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A Constructivist Approach to Teaching Essay Writing: Bruner's Model in Undergraduate English Language Instructions

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Abstract

The present study aims to find out the effect of Brunner's Model on teaching essay writing. It has been hypothesized that there is no statistically significant difference between the achievement of student who are taught according to Brunner's Model and those who are taught according to the academic teaching method (conventional). The selected population are students of Garmian University, College of Languages and human sciences, Department of English while the sample are students of the second year. Each of the experimental and control group consists of twenty-five participants. Pre-post experimental design is applied on the sample of the study. Data are collected and analyzed statistically, the results show that teaching essay writing through Bruner's approach had a significant positive impact on students' performance. Some conclusions are drawn according to the findings of the study. It is concluded that Brunner's model is an effective strategy on teaching essay writing as it enhances students' ability of critical thinking where they could analyze situations of real life, comment, solve problems, and discuss social phenomena.

Key words: Constructivist Approach, Essay Writing, Bruner's Model

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منهج بنائي في تدريس كتابة المقال: انموذج برونر في تدريس اللغة الإنجليزية لطلبة المرحلة الجامعية

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المستخلص

تهدف الدراسة الحالية إلى الكشف عن دور نموذج برونر (Brunner's Model) في تدريس المقالة و قد وُضعت فرضية مفادها أنه لا توجد فروق ذات دلالة إحصائية بين تحصيل الطلبة الذين يتم تعليمهم وفقاً لنموذج برونر، وأولئك الذين يتم تعليمهم وفقاً للطريقة التقليدية الأكاديمية. شملت عينة الدراسة طلاب قسم اللغة الإنجليزية في كلية اللغات بجامعة كرميان، من طلبة المرحلة الثانية. تتكون كل من المجموعة الضابطة والتجريبية من 25 مشتركاً. و قد تم تطبيق تصميم تجريبي قبلي-بعدي على عينة الدراسة. جُمعت البيانات وحُللت إحصائياً. استناداً إلى نتائج الدراسة , تم التوصل إلى بعض الاستنتاجات التي تبين التأثير الايجابي الكبير لنموذج برونر على العينة. وقد خلصت الدراسة إلى أن نموذج برونر يُعد استراتيجية فعالة في تدريس كتابة المقال حيث يمكنهم تحليل مواقف تاحية الواقعية و التعليق عليها و حل و مناقشة الظواهر الاجتماعية .
الكلمات المفتاحية: النموذج البنائي , كتابة المقالة , نموذج برونر

1. Introduction

To understand literary text is still a source of complaint from teachers and students alike. They can hardly reach its goal, or arrive at its end, and they are immersed in it in a wealth that has no beginning or end. In undergraduate English language instruction, many students face persistent challenges in writing effective academic essays as aliterary text. These challenges often include weak organization, underdeveloped arguments, and lack of coherence. Traditional, teacher-centered methods tend to focus on form and correctness, offering limited support for developing students' critical thinking and self-directed learning. There is a growing need for instructional strategies that foster deeper cognitive engagement and active knowledge construction. (Al-Jawari, 1984: 9). This study addresses whether Bruner's Constructivist Model, which emphasizes scaffolding, spiral learning, and discovery-based instruction, can significantly enhance undergraduate students' essay writing performance compared to conventional methods.

Essay writing is a cognitively demanding activity that requires planning, organization, critical thinking, and linguistic control. For second-language learners or undergraduates still mastering academic conventions, these demands can pose significant challenges. Bruner's constructivist model offers a powerful framework for

supporting learners through these challenges by emphasizing active learning, scaffolding, and gradual conceptual development through a spiral curriculum.

1.1 Aims of the Study

This study aims :

- 1- To examine the effect of Bruner's Constructivist Model on undergraduate students' achievement in essay writing.
- 2- To compare among the key components of essay writing (coherence, ideas organization, argumentation, grammar, and vocabulary) of experimental and control groups.
- 3- To compare students' performance in writing argumentative and comparison - contrast essays.

1.2 Hypotheses of the Study

This study hypothesizes the following:

- 1- There is no statistically significant difference in essay writing achievement between students who are taught by using Bruner's Constructivist Model and those who are taught by using conventional teaching methods.
- 2- There is no statistically significant difference among the key components of essay writing (coherence, ideas organization, argumentation, grammar, and vocabulary) of experimental and control groups.
- 3- There is no statistically significant difference between students' performance in argumentative and comparison - contrast essays.

