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An Analysis of Teaching Online Writing versus Face to Face mode

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ABSTRACT

This study attempts to analyse and find out the approach of writing online and face to face. The study conducted at Soran University, Kurdistan Region in northern Iraq. The data collected through the questionnaire. The attendants were 100 students of the second and fourth year, faculty of Arts, department of English. The questionnaire consisted of 10 questions about online learning and its advantages and challenges compared to their counterparts in traditional learning face to face mode. The data revealed that students, in general, tend to have the desire to participate in educational courses over the internet (online mode) because it facilitates the learners a lot of opportunities in their academic life, in addition to time, place and cost while other student's preferred traditional study because of interaction, social status, academic rigour and communication. Similar to distance learning, the results of excellence and speed of learning and the rate of Registration and success expanded more than it is traditional study. The results indicated that the students preferred online writing mode in their learning and teaching approaches. The finding increases student's awareness towards online writing and its sustainable growth in academic spheres, however, to create a generation that preserves to be critical learners.

Keywords: Online writing, face to face writing, writing approach, learning and teaching

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INTRODUCTION

Writing consists of a textual language through the use of drawings, symbols, letters and even signals, documented through pronunciation and the transfer of ideas and events to letters or symbols to read them as a model and a linguistic specialist for each language. Where people began from ancient times to express their language through drawing and then developed these drawings to symbols and then to the characters to express the language to be spoken and shorten the time and effort. Human beings continued to invent the machines that facilitate his writing process such as writing machines, presses and other machines continued to invent the invention to reach the finest writing machine; this made human beings sophisticated work is done easily in their daily life. (Badger & White, 2000)

The writing is limited to the language and the order of voice and grammar. The teachers and scientists created the academic writing which is more acceptable and explained with us and understood its words not only to the high level, but also to the middle and small classes for the sake of a prose style of excellence and integrity that allows the reader to continue reading, and it proceeded on the same path so that others would be inspired to follow his example.

Distance learners face the bitterness of loneliness, most of the time, during studying and working because of the nature of the work activities of which learners are required to do independent study individually. They are required to complete a different

assignment or task without the direct orientation of the teachers. However, online learning is viewed as the science in which information and experience are sent and received through visual and tangible equipment and services, as it relies directly on the use of the computer or the iPods and the internet. (Majed Talal, 2016).

An important element of the classroom learning process among the students and the teachers are interaction and social communication. The ability of students to discuss, inquire questions, share ideas, approve or reject from their point of view is one of the basics of learning activities. In many cases, there is a topic to discuss; the debate is formed between students and the teachers and between students and students to clarify the concept. (Fulford & Zhang, 1993)

Online discussions encourage many students to become more involved in their works. Their ideas are written or analysed by others to learn from them. However, we may not see the advantage of interacting over the internet if there is no close contact between colleagues and learners. Some students who failed to communicate through the internet with other students from their groups, the learners found that they felt nervous, anxious and isolated. (Smith & Hardaker, 2000).

It is worth mentioning that learning to write online is one of the easiest ways to learn because the student may find the best aids to learn and correct writing sentences and words. (Warschauer, 1997)

The goal of this research paper is to find out:

Research Questions

1-Is teaching writing via online approach better than the traditional face to face one?

2- What are the problems that are faced by the students through online and face to face writing approach?

LITERATURE REVIEW

1.1 Analysis of learning online writing approach

Nowadays, there is a lot of evidence to prove that online learning is as effective and successful as in traditional education or perhaps it is more effective than the high results (Ladyshewsky, 2004). This research shows us educational strategies which are considered as the most effective education through the Internet (Schachar & Neumann, 2010).

Many studies have focused on online education in the world, but it doesn't necessarily find positive results (Baker, 2010). Few institutions have studied the factors that influence the students' satisfaction through the internet and their educational outcomes. (Eom, Wen & Ashill 2006). Therefore, a study was conducted to measure students' satisfaction in the course of technology management versus the traditional (face to face) course of the university. Studies showed that students in the technological mediation course are less satisfied. There are many teachers who have not developed the level of learners and lack the skills required to learn an online approach. This has not prevented them from stopping, but they have continued to improve the development of the equipment to find out the learning outcomes (Piccoli, Ahmad & Ives, 2001).

There are many challenges facing online learning that provoke feedback, and it is different from the face-to-face environment of traditional study. (Getzlaf, Perry, Toffner, Lamarche & Edwards, 2009) In case of in-class comments, they can be submitted in various ways using informal discussions such as before or after the semester, nonverbal communication may be more challenging for the students in the online training course, and this helps to exert greater effort which gives the opportunity to repeat several times.

But communication is often not coincided and lacks the verbal factor. The advanced techniques helped the teachers or the learners, through the internet, to use many methods and repeat them within the classroom. (Marks, Sibley & Arbaugh, 2005).

Another positive and important factor in gaining student satisfaction is the immediate response of the instructor or teacher and his/her feedback. There is a need to conduct more studies in the online teaching environment, to demonstrate this as an example of the Master of Business, Administration on the Internet, to find out how satisfied students are with their experience. The preparation of teachers or trainers is to conduct the study as facilitators in the discussion rooms, and the establishment of structures and Registration of grades for lessons, which motivates the walker Hip. Personal communication between the instructor and the student is considered as one of the main factors affecting the student's satisfaction with his or her lesson learning. However, it was found that the interaction between the teacher and the students, the students with their peers, is the most important variable effect and satisfaction. (Marks, Sibley & Arbaugh, 2005).

