

The Impact of Field Dependence / Independence on Iranian EFL Learner's Writing Proficiency

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Abstract The present study investigated one of the individual differences, namely Field dependence / Independence cognitive style. To narrow down the focus of investigation this study aimed at exploring the role of Iranian EFL learner's FD/I regarding writing proficiency. Hence the main research question addressed by the present study was, Does FD/I cognitive style have any significant effects on Iranian EFL learner's advanced writing?. Iranian Advanced EFL students both male and female English department of Mojtaba Fanni Tehran in Rasht participated in this study, all the participants were over 18 years old. All the participants have passed Oxford Placement Test (OPT) in order to be homogenized according to their level of language proficiency. Two type of tests were taken, the first one was Group Embedded Figures Test (GEFT) in order to identify their styles. The second test was an advanced writing test which was taken in order to identify their differences in writing proficiency. Data on the FD/I students were collected through the GEFT test. the Data obtained the advanced writing test was analyzed statistically through SPSS software. Ss value added score based on writing test compared to the students GEFT test, then based on the results of the GEFT and Ss value added score in writing test we analyzed the data. The results of statistical analyses indicates that, being Field dependent or Independent has an effect on students writing proficiency.

Keywords : Advanced writing skills

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