1.3 Limits of the Study

This study is limited to :

- a- University of Garmian / College of Languages and Human Sciences/ students' of Department of English as the population of the study.
- b- The essay writing subject , Essay and letter writing by L. G. Alexander (1968).
- c- Brunner's Model as a teaching Strategy.
- d- The academic Year 2024-2025.

2. A Constructivist Approach

Constructivist teaching focuses on how students actively build their own understanding through experience, reflection, and interaction. The following Key Features of this approach are summarized by Fosnot (2013), as follows:

- a- Learning is student-centered and inquiry-based.
- b- Teachers act as facilitators or guides, not just transmitters of information.
- c- Emphasis on real-world, problem-solving tasks.
- d- Knowledge is constructed socially, often through collaboration.

The notable Figures include:

- a-Jean Piaget – Cognitive development through stages; learners build mental models.
- b-John Dewey (1938): Emphasized experiential learning and reflection as core to constructivist teaching.
- c-Lev Vygotsky (1978): – Social constructivism; importance of language and social interaction, including the Zone of Proximal Development (ZPD).

d-Jerome Bruner – Scaffolding and spiral curriculum; knowledge building .

d- Graham & Perin (2007): Demonstrate that strategy instruction and scaffold feedback significantly improve writing performance in secondary and postsecondary learners.

2.1 Brunner's Model

Brunner's model is defined as “the art education teachers present examples classified into positive that apply to the artistic concept and negative ones that do not apply to it”. According to this model students are asked to compare the positive and negative characteristics of the given examples, in addition to the students formulating a definition of the concept of art education in light of its characteristics and identifying additional examples of the concept that are not classified into positive and negative (Mohammed, and Yaseen, 2022).

Bruner is an influential developmental and cognitive psychologist from the United States, known for blending psychological research with classroom practice. He focuses on the "cognitive process" which includes receiving, storing, and conveying information. His approach is based on two key assumptions: 1) knowledge acquisition is an interactive process where students actively engage with their environment, leading to changes in both the environment and themselves, and 2) students construct knowledge by connecting new information with prior knowledge (Al-Azarjawi, 1991).

Mohammed and Yaseen (2022) show that learning through Bruner's Model falls within three processes, and they acknowledge that different learning situations may require emphasis on these processes or aspects to different degrees:

- **The first process:** acquiring new information that replaces previous knowledge or refines it and he considers learning a gradual process.
- **The second process:** the transformation process (Transformation) because learning includes transforming knowledge so that it is useful to the student. During the transformation process, any information is changed in different ways so that learners can move beyond the facts that they originally provide them with. Thus, learners lack passive deaf memorization, ascending to the necessity of a degree of cognitive transformation in new situations because they do not benefit from them.
- **The third process:** Evaluation aims to determine the extent to which the new knowledge has been transformed so that it suits the tasks that the individual is undertaking and is suitable for them. The teacher himself carries out this evaluation, and the teacher's job is important in many cases because he helps the student develop his skills to evaluate his educational progress himself (Jaber, 1980: 148-149).

2.2 Conceptual Framework

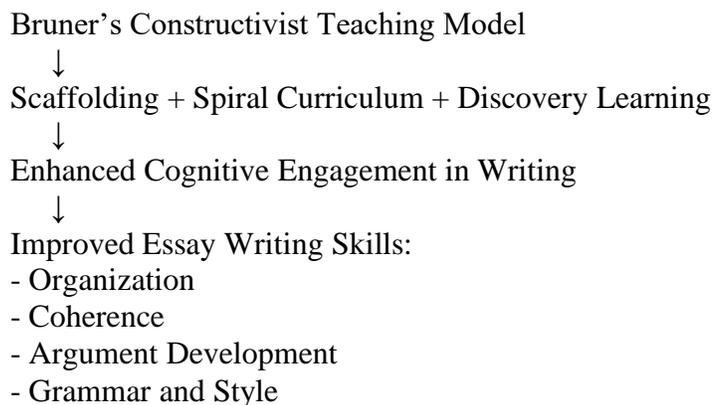
This study is grounded in Jerome Bruner's Constructivist Learning Theory, particularly focusing on three core concepts:

1-Spiral Curriculum: Information is revisited at increasing levels of complexity to reinforce understanding over time. Information should be structured so that complex ideas can be taught at a simplified level first, and then revisited at more complex levels later. This is particularly effective in writing instruction, where concepts such as organization, argumentation, and style are developed progressively (Bruner, 1960).