Exchanging information among students, and writing comments that help to understand the questions, the debate thus

increases their ability to analyse and support participation. Evidence demonstrated that online studies could be structured in a manner similar to students' satisfaction with social interaction perceptions in the classroom. However, critical thinking and reflection were also needed to put into consideration by the teachers and the students since it enhances students' cognitive skills. However, instructors are asked to think about the course requirements, interaction and evaluation before they deliver them. (Anderson, Rourke, Garrison & Arche, 2001).

In the case of comments, students often consider the comments, verbal or written, which are given by their teachers for their performance in particular duty—the final information provided to students by the teachers to do the task assignment. The final remarks may not have a significant impact on the student's behaviour as a result of the feedback given during the education process through formative feedback. The extent of their excellence, in achieving the goals of learning, can affect the students' way of learning. The comments should be addressed, to students online, on their educational efforts. Discussion forums, on specific questions and answers, that focused on activity, tasks or added entries about the year's work in the discussion rooms. (Butler & Winne, 1995)

The distance education environment can be classified into three central groups, and this may be entirely on the internet, such as in a homogeneous (mixed) or hybrid format. Online courses are conducted online and online without a face-to-face session. The opportunities for distance learning, for different groups of students as well as academic needs in traditional classrooms, are no longer able to meet and authenticate students in general. Students are encouraged to register online through the need for clear, flexible

and quality learning environments "to provide quality learning for all students, regardless of location and time" (Brower, 2003, p.26).

1.2 Analysis of face to face writing approach

It is known that the curriculum offered in the campus classrooms may differ from what is presented through the internet, and it may also vary from one university to another. Thus, this may affect, negatively or positively, the satisfaction of students. Students in the classroom may be affected by many factors; some are directly related to the teacher who teaches students. This has a very active role in the process of education, and its presence directly, in front of the pens, turns the scales negatively or positively. To know the crisis that leads the process of education to raise the level of students in terms of scientific and intellectual sectors requires the teacher teaching methods to feed students information easily. (Hostetter & Busch, 2006). The teacher provides the information and the use of his teaching method for the process of education in the classroom, and hence what attracts the students is his social status and interaction with them. It builds scientific knowledge through the conversations, in the case of writing students interaction positively because it allows them inside the classes to share and exchange information in groups or even individually. This method is effective to increase the learning experience; however, writing academically for the students increase the number of their achievements in their academic life. Their confidence and language skills increase the chances of error correction, which is a powerful motivation to gain skill and increase their satisfaction. (Garrison, Anderson, and Archer, 2000).

It is important for the teachers to have the property of balance between the teaching material and its absence to the teaching

classes and the students. It will constitute a balanced process of teaching that allows the majority of students to participate in the lesson and facilitate the process of learning whether orally or through individual conversations, via being written through writing sections or research writing in the classroom. The teachers give an assessment of the errors, and extra skills to rewrite their draft again. The results and assessment will be in the satisfaction of student; it increases the learning process in learners practice skills. (Arbaugh, 2010)

The programs offered within the traditional classrooms are comments which are subject to discussion. This is what the teacher proposes to listen to the students and their opinions. The comments come either in conversation or through writing on the papers which the professor accepts from the students in assignments addressed to them, and then receive them to evaluate their performance. The reactions of students come automatically because of comments or performance or even feedback reaction by the teacher who informs them of the results. These results may not be the final point, but clearly, it affects the behaviour of the students. Learner's behaviour may be positively or negatively estimated. (Butler & Winne, 1995). Students may provide assessment and feedback via writing on the draft either individually or in groups. The result of learning writing skills and performance of the student can be accessed through his/her words expressed academically. And this is what the teacher aspires in the classroom.

There are many negative and positive effects of the traditional learning environment face-to-face. The interaction between the students and the teachers, or the students with their peers, in the class has an essential role in students learning. (Ramsden and Entwistle, 1981). The relationship is interrelated not individually. It

is necessary for the teachers, in the traditional environment, to deal with flexibility for better interaction between the teachers and the students. That is why the learners have been successful in the process of education except in a state of hesitation and shyness and non-participation in educational activities, especially participation in speaking or writing, which lead to lack of understanding of the student and failure in success in the classroom. Students may feel uncomfortable due to inflexibility, comments, and lack of interaction between the students and teachers. (Hackbarth, 1996) The students may gain experience or ideas from their colleagues. The interaction between students increases the circulation of ideas and helps them to perform well.

The interaction factor is an important social factor, among the students, since it increases the communication between the students and teachers in the process of education. Fear, hesitation, shyness and reservation are all psychological factors affecting the students who have a strong motivation to participate in the scientific and educational activities, inside and outside the classroom. Therefore, the interaction will raise the sense of self-confidence among the students, which generates the ability to ask questions and exchange views among participants about writing, especially writing on the discussion board for the students, which increases the experience among the learners. (Warschauer, 1997) It is often like explaining new ideas which are related to another through exchanging information, such as a conversation between the students or writing it on the worksheet, discussing it among the students to evaluate the idea, and the students' writing performance. The acquisition of skills, the formation of opinions and ideas continue to produce the original idea. It is encouraged by the students, and ultimately the learning process is the goal to be achieved (McConnell, 2000).

