populace. Parametric system likewise makes the suspicion that examples are acquired from populace of equivalent changes implying that the inconstancy of scores for every one of the gatherings is comparative. To meet this supposition, Levene's test for correspondence of fluctuations was run. The acquired essentialness esteem (.808) was more noteworthy than .05 implying that the presumption of equivalent differences had not been disregarded ($F = .324$, $p = .808 > .05$).

Table 1: Kolmogorov-Smirnov Results for the Writing Test

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
SSTG	.17	35	.09
TATG	.20	35	.08
SSTGWC	.19	35	.11
TATGWC	.23	35	.12

Note. SSTG = Student-Selected Topic Group; TATG= Teacher-Assigned Topic Group; SSTGWC= Student-Selected Topic Group Word Count; TATGWC= Teacher-Assigned Topic

Group Word Count

Table 2 presents the mean differences between the two groups.

Table 2: Group Statistics (Testing Hypothesis of the Study)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Writing Test	SSTG	35	34.57	3.52	.59
	TATG	35	25.58	3.61	.61

Table 2 shows that the SSTG students' mean score on the composing test rose to 34.57 and the TATG students' mean score was 25.58. To see whether the distinction between these two mean scores, and hence the two gatherings on the composing test, was factually noteworthy or not, the scientist needed to look at the p esteem under the Sig. (2-followed) segment in the t test table. In this table, a p esteem under .05 would demonstrate a factually noteworthy distinction between the two gatherings, while a p esteem bigger than .05 shows a distinction which neglected to arrive at measurable criticalness.

Table 3: Results of Independent-Samples t Test Comparing the Writing Test Scores of SSTG and TATG

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
WT	Equal variances assumed	.22	.63	10.53	68	.00	8.98	.85
	Equal variances not assumed			10.53	67.95	.00	8.98	.85

Table 3 uncovered that there was a measurably noteworthy distinction between the SSTG (M = 34.57, SD = 3.52) and TATG (M = 25.58, SD = 3.61) scores of the composing test since the p esteem under the Sig, (2-followed) segment was littler than the centrality level (for example .00 < .05). It tends to be asserted that furnishing EFL learners with self-chose points had factually huge impact on their composing execution. In this manner, the invalid theory was dismissed.

With respect to the quantity of the words utilized in the compositions of the two gatherings, a comparable examination was led. To start with, Levene's trial of changes was hurried to meet the homogeneity of

differences in utilizing the words. Table 1 introduces the aftereffects of testing the homogeneity of differences in utilizing the words. As the table demonstrates, the hugeness esteem (.11 and .12) is more prominent than .05 implying that the suspicion of equivalent fluctuations has not been disregarded (p = .11 and .12 > .05).

To test whether there is a critical contrast between the quantity of the words utilized in the works of the two gatherings, TAT and SST, a one-example learners' t test was directed. Table 4 displays the aftereffects of the mean contrasts. Thinking about the got outcomes (t = 1.73, df = 68, p = .088 > α = .05), it very well may be asserted that there was no noteworthy contrasts between the works of the two gatherings as far as the quantity of the utilized words. At the end of the day, theme determination doesn't have any noteworthy impact on the quantity of the words. Note that Table 5 introduces a slight contrast between the two bunches as far as the quantity of the utilized words. In any case, the mean contrast between the gatherings (M = 337.17 versus M = 333.11) isn't factually noteworthy.

Table 4: Independent-Samples Test (Equality of Means of the Two Groups)

			t-test for Equality of Means				
			t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Word Count	Equal variances assumed		1.73	68	.088	4.05	2.34

Table 5: Group Statistics (Word Count)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Word Count	SSTG	35	337.17	13.09	2.21
	TATG	35	333.11	4.52	.76

To summarize, the present examination demonstrated that giving EFL learners self-chose points had factually huge impact on their composing execution. Besides, to test whether there was a critical contrast between the quantity of the words utilized in the compositions of the two gatherings, TAT and SST, the got outcomes (t = 1.73, df = 68, p = .088 > α = .05) showed that there was no noteworthy contrasts between the works of the two gatherings as far as the quantity of the utilized words. As it were, theme determination didn't have any critical impact on the quantity of the words.