2-Scaffolding: Derived from Vygotsky's Zone of Proximal Development, scaffolding involves providing support to learners as they develop new skills. As students gain proficiency, the support is gradually withdrawn (Wood, Bruner, & Ross, 1976). In essay writing, scaffolding may take the form of guided writing activities, feedback, and modeling of writing strategies.

3-Discovery Learning: Bruner (1961) emphasizes that students learn best when they discover information themselves through active inquiry, problem-solving, and exploration. In the writing classroom, this means allowing learners to experiment with structure, vocabulary, and rhetorical strategies to express their own ideas. Students construct their own knowledge through exploration, inquiry, and reflection during writing tasks. (Bruner, 1966 and Chand, 2023)

Conceptual Model:



2.3 Modes of Representation

Bruner also identified three modes of representation, which describe how knowledge is stored and expressed:

1. Enactive (action-based): Knowledge through motor responses (e.g., physically organizing essay sections on paper).
2. Iconic (image-based): Knowledge through visual or mental images (e.g., graphic organizers, mind maps).
3. Symbolic (language-based): Knowledge through symbols and abstract language (e.g., writing essays, analyzing texts).

These modes develop progressively but remain accessible across all age levels, suggesting that instruction should engage multiple forms of representation (Bruner, 1966).

2.4 Application to Essay Writing

In undergraduate English language instruction, students often struggle with organizing ideas, constructing coherent arguments, and applying grammatical rules effectively. By applying Bruner's constructivist model:

- Scaffolding helps students move from controlled writing exercises to independent composition. (Graham & Perin, 2007).

- Spiral Curriculum ensures that writing components (e.g., thesis development, cohesion, grammar) are revisited and deepened over time.
- Discovery Learning encourages creativity and personal voice, making writing more meaningful and engaging for students. (Ivanic, 1998).

-This theoretical foundation aligns with modern views on writing pedagogy, which favor process-oriented, student-centered, and cognitively engaging methods. Constructivist instruction fosters not only writing competence but also critical thinking and learner autonomy (Graham & Perin, 2007; Priyamvada, 2023).

2.4.1 Scaffolding in Essay Writing

Scaffolding, as defined by Wood, Bruner, and Ross (1976), involves temporary support structures that guide learners until they are capable of independent performance. In essay writing, this means gradually helping students develop autonomy by:

- Modeling writing: Teachers can provide sample essays or co-construct essays with students.
- Sentence starters and writing frames: These support learners as they practice constructing key parts of essays.
- Peer feedback and conferencing: These foster reflection and introduce multiple perspectives.
- Rubrics and guided checklists: These promote self-assessment. " (Hammond & Gibbons, 2005, p. 10).

2.4.2 Spiral Curriculum in Writing Development

Bruner's spiral curriculum supports introducing complex ideas early in simplified form, revisiting them at increasing levels of difficulty:

- Stage 1: Basic paragraph writing and sentence structure.
- Stage 2: Structured essays with introductions, body paragraphs, and conclusions.
- Stage 3: Argumentative and research-based writing. (Coffin , Curry, Goodman, and Swann, 2003).

2.4.3 Discovery Learning in Writing Instruction

Discovery learning encourages students to learn through active exploration:

- 1- Allowing students to choose their essay topics.
- 2- Analyzing model texts to derive genre conventions.
- 3- Writing workshops that emphasize inquiry, drafting, and revision. (Hillocks, 1986).

2.5. Previous Studies

Bruner's constructivist theory has been foundational in shaping educational practices across diverse contexts. The concept of scaffolding was originally formalized by Wood, Bruner, and Ross (1976), who demonstrated how guided interaction enhances problem-solving in children. Later, Rahmat and Chan (2016) applied Bruner's three modes of representation—enactive, iconic, and symbolic—to grammar instruction, showing improved understanding and retention among learners. Yuliani and Lengkanawati (2017) implemented discovery learning in writing classes and observed enhanced critical thinking and student engagement. Albalawi (2018) explored the use of Bruner's principles in literature instruction for EFL learners, emphasizing contextual understanding and reader interpretation. In the same year, Kurniawan and Fitriana (2018) applied Bruner's scaffolding model to reading comprehension, finding it significantly improved learners' understanding. Most recently, Almalki (2020) examined the use of Bruner's spiral curriculum in writing instruction, concluding that recursive learning sequences fostered better coherence and creativity in EFL student writing. Collectively, these studies affirm the adaptability and continued relevance of Bruner's constructivist theory in modern education.