1.3 Characteristics of Online Learning Approaches

The distance learning is useful for students, especially for the ones who want impulsively learning (You & Kang, 2014). In a study conducted by Kurt Mann, on students, one of the students enrolled in distance learning courses said that "It is more self-explanatory so, I can spend more time in concepts that need help and less on concepts that I can pick up quickly" (Kirtman, 2009, p. 110). The students, who followed face to face approach in the learning process, have educational skills in various types of learning and writing approach. This increases their writing ability in language skills, research and books. However, a researcher demonstrated that "The abundance of writing improves many languages skills and the improvement of the presentation of the article or research with clarity and meaning of understanding and be more academically acceptable. Students of self-organised learning are often used to manage time and materials in most cases and to review and control content". (You & Kang, 2014, p. 126)

A study conducted by Thomson emphasised the importance of gravity and flexibility and opportunities for students enrolled in remote courses, where it was being said, "I can attend classes not offered by my school, and I can work when I have free time or homework in my school classes" (Thomson, 2010, p.684). The online study offers some advantages that increase the opportunity to register. Students do not have to travel to remote places or countries for academic achievement since electronic programs are provided. Further, due to the flexibility and ease of use, it allows students to choose their studies at any time and place as they wish. Students can take advantage of recordings and records together with technology as well.

1.4 Disadvantages of Online Learning

The biggest problems faced students, during the process of distance education, is time management, lack of using technology, and communication. Most of the students don't have individual tablets, or they cannot enjoy using them. However, some of the learners need help from others, and this makes it difficult for them to challenge individually. Furthermore, students misunderstood the learning approach if they are not gifted students, especially nonnative learners; it will be a challenge for them to understand the learning styles (Thomson, 2010). Lack of desire to maintain online learning may affect some students to isolate from learning; however, lack of motivation is another challenge that may affect online approach in the process (Savenye, 2005).

The problems that the teachers are facing in the University classes can be seen as those students are poorly educated and have little desire to learn the subjects. This causes a problem for the teacher in terms of continuing the struggle with them because their neglecting may cause a decrease in the quality of their learning in writing, especially academic writing. Lack of writing skills and inability to write well may cause failure in their success (Donlevy, 2003).

There are many problems and defects that are faced by students during Registration and participation in distance learning courses. When they are involved in learning about the existence or lack of academic accuracy in the distance learning course, it will be a concern or confusion, which increases the problem of fear or distance from this sector. Thus, students need to learn how to register, participate and share their ideas with other students to gain skills in their writing draft (Bowen et al., 2014, p.95).

The phenomenon of "no big difference" developed by Thomas Russell, decided that the means of communication and convergence, as provided by technology versus the settings provided in classrooms in traditional schools and universities face, it does not make a noticeable difference in the results of the process of education. Therefore, advocates of distance education suggested that the successful and desirable teaching process for students that education greatly influenced by the teaching method provided by teachers and trainers is more assured if it is in the delivery mode. This indicates that the quality of teaching will be affected in an unprecedented way by the results of Education (Rovai et al., 2005).

There is the literary evidence that "the strong, interrelated and active social life is widely used among individuals within the university campus between the students with their peers." (Rovay et al., 2005, p. 4) This will lead to the belief that the low level of stability in the sector and the absence of the necessary social communication, which was supposed to support but the lack of social communication in the online learning environment, is an influential point.

A study conducted by the researchers on a large number of online students suggested that "online students feel weak in the sense of belonging and belonging compared to campus students who attend classes face-to-face" (Rovai et al., 2005, P. 4). The absence of interaction between learners, individuals, peers and even friends during the online course may adversely affect some of the scientific and educational aspects of the students, and this is what Donlevy praises. On the other hand, he explains the social and emotional aspects, explaining that "the social and emotional aspects of learning are as Important as the technical information Teaching them to students "(Donlevy, 2003, p. 120).

On the other hand, Thomson noted from one of the teachers that there are many students who have a desire to work more independently and independently in different places than their peers and colleagues through a study of a number of students, thus eliminating the need for students to communicate and rapprochement between their peers and colleagues in the distance classroom. "Students take online courses of content rather than social interaction and then assumed that peer interaction and collaboration is important for younger students" (Thomson, 2010, p. 37).

One of the problems students must keep in mind when enrolling in the course is that educational technology continues to control and impose its policy on individuals who seek it, such as clinging to it, keeping away from some friends, and becoming more addicted to technology, some learners prefer to work individually without communicating with other students thus cause a problem of isolation of the students from learning with the group. (Oswal & Meloncon, 2014) .However, there is another constraint which is considered empty to easily list the existing when it interferes with the conduct of the requirements of daily life and this issue in the field of 'have' versus 'have-nots' technology, but it is different for many who prefer financial means of cash to gain on use technology heavily.

