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**INTEGRATING PROCESS WRITING APPROACH
WITH SCAFFOLDING STRATEGIES
IN DEVELOPING ESL WRITING SKILL:
TOWARDS A PEDAGOGICAL MODEL**



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**DOCTOR OF PHILOSOPHY
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Abstrak

Terdapat banyak bukti menunjukkan bahawa kekurangan kemahiran penulisan akademik bahasa Inggeris sebagai bahasa kedua (ESL) dalam kalangan pelajar universiti telah menjejaskan secara keseluruhan prestasi akademik mereka. Pelajar ESL peringkat pengajian tinggi sering mendapati penulisan esei akademik adalah proses yang rumit dan mengakibatkan pelajar menghadapi kesukaran dalam penulisan esei akademik kerana isu konvensyen yang berkaitan dengan penulisan akademik. Dengan menggunakan lensa metodologi Kaedah Campuran Penjelasan Berturutan, kajian dua-fasa ini bertujuan untuk memahami tingkah laku dan punca di sebalik masalah penulisan akademik. Fasa pertama kajian bertujuan untuk mendapatkan cara penulisan sebenar pelajar ESL dengan mengumpulkan pengalaman dan amalan yang berkesan dan tidak berkesan melalui data kuantitatif hasil maklum balas soal selidik daripada 1800 prasiswazah. Fasa kedua kajian ini melibatkan intervensi pengajaran Penulisan Akademik Bahasa Inggeris sebagai bahasa kedua. Pelbagai amalan penulisan baik yang telah dikenal pasti dalam Fasa Satu penyelidikan telah dijalin dengan Pendekatan Penulisan Proses serta disokong oleh model esei, input nahu bahasa dan pengetahuan mengenai konvensi penulisan. Modul Intervensi Penulisan Akademik ini telah diaplikasi kepada 30 orang pelajar prasiswazah yang mempunyai skor MUET Tahap 1 dan 2 selama 14 minggu. Melalui Pemodelan Persamaan Struktural, dapatan menunjukkan bahawa sikap penulisan, tingkah laku penulisan, dan kesukaran penulisan secara kolektif menjelaskan kepelbagaian (varians) dalam skor MUET para pelajar. Dapatan dari fasa kedua melalui analisis ujian pra, ujian pos, ujian pos tertangguh, sampel penulisan dan diari pelajar menunjukkan pendekatan penulisan proses sokongan telah berjaya menggalakkan para pelajar mengguna pakai strategi penulisan proses, mengurangkan Semakan Permukaan dan secara signifikan telah meningkatkan Semakan Pengekalan Maksud. Di samping memberi kefahaman mengenai penulisan akademik, penyelidikan ini juga menyumbang kepada bidang ilmu yang membentuk serta memandu bidang penulisan akademik ESL dengan mempertingkatkan kesedaran tentang elemen-elemen penting yang perlu dimasukkan dalam membentuk modul pengajaran penulisan akademik ESL yang lebih berkesan di Institut Pengajian Tinggi Malaysia.

Kata kunci: Penulisan Akademik ESL, Pendekatan Penulisan Proses, Intervensi, Sokongan, Perubahan Permukaan, Perubahan Makna

Abstract

There has been growing evidence that the lack of academic writing skill among university students who learn English as a Second Language (ESL) affects their overall academic performance. Higher education ESL students often find writing academic essays a complex process and hence struggle with academic writing convention issues. Using the lenses of Explanatory Sequential Mixed Methods, this two-phase study aimed to investigate the students' behaviours and the reasons behind their academic writing problems. In the first phase of the research, quantitative data from questionnaire responses of 1800 undergraduates were interpreted and the experiences and practices of successful and non-successful Malaysian undergraduate writers were gathered and analysed to elicit the Malaysian ESL students' behaviours during writing engagement. The second phase of the research involved a teaching intervention of ESL Academic Writing. Good writing practices identified in the first part of the research were woven together and scaffolded with the Process Writing Approach, essay models, language input and knowledge on the conventions of academic writing. The intervention module was utilized with 30 MUET band 1 and 2 undergraduates for 14 weeks. Findings employing Structural Equation Modelling approaches indicated that writing attitude, writing behaviour, and writing difficulties do collectively explain the variance in the students' MUET results. Findings of the second phase of the research from the analysis of the pre-test, post-test, delayed post-test, students' writing samples and diaries, indicated that the scaffolded process approach was successful in encouraging the students to adopt writing strategies, reducing the number of Surface Level Revisions and significantly increasing their Meaning Preserving Revisions. Besides informing scholarly practices of academic writing, this research would contribute to the field of ESL Academic Writing as it highlights the crucial elements that need to be incorporated in an effective ESL Academic Writing module at Malaysian higher education institutions.

Keywords: ESL Academic Writing, Process Writing Approach, Intervention, Scaffolding, Surface Changes, Meaning Changes

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Dedication

My dissertation is dedicated to my family. You are my joy, my inspiration, and the driving force for all that I do. To my children, Muhammad Amirul Ashraf, Qhatrunnada, Ameera Irdana and Muhammad Zydane Zacquan, I look forward and cherish the thought of watching all of you grow into the amazing people that I already know you will become. I hope someday this effort will serve as an inspiration to you when you pursue your higher education. To my soul partner, Associate Professor Dr. Suyansah Swanto, you have loved, encouraged and supported me through all the many years of pursuing my educational goals and, now, in reaching this milestone doctoral degree, I want to give you my utmost sincere thank you. You have always been my inspiration in so many ways and I am extremely grateful to you. Thank you for your strength. Thank you for your compassion. Thank you for your understanding. Thank you for being the most wonderful husband and friend any woman could ask for. Without a doubt, I could not have successfully persevered and met the dream of completing my doctoral degree without your support. I know these few years were tough on all of us but without your endless support, sacrifices and prayers, I could not have completed this study.

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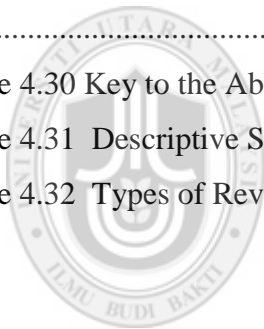
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CHAPTER ONE

INTRODUCTION

1.1 Focus of the Study

This chapter starts by describing the practice of teaching English as a Second Language (ESL) writing skills in Malaysia in general and at University Malaysia Sabah (UMS) in particular. In so doing, it looks at the developments that have influenced the evolution of that practice and the problems arising from it. Next, the chapter discusses the work reported in this thesis.

The focus of this research is on the integration of process approach with scaffolded writing strategies in the teaching and learning of English as a second language (ESL) in the writing classroom at tertiary level. This was explored from a sociocultural perspective whereby learning and a change in practice are viewed as a developmental social process. The focus of this research is in line with the researcher academic background, teaching experience and research interests. Additionally, the researcher is interested in expanding English language competency among learners at Malaysian higher institutions and believes that expanding and improving ESL competency could be achieved through such integration. As a teacher educator, the researcher also would like to explore the use of this teaching writing intervention and how it could be integrated into the existing educational system in ways that would be useful for teacher training purposes. Hence, the main purpose of this study is to understand and further explore ways of integrating scaffolded writing strategies and process approach, specifically at tertiary level, into the teaching and learning of ESL writing and to investigate how this integration could promote positive teaching writing

reform, influence pedagogical change, and promote learning from a sociocultural perspective through the concept of scaffolding. This research was conducted at Universiti Malaysia Sabah. To address the unique needs of culturally pluralistic Malaysian learners, it is crucial to explore and investigate the use of this teaching writing intervention in the ESL writing classrooms from a sociocultural perspective that acknowledges individual difference in learning within a certain sociocultural context.

The research was conducted in two stages. The first stage was an investigation of the predictors of writing performance among 1800 ESL learners at Universiti Malaysia Sabah. The main aims of this stage were to identify the predictive variables of second language (L2) writing performance which, in turn were used to inform the development of the teaching of writing in the academic setting module in the second stage of the research.

A questionnaire (refer to Appendix 1) was used in this study to elicit the students' writing behaviours prior to exposing them to the intervention in the second stage of the research. It was designed:

1. To identify the writing behaviours observed in the students before the pedagogic intervention.
2. To investigate the writing difficulties observed in the students before the pedagogic intervention.
3. To examine the writing strategies observed in the students before the pedagogic intervention.

4. To map a model that reflects the relationships between students' writing attitude, behaviour and difficulties in ESL writing and their score in the MUET examination.

In the second stage, the best practices gathered from the first stage of this study were used in developing the teaching of academic writing intervention. Its effectiveness was also tested and explored in the second stage of the study. The findings of this could have given implications for pedagogy and policy-making elsewhere.

1.2 Context of the Study

It is widely acknowledged that in this country English is the language of communication in certain daily activities and a variety of job situations. This is especially true when students reach tertiary education, particularly those in the sciences and engineering, international business as well as international relations as they are often required to refer to academic references published in the English language and also to write most of their assignments in English.

Taking into consideration its importance in acquiring knowledge and its status as a 'world language', the Malaysian English syllabus is geared towards providing the basis for these post-secondary school needs and enabling Malaysian students to become proficient in English (Mohd Yatim, 1996). Some quarters, rightly or otherwise, even called for the extreme measure of re-establishing English-medium schools (Lourdesamy, 2008), indicating the level of desperation that some feel about the level of English language competence among school leavers.

Recent developments undoubtedly have indicated a general move in favour of consolidating the position of English as the second national language, but there are still many hurdles to overcome. For Malaysia to succeed in producing a nation of effective users of English there are many issues yet to be dealt with. Not the least is the issue of developing effective writers of a foreign language. The subsequent section will focus on this particular aspect and thus set the scene for this study.

1.2.1 Reasons for the Decline in Malaysian English Language Performance

The drop in the English language performance among Malaysians can be generally said as contributed by four reasons. Over the years, the role of the English language in the Malaysian education system has undergone some important changes. Under the British, it was the language of instruction in English-medium schools at all levels of education. At present, Bahasa Malaysia, the accepted standard version of the Malay language, is the medium of instruction in both elementary and secondary government schools. However, there is a trend now among most higher education institutions to conduct their academic activities in a combination of Bahasa Malaysia and English. In Malaysian schools, English is now taught as a compulsory subject in both primary and secondary schools (Mohd Yatim, 1996), and Bahasa Malaysia, on the other hand, is a compulsory subject in Chinese and Tamil primary schools, where mandarin and Tamil are respectively used as their mediums of instruction.

The end of English as the official language of instruction in this country started at the beginning of the 1960s. Politically it was felt that there was a pressing need to enhance the sense of unity amongst the three major ethnic groups: the Malays (59%), the Chinese (26%) and the Indians (8%). Following the structure of the society, the

pre-independence education system was very much based on a racial divide in that the Malays went to Malay schools, the Chinese to Chinese schools and the Indians to Indian ones. There were also some privileged students who had the opportunity to study in English schools. As a result, the Indians and the Chinese preserved their ethnic identities and languages, and many were unable to communicate in the national language. The Malays resented this, and the racial riots of 1969 had paved the way towards the adoption of Bahasa Malaysia as a unifying tool for the peoples of this country.