3.The Procedure

3.1 The Sample and Population

The population of the present study consists of all the students in English department/ college of languages and human sciences at Garmian university who study English as a foreign language in the academic year 2024-2025. The selected sample involves two groups to be divided as experimental and control groups. Each of these two groups consists of twenty-five participants. It is worth to notify that both groups are subjected to the same number of lessons. All the procedures of equivalence are achieved for both experimental and control groups such as the age , the academic level, and fathers' and mothers' attainment. The students of both groups have been taught argumentative and comparison-contrast essays . The experimental group has been taught according to Bruner' Model while the control one has been taught according to the conventional method, as mentioned in table (1):

Table (1) Population and Sample

Population & Sample	Section	groups	Number
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Population	370	Experimental	A	25
Sample	50	Control	B	25
percentage	13.51 %	Total	/	50

3.2 The Experimental Design

The experimental design of the present study aims to find out the effectiveness of a new teaching strategy by choosing one group to be the experimental group, which is taught by using Brunner's Model. This group is to be compared with the control group which is taught by using the conventional method (Richards and Schmidt, 2002: 39).

The control group is chosen for its equivalence to the experimental group, by assigning participants to the two groups randomly, for every member of the subjects has an equal and independent chance of being selected (Richards and Schmidt, 2002, 465). Randomization can eliminate the problem of pre-test (Selinger and Shohamy, 1989: 141). Thus, the experimental design adopted in the present study is a "quasi experimental, the pre-existing-control group pretest-posttest design" (Cohen, Manion, and Morrison , 2000: 214).

Both groups students are subjected to specific criteria to ensure equivalence such as taking pretest , comparing students' mothers and fathers attainment, and students' age in months.

The designed pre-test is a simple one that involves five questions which measure students of experimental and control groups linguistic level (i.e. vocabulary, writing a paragraph and grammatical structures).

3.3 Instrument of the Study

An achievement post-test is constructed to measure students' essay writing. Two kinds of essay writing are specified: the first one is argumentative and the second is comparison-contrast essay. A pilot study is applied on 1st of October as the first step of the experiment application. It is achieved in order to estimate the suitable time for the post test that student need. Moreover, to measure some other factors of a good test such as validity , reliability , item discriminating power, and difficulty level of the post-test items.

In the experimental study the only difference between the experimental and control groups is the treatment variable and that each additional variable would require an experimental group and a corresponding control group (Selinger and Shohamy, 1989). So, it is necessary to control the irrelevant variables or factors which may affect the outcome of the research (Best and Khan, 2010). According to Cohen, Manion, and Morrison (2000) the invalid and unreliable instruments can cause serious problem to the experiment.

3.4 Lesson Plan

With the adoption of prepared framework model for the lesson plan to contain three main phases:

- a- **Acquiring new information** : such process teachers explain new events or explanation while learners are ready to note taking , participation , raising questions and having answers.
- b- **The Transformation Process** (Transformation) because learning. includes transforming knowledge so that it is useful to the student.
In brief learners here revise their previous knowledge and try to keep connecting previous knowledge and new events
- c- **Evaluation**: aims to determine the extent to which the new knowledge has been transformed so that it suits the tasks that the individual is undertaking and is suitable for them

1. Learning Objectives

By the end of this lesson, students will be able to:

- Distinguish between argumentative and comparison-and-contrast essay structures.
- Construct thesis statements appropriate to each genre.
- Organize and develop coherent, well-supported body paragraphs.
- Use transitions and rhetorical devices suited to each essay type.
- Reflect on the strategic purpose behind different essay structures.

2. Instructional Strategy: Bruner's Model

Bruner's Key Concepts Integrated:

- **Enactive Representation**: Students physically engage with the essay structure through hands-on activities.
- **Iconic Representation**: Use of visual aids such as diagrams, flowcharts, and essay outlines.
- **Symbolic Representation**: Students work with abstract concepts like thesis development, logical fallacies, and rhetorical appeals.
- **Spiral Curriculum**: Builds upon students' prior knowledge of paragraph writing and basic rhetoric.
- **Discovery Learning**: Students derive structural and strategic insights through guided inquiry and collaborative tasks.