There is a high probability that the rate of increasing in the electronic equipment and computer equipment will deprive them of access to global knowledge and other information that is not related to teaching, reading, writing and other activities that are found over the internet. Ultimately, it is possible to learn about technology to bridge the gap between the poor, the needy, the rich, and many experts (Chaney, 2001, p. 28).

In summary, despite the advantages of distance learning, there are still some disadvantages. Universities offering this type of sector must take these online lessons seriously and take care to ensure their success, continuity and acceptance among the students.

1.5 Advantages of Face to Face Writing Pedagogy

Students can take advantage of the teacher's writing as a primary source of their learning, increasing their skills, their knowledge and strengthen their ideas inside and outside the education framework (You & Kang, 2014). Learning writing is very important for students, which helps to understand and clarify information and gain skill through review and repetition, and to write a great role for transmitting information here because any minor error may the students are taught to practice continuously in the labs in order to gain skills and learn, like learning on the internet, because there is no such thing as learning Property (Thomson 2010).

Interaction between students, teachers, and the content increases their communication, and closer relationships force students to focus on their lessons and learn in a better way. (Bowen et al., 2014). Efficient teachers transfer information and experience to students and provide individual activities, where the students' experience is highlighted in their writing draft, whether in daily practice or through the test (Bowen et al., 2014).

In the traditional approach, the students will contact the teachers face to face in the class. It can shed light on the problems that the learners face. The teacher can provide activities in the class, such as seminars and various activities which provide

learner's need that has a low level. It increases the quality of Education (Rovai, Wighting & Lui, 2005).

METHODOLOGY

The study was conducted at Soran University to explore online and face to face writing approach data in higher education, the quantitative approach was used in the study. The students' view at Soran University was revealed in the research paper to be consistent with the results: The research questions were:

1- Is teaching writing via online approach better than the traditional face to face?

2- What are the problems faced by the students through online and face to face writing approach?

The study conducted at Soran University, which is located in the Kurdistan Region/ Northern part of Iraq. The questionnaire was completed by 100 students at English department, Faculty of Arts, second and fourth year. Both sexes (male and female) participated in the questionnaire, asking the participants about their perceptions. Students are required to complete the questionnaire on writing approaches. The questionnaire and discussions were organised for Soran University students. Assigning one day of discussion and the other to get students' views on the questionnaire and discuss it in general. The students participated in the discussion of the topic presented by the author for discussion and answer. To achieve the results from students' views on progress, the questionnaire papers were distributed to the students. The questionnaire items were arranged in a one-way manner. The elements are based on similar measures ranging from (strongly agree to strongly disagree). The

evidence obtained has been quantified to analyse students' perceptions.

Ten surveys were constructed. The study was conducted using a Liker scale ranging from (Agree, Strongly Agree, Disagree, and Strongly Disagree). On March 14, 2019, the questionnaire elements were compiled by the students in order to reveal the actual statements. Each of them was evaluated in terms of language and cognitive and writing skills in the classroom for 15 minutes. In March 2019, students answered the questionnaire items to compare and verify the students' expectations for online and face to face writing approach, Shown in (Appendix A). At the end of the study, the study supplements were collected for the purpose of revealing the students' views on online and face to face writing approach. Ethical considerations have been proposed with participants (students). Participants were entitled to accept or withdraw from participation.

The purpose of this study is to analyse the benefits, drawbacks and knowledge of differences. It sheds light on learning writing skills by students in the traditional classroom face-to-face and across the internet, as well as strategies that encourage students to succeed in educational environments in terms of quality, learning in English language and the speed of writing, analysing and interacting students in the environment, to register and register. The researchers conducted this research in order to get the results by studying both sectors within the campus and over the internet. The questionnaire was distributed to the students in order to gain the perceptions of the students regarding the works online and face to face, as well as the structure of the course and its studies in terms of the advantages and disadvantage. However, regarding the strategies that are supposed to be used when working in the internet

environment, it requires knowledge of the different factors negatively or positively which affect the classrooms on campus compared to their students in the online course for the academic year 2019. The Registration was based on the desire of their special needs, the option of Registration or withdrawal was open since the beginning of the course. The students had the freedom to choose the course of education through the internet and those who experience a lack of continuity or lack of knowledge of programs. It was an option to move open to classrooms on-campus college and university students for the same option.

DATA ANALYSIS

The data analysis was based on the participants' evaluation, from the questionnaire responses of 100 students. Ten items were analysed quantitatively, and the results are analysed by computing the averages of each item.

The analysed result of the questionnaire, which was conducted in the English department at the faculty of Art at Soran University, was:

As indicated in table 1, it shows that the majority of participants are male (64) by which (%64) while the female is (36) which (%36).

Table (1) Participants sorted by their genders

Gender	Number of frequency	Percentage %
Male	64	%64
Female	36	%36
Total	100	%100

Table 2 shows that the number of respondents was arranged from 20-27 years old. Most of them 65 (%65) were aged 20-21, while 20 (%20) were aged 23-35 is medium, and 15 (%15) were aged 26 above.