The second reason is very much linked to the policy that Bahasa Malaysia be taught in all schools. This move was seen as an attempt to unify the multi-ethnic and multicultural society and create a national identity. Thus rather than be divided based on ethnicities; namely, Malays, Chinese, or Indians, the Malaysian society was to share one common language, i.e. Bahasa Malaysia.

This policy has to a great extent succeeded in its bid to unify the heterogeneous Malaysian society but it has also had the unforeseen consequence of isolating Malaysia internationally. This is largely due to its stance regarding the English language and also the declining standard of English amongst school leavers. The plan to transform Malaysia as a higher education hub in this region through recruiting students from neighbouring countries has to some extent compounded this problem. This policy has resulted in the increased use of English in public and private universities and raises an important question, i.e. will English teachers be able to prepare their students to cope with the higher level of competency needed for tertiary

education when English is taught just as a subject in the school curriculum and allocated about 200 minutes a week?

Deteriorating level of competency in English among Malaysian school leavers, as reflected by the results in the national English language examination sat for at the end of secondary school, is indeed a major concern as it could mean that Malaysia might not only squandered its economic competitiveness but also find it hard to progress in the fields of science and technology.

These concerns have also been echoed by Tan Sri Chan Choong Tak in the Education Reform in Malaysia Report (2012:13). He states that “the education system is too result-oriented: the current system emphasizes the number of As attained in examinations. During my time, it used to be difficult to get a distinction in schools but nowadays the standard of exams has been lowered to the point that students can acquire many distinctions or As in school. The system has become too result-oriented”. His statement is further supported by the second panellist, Tan Sri T Marimuthu (ibid.: 15). He asserts that “the standard of English language proficiency is an issue of concern. Some of our corporate leaders are unable to communicate satisfactorily with foreigners and this is an indication that English language competency has declined.”

Tan Sri Dato’ Asiah Abu Samad (ibid.:16) highlights that when comparing language competency, “Malay language competency fares better than English, but in terms of speaking, 32.63% does not meet the minimum criteria in Malay, as compared to English at 68.22% that does not meet the minimum competency level. This is

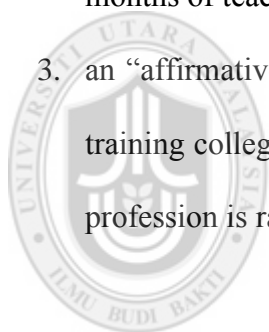
supported by another study; 53% of IPTA students are placed in band 1 and 2 in the Malaysian University Examination Test (MUET). Another study shows that only 7% of employers agreed our graduates are competent in English. 60% of lecturers in IPTA are not competent at teaching in English. In a study by Job Street, 55.5% of employers say that the reason they do not hire local graduates is because they have poor command of English.”

In the immediate context the panellists (ibid.) suggest that English-medium schools need to be reinstated. They propose that “the government convert or change 10% of the existing schools to English Medium schools out of 10,000 existing schools to allow choice from parents; and to achieve a target of at least 10% of students/Malaysians being competent in English, ensuring global competitiveness and maintaining the global talent standard [...] The other 90% of parents and students ought to be given the choice of Chinese, Tamil and Malay education.”

Another contributing factor to the drop in the level of competence among Malaysian school leavers, as mentioned briefly earlier, is the shortage of competent language teachers as they are the products of the policy shift relegating the English language status to merely a subject in the curriculum where they were educated in Bahasa Malaysia and many, as a result of which, had not managed to achieve a high level of competence in English. As an inevitable consequence, secondary school students generally learn English from teachers who speak only rudimentary English. The fact that the teaching profession has to compete against other financially attractive professions with hard to resist benefits makes it difficult to attract candidate with a high command of English to join the teaching fraternity.

Regarding this issue, the Education Reform in Malaysia Report panellists (2012:5) suggest that:

1. the Ministry identify the “core reasons for teachers’ incompetency” because “there have been worrying statements made that teacher’s training college students very rarely fail to graduate” due to the amount spent on them and as a result are the sub-standard teachers;
2. the Ministry address the issue of employing TESL teachers who have 4 years of professional English teaching education against those “graduates who do not have an English degree and who have only gone through 9 months of teacher training”.
3. an “affirmative policy to ensure a gender and ethnic balance in teacher’s training colleges” is drawn up. They highlight that currently “the teaching profession is racially skewed and male teachers are underrepresented”.



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Another explanation for the drop in the level of competence in the English language amongst students is offered by Pillay (1995). In her case studies of five schools, she notices that the levels of competence are divided along lines of socio-economic status and between urban and rural schools. Generally but unsurprisingly, students with high levels of competency tend to come from English-speaking homes, higher socio-economic status group and have greater exposure to English outside the classroom. Those with lower levels of competence, on the other hand, generally come from either rural schools where exposure to English is limited or from low socio-economic groups in urban areas. On this issue, the Education Reform in Malaysia Report panellists (2012:8) propose a “Special Intensive Programme that would provide

enhanced English teaching to promising students that show an aptitude for the language to better prepare them for the use of the language at an advanced level. This model has been successfully implemented in residential schools such as MARA.”

The recently released Malaysia Education Blueprint 2015-2025 (MEB) by the Education Ministry has proven the urgency of the problem once again. In MEB, the Ministry has identified ten shifts that will need to occur to deliver the step by step change in outcomes envisioned by all Malaysians. Noticeably, the second major shift outlined is to ensure that “every child will be, at minimum, operationally proficient in the national language, Bahasa Malaysia, and the international language of communication, English. Upon leaving school, students should be able to work in environments that encompass these languages” (MEB, 2015). The rationale to implement this major shift, as admitted by the Ministry, is that the current system produces commendably strong Bahasa Malaysia learning outcome only. Operational proficiency in English is, however, much lower.

1.2.2 The Teaching English Language in Malaysia

ESL teaching in Malaysia has undergone many changes. Different ways of looking at and employing pedagogical approaches in Malaysian ESL classrooms have been considered and attempted; some of these have, to some degree, not only altered but also challenged traditional approaches in the classroom. One of the Education Ministry’s major initiatives was the adoption of the Communicative Language Teaching approach in 1975 (Richards and Rodgers, 2001). This sort of development signifies new directions in teaching, but as approaches are explored and experimented with, the focus seems to move more and more towards the end product and often

overlooks the process – especially the difficulties that ESL learners face in the classroom.

Generally the national English Language Programme seeks to develop the four language skills; namely, listening, speaking, reading, and writing, and the accompanying dimensions of language such as grammar, sound system and vocabulary. In line with other subjects, the English language curriculum is developed as part of the national agenda to produce knowledgeable citizens with high moral standards that are able to contribute towards the advancement and betterment of the society and the nation (Mohd Yatim, 1996).

The secondary school English Language Programme builds upon and extends the scope of the English Language Syllabus for primary schools. The topics covered revolve around the students' lives and surroundings like the home and school; the community, town and village; the state and country; and later on the ASEAN region and the world. The topics provide the context in which the language skills, language content and moral values are taught and developed in an integrated manner. Some topics apart from those mentioned earlier are dealt with in primary schools. In secondary schools, these topics are seen from different perspectives and are dealt with in greater depth, with a view to building new knowledge based upon the familiar or the known, as well as adding to the student's store of knowledge. In addition, more topics are introduced to provide students with a more sophisticated and broader context in which to develop and apply their skills.

Language skills and some topics stipulated for each year are recycled throughout the English Language Programme for secondary schools. However, these skills and topics presented are presented in different perspectives with different levels of difficulty depending on students' expected intellectual and maturity levels based on the year of study at schools. There is also a progression in the complexity of language and ideas that students need to deal with from one year to the next.

The Malaysian secondary school syllabus, based on the original communicative approach of the 1970s, was in practice a paradox to its name as it was more product-oriented in nature rather than communicative one. This was noted by Pillay (1995) and Ratnawati Mohd. Asraf (1996) in their studies. They found that while the syllabus and textbooks were organised around topics or themes, the assessment components still focused on language skills and grammatical ability. The suggested solution, however, is obviously not a return to the sterility of grammar in isolation but that English be taught and learnt in context.

At this juncture, it is important to stress that although students are taught English as a second language from their first year at primary schools right up to the end of their secondary education, English ceases to be taught at the Sixth Form or most pre-university programmes unless the students specifically opt to study English literature or other related English study programmes. Otherwise they do not have any formal English language subjects. As a result, the general English proficiency of school leavers is unsurprisingly relatively low, especially among rural school leavers and those from lower socio-economic backgrounds. As a knee-jerk response to this situation, these students, upon admission to local tertiary institutions, are required to

undergo an English Language Proficiency Programme for a number of semesters ranging from three to six semesters.

In addition, Dato' Seri Najib Tun Razak (then Minister of Education) announced in 1995 that a major overhaul was to be undertaken in order to improve the English language standard in the country. The main driving force behind this initiative was the introduction of a '*tougher English examination*' (New Straits Times, 1995). This was followed by a call by the government for the improvement of teaching and learning strategies along with promises of support for the already much pressured English teachers. The introduction of the Malaysian University English Test (or MUET) was an attempt to fulfil the dual purpose of improving the teaching of English as an important second language as well as augmenting the English language abilities of sixth formers and other pre-university students. The first test was officially carried in 2000. The MUET syllabus was designed to equip pre-undergraduate students with the appropriate levels of English to enable them to perform effectively in their academic pursuits at tertiary levels. Hence, the syllabus broadly sought to bridge the gap in language needs between secondary and tertiary education by enhancing communication competency and by providing the context for language use related to the tertiary academic experience (MUET, 2004).

The Malaysian Prime Minister in his latest 2015 Budget speech introduced new entry requirements for the Malaysian University English Test (MUET). The new entrance requirement, which comes into effect next year, "would require students to attain a Band 2 to 5 in MUET, depending on the course of study. The new minimum entry requirement for MUET for entry into arts and social science courses has been raised

to Band 2 (graduation requirement fixed at Band 3); science, technology, engineering and mathematics (STEM) at Band 3 (graduation requirement of Band 4); while Band 4 has been fixed for law and medical studies (graduation requirement of Band 5)” (Bernama, 13 October 2014).

This again puts a heavy load on Malaysian students who are pursuing their tertiary education starting with the 2015 intake, because in the previous intake most universities would get only 30% of students with Bands 3 and above. Obviously, this also means that English language educators will have to do research, improvise and even invent effective teaching modules that will benefit Malaysian students in general. In this perspective, the subject matter undertaken in this research is timely indeed.

1.2.3 The Teaching of Writing in Malaysian ESL Classrooms

In Malaysia, composition writing has always been one of the integral parts of the English Language curriculum in primary, secondary as well as tertiary education. However, writing regarded by many Malaysian students as the most difficult of the four skills has often been neglected (Ali and Md. Yunus, 2004). ESL teachers cannot be entirely blamed for this minimal emphasis on composition writing. Major Factors which work against both ESL teachers and students include the time factor, which inevitably compels teachers to focus on a product-based rather than process-based piece of work.