DISCUSSION AND CONCLUSION

The present examination was initially inspired by the writer's appearance on whether to proceed with his act of appointing themes for composing or enabling the learners to choose their own subjects in their EFL composing course. Specifically, the examination was directed to explore the impact of subject determination one FL learners' composing exhibitions. In view of the discoveries of the investigation (t = 10.53, df = 58, p = .000 < α = .05), it was discovered that furnishing EFL learners with self-chose points had factually huge impact on their composing execution, in this way, dismissing the invalid theory of the examination that there isn't any noteworthy distinction between bunch A's (SSTG) and gathering B's (TATG) composing aptitude as to instructor chose subjects versus understudy chosen themes.

At that point, the eventual outcomes of testing whether there was a vital differentiation between the amount of the words used in the organizations of the two social occasions, TAT and SST (t = 1.73, df = 58, p = .088 > α = .05), demonstrated that there was no basic complexities between crafted by the two bundles similar to the amount of the used words. Accordingly, subject decision didn't have any enormous effect on the amount of the words. Generally, when students are given authority over point decision, they can expound on something both increasingly recognizable and important to them. This may prompt expanded familiarity with composing as students can maybe more effectively get to the lexis, they have to convey what needs be when expounding on things they have recently spoken or contemplated. Aitchison (2012) examines tests which have bolstered "the thought that words are effectively stirred in connection to points one is pondering" (p. 241) and how ordinarily utilized words are simpler to discover in the psychological vocabulary.

These outcomes are in accordance with those of a few different investigations (Cohen, 2013; Dickinson, 2014; Ferreira, 2013; Grogan & Lucas, 2012) which watched altogether higher familiarity scores for SS subjects.

Concerning the consistency of the aftereffects of the present examination with those of different investigations, we can allude to the discoveries of the subjective examination directed by Bonyadi et al. (2013), Wolf (2013), and Threadkell (2010). Specifically, the consequences of these subjective examinations are in accordance with the discoveries of the present investigation. This backing the aftereffects of the present quantitative investigation that demonstrated that self-chose points had factually critical impact on EFL learners' composing exhibitions. All in all, the detailed subjective investigations which investigated the two instructors' and learners' convictions and observations on theme determination announced that learners had more trust in examining their self-chose points.

Alluding to the discoveries of the announced quantitative investigations, for example, Gradwohl and Scumacher (1989) and Bonzo (2008) we can guarantee that there is a solid consistency toward huge impact of theme choice on learners' composing execution. The consequences of concentrates, for example, Gradwohl and Scumacher showed that learners had fundamentally more information on the need themes than on the educator subjects. They asserted that their discoveries showed the noteworthy job of substance information on the composing procedure and point decision adding backing to learners' self-choice of composing subjects.

Moreover, the trial investigation of Bonzo (2008) on the impact of subject choice (instructor chose points versus understudy chosen subjects) on the members' familiarity with composing demonstrated a solid noteworthy connection among's familiarity and syntactic intricacy.

A to some degree amazing finding of the present study was that there was no noteworthy contrast between the compositions of the two gatherings (SST and TAT) as far as the quantity of the utilized words. As it were, the discoveries demonstrated that subject choice didn't have any noteworthy impact on the quantity of the words, as appeared in Table 4. One may have expected to locate a noteworthy impact of point choice on the quantity of the words utilized in the compositions of learners who composed on self-chose subjects. Maybe EFL scholars, looked with instructor relegated themes, tend to surf on the Internet searching for material to be joined in their composing redressing, along these lines, for the absence of information on the doled-out subjects. In any case, this region still requires further examination.