3. Lesson Procedure

Session 1: Understanding and Exploring Essay Types

Introduction & Activation of Prior Knowledge (15 min)

Enactive Stage – Essay Structure Simulation (20 min)

Iconic Stage – Visual Representation (25 min)

Symbolic Stage – Thesis Writing and Analysis (30 min)

Session 2: Building and Writing Paragraphs

Warm-Up – Review & Retrieval Practice (10 min)

Enactive Stage – Building Body Paragraphs (20 min)

Iconic Stage – Organizing with Graphic Organizers (20 min)

Symbolic Stage – Full Paragraph Writing (30 min)

Discovery Task – Genre Evaluation (10 min)

4. Assessment & Evaluation

3.5 Scoring Scheme

Scoring procedures are used to measure individual response and the total value that is based on a number of individual scores. So, the final scores in testing are composed of several items scores (Mousavi, 1997: 123-124).

The performance of students in writing two types of essays are measured within this study which worth measuring. Argumentative and comparison-contrast are involved through the instrument of the study. The production level is analyzed and scored according to specific criteria of Brown and Lee (2015). The criteria composed of five elements (grammar , coherence , ideas organization, argumentation, vocabulary). The test involves two questions the first one requires writing an argumentative essay while the second one deals with writing comparison –contrast. 50 scores are allotted for each question.

3.6 Validity

Validity refers to the degree to which a test measures what it is meant to measure (Moore, 2007: 315 ,and Ornstein and Lasley, 2004: 437).

A valid test is based upon measuring students' understanding or mastery of what the content, or each of the instructional objectives that are actually taught or covered by the researcher during instruction and nothing more. That it should not include content that the students are not exposed to(i.e. materials which are taught to the a sample of and study) (Ornstein and Lasley, 2004).

Content validity According to Ornstein and Lasley (2004: 439) and Moore (2007: 338), is the simplest and most important type of validity

to the teacher. Teachers may check to see whether their test items match their stated learning objectives (Moore, 2007). Content validity is ensured by constructing the test involving items of essay writing that are related to students curriculum aim.

It means the way the test looks to meet the expectations of the ones who use it, like - the examinees, the teachers, candidates, test score users, and the like (Harris, 1969: 21 and MCNamara, 2000: 103).

Mousavi (1999: 124) states that face validity can be improved by merely formulating test items in terms that appear relevant and reasonable in the particular setting in which they will be used. This type of validity has been proved by submitting the test to jury members to assure or judge whether it is applicable to university students level as far as the current study is concerned. Consequently, the test is proved to be valid and measureable with some modifications and notes are taken into consideration.

3.7 Reliability

Cohen (2001: 525) says that a test must be reliable before it can be valid, and that according to Huerta- Macías (2002: 340), if a procedure is valid, then it is reliable. Both the reliability and validity of a test are highly dependent on the manner in which the instrument is employed.

By reliability is meant the stability of test scores to be consistently measuring the material under question. It needs to be assured that approximately the same results will be obtained over a short period of time or when a different form is used (see Ornstein and Lasley, 2004). The value of the reliability of the post test is computed by Cronbach's Alpha where it is 0.81 .

4.Data Analysis

Quantitative data have been analyzed using independent sample t-tests to compare between-group performance. Results will be interpreted at a significance level of $p < 0.05$. The first aim which is :

4.1 Data Related to the First Aim

The first aim of this study is to examine the effect of Bruner's Constructivist Model on undergraduate students' achievement in essay writing. To achieve this aim the first hypothesis is derived 'There is no statistically significant difference in essay writing achievement between students taught using Bruner's Constructivist Model and those taught using conventional teaching methods.

The data of the sample is collected and measured after the post-test administration. The Post-test of the study has been administrated on both groups (experimental and control groups) of the experiment to ensure comparability of participant groups prior to their experiment . However, in comparing the scores of experimental with those of control groups, and by using the T-test for two independent samples, the following results have been obtained: See table (2)

Table (2)

T-Test , SD, Mean Score of Students’ Achievement in Essay Writing

Group	Mean	SD	T-test Value		D.F.	LS
			C .value	T . value		
Experimental	72.3	4.67	2.92	2.00	48	0.05
Control	47.5	5.87				

After collecting data and analyzing them statistically by SPSS software application by applying a T-Test for two independent to find out whether there are any statistical differences in the mean score between experimental and control groups.

It became obvious from the Table (2), the calculated T-value is (2.92) which is higher than the tabulated value. It is found out that the mean score of the experimental group (72.3) and SD (4.67), while the mean score of the control group (47.5) with (5.87) at level of significance 0.05 and 48 degree of freedom .