Furthermore, although the ESL syllabus in Malaysia considers all the four language skills as equally important, much of classroom time is spent on listening, speaking

and reading activities. For this reason, the current practice where the communicative aspect of language has been given the priority fails to produce proficient writers (Ratnawati Mohd. Asraf, 1996). Textbooks, too, have ample resource materials for listening, speaking and reading activities but very little focus on writing activities. As writing is considered the most difficult skill, many teachers try to minimise writing activities because it is impossible to effectively teach writing if extensive feedback and reviews are not possible due to time constraints.

Writing is a basic skill that needs to be mastered by all students in the Malaysian English Language curriculum (Ministry of Education Malaysia, 2000). Despite learning English for many years, many of these students remain weak in the English language, especially in their writing skills (Rashidah, 2005). Chitravelu, Sithamparam and Teh (2005) pointed out that writing is the skill most Malaysian students are less proficient in and they do not know how to accomplish the written tasks in satisfactory ways.

The analysis of the national examination performance by the Examination Division, Malaysian Ministry of Education showed that less than twenty percent (20%) of the Malaysian Certificate of Education or Sijil Pelajaran Malaysia (SPM) candidates had obtained distinctions (Grade A) for the standardized national SPM English 1119 paper (Malaysian Examinations Council, 2009). This weak performance may reflect the candidates' inability to accomplish the writing task effectively. Since the writing section of the SPM English 1119 makes up a larger percentage of the examination total score, the low scores obtained for the writing task had affected the overall performance of the students for the English paper.

This by no means suggests that the majority of Malaysian students are incapable of producing good English writing. However, even though these students have mastered the rhetorical form of a written assignment and are able to express themselves in a grammatically accurate manner, teachers still have a sense of misgivings. Abdullah (1993:124) states that students in general seem to be merely “going through the motions, pouring commonplace ideas into a pre-cast rhetorical mould”. She observes that the students seem to produce work that is weak in content displaying a lack of general knowledge, regurgitation of platitudes and clichés, an undiscerning reliance on printed sources, unquestioning acceptance of ‘received wisdom’, simplification of complex issues, ideas expressed in sweeping over generalisations, and a lack of adequate supporting evidence.

Abdullah (1993) speculates that the possible causes maybe due to:

- *the desire to conform;*
- *the persistence of a belief that any academic assignment has a ‘right answer’ and a ‘wrong answer’, and the majority of the students must be ‘right’;*
- *previous writing experience – earlier instructional focus on form, and especially accuracy, may have given rise to the belief that content is merely a vehicle for demonstrating linguistic competence, and not intrinsically important (nor evaluated, except in terms of quantity);*
- *lack of general knowledge;*
- *lack of linguistic competence – inability to use language to express the subtlety of complex ideas may lead to simplification.*

(As cited in Abdullah, 1993, p.125)

And these seem to be demonstrated at all educational levels; be it primary, secondary or tertiary.

1.2.4 Teaching of ESL Writing Skills at University Malaysia Sabah

Hitherto, we have been afforded a glimpse of the status of English in Malaysia and its position in the education system and the teaching of writing in Malaysian ESL classrooms. This is to provide readers with a bird's eye view of the present-day ESL situation in Malaysia. However, there has been no mention of the University Malaysia Sabah's (i.e. the research site of this study) ESL curriculum, especially in relation to ESL writing skill development. This section, therefore, looks at the teaching of ESL writing skills at the University by taking into consideration the ESL proficiency programme in force during the study period and an interview with the head of the University Malaysia Sabah (henceforth called UMS) English Language unit.

At the University, as in other local tertiary institutions, English proficiency courses are compulsory for students who have not reached a certain proficiency level in English. Presently, in UMS and other post-secondary school education institutions, the grades obtained in these courses are taken into account in students' Cumulative Grade Point Average (CGPA) and an overall grade of C is the minimal grade for graduation requirement. This policy, adopted by UMS, has positive impact on students' commitment to and interest in English. This view was shared by the head of the English Unit of the University to the researcher (in personal communication) and communicated too not only by ESL tutors but also other foreign language practitioners. At University Malaysia Sabah, English classes are compulsory for students who obtained band 1 and 2 in MUET.

For the purpose of this study, let us now look more closely at University Malaysia Sabah's English language curriculum. The English Language programme is divided into four levels:

- Level 1 is devoted to improving grammar,
- Level 2 involves listening and speaking skills,
- Level 3 is reading and writing skills, and
- Level 4 is English for Academic Reading and Writing.

Levels 1 and 2 are offered in the first and second semesters respectively, whereas Level 3 and Level 4 are available to students in the third and fourth semesters. Depending on demand, these courses are also made available to those who failed the courses in their first attempt.

The students-cum-participants for this study enrolled in English Level 3. The lesson time for this level was 3 hours per week for 14 weeks with an evaluation exercise carried out in the 13th and 14th weeks. So, in effect, there were 12 weeks of actual teaching in the course. English Level 3 aims to familiarize students to reading and writing skills and also to introduce them the different genres in writing. They applied reading skills of skimming and scanning, learned how to infer and paraphrase information from any given passages, and learned to identify and differentiate main ideas and supporting details of a passage. In addition, students were taught how to develop a clear presentation of ideas in an essay. Among the aspects of writing that they were exposed to were the writing process, basic organization of a typical five-paragraph essay, and the different types of genre in writing.

It is important to highlight that the teaching of ESL writing at this University was very still somewhat product-oriented rather than process-based even though attempts had been made to make it more of the latter. Due to the nature of product-oriented pedagogy, which emphasises the creation of a final product and the need to cover the stipulated syllabus within a set time, both teachers and students inevitably have the tendency to ignore the importance of process in composing a document or an essay as the final written product is considered as extremely important and a manifestation of a successful effort. Hence, this may explain why beyond process writing classes few people see the importance of process in composing.

1.3 Problem Statement

Research reveals that a high percentage of students who enter undergraduate programs show poor performance in English. MUET acts as an indicator of a student's language proficiency level and enables him or her to enrol for undergraduate programmes at Malaysian public universities or any other higher learning institutions.

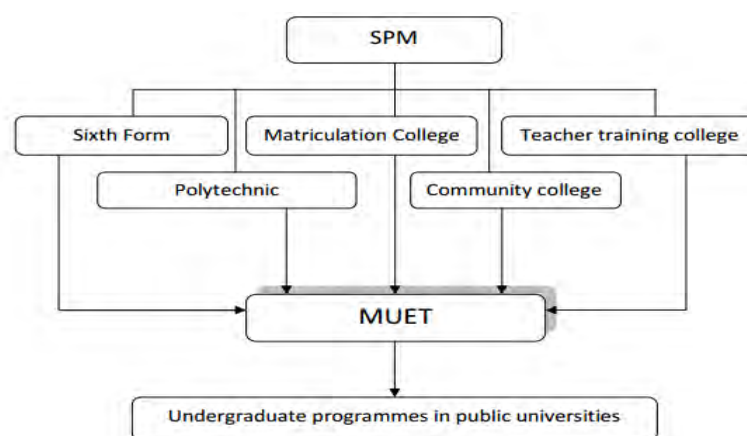


Figure 1.1. Flow chart of MUET use for pre-degree students

The Universiti Malaysia Sabah’s Academic Services Division statistics indicate the numbers of students who are exempted from taking English courses are small compared to the 5,000-student intake each year. This dire situation can be seen from Figure 1.2 below.

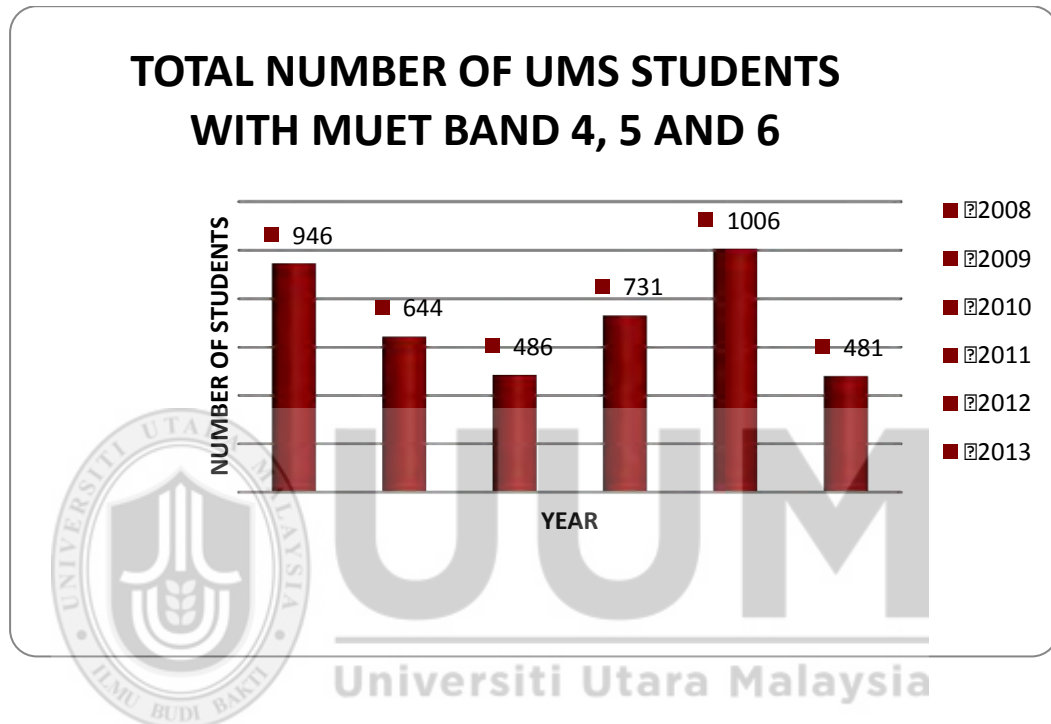


Figure 1.2. Number of students getting MUET band 4, 5 and 6.
Source: (Academic Services Division, Universiti Malaysia Sabah, 2013).

Malaysian educationists are constantly plagued with the opinions that the standard of English proficiency is worsening “among students and graduates ... (and made worse by)... the rote-learning and exam-oriented education system which hinders students’ creativity and critical thinking...” is now a common knowledge (Education Reform in Malaysia Report, 2012:2). Malaysian researchers-cum-educators, who have expressed their concerns with the low English language performance of Malaysian undergraduates, observed that Malaysian students are generally in such a state even after at least eleven years of learning the language.

At University Malaysia Sabah this phenomena unsurprisingly is also observed and this inability has affected the students' progress in the academia especially when it comes to writing. One probable reason for this is that “students are exposed to rote learning styles and examination-oriented education system in their formative years upon which their personal characteristics were formed; it is not an easy task to undo these traits during their 3 to 4 years of tertiary education” (Shakir, 2009:313).

Many studies have been conducted to understand the factors which contribute to students' poor performance in English. A study conducted by Hamzah and Abdullah (2009) found that ESL learners are unable to use the language because of a lack of learning strategies. The result of the research showed that the respondents who consisted of ESL learners in institutions of higher learning could not master the language without proper training in metacognitive strategies in their ESL learning.