Table 2: Participants sorted by their ages

Groups of age	Members of frequency	Percentage
20 – 22	65	%65
23-25	20	%38.20
Above 26	15	%15
Total	100	%100

Table 4 reports the student's attitude on an online writing mode and the way they follow in their learning. The results for Q1, Q2, Q3, Q4, Q5, show that most numbers of respondents agreed which was 48 (%48 agree), while 20 (%20) were strongly agree, 7 (%7) were undecided, 12 (%12) were disagree, 13 (%13) strongly disagreed. Furthermore, it shows that most of the respondents were agree which 45 (%45 agree), while the 15 (%15) strongly agreed, 23 (%23) were undecided, 14 (%14) were disagree. 5 (%5) were strongly disagree. However, it shows that most of the respondents

were agree which 30 (%30 agree), while the 10 (%10) were strongly agree.

20 (%20) were undecided, 30 (%30) disagreed, 10 (%10) strongly disagreed, and most of the respondents were agree which 42 (%42 agree), while the 20 (%20) were strongly agree 17 (%17) were undecided, 18 (%18) were disagree, 3 (%3) were strongly disagree. Lastly, it shows that most of the respondents were agree which 45 (%45 agree), while the 22 (%22) strongly agreed 25 (%25) were undecided, 7 (%7) disagreed .0 (%0) were strongly disagree. It can be concluded that most of the students were agreed with online writing approach in teaching and learning approaches.

Table 3: average responses to the questionnaire of online mode

N.	Analysis of teaching online writing versus face to face	Strongly agree	agree	Undecided	disagree	Strongly disagree
1	I face difficulty of using technology. I don't have the net all the time.	20 20%	48 48%	7 7%	12 12%	13 13%
2	Distance learning can help me to overcome problems of learning through interaction with my colleagues online.	15 15%	45 45%	23 23%	14 14%	5 5%
3	Teachers give online feedback for writing which makes me to learn individually.	10 10%	30 30%	20 20%	30 30%	10 10%
4	I can do writing assignment easily through online mode.	20 20%	42 42%	17 17%	18 18%	3 3%
5	Online writing encourages me to analyze the texts of writings and exchange ideas.	22 22%	45 45%	25 25%	7 7%	0 0%

Table 4 shows results for the Q6, Q7, Q8, Q9, and Q10 in which students were asked about their attitude to the traditional approach (face to face writing). The averages show that most of the respondents were agree which 40 (%40 agree) while the 20 (%20) were strongly agree 20 (%20) were undecided. 14 (%14) disagreed, 6 (%6) were strongly disagree, and most of the number of respondents were agree to which 40 (%40 agree) while the 18 (%18) strongly agreed 22 (%22) were undecided, 14 (%14) were disagree. 5 (%5) were strongly disagree furthermore most of the respondents were agree which 35 (%35 agree), while the 16 (%16) strongly agreed 18 (%18) were undecided, 17 (%17) were disagree. 5 (%5) were strongly disagree then the number of respondents were agree which 40 (%40 agree), while the 14 (%14)

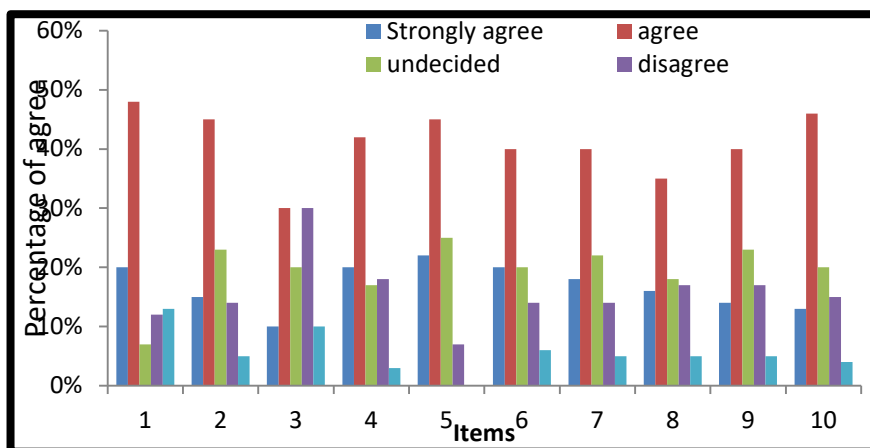
strongly agreed 23 (%23) were undecided,18 (%18) were disagree,5 (%5) were strongly disagree. Lastly, the average for the number of respondents agreed 46 (%46 agree), while the 13 (%13) strongly agreed.

20 (%20) were undecided, 15 (%15) were disagree.4 (%4) were strongly disagree. The data revealed that some students were agreed with face to face writing approach. So it is clear from figure 1 that most of the students were agreed with online writing approach, which is to be a successful approach in academic sectors. Figure 1 demonstrates the results of this pedagogy more.

Table 4: average responses to the questionnaire of face to face mode

N.	Items	Strongly agree	agree	undecided	disagree	Strongly disagree
6	I can practice and learn writing approach through face to face mode.	20 20%	40 40%	20 20%	14 14%	6 6%
7	Face to face writing increases my ability to rephrase the conversation.	18 18%	40 40%	22 22%	14 14%	5 5%
8	Face to face approach is more dependent on the teacher, and increase self-confidence in the writing of texts.	16 16%	35 35%	18 18%	17 17%	5 5%
9	Listening to the teacher more and abide by his guidance, and learners cannot be ignored in the case of face to face.	14 14%	40 40%	23 23%	18 18%	5 5%
10	Verbal conversations are more common in face to face situations but they are not continuous.	13 13%	46 46%	20 20%	15 15%	4 4%

Figure1: Percentage of the items



Discussion of the results

This study is based on the research questions; the results of the study will be evaluated.