One can notice that the mean score of the experimental group 72.92 is higher than the theoretical value which is 50 . on the other hand it is found out that the mean score of the control group 47.50 is less than the theoretical mean score. this indicates that the achievement of the experimental group is higher than the control group.

4.2Data Related to the Second Aim

The second aim of this study is to compare among the key components of essay writing (coherence, ideas organization, argumentation, grammar, and vocabulary) of experimental and control groups.

So as to achieve the second aim the second hypothesis is derived ‘there is no statistically significant difference among specific aspects of essay writing (coherence, ideas organization, argumentation, grammar, and vocabulary) between the experimental control group. The calculated mean score of both experimental and control groups with t-test values show the significant difference between essay writing key components, as mentioned in table (3)

Table (3)

Comparison between Mean Scores of Experimental and Control Groups in Key Components of Essay Writing

Item	Experimental group Mean score	Control group Mean score	t-test Value
------	----------------------------------	-----------------------------	-----------------

Coherence	15.7	9.0	3.6
Ideas organization	14.5	11.3	2.9
Argumentation	13.2	8.4	3.5
Grammar	9.12	8.3	1.76
Vocabulary	16.1	10.5	3.8
Total	72.3	47.5	2.27

After collecting data and analyzing them statistically by SPSS software application by applying a ANOVA Analysis of Variance to find out whether there are any statistical differences in the mean score between experimental and control groups, as mentioned in table (4).

Table (4)

The Total ANOVA among Coherence , Ideas organization, Argumentation, Grammar, and Vocabulary

Source of variation	Sum squares(SS)	Degree of freedom	Mean Square(MS)	F-Ratio
Between Groups	65.2	4	14.48	5.42
Within Groups	180.4	45	4.1	
Total	245.6	49		

It has been found out that there are statistical significant differences among the overall results of the specific aspects of essay writing (coherence, ideas organization, argumentation, grammar, and vocabulary) through the use of Analysis of Variance (ANOVA). The calculated F ratio (5.42) exceeds the tabulated one (2.45). Thus, the second hypotheses is rejected.

As far as the computed Sheffee values are concerned , it is found out that the highest value is between coherence and grammar (6.58) which is higher than the F Ratio (3.20) at level of significance (0.05) for the behalf of coherence , the coherence mean score is (15.7) as mentioned in table 3 .The second high value can be noticed between grammar and ideas organization . while the lowest value can be seen for argumentation, and grammar, as mentioned in table (5).

Table (5)

Sheffee' Values among the Five components of Essay Writing

Item	Coherence	Ideas organization	Argumentation	Grammar	Vocabulary
Coherence	/	/	/	/	/
Ideas organization	1.2	/	/	/	/
Argumentation	2.5	1.3	/		/
Grammar	6.58	5.38	4.08	/	/
Vocabulary	0.4	1.6	2.9	6.12	/

4.3 Data Related to the Third Aim

The third aim of this study is ‘to compare students’ performance in writing argumentative and comparison - contrast essays’. To achieve this aim the first hypothesis is derived which is ‘there is no statistically significant difference between students’ performance in writing argumentative and comparison- contrast essays.

Table (6)

Comparison of the mean scores of between Argumentative and Comparison-contrast Essays

Essay type	Mean	SD	T-test Value		D.F.	LS
			C .value	T . value		
Argumentative	32.6	6.72	4.46	2.67	24	0.05
Comparison-contrast	41	7.37				

After collecting data and analyzing them statistically by SPSS software application by applying paired sample t-test to find out whether there are any statistical differences in the mean score between experimental and control groups.

It became obvious from the Table (6), the calculated T-value is (4.46) which is higher than the tabulated value. It is found out that the mean score of the students’ achievement in argumentative essay (32.6) and SD (6.72) , while the mean score of the students’ achievement in Comparison-contrast (41.0) with (7.37) at level of significance 0.05 and 48 degree of freedom. This indicates that students’ achievement in writing comparison-contrast kind of essays is better than writing argumentative essay.

4.4 Discussion of Results

Based on the findings of the study, it is evident that teaching essay writing through Bruner’s approach had a significant positive impact on students' performance. The

ANOVA results showed clear differences across the key components of essay writing. The highest mean score was observed in vocabulary (16.1), followed by coherence (15.7), and idea organization (14.5) and Argumentation (13.2). This indicates that experimental group significantly exceeded the control group in key aspects of essay writing, particularly in argumentation, vocabulary use, and ideas organization, which highlights the success of the instructional method used.