Other possible reasons for this competency problem are factors such as attitude, perception and environment (Kaur & Thiagarajah, 1999; Jalaluddin, Awal & Bakar, 2008). The second issue that has to be emphasised is whether extraneous variables such as students' perception and attitude, social environment and linguistic factors are hindrances to Malaysian students mastering the language and eventually this affects their performance in a language test, which in this case MUET (Kaur & Thiagarajag, 1999; Jalaluddin, et al., 2008; Hamzah & Abdullah, 2009).

In addition, Hassan and Selamat (2002) notice that Malaysian ESL classes they observed emphasise more on grammar and reading skills. This can never support the aspirations of tertiary education as stated by Hajibah O. (2004:13) that “learners

pursuing a university degree require competency in both written and spoken language to handle academic discourse and to excel in the programme”.

However, between the two skills, writing as noted earlier is the most difficult to master by Malaysian undergraduates (Fauziah H. and Nita F. S, 2002; Chan and Nazimah, A., 2004; Mariam, M.N. and Rahmad Sukor, A.S., 2006; Fung, 2010; and Siti Khatijah, J., 2011). Similar comment is also resonated by Allen and Wern (2011) where the participants in their study demonstrated writing as the most difficult skill to synthesize in MUET (24%), followed by speaking: 21%, listening: 19%, and reading: 15%.

The fact that teachers are so examination-oriented may explain why the desire for technical accuracy is so high among Malaysian ESL instructors and learners. The preoccupation of most ESL teachers with language accuracy rather than fluency or conversational quality is perhaps associated with the silent belief among them in that successful lessons must be oriented towards examination. In the context of ESL writing, it is thus unsurprising that writing achievement is often defined as the mastery of surface level skills required for accurately written papers. Lau (1990) has reported that most ESL teachers, responding to the written work of high school students, focus on form (grammar) and pay very little attention to content. Keh (1990) states that one reason why teachers tend to focus on form more than content is that endless hours of red pen correction are often equated with hard work and have great face-validity to teachers and headmasters. Of course it is worth asking whether or not all of that error correction is actually stimulating students in a positive way.

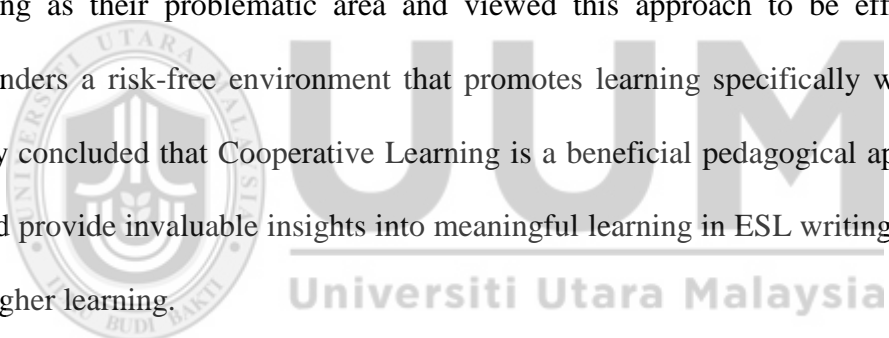
Although various studies have reported that error correction is of little impact on the learners, this intensive marking tradition continues to persist throughout the Malaysian education system. This situation is made worse by the limited opportunities to use the English language among ESL learners and worst still is their lack of confidence in using it. In view of this, there is therefore, “a considerable need for the future generations of Malaysians to master the language. The English language had played a dominant role as a compulsory subject and medium of instruction in English medium schools which formed the backbone of the education system of pre-independence Malaysia” (Ambigapathy (2001) cited in Voon Foo (2007:1).

In the academia, writing “is such an important learning tool because it helps students to understand ideas and concepts better” (Voon Foo, 2007:4). However, Morais (2000) points out that many teachers and, by extension, Malaysian students remain misguided in both notion and practice of writing. They tend to believe that an improvement in the knowledge of the language (competence) will enhance their actual use of the language (performance). A number of similar researches on the topic were also conducted in Malaysia (Lim Ho Peng, 1976; Azimah, 1998; Khan, 2005; Vahdatinejad, 2008; Saadiah, D. and Kalaivani, S., 2009). It is suggested that such an assumption denies low-level students the opportunity to explore the process of composing (Taylor, 1976; Raimes, 1979; Zamel, 1982; Baroudy, I. 2008; Bae, J., 2011).

Siti Noor Fazelah Mohd Noor and Zulida Abd Kadir (2007) conducted a study to investigate students’ learning preferences in learning EAP with 982 students at

UTHM. The students indicated that writing essays and grammar are their highest priority in learning EAP. They pointed out that these productive skills seemed to be the most difficult skills in EAP. Production refers to activities that require the student to create of language, which is the main component of writing. This can be clearly seen from results of the preferred language skills and language activities. They are more concerned on writing essays. It can be concluded that these EAP students prefer to learn more on writing skill as to improve their language competence.

Nalini Arumugam (2011) in investigating the use of the Cooperative Learning in teaching writing skills found that the UiTM students involved in her study perceived writing as their problematic area and viewed this approach to be effective as it engenders a risk-free environment that promotes learning specifically writing. This study concluded that Cooperative Learning is a beneficial pedagogical approach that could provide invaluable insights into meaningful learning in ESL writing classrooms of higher learning.



Rafik-Galea, S., Nalini Arumugam and Geraldine de Mello (2012) on the other hand examined 38 tertiary students' thoughts and perceptions in co-constructing knowledge about academic writing and how multi-drafting and feedback strategies enhance their academic literacy skills through term-paper writing. These students reported that they found writing academic term-paper a daunting process. This is because writing is generally viewed as a spontaneous reaction but academic writing skills require deliberation and reflection, including the knowledge of specific writing rules.

This phenomenon is also reported by Hajibah Osman (2012) in the pilot study carried out for the Malaysian Ministry of education, involving five local universities, i.e. UPM, UiTM, UNIMAS, UMS and UNIZA. They report that many of the university students involved in the pilot study thought that their weaknesses in academic writing was the factor that had greatly affected their overall English results. This finding also mirrors the finding of Rogayah H. (2013), Din, W. (2013) and Mohd Zul Hadi K. (2013).

In an earlier study by (Din, 2013), the researcher looked at how the employment of the Process Approach to Writing could help Malaysian undergraduates English writing skill. She found that:

1. Factors which are thought to be contributing to the low proficiency of English among learners are:
 - i) limited opportunities to use the English language and
 - ii) a lack of confidence in using it.
2. After exposing the student to 14 weeks of Process Approach based writing, the students:
 - i) no longer revise their written texts for grammar
 - ii) realized that the researcher did not focus on form (grammar) and pay a lot of attention to content
 - iii) claimed that they now produced several drafts of their writing
 - iv) seem to produce work that is weak in content and which displays a lack of general knowledge, regurgitation of platitudes and clichés, an undiscerning reliance on printed sources, unquestioning acceptance of

‘received wisdom’, simplification of complex issues, ideas expressed in sweeping over generalisations, and a lack of adequate supporting evidence.

Din (2013) extends that integrating the formal aspects of writing with the writing process must also be an important component in writing instruction. However, as Grabe and Kaplan argue, the issue is not whether language forms and structures are useful, but whether students can recognize the relation between language structures and the roles they play in conveying appropriate meaning.

Unfortunately, as Muncie (2002) indicates, students in ESL/EFL countries taking composition courses are likely to be used to traditional grammar instruction and put more importance on forms and structures than on functions of language. Thus, Malaysian writing teachers need to help their students understand that grammatical rules and linguistic forms aids in clear understanding of meaning and is always related to its function in the discourse. Also, teachers’ motivation to focus on form should come from an analysis of learner’s communicative needs, rather than from an externally imposed linguistic syllabus.

Another discovery of this study is that the teacher needs to scaffold language and genre samples in Malaysian writing classroom because this strategy helps create active interactions between a teacher and students and also between students themselves. However, the researcher does not suggest that this strategy should be used permanently. It should be used in the early stages because it is a special kind of assistance that helps learners to write, especially if the genre is new to them. Thus,

during the beginning stages, direct instruction is crucial, as the learner gradually assimilates the task demands and procedures for constructing the genre effectively. The teacher takes an interventionist role, ensuring that students are able to understand and reproduce the typical rhetorical patterns they need to express their meanings (Hyland, 2003).

The focus is on the form and function of the particular text type, and on illustrating the process of writing a text, considering both the content and the language. This method will help students acquire the knowledge and skills to be able to write their own texts with confidence. In later stages, learners require more autonomy. As students write, they should keep in mind the process of writing: creating a first draft, self-editing, discussing the draft with peers and later with the teacher, and finally producing a “published” text. This scaffolding learning strategy will help Malaysian students foster creativity (as in process writing) while acknowledging the ways language is conventionally used to express meanings. According to Wood et al. (1976), scaffolding assistance has these functions:

Recruiting interest in the task, simplifying the task, maintaining the pursuit of the goal, marking critical features and discrepancies between what has produced, and the ideal solution, controlling frustration during problem solving, demonstrating an idealized version of the act to be performed.

(Wood et al., 1976 as cited in Ellis et. al., 2005, p. 235)

The Process Writing Approach has been preaching about writing strategies that could be useful to writers. Although there is an extensive body of research on process-oriented first language writing, little attention has been given to second language

classroom practice. Therefore, researchers who examine ESL writers in Malaysian universities are required to determine whether the process-oriented approach to teaching writing can be used effectively with ESL students so that the gap between the actual level of English language proficiency amongst Malaysian university students, especially writing skills, and the level of competence required for learning at tertiary levels can be bridged relatively quickly.

Nooreiny Maarof and Mazlin Murat (2013) also highlighted that English writing strategy training for ESL students is important to help them write successfully in the target language. This study has revealed one important result which is that English proficiency has affected the type of strategy use, rather than frequency of strategy use. More specifically, the high-intermediate students were more concerned with thinking and planning, and outlining in English before they started their writing task. This resembles the characteristics of skilled writers in Mu and Carrington (2007) and Riduan and Lim (2009). They found that although ESL students of differing proficiency level did use some kinds of strategies in the pre-writing stage, while-writing stage and revising stage, they were still not frequent users of many of them. More specifically, the students used more strategies in the writing stage than in the prewriting and revising stage. The strategy of thinking and having a mental plan, which was most frequently used in the prewriting stage, was proven to be ineffective to help them develop ideas for their writing task.

This is in line with the findings of Indra (2004), who discovered that writers who planned their ideas in outlines or in visual representations, performed better in writing. The results of their study suggest that the ESL students are not good at

generating ideas, planning or outlining before they start writing. Furthermore, in the revising stage, the ESL students seemed to focus more on making sure their writing fulfils the essay requirement suggesting the characteristic of surface writing approach as indicated by Faigley and Witte (1981).

Answers to all these issues will be valuable to be taken into consideration in any attempt at developing pedagogical approach and tools to be used with this group of proficiency learners. This naturally calls for studies on pedagogical interventions that can help improve undergraduates English language performance. Therefore, the research proposed in this study is timely as it will contribute to efforts at exploring means and ways to help ESL instructors enhance their students' academic writing skill.