Is teaching writing via online approach better than the traditional face to face?

In this research, in order to know the result, there were many satisfactory responses to online learning which resulted in high results. There are many students who are interested in participating in this sector. As online writing has the characteristics of a positive effect on the students, it may lack traditional study. It is easy to learn writing and analysis and raising awareness of the students especially on the technology.

The developments of the latest programs and the latest books and articles is that every year, research on the internet is added to

the scientific, literary, medical, political, cultural, religious and other articles, in addition to research, studies, books and magazines are downloaded on the internet, and these are successful ways to learn about remote writing and easy access and follow-up and to read. When it is difficult to use the internet in the rooms of the campus, to prevent and reservation of social situations as well as maintain the privacy of students, the trainer or teacher in the course of distance training uses advanced technologies for remote communication. It is also known that the keyboard facilitates the process of writing significantly. It increases the recollection of words and helps to have a screen that displays a large role in providing assistance to the student regardless of age, gender and level. As the programs, in the computer or laptop or any other intelligent device, have the characteristics of the internet, it contains the best programs of assistance such as Google translation in writing and editing. The written draft was submitted by students for writing a paragraph or an essay regarding the content online; this is one of the positive aspects of helping them to learn writing through the internet for the students. However, the helping programs were submitted either by the teacher or supervisor. They give the process of explaining, giving ideas and increasing the information as much as possible. Communicating the teacher's idea to all students, with clear words, can be understood and analysed by the students regardless of the international or local students from the same country or other places. The instructor will explain the subject, and then issue the instructions and then follow the steps of the students, such as writing letters. The students will then follow the instructions of the trainer

According to the steps that have been explained, the instructors or teachers follow the work and activities of the students step by

step and helps them with ideas that increase the power of writing and pre-planning. And the meaning and coherence of points or events, and their idea and structure and arrangement, for the thesis or article or any other activity, redrafting the sentences if not clear, teaching the students how to carry out the process of editing and correcting spelling, spelling errors, language, will be sent to them after being prepared academically. Finally, publishing is the last step to get the result. The process is repeated at a time until the students reach the stage of learning to write the academy themselves and then the professional and thus correlate their activities with professional activities for the promotion and high results.

In the traditional classroom, the teacher explains the subject step by step, being patient, or the projector for the origin of the idea for the students; then they order to follow the steps. After that, students are required either individually or form student groups to get ideas and write their article or letters. And this takes a long time and some of the students rely on their writings on their colleagues on the pretext of more intelligent and better activity, the professor may monitor the students and review their writing and correct their mistakes. Focusing on the content of writing takes a long time because the preparation of students is complex, but it is often the time which may affect the students' ideas. This process may continue every time, but the results here are not satisfactory, they are long-term and slow response, and it is often the learning that is enough to reach to the professional rate of a number of outstanding students.

And rarely, the teacher visits with students to the library of the university to borrow books and see professionals. Thus, the absence of books, frequently, may reduce the visit collectively, and

this is one of the disadvantages of study on campus. So it is clear that learning through online is beneficial for students learning because it's a trend nowadays in European countries which is an excellent method for the teachers and the students to save time and communicate with each other online. When the learners need help, the teacher can allocate time to meet individually or through the group. This approach will enhance students learning although they face the difficulty of language accuracy, and it will enhance their academic writing when they did their written draft outside the class either individually or in groups.

What are the problems faced by the students through online and face to face writing approach?

One of the barriers, which the students face in our country, is the problem of the net and using technology so this may affect their learning process. When we talk about education through the internet, electronic devices such as computer or tablet and Internet lines must be available, and the advantage of sound and image; otherwise the problem will be great to continue the education from the beginning. This is one of the points of Registration in this sector, fear of academic rigidity is no longer as the former, but needs to be worried of it because of the quality of education in this sector is causing problems for many students. They may withdraw from the Registration, but there are laws and regulations in the universities that provide the requirements and emphasising the laws of them, which eliminate the fear among the students. Universities offer the same academic services, learning on the internet means learning in private, cutting off the interaction and communication, and the lack of social interviews from the problems facing the online education process, but these do not prevent Registration.

Finally, Registration in this sector is the guardian of the students'. The use of pens throughout the study period may negatively affect the handwriting and the quality of the handwriting but quickly reminds the student when they want to return to the handwriting and after several steps; the ease of fraud and fraud may be many and easy to learn through the internet. This makes it easier for students to excel, but with the development of technology, there are programs that detect such things and hold the culprit accountable. The increasing number of students in online learning may cause a problem of interconnection and organisation, but it may be possible to organise study times. With full of anxiety and frustration of students and the morale causing distance, the teachers can be prepared in this regard with high efficiency to avoid this type of problems.