Moreover, argumentation scored a bit lower (13.2), it still reflects a solid performance in a skill that typically requires higher-order thinking and persuasive strategies. Grammar scored the lowest (9.12), which might indicate that while the method enhanced content and structure, it had a more limited effect on grammatical accuracy. This may be due to the focus being more on meaning and organization rather than language form.

The psychological and educational success of the teaching strategy based on Bruner's Model can be attributed to several reasons that enhance learners' understanding and expression, leading to a noticeable improvement in their writing compared to the control group. Below is a detailed explanation of the main psychological and educational reasons that explain this success:

First: Psychological Reasons

1. **Intrinsic Motivation** Bruner's model encourages discovery and inquiry-based learning, which stimulates students' curiosity and motivates them internally to learn, not just for grades.
2. **Self-Confidence** by encouraging students to express their ideas freely and explore topics independently, they gain greater confidence in their linguistic and intellectual abilities.
3. **Reduced anxiety and stress** since the model focuses on gradual understanding rather than rote memorization, students feel more comfortable during learning, which reduces anxiety related to writing.
4. **Self-Actualization** when students see that their ideas are respected and discussed, they feel a sense of self-fulfillment, which positively affects the quality of their writing.

Second: Educational Reasons:

1. **Spiral Curriculum** Bruner's model presents knowledge in a progressive manner, from simple to complex, helping students build strong concepts they can later use in writing.
2. **Activation of Higher-Order thinking skills** such as analysis, synthesis, and evaluation, which are reflected in students' writing in a deeper and more organized way.
3. **The Three Modes of Representation (Enactive, Iconic, Symbolic)**
Students go through multiple representational stages (action-based, visual, and symbolic), making the concept more embedded in their minds and easier to express in writing.

4. Individual differences consideration the model allows students to learn according to their own styles and pace, making writing a true reflection of their thoughts rather than mere repetition.

5. Focus on constructivist learning students "construct" knowledge themselves rather than receiving it passively, resulting in more original and clear ideas in their essays.

The experimental group write better essays because they:

- Learned in a way that considers their psychological and cognitive needs.
- Understood the material deeply, not superficially.
- Felt free to think and express themselves.
- Used higher-order thinking skills like organization and analysis.
- Experienced multi-sensory learning that reinforced concepts.

5- Conclusions

This study has reached to the following conclusions:-

- 1- Bruner Model can enhance English language learning through teaching short stories. It elaborate the events narrated and give students' chance to comprehend English situations.
- 2- Such kind of model is effective in raising students' cognitive ability where it is supportive to their mental flexibility through encouraging them participate, raise questions, communicate by written and oral responses.
- 3- Bruner Model enhances students' ability of critical thinking where they could analyze situations of real life, comment, solve problems, and discuss social phenomena.
- 4- Bruner's constructivist principles scaffolding, spiral curriculum, and discovery learning can transform essay writing instruction. Rather than focusing on rigid formulas, this approach sees writing as a thinking tool and a developmental process. Constructivist writing instruction fosters autonomy, reflection, and communicative empowerment.
- 5- Bruner's instructional model significantly enhances students' essay writing skills by promoting deeper cognitive engagement, allowing learners to construct their own understanding of writing structures and ideas.
- 6- Bruner's Model demonstrated clear superiority in argumentation, vocabulary, and ideas organization, confirming the positive impact of the implemented teaching strategy on students' essay writing skills.
- 7- The multi-representational approach in Bruner's model (enactive, iconic, symbolic) facilitates better internalization of content, which in turn improves students' ability to express their thoughts clearly and effectively in written form.
- 8- The model's emphasis on discovery learning fosters intrinsic motivation, encouraging students to explore topics more deeply and write more authentically and confidently.

- 9- Bruner's strategy effectively reduces writing anxiety and builds self-confidence, enabling students to take intellectual risks and develop a more personal and expressive writing style.
- 10- The spiral curriculum structure contributes to gradual and cumulative development of writing competence, allowing learners to revisit and refine their understanding of writing over time.
- 11- Teaching through Bruner's model cultivates higher-order thinking skills, such as analysis and synthesis, which are essential for producing well-structured and meaningful essays, unlike traditional methods focused primarily on surface-level correctness.

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