1.4 Research Objectives

The present research aims to develop an understanding of how an intervention, which is based on the integration of the process approach, essay models and the keystones of organized writing (as the scaffolding learning strategy), can be implemented in a writing class at University Malaysia Sabah and how the subjects respond to this programme.

Thus, the current study attempts to achieve the following objectives:

1. To identify the writing behaviours, attitudes towards English writing and English writing difficulties observed in the students before the pedagogic intervention among UMS students.

2. To explore the changes evidently observed in the students writing activities after the intervention; and
3. To determine whether the pedagogic intervention helps to improve the experimental group of students' writing performance.

The study was designed to discover the various kinds of influence this intervention has on these learners, and how they adjust and respond to it. It is also designed to explore what changes these students undergo after being exposed to this approach. It will provide a descriptive account of what second language writing looks like in one university ESL classroom where the researcher employed this approach in teaching writing.

1.5 Research Questions

The literature review showed that while the study of teaching process writing has gained prominence in the West; investigation of the application of this approach in Malaysia is still in its infancy. As such, this study is regarded as exploratory (Tashakkori and Teddlie, 1998). Thus, the research questions of this study are as follows:

1. What are the writing behaviours, attitudes and English writing difficulties of UMS students before registering the writing module?

In order to address the research questions six corresponding research hypotheses were tested as follows:

H_{A1}: Writing attitude has a significant positive relationship with students' English writing performance, MUET.

H_{A2}: Writing behaviour has a significant positive relationship with students' English writing performance, MUET.

H_{A3}: Writing difficulties have a significant positive relationship with students' English writing performance, MUET.

H_{A4a}: There is a significant difference across groups for students' English writing performance and MUET results with regard to opinions about English writing.

H_{A4b}: There is a significant difference across groups for students' English writing performance and MUET results with regard to writing practice attitude.

H_{A5a}: There is a significant difference across groups for students' English writing performance and MUET results with regard to planning.

H_{A5b}: There is a significant difference across groups for students' English writing performance and MUET results with regards to revision.

H_{A5c}: There is a significant difference across groups for students' English writing performance, MUET in regards to awareness of audience.

H_{A5d}: There is a significant difference across groups for students' English writing performance, MUET in regards to awareness of writing conventions.

H_{A5e}: There is a significant difference across groups for students' English writing performance, MUET in regards to awareness of writing purpose.

H_{A6a}: There is a significant difference across groups for students' English writing performance, MUET in regards to writing difficulties.

H_{A6b}: There is a significant difference across groups for students' English writing performance, MUET in regards to strategies difficulties.

2. What are the changes evidently observed in the students writing activities after the intervention?
3. How does the teaching intervention affect students' writing?

1.6 Scope of the Study

The scope of study is focused on the writing skills of the university students. The writing skill of the university students is covered in Level 3 as shown in Figure 1. below. The researcher emphasizes on Level 3 and more particularly on the writing skills of the students as the scope of this study. The other skills of improving listening, speaking and reading are not part of the scope of this study as is presented in Figure 1.3 below.

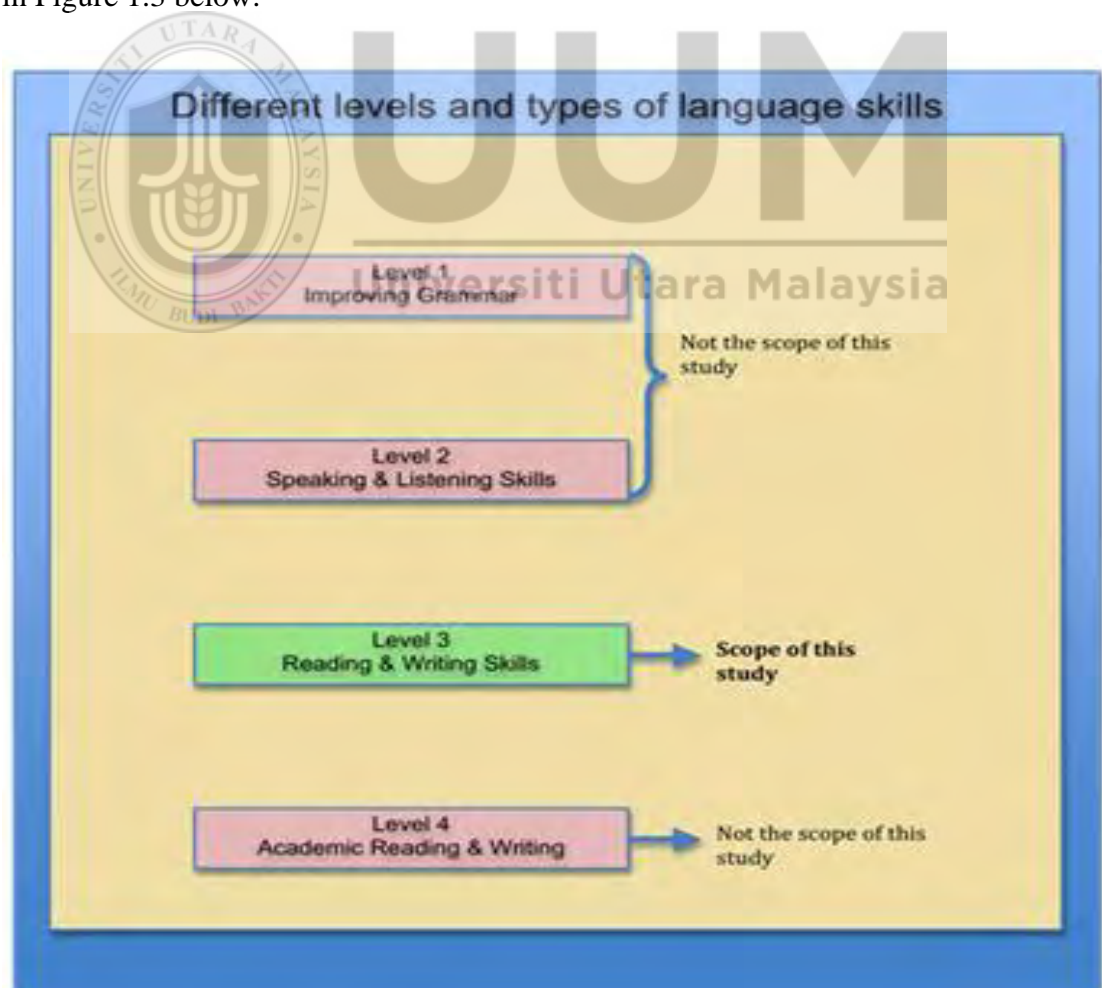


Figure 1.3 Scope of the current study

1.7 Significance of the Study

The findings of the study were significant in the following ways. First, it provided empirical evidence of the potential of the process writing intervention in facilitating the development of learner writing skills in the Malaysian tertiary education.

Although process-oriented writing pedagogies have been around for more than forty years, they have not been widely used in Malaysian language classrooms because of various contextual limitations as discussed earlier, i.e. with time constraint and its effectiveness in preparing students for examinations being two of the biggest concerns.

Studies on the effects of the approach mainly focused on students' perceptions and its impact on writing development and little pressing evidence has been found to suggest its impact on improvement of writing skills. With its great demand of time and effort and yet lack of promising outcomes, it is hard to convince teachers of the need to allow time for the drafting and peer review process.

However, from a theoretical perspective, it seems that the real strength of the process approach lies in its potential for nurturing learner writing skill. Findings from the present study (chapter 2) supported this assumption, demonstrating the process approach has as much potential in fostering development of writing skills. The insights generated by the description and analysis of the data collected for this study can be used for a variety of purposes: to better understand Malaysian ESL writers; to help Malaysian ESL curriculum development and instructional practice and to provide useful insights for educational language policy-making.

Second, by embracing delimiting factors like writing behaviours, attitudes and difficulties, the study yielded some evidence to suggest the overriding and intervening influence of these factors over individual learners' perceptions of and interactions with any pedagogical approaches, which indirectly affected the learning outcomes. The recognition of the strong influence of such factors would provide some perspective in the understanding of the actual effects of different teaching approaches, which bears important implications for both research and practice. While it may be argued that the complexity of the interrelations among these factors may affect the validity of a study that sets out to investigate the impact of a certain pedagogy, it is believed that as teaching and learning does not take place in a vacuum, a study that addresses salient contextual factors would help us to understand the actual impact of any teaching methods in a naturalistic setting.

1.8 Delimitations of the Study

In order to achieve the purposes of the study, the investigation set out to be a naturalistic enquiry embracing various aspects of the writing process with the integration of the scaffolding strategies. While recognizing the diversity of contextual and individual variables, the study has the following delimitations:

- i) The study focused on the development of learner writing of a group of Band 1 and 2 MUET tertiary students at Universiti Malaysia Sabah. Findings from the study may not be applicable to other educational settings and learners of other age groups.
- ii) The study utilized a quasi-experiment design, where the sample was not randomly selected. The group of students was selected because of their

representativeness of students attending English language classes at Universiti Malaysia Sabah and their accessibility.

iii) The Malaysian tertiary students previous writing practices according to MUET bands and the effect of the teaching intervention were the major contextual factors examined in the study. These factors were selected because of impact on the student writer.

iv) The major variables embraced in the study were the writing behaviours, attitudes towards English writing, English writing difficulties observed in the students (before the pedagogic intervention) and the employment of process writing strategies (during and after the intervention).

1.9 Definitions of Terms

The researcher adopted the following definitions:

Impact

It is the effect or impact of one thing on another. It is defined as the degree of improvement in the students' writing skill in English language as a result of using the intervention. It is statistically measured

Intervention

A well-designed and arranged instructional unit that includes a group of experiences, activities aids, techniques and means of evaluation for the purpose of developing defined skills (Afana, 2000:75).



Unskilled students

Students whose total score in MUET are Band 1 and 2.

The Process Writing Approach

The process writing approach involves the three phases: planning, translating, and reviewing. Planning includes the sub operations of generating, organizing, and goal setting. It involves retrieving the relevant information from long term memory and the task environment. This information is used to establish goals and to develop the text that will satisfy the goals. Translating is taking material from long-term memory in accordance with the writer's plans and goals, and formulating sentences with it. Lastly, in the reviewing operation, the goal is to improve the quality of the text produced during the translation process. Reviewing involves the sub processes of reading and editing, during which the writer reads the evolving text, evaluates the text or plans for text and edits errors. It provides the check on how well the writer has collected, planned and translated ideas into words (Hayes, 1996).

Post-process

Atkinson (2003, p. 10) defines “post-process” as “including everything that follows the period of L2 writing instruction and research that focused primarily on writing as a cognitive or internal, multi-staged process, and in which by far the major dynamic of learning was through doing, with the teacher taking a background role”. He pointed out that “process writing, its strongest guiding force over the last part of the 20th century, was resolutely asocial in any theoretical sense” (Atkinson, 2003: 4).