From this viewpoint at that point, the aftereffects of the present investigation in one case appear to be conflicting with those of different researchers. That subject determination didn't have any critical impact on the quantity of the words mostly negates the discoveries of Bonzo (2008) who announced that members delivered a higher proportion of various words to add up to words when they picked their own points than when the points were doled out to them. Obviously, in spite of the fact that the mean number of the words utilized in the works of the learners who composed on a self-chose point was somewhat higher than the mean number of the expressions of the learners who took an instructor appointed theme (M = 376.33 versus M = 332.33), the thing that matters was not measurably critical. The discoveries of the present examination are in accordance with past subjective and quantitative investigations showing that giving the EFL learners scholarly decisions would help them in their battle for EFL learning. Specifically, the discoveries upheld the possibility that giving EFL students even at cutting edge levels with self-chose subjects would bring about a palatable exhibition on EFL composing.

These discoveries have suggestions for current EFL composing specialists. The consequences of this investigation propose that they are probably going to see huge impacts on EFL learners' composing

execution when they give the learners decision of choosing their very own favored subject for their composition.

For a long time, EFL learners have composed on themes relegated by their instructors. In view of the later instructional methodologies, learners have been allowed the privilege to pick their own themes for composing. The present examination alongside the other detailed investigations tentatively affirmed the beneficial outcome of learners' self-chose subjects on their composing exhibitions. In this manner, the present examination, academically, proposes that permitting EFL learners to have a state in what they are composing would help them in accomplishing a more prominent degree of commitment. Actually, giving EFL learners their self-chose points is a down to earth route for expanding learners' advantage and inspiration in their composing classes. It likewise builds up a more prominent feeling of self-assurance as it fulfills learners' requirement for self-rule (Deci, Vallerand, & Ryan, 1991).

However, an expression of alert is required here. As examined to reiterate the writing, subject choice has been treated as one of the most disputable issues initially emerging from the flames of the procedure/item direction banter. One of the ramifications of adopting a procedure strategy toward instructing composing was giving the learners their self-chose themes. In any case, as Lee (1987) has just cautioned, "the common procedure approach didn't demonstrate to be as powerful as those techniques which underlined educator coordinated exercises" (p. 181).

There are a few factors that may clarify the contrast between this investigation and past examinations. The most significant factor might be that learners experience issues choosing a theme, with a few learners remarking this took quite a while (Hashemifardnia, Namaziandost, & Shafiee, 2018; Head, 2016; Namaziandost, Sabzevari, & Hashemifardnia, 2018). In this way, learners may burn through important time during the ten-minute action on the off chance that they can't think about a subject rapidly, bringing about less composed yield and a lower familiarity score. Rettig-Miki and Sholdt (2014) additionally distinguished understudy trouble in choosing a theme as a factor, alongside learners picking increasingly troublesome points that necessary additional time utilizing a word reference. In this way, in settings other than a short, planned composing action, learners may compose all the more fluidly on the off chance that they are permitted to pick their very own subjects (Namaziandost, Rahimi Esfahani, & Ahmadi, 2019).

The present examination was directed to address the exploration question of whether subject determination has any impact on EFL learners' composing execution. To test the theory of the examination, a free examples t test was run trying whether there was a factually huge contrast in the mean scores of the two gatherings (the individuals who were given a self-chose point, SST, versus the individuals who were allotted an instructor chosen theme, TAT).

Notwithstanding, considering the tentatively affirmed constructive outcomes of learners' self-chose points on their composing exhibitions as revealed in this, the examination additionally recommends EFL composing educators to understand the possibility that now and again, a solid portion of instructor doled out themes would be required if learners are to figure out how to compose viably. That is, after learners create compositions dependent on their self-chose points in the early sessions of their composing classes, the instructors can steadily move to presenting their alloted subjects. The following recommendation for the later examinations is to incorporate more members to get more extravagant discoveries. Another proposal for the future considers is to take a shot at other language capability levels-basic, pre-middle, halfway, and progressed. Another proposal for the following thinks about with the comparative point is to consider the sex, implying that both female and male learners ought to be included. The last recommendation for the following examinations with the comparable point is to utilize interviews and different instruments to gather increasingly substantial information.

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