As for the campus, it is one of the biggest challenges facing the students. The distance of the university is far from the students' concerns, not the traffic and accidents, and lack of transportation and communications for all students in a safe and sounds manner. Many university professors prevent students from entering the classroom due to students delay. This prevents students from the learning process. Some students rely on their academic colleagues in university rooms to reduce their academic skills. Social and emotional interaction cause distancing from learning on the campus. Discharging to spend time with the partners and neglecting of the subjects, lack of learning experience will cause lack of intensive visits to the university in a collective way. The students do not increase the experience of academic writing for the students. One of the advantages of learning academic writing is the comparison of the work of students beginning with the work of professionals. However, not to continue monitoring the verification

of the writing of students, continue to lead to lack of focus in the students. A few intelligent students continue their written activities without interruption until the arrival of the last written product, but their numbers are few. However, some students, especially the reserved, embarrassed and individual ones, have few activities compared to their ordinary colleagues because of the reluctance of participant. Lack of progress in learning will cause frustration in general for the students.

CONCLUSION

The aim of this study is to explore the analysis of writing in the English language, whether online or traditional face-to-face, is preferred by the students.

To find out which approach for learning is more successful as well as which one is more satisfactory and easier for the students learning process. The main purpose of this research is to identify the students' desire to learn English through the internet or the traditional face-to-face. The Internet approach focuses on this idea, the explanation of the idea, the planning, the arrangement, the organisation, the language, the rules, the sources, the comparison, But in a traditional approach to a direct explanation of examples and method of formulation, content, language, revision, editing and result. In this study, there are negative and positive aspects for both sectors and according to the opinions of some students and trainers, as well as the result of the collection of students' interrogation rates. The questionnaire paper shows that students prefer to learn to write on the internet despite its disadvantages, but the many advantages that overcome the learning on campus and its many problems that dominate traditional learning.

In addition, they lack modern features that help facilitate learning. This is what teachers complain about. The researchers urged their explorations that online learning is better for its flexibility, the programs it provides, the trainers who deal flexibly with the students, the latest methods they use, and the technology that facilitates the learning process. The methods used in online learning are more advanced and faster than traditional ones, based on the results, by means of the sources and questionnaire paper presented by the students for their answers. The quantitative analysis method used to present the results according to the average responses was used for each question. The research sought to illustrate a variety of learning advantages about learning skills for both sectors, but the findings of the research as an overview of learning, approach, analysis and telework came at a higher rate than traditional learning. Based on the findings of the research, in this study, it is best for the University teachers in the traditional study to change their teaching methods. Teaching academic writing of the article or thesis in the English language and facilitating the process of education is being more flexible. The introduction of technology to the classroom is to help students to learn writing more clearly. As the process of writing is not simple, it needs longer time and more effort, but with the solutions provided, it can facilitate the process. Instead of making learning approach boring, it should be enjoyable. In addition to meeting with the writers to stimulate students, group visits students from their university to the same offices or other office regarded in the universities. The students benefit from other skills to add to their educational skills also to open training courses for students to increase their writing experience in the educational centres or in the university. To rehabilitate the teachers' experience via improving their skills by experienced teachers, Old or boring approach should be replaced

by the latest and more satisfaction ones for students. Lastly, allocating extra time for the lesson and dividing the students into two groups or more if the number of students is large.

In order to excel, learn, expand student horizons and achieve better results, these solutions are offered for study on campus.

Pedagogical Recommendations

Based on the obtained research results, it is better for higher education to change their educational and practical methods, which keep pace with the modern methods and instructions developed in the process of education, especially writing academically. There is no difficulty in applying new methods. It is not easy to apply this new method, but it needs support, practice to achieve its success. There must be a planning idea to be applied for academic professors or teachers with the ability to carry it out, because those who cannot have the capacity to apply the new approach, they have no sufficient knowledge to practice. They originally need a training session to build skills to increase their teaching skills and thus acquire knowledge about modern methods in the teaching process. They can teach students various methods that improve student learning. A person with high professional experience in the teaching process should provide academic writing for the course. It is advisable to provide academic people who received their education from prestigious universities abroad. Due to frequent influences on the students and teachers also to huge numbers of students in one room on campus, it is suggested to implement changing methods plan. However, the curricula should be matched the change in the syllabus, which coincides with the education plan. The goal of this planning is to achieve the process of learning. It

may be difficult to achieve online writing, but with students practice, it will be easy for the students and the teachers.

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APPENDICES

Appendix A

Section 1:

Please fill in the following information

Name -----

Gender -----

Age -----

Section 2:

Please rate the following scales by putting (√) in the appropriate box.

Strongly agree:5 Agree:4 undecided:3 disagree:2 Strongly disagree:1

N.	items			3		
1	I face the difficulty of using technology, and the internet is not available all the time.					
2	Distance learning can help me to overcome problems of learning through interaction with my colleagues online.					
3	Teachers give online feedback for writing which makes me learn individually.					
4	I can do the writing assignment easily through online					

	mode.					
5	Online writing encourages me to analyse the texts of writings and exchange ideas.					
6	I can practice and learn writing approach through face to face mode.					
7	Face to face writing approach increases my ability to rephrase the conversation.					
8	Face to face approach is more dependent on the teacher, and increase self-confidence in the writing of texts.					
9	Listening to the teacher more and abide by his guidance, and learners cannot be ignored in the case of face to face.					
10	Verbal conversations are more common in the face to face situations, but they are not continuous.					