Writing Strategies

Cognitive psychologists have viewed strategies as “deliberate actions or sets of procedures that learners select, implement and control to achieve desired goals and objectives in the completion of learning or performance tasks” (Manchön 2001:48). In the L2 writing literature, strategy has been operationally defined in many different ways. In a broad sense, it has been used to refer to the acts of composing, such as planning, formulation, revision, etc.; in a narrow sense, it has been used to refer to specific actions learners perform during writing, such as problem-solving heuristics that learners use to cope with their difficulties (Manchön, 2001). For the purpose of the present study, the definition of strategy is limited to “the use of linguistic information from various linguistic tools to address lexical problems in writing.”

Scaffolding Strategies

The scaffolding approach believes in providing support and guidance to the learners and then gradually removing or reducing these supports as the learner becomes proficient. This is an incredibly suitable approach when paired with process writing. Scaffolding is one of the principles of effective instruction that enables teachers to accommodate individual student needs (Kame'enui, Carnine, Dixon, Simmons, & Coyne, 2002). Various supports where learners were provided with support or a temporary platform during the intervention which makes the term relevant to the study.

1.10 Thesis Organization

This thesis is divided into five chapters as follows:

Chapter One provides an introduction to the study and background information on the historical development of English as a second language in Malaysia, the teaching of English as a second language and the need for the standard of English language proficiency amongst students to be improved that led me to undertake this study.

Chapter Two reviews the literature pertinent to the issues introduced in this research. It also gives the theoretical context for the study and surveys the current research into the teaching of writing skill especially in the context of ESL writers.

Chapter Three discusses all the Research Methodology applied and followed in this study. The methods are explained to the benefit of the readers.

Chapter Four presents the data analysis of:

- i) The questionnaire data and discussion of the findings and their significance in relation to the objectives of the research.
- ii) data analysis of the data during and after the intervention and discussion of the findings and their significance in relation to the objectives of the research.

Chapter Five is the conclusion chapter where the researcher revisited the research questions by answering them based on the findings of this study through the discussion, recommendation and conclusion sections. It also makes a set of recommendations based on the findings of this research.

1.11 Summary of Chapter One

This chapter has introduced the study that had been carried out by the researcher. It goes on to discuss the background information on the teaching of English writing in Malaysia. There is a brief explanation on the profile of how and where the research was conducted to provide more information on the statement of the problem. This was followed by the objectives of the study, the research questions which had been based on the objectives and significance of the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim of the current chapter is to present the theoretical background of the relevant studies concerning writing strategies. In the first part, a review the paradigm shift from the traditional product to the process approach in writing is presented. In the second, the major findings of research conducted to investigate writing processes and strategies in ESL context and research in Academic Writing are presented. The third section demonstrates the studies that investigate the rationale for mixing the Process Approach with the Theory of Scaffolding in general, and later describes the elements that were integrated with the Process Approach in particular, i.e. language support and the Five-paragraph Essay Structure. In the final part, the research gaps are also summarized to specify the significance of the study.

Since the mid-1980s a significant number of research and theoretical studies have been produced on the topic of composing process in writing. It is generally accepted that writing is a complex skill, and it concerns with how to teach it. Various teaching strategies have been introduced and tried by second language educators in teaching writing. In composition, second language educators have moved towards an emphasis on process, rather than product, and in consequence, there are a variety of available sources providing research findings on how students learn to write, suggesting new teaching strategies, and arguing for curricular changes. All these are carried out in the interest of second language (L2) writing.

In order to decide on the best approach to be used as a teaching intervention in second language writing, it is necessary to consider the general development of approaches to teaching writing in first language (L1) since research that focuses on L2 writing inevitably uses knowledge garnered from research on writing in L1. Such approaches come, for the most part, from English-speaking contexts, and the reasons for their evolution from such contexts will be discussed first.

Much discussion has concentrated on the process-centred theory of writing, but many teachers do not fully understand what constitutes process writing, or on what the process paradigm is actually based. Process writing is defined as "a writing instruction model that views writing as an ongoing process [...] in which students follow a given set of procedures for planning, drafting, revising, editing, [...] and publishing [...] their writing" by The Literacy Dictionary (Harris & Hodges, 1995:195). In order to fully comprehend the process approach it is necessary to review it in context alongside the major theories of composition instruction that preceded and followed it, namely the product (or current-traditional) approach, the genre approach and the post-process approach. These approaches are considered in the next four sections in this chapter.

2.2 ESL Writing Instruction and Culture

ESL writing instruction in Malaysia is generally influenced by both the institutional requirements and the sociocultural needs and circumstances of the learners. Various studies in second language writing, carried out worldwide over several decades, contribute insightful ideas on the relationship between sociocultural influence and second language writing.

Kaplan's (1966) early analysis of 700 foreign students' compositions found that writing patterns in English by foreign students differ from those written by American students of English. This is due to the fact the foreign students' writing is particularly influenced by their first language and own culture. Kaplan (1966) noted, "patterns may be derived for typical English paragraphs, but atypical English paragraphs do exist" (p.20) which influence the writing patterns of English by the foreign students. Kaplan's 1966 seminal work on second language writing has triggered interest among other researchers to further develop the subject of second language writing and its link to sociocultural issues, which directly contribute to the scholarship of ESL writing instruction.

Considering that ESL learners come from various linguistic, cultural, and educational backgrounds, Grabe and Kaplan (1996) assert that it is necessary to identify the second language learners' needs for writing, as different groups of L2 learners may require different writing abilities. They further acknowledge the complexity of L2 writing instruction in that teachers do not only need to pay attention to the needs of the learners, but also to the learners' "various life and cultural experiences" (p.25).

Elsewhere, Harklau (2006:109) explains that:

"... because L2 writing classes typically bring together individuals from a number of cultural backgrounds, intercultural communication and the norms and the values associated with the target language may be areas of significant topical interest to learners. Thus, while teaching about culture may not be an explicit goal of most ESL writing courses, the cultural patterns and values nevertheless form a significant part of the content through which second language writing skills are taught...ESL writing classrooms serve as arenas for cultural orientation and brokerage, and ESL teachers often serve not only as writing instructors, but also as explainers and mediators...of culture and cultural values."

Grabe and Kaplan (1996) and Harklau (2006) recognize the existence and importance of culture and cultural values in second language writing; however, they examine the influence of culture from very different angles. Grabe and Kaplan investigate how L1 cultures could have an influence on the learners' L2 writing and how it could possibly affect L2 writing instruction, whereas Harklau determines the relationship between second language learners' writing and exposure to L2 cultures. Reichelt (2005), in a study on English writing instruction in Poland, asserts that:

“writing instruction at all three levels [primary school, secondary school, and university] ...investigated is also shaped significantly by pressure to prepare students for the writing sections of various English-language exams” (p. 225).

Similarly, Turvey (2007) who conducted a study on trainee teachers and problems they faced in teaching writing at London secondary schools has also contributed to an understanding of several issues pertaining to the teaching of writing. She argued that the purpose of much of the writing lessons conducted by the trainee teachers was influenced by “various frameworks outside their control, frameworks that have a power to influence practice that is guaranteed by the testing and assessment system” (p. 146). The findings of both studies revealed somewhat the cultural influence on the ESL writing pedagogical practice, that is, educational culture that follows an examination-oriented system which forces teachers to teach for the test. The curriculum and institutional requirements have notably affected the way writing instruction is perceived by both teachers and students.

Research on second language writing and its relation to sociocultural aspects continue to develop. Hyland (2003, p. 32) put forth an interesting and important point related

to the complexity of L2 writing and its learners. He claims that no two learners are the same, and their different learning backgrounds and personalities will influence how quickly, how well, they learn to write in a second language. Students obviously bring to the L2 writing class different writing experiences, different aptitudes and levels of motivation; they have varying metacognitive knowledge of their L1 and experience of using it, particularly to write; and they have different characteristics in terms of age, sex, and socioeconomic status.

In a recent work, Kormos (2012) reviewed research and academic works investigating the patterns on the impact of individual differences on the process of second language writing. Her article has given insights on the interconnectedness of one's culture and the teaching and learning of L2 writing instruction. She argued that "motivational level and self-regulatory capacity interact with cognitive factors, and they separately and jointly affect writing processes, which include the planning, formulation, transcribing, and editing phases of writing" (p. 400). He also suggested that researchers could further explore how individual differences could have an influence on how students perceived and processed learning through writing.

The various studies on second language writing indicate the relationship of culture with the conditions of second language instruction and learning. One might agree with Kaplan's notion that thinking and writing are very much culturally entrenched. It might also be said that writing style would gradually change depending on the amount of exposure the learners received for learning the target language, writing knowledge, and experience. Due to the cultural complexity, learning English is not easy for many Malaysian students. Similarly, the second language instruction is also

seen as complicated. Teachers have to cater to all the different needs of learning by considering the different learners' sociocultural backgrounds and experience and trying to match these with their teaching perspectives and learning expectations.

This increasing recognition of the notion of L2 complexity is highly relevant to the Malaysian ESL setting, highlighting another important aspect in second language writing, which accentuates individual differences whereby a learner's individual demography, cultural and language background, and their experience of using the target language, play a significant role in the mastery of second language writing. Malaysian learners at the local higher learning institutions are from various backgrounds and regions. Different backgrounds here do not only refer to socioeconomic status, but also regional, religious, and cultural backgrounds, which are quite different among ethnic groups – Malays, Chinese, Indians, and other ethnicities. Even within an ethnicity, there may be cultural differences, as the groups are regionally divided. For example, the Malays from East Malaysia have their own languages/dialects, customs, tradition, and lifestyles which are different from those of the Malays from West Malaysia. In other words, ESL learners from different parts of Malaysia have their own social identities and carry different kinds of background knowledge and experiences with them into the ESL classrooms.

Similarly, teachers' conceptions of teaching ESL writing are generally guided by their sociocultural background and experiences. The teaching of writing in ESL classrooms can be difficult as writing itself involves complex skills and knowledge construction (Belbase, 2012). Having diverse, multicultural groups of ESL students would make the teaching of writing even more difficult. In most of these circumstances, many

teachers resort to teaching merely the correct use of the target language in a writing classroom with little weight given to other aspects of writing, such as content, coherence, and mechanics of writing. According to Hyland (2003:2):

...they [teachers] tend to adopt an eclectic range of methods that represent several perspectives, accommodating their practices to the constraints of their teaching situations and their beliefs about how students learn to write...but it is common for one to predominate in how teachers conceptualize their work and organize what they do in their classrooms...Teachers therefore tend to recognize and draw on a number of approaches but typically show a preference for one of them.

Although teachers are exposed to alternative approaches to the teaching of writing such as process, product, genre approach, and process genre approach, the widespread tendency in the teaching of writing is to include a focus on grammar (Akinwamide, 2012; Baroudy, 2008; Bruton, 2009). In the writing instruction, teachers tend to choose any of L2 writing approaches that align with their perspectives and conceptions of teaching writing. It is hoped that this research will provide insights into the complexity of writing as a process, and highlight the composing problems of Malaysian EFL learners in particular.

2.3 Approaches to the Teaching of Writing

Since writing skill is recognized as important not only in language learning but also in daily communication, the teaching of writing should focus on more than just language form. The interest in the teaching of writing should focus on both the learning outcome and the learning processes that bring the learners to the final outcome of their written product. The next sub-sections will describe the common approaches to writing - the product approaches, the process approaches, and the genre approaches -

that are particularly relevant to the context of the study and the integration of the process and product approaches within the teaching of writing.

2.3.1 The Product Approach

In the early 19th century, there was a move away from oral composition, with increased emphasis being placed on literacy work. This gave rise to the product approach to writing (Ferris & Hedgcock, 2004). Some of the major factors, or conventions, governing this approach to writing are aims and form. In this section the product approach to teaching writing skills will be considered in some depth. The meaning of product approach is discussed, together with an overview of the classroom practice arising from the approach. Finally, criticisms of the approach are also considered.

One of the main emphases of the product approach is on written product and this has led to the focus on error correction and on telling rather than showing. Teachers in a product classroom have the tendency to state the errors made flat out, instead of leaving it to students to discover why they are wrong by discussing with members of their group or with the teachers themselves. It therefore follows that the product approach involves little writing instruction.

In product approach teachers are at the centre of classroom activities, dominating discussions and doing nearly all the talking. Thus the product approach is considered to employ a teacher-centred pedagogy (Johnson 1989; Kitao and Saeki, 1992). This has its advantages and disadvantages. The advantages benefit the teachers, as they are seen to be in complete control, and are given the opportunity to display their

knowledge. They teach in an orderly, controlled environment; students are encouraged to raise their hands for permission to speak where they would otherwise remain quiet or talk out of turn. The disadvantages, however, impact the students. Teachers dominate the classroom, imposing their own values and perceptions on the students; students are discouraged from thinking independently and from taking risks. If the students are not willing to take risks, chances are their writing would be bland, shallow and boring.

This is where student writers move out of safe, familiar territory, into something that feels a little dangerous or risky. The willingness to take risk differs from individual to individual, so it is difficult to say exactly what "taking risks" means. A general understanding perhaps would be telling the truth, whatever the writer's truth is. Taking risks in writing is somehow easier to do when writing in groups – especially for those who just begin or are less experienced – or to have one or more good writing friends whom they can write with and discuss their experiences as well as their writing. The product approach thus focuses on the end result of writing; the means by which that result has been obtained is not of any real importance in this approach. Grammatical accuracy is of paramount importance, and from the early 20th century until the 1960s, all grammatical errors in final compositions were highlighted by teachers using numerous red marks (Ferris & Hedgcock, 2004).

Students traditionally taught using the product approach were involved in writing activities that emphasized “initiation-response-evaluation (IRE)” (Kitao and Saeki, 1992:4) pattern of discourse between teachers and students in producing their compositions. They were required to acquire writing skills by producing

compositions that reproduced the styles and organizational features of texts they had read and analyzed.

Teachers using this approach assigned writing tasks, critiqued the students' final compositions or products, marked errors and assigned grades. Feedback to allow improvements during the writing process was seldom given. Students rarely had the opportunity to re-work their compositions as the initial writing effort was generally regarded as the final draft, and they were expected to improve their writing skills by looking at the errors marked on their papers. These are the traditional characteristics of a product approach.

Research in the teaching of writing has undergone a tremendous shift. In the early 1960s, the research focused on L1 written composition mirrored L1 classroom focus on the written product particularly on grammar. Zamel (1976:73) argued that the “study of grammar, whether formal or not has [...] no or even a harmful influence upon the students' writing ability”. This has led to a practice which rejects transformational rules but involves the manipulation of information, for example, sentence combining practice.

In this respect, Zamel (ibid.) further noted that “sentence combining practice has attracted a great deal of interest and prompted much research because of the positive effect it seems to have on syntactic maturity”. Kameen (1978: 38) asserts that “sentence combining exercises encourage the students to insert and delete items of their own choice and permit them to use a wider range of structural and stylistic variants [...] during the writing process”. In other words, these studies imply that the

product approach views writing as being synonymous with a collection of grammatically well-structured sentences. Zamel (1980:83) argued that “the claim made about the effect of sentence combining practice on overall quality refers to an improvement in the area of writing, i.e. syntax that has little to do with the larger concerns of composing”. Shaughnessy (1977:226) commented that, “the mature writer is recognised not so much by the quality of his individual sentences as by his ability to relate a flow of sentences, a pattern of thoughts”. This new awareness resulted in a new practice in the teaching of writing. Thus, the introduction of ‘Model Passages’ referred to as ‘Models’.

Underpinning this new practice was the proposition that the improvements in writing skills were derived from imitation of the Models. This reinforced the view that the principal aim of good writing is the production of error-free texts. Researchers like Zamel (1976) and Watson (1982) commented on this, arguing that Models, which are assumed to be representations of written discourse, are actually grammatical manipulation exercises in which the writer ignores the communicative purpose of the Model. Bloom (1979) argued that simply examining the Models would not give any insight into the processes that have been observed in their creation. Raimes (1983) was critical of the teachers’ usage of Models within the product approach. Raimes opined that, far from teaching students the skill of composition, the models provide students with grammatical Band-Aids and doses of paragraph Models and simply teaching them how to copy and edit. Watson (1982) argued that the Model is a piece of writing produced by people other than the student and that only the product is observable, not the process. Therefore, we can conclude from the discussion so far

that early teaching of writing was dominated by the product approach, explicitly or implicitly manipulated.

2.3.1.1 Critics of the Product Approach

Notwithstanding these changes, the rhetorical task remains unchanged in that product-based written tasks are literature-based. As a result, one of the more obvious consequences of the product approach is that students lack practice in producing the kinds of writing that will be demanded of them in higher education or employment (Mansfield, 1993; Williams, 1998).

It is important to note that many studies on writing are centred in the USA (Bartlett, 2003). For example, a great deal of tension has been created between college composition teachers and high school English teachers in the USA because students entering colleges are unable to meet demands placed upon them in college writing classes (Appleman & Green, 1993; David, 2004; Kamil, 2003; Snow & Biancarosa, 2003).

The arguments that have arisen do not, however, address the real issue which is that the two establishments place different emphasis on writing skills requirements. While college composition classes focus on analysis, interpretation and argument, high school teachers tend to focus on grammar and self-expressive, personal-experience essays. The resulting inability of students to meet college writing requirements affects not only their participation in composition classes, but also other courses (Hillocks, 1986; Alsup et al., 2006). This makes it unlikely that they will be able to learn effectively in a college setting.

It should be stressed that personal experience writing, if appropriately balanced with other types of writing, has some merit in students' development. In order to write a personal experience essay based on an interpretation of the impact of others on one's life, the student must reflect on life and its many puzzles. Such reflection is a vital part of the process of self-discovery. Students who consider the complexities of life are more likely to provide a complex analysis, argument, and interpretation. Therefore, the problem with the product approach method of teaching writing seems to arise from a lack of balance of writing types rather than the use of personal writing per se.

However, views on the attribute of writing have taken a turn in the past three decades. The nature of writing has been shifting in the past three decades. The changes in the process of writing have triggered the interest of a number of Native English advocates (Emig, 1971; Graves, 1975; Perl, 1978, 1979; Pianko, 1979). They ascertained that teachers would be of more help to students if they concentrated on teaching them the actual process of writing instead of simply providing critiques of the students' writings. The aim of teachers should be to identify difficulties involved in creating good written texts and assist students in overcoming them. It should be noted that these findings relate to results of research into L1 writing, and the pedagogy described is also in the context of L1. Its effect on L2 writing is discussed in a later section of this chapter.

As discussed above, writing in product approach is seen as an act of transferring ideas to paper with attention neither to the context nor to the stages writers experience when creating a text. However, there has been a shift in the way writing is taught

since the student's role has become central in the teaching-learning situation. Process writing is a pedagogical approach that puts great emphasis on both communicating and composing. The first one involves writing bearing in mind the purpose and audience when creating a text.

As Hedge (2000) pointed out, knowing why we are writing and who the reader will be provides writers with the necessary context without which it is difficult to imagine exactly what or how to write. Thus, the difference between these two approaches is the thrust for the teaching of writing. While one is based on teaching and instructing students about 'what' to write and the characteristics of developing a 'good piece of writing'; the other focuses on 'how' to write and the way to facilitate and guide learners to become 'good writers'. The next section discusses the process approach to writing in greater detail.

2.3.2 The Process Approach

It was not until the early 1970s that teachers and educators gave proper consideration to why some writers were good and others were not. This, in a way, was recognition of the weakness in the product approach (Raimes, 1983) and thus signalled the emergence of the process approach, with its emphasis on writing as a process rather than a product. In relation to this, Hairston (1982: 85) noted that:

“[Writing] is messy, recursive, convoluted, and uneven. Writers write, plan, revise, anticipate, and review throughout the writing process, moving back and forth among the different operations involved in writing without any apparent plan”.

Hedge (2000: 359) stated that the focus of a process approach “is not so much on what learners need to cover but on how they acquire language through performing it

in the classroom”. This approach cannot be considered as a teaching method as pedagogical methods are characterised as means that are used in assisting students in their development. The loophole in past researches done in the area of writing processes includes the inability in addressing and clearly implying the pedagogical methods that could help students in embracing more noteworthy processes.

The process approach generally considers writing to be a learner-focused cognitive activity (e.g., composing processes or strategies). Writing is essentially a cognitive activity, completely under the control of the individual learner and used primarily to impart information. Advocates of process pedagogy emphasise that writing is not a product but a process: one that helps students discover their own voice and helps others to recognize that students have something important to say. The process approach involves allowing students to choose their own topics; provides teacher and peer feedback; encourages revision; and uses student writing as the primary text of the course. As time progressed, research on the act of composing began to appear, providing empirical support for the teaching of writing as a process.

Following this developing research, an increasing number of teachers and programmes began to emphasize what Susser (1994) identified as the two essential features of process pedagogy: awareness and intervention. Hairston (1982:122) characterised the move as “a process-centered theory of teaching writing” and thus initiated the thought that the composition studies are probably in the first stages of a paradigm shift. There is no doubt that the process movement helped to call for attention to aspects of writing that had been neglected in many writing classrooms; it also contributed to the professionalisation of composition studies. Examples of

practices employing the process pedagogy are writing conferences, the use of student writing as the primary texts of the course, peer review and analytic evaluation tools. This approach removed the focus on writing form and adopted a developmental view of writing, including the use of free writing and peer collaboration (Myers, 1986). As more teachers began to use this teaching approach, researchers became intrigued by the possible results of a different technique in teaching writing. Interest in the compositions of elementary and secondary students was renewed and this initiated research in the 1980s, using case study approaches and ethnographic research methods. At present, a new line of composition research (Wang, 2004; Wong, 2005; Hu & Chen, 2007; Weijen et al., 2007; Scott and Palincsar, 2009) within the classroom context became the focus of research in L2 writing.

2.3.2.1 Activities in a Process Writing Class

The way in which writing is taught has undergone significant changes as the thinking behind writing has developed as outlined in Chapter 2. Whilst there is no single ‘process approach’ to writing, there are numerous useful process writing strategies which can be used in a variety of process approaches. Coffin et al. (2003) provide a useful resource for teachers in the form of a framework based on the recursive, rather than linear, nature of writing as shown in the diagram below.