Secction3:

Please express your opinion about the items mentioned above.
If you have any additional notes other than these items, please write them down.

ملخص:

تحاول هذه الدراسة تحليل ومعرفة طريقة الكتابة على الإنترنت و وجهاً لوجه. الدراسة التي أجريت في جامعة سوران في شمال العراق. بعد جمع البيانات الموزعة خلال الاستبيان الذي حضره ١٠٠ طالب من كلية الآداب ، قسم اللغة الإنجليزية ، السنة الرابعة والثانية. الاستبيان ، الذي يتكون من ١٠ أسئلة حول التعلم عبر الإنترنت ومزاياها والتحديات مقارنة بنظرائهم في وضع التعلم التقليدي وجهاً لوجه. كشفت البيانات أن الطلاب بشكل عام لديهم الرغبة في المشاركة في الدورات التعليمية عبر الإنترنت (الوضع عبر الإنترنت) لأنه يسهل للمتعلمين الكثير من الفرص في حياتهم الأكاديمية ، بالإضافة إلى الوقت والمكان والتكلفة بينما يفضل الطالب الآخر دراسة تقليدية بسبب التفاعل ، والوضع الاجتماعي ، والصرامة الأكاديمية والتواصل. يشبه التعلم عن البعد نتائج التميز وسرعة التعلم ومعدل التسجيل والنجاح الموسع أكثر مما هو دراسة تقليدية. أشارت النتائج إلى أن الطلاب يفضلون وضع الكتابة عبر الإنترنت في أساليب التعلم والتدريس الخاصة بهم. يؤدي هذا الاكتشاف إلى زيادة وعي الطالب بالكتابة عبر الإنترنت ونموه المستدام في المجالات الأكاديمية ، إلا أنه يخلق جيلاً يحتفظ به ليكون المتعلمين الناقدين.

الكلمات الرئيسية: الكتابة على الإنترنت ، الكتابة وجهاً لوجه ، طريقة الكتابة ، التعلم والتدريس

بوخته :

ئەم توئىڭىنە ۋە ھەلەدەدات زانىياري پەيدا بىكات لەسەر رىڭگاي نوسىن وفىربوون لەرىڭگاي ئەنترىت بەشىۋەيەكى روو بەروو ۋە شىكرىدە ۋەيان بۆ بىكات، ئەم توئىڭىنە ۋە لەبەشى ئىنگلىزى فاكەلتى ئادابى زانكۆى سۆران لە كوردستانى عىراق ئەنجام دراۋە، پاش كۆكرىدە ۋەى داتاكان كە دابەشكرابوون بە گوڭرەى فۆرمى راپرسى لەسەر قوتابىيانى قۇناغى دووم وچوارەم كە ژمارەيان (۱۰۰) قوتابى بوو، فۆرمەكە لە (۱۰) پرسىار پىڭ ھاتبوو دەربارەى فىربوون لەرىڭگاي ئەنترىت وتايەتمەندىەكانى ۋە بەربەستەكانى بەبەراورد لەگەل شىۋازى فىربوونى كلاسكى بەشىۋەى روو بەروو.

داتاكان ئەۋەيان دەرخت كە قوتابىەكان بە شىۋەيەكى گىشتى ئارەزوى ئەۋەيان ھەيە كە بەشدارىن لە خولى فىركارى لەرىڭگاي ئىنترىت، چونكە فىربوون بەم شىۋازە زۆر ئاسانكارى بۆ قوتابىيان فەراھەم دەكات لە ژيانى ئەكادىمىيان لەكەل ئەۋەش كاتى وشوڭىن وتىچوى كەمترىشى دەۋىت بەبەراورد لەگەل فىربوونى كلاسكى چونكە لە خوڭندى كلاسكى قوتابى دەبىت كاتى زىاتر شوڭىنى زىاتر وتىچوى زىاتر سەرف بىكات بەھۆى كارلىكرىدەن وبارى كۆمەلايەتى. فىربوون لە دورەۋە ئەنجامى باشتى دەبىت وقوتابى زووتر فىر دەبىت ۋەرىڭەى تۆماركرىدەن ۋەسەركەتنى زىاتر بەدەست دەھىنەت بەبەراورد لەگەل فىربوونى كلاسكى. ئەنجامەكان ئامازە بەۋە دەكەن كە قوتابىيان پىيان باشتە لە رىڭگاي ئەنترىتەۋە فىر بىن لەۋەى لە رىڭگاي كلاسكىيەۋە فىر بىن، ئەمەش ۋا دەكات كە قوتابى زىاتر ئاشنا بىت بەنوسىن وفىربوون لە رىڭگاي ئەنترىت ۋە زىاتر گەشە بىكات لەگىشت بوارە ئەكادىمىيەكان ۋەنەۋەيەكى ھۆشيار ۋرەخەگر پەرۋەردە بىت.

ۋشە سەرەكەكان: فىربوون ونوسىن لەرىڭگاي ئەنترىت / فىربوونى روو بەروو / شىۋازى نوسىن / فىربوون ۋانە وتەۋە.