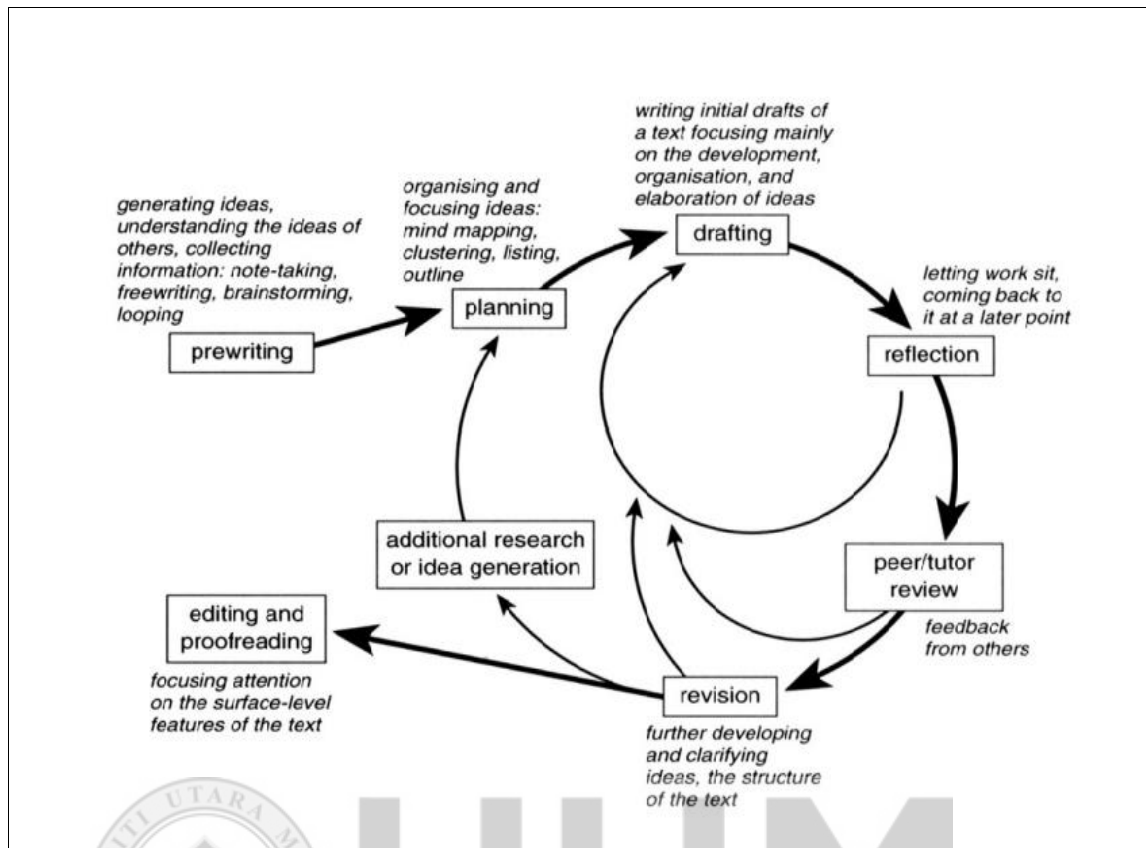


Figure 2.1 Diagram of process writing. Adapted from Coffin et al. (2003).

To mention a few activities in a process writing class are:

- idea generation (e.g. brainstorming): this assists writers in thinking about what they can write on the given topic by helping them tap into their long-term memory,
- drafting: here the writer moves from his/her own thoughts and ideas to producing a text written with the reader in mind. Drafting involves work and rework as multiple drafts are produced following feedback from teachers and/or peers,
- reformulating and utilizing feedback: this stage assists in the development of essential evaluating skills. Checklists can be used to guide feedback. Initially, feedback should be focused on content and organisation. Only when these

have been dealt with satisfactorily should comment on language be made.

This should generally be at the stage immediately preceding preparation of the final draft,

- reviewing: here the writer must look objectively at his/her work, and decide whether the writing is correct.

The objective of the exercise is to allow the writer to develop his/her skills through several drafts of the document. To do this, writing tasks must be meaningful and have a proper purpose. In addition, another important aspect is interaction between teachers and students and this resulted with a new perspective of the roles of teachers and students (Leki, 1990). Obviously, this will impact the teacher and student training.

2.3.2.2 Composition Studies within the Process Approach

Perl (1978, 1979), Emig (1971), Sommers (1978) and Pianko (1979) undertook research into the problems faced by basic writers when starting the process of composition. These studies were conducted in the late 1970s. Further significant research was done by Flower and Hayes (1981) into the composing process. In 1983, Graves did a longitudinal study marking the importance of teachers' perceptions of the writing needs of students in their development. In the same year, Calkins conducted a case study in an elementary school that provided insights into how children learn to write as well as the impact that teaching practices have on their development as writers. Berkenkotter, in 1991, attempted to reconcile cognitivist and social epistemic rhetorics. In 1996, Hayes provided a useful framework, which expanded on his 1980 model. Then, in 1998, Westervelt investigated the impact of the

process approach on middle school students. The following section provides a summary of these studies and findings.

Perl (1978) investigated the composing processes of five unskilled college writers. She sought to develop a method of operationalising the composing process as a sequence of observable behaviours. Perl had her participants compose aloud as they wrote, using Emig's (1971) two modes of writing, extensive and reflexive. Emig (1971) who observed a group of twelfth graders has discovered that the students employed two modes of composing: reflexive and extensive. In reflexive mode, students take the role as a spectator in which their piece of writing is prompted by their interaction with other entity. On the contrary, extensive mode requires students to partake in the affair of the world in written form. Students' written work is spurred by other individuals, such as teachers. These two modes are similar to Flower's (1981) writer-based and reader-based prose.

Reciprocating Emig (1971), Perl (1979) conducted a study in which inexperienced college writers were asked to write in both the extensive and reflexive modes. It is noted that the most pertinent component of the students' writing process is its recursiveness. More pauses and repetition within and between sentences are more notable when students are asked to write on pervasive topics. Discordantly, sentences are "written in groups, with less rereadings and negligible time intervals separating the formation of one sentence to another" (Perl, 1979:324) when students are required to write reflexive topics.

Perl devised an instrument to describe the movements that occur in composing, coded each move according to certain observable behaviour during writing and charted it on a continuum. The results indicated that the college writers spend very little time on prewriting activities, the average time being four minutes. Perl found that these writers tend to interrupt the rhythm of their thinking, which leads to a "truncated writing process" (1978: 321). In other words, the data from her study indicated that the act of writing is a complex process wherein writers use language as a way to discover and clarify meaning. Her findings supported the view that writing is a recursive process. It also revealed how editing can become the predominant activity causing writers to lose sight of the global discourse.

Sommers (1980) compared the revising strategies of 20 college freshmen and 20 experienced writers. The writers produced three drafts and were interviewed after each draft. The comparison between linear and recursive writing processes was also examined in shedding some light on the revision strategies. Revision which was illustrated "as a sequence of changes in a composition, i.e. changes which are initiated by cues and occur continually throughout the writing of a work" (Sommers, 1980:45). Apart from four revision operations: (a) deletion, (b) substitution, (c) addition, and (d) reordering, Sommers (1980) also identified four levels of changes : (a) word, (b) phrase, (c) sentence, and (d) theme. Her major finding was that experienced writers attend to meaning holistically and make linguistic choices to express their intentions at the discourse level (text structures, communication events and language within a text). However, inexperienced writers attend to meaning at the sentential level. They seem to compose with the assumption that writing is a linear process of translating thoughts onto a page without any need for reformulation. They consider repetition

undesirable and try to eliminate lexical repetitions by substitution or deletion; this attitude is encouraged, and thus the teachers make the situation worse. Experienced writers, on the other hand, regard repetition as a cue to identifying problems at a deeper level and try to strengthen their own writing.

Furthermore, inexperienced writers understand "the revision process as a rewording activity" (Sommers, 1980: 381) assuming that they are assisted with the input to be communicated. Contrastingly, revising is described by experienced writer as "finding the forms or shape of the argument" (Sommers, 1980: 384); their revision strategies are part of discovering meaning. The discrepancy between experienced and inexperienced writer lies within the utilization of revision operations. Inexperienced writers cease to use reordering and addition while experienced writer tend to use all levels of revision operations. Sommers further highlighted the resemblance of linear models of writing process and speech models, therefore overlooking the recursive shaping of thought by language. Thus, she concludes that experienced writers are recursive writers. However, upon retrospection, it is apparent that Sommers was merely implying that recursive is something that extends beyond plainly rereading.

Pianko (1979), conversely, studies the composing processes of 17 college freshman writers. The participants were divided into three categories: class status (traditional versus remedial), age (21 years and over versus under 21 years), and gender. Each participant wrote one assignment per week over a five-week period. The assignments varied in mode: descriptive, narrative, persuasive and argumentative. Each participant was observed and videotaped at least once during the five-week period. Pianko categorised the observed behaviours along seven dimensions: prewriting, planning,

composing, rereading, stopping, contemplating the finished product, and handing in the product. One of her findings was that the writers spend very little time on the prewriting stage, an average of merely 1.26 minutes. In addition, Pianko also discloses that most writers were only concerned with surface changes (only substituting words or sentences) and withdrawing scrutiny on the reformulation of ideas. Pianko concluded that the writing process is obstructed by school-initiated writing as it was observed that students' composing processes are hampered by the number of words decreed on them.

Another significant finding in this study is related to the traditional versus remedial students; the conventional English learners displayed well-developed understanding of the aspects that contribute to good writing which are incomparable to the remedial writers who placed more attention on the mechanics of writing. "There seems to be a depth of insight in better writers which is behaviourally and attitudinally absent from less successful writers (Pianko, 1979:16)". Traditional college freshmen paused more during composing activities, spent more time on prewriting activities than the remedial students, and had greater ability to reflect on their products.

More recently, for example, Hasan and Akhand (2010) in their study examined both process and product approaches to writing, and acknowledged that:

The process approach is really significant to let the students generate their ideas in a comprehensive manner. It helps a student to organize his/her thought in a systematic way which enables the student to write fluently in a different language which is not his/her mother tongue. (p. 84)

Graham and Sandmel (2011), in their meta-analysis of 29 experimental and quasi-experimental studies on process writing instruction, reported that those studies found the process writing approach does improve the student's writing and develop a motivation to write. In a recent study, Akinwamide (2012) has investigated the influence of one of the process approaches on the ESL students' writing performance through an experimental study, found that "the students who were taught with the Process-Approach (Experimental group) performed significantly better than those in the Control group" (p. 23). He claimed that the process approach is flexible in allowing students to develop their writing through learner-centered classroom and working with others. When errors are permissible, learners are less constrained by the structural forms, which offer opportunity for learners to explore freely through the writing process and stages. The freedom given to learners is believed can develop creativity in writing and promote originality (Akinwamide, 2012).

However, process approaches to writing may be criticized by teachers, such as those in Malaysia, who are concerned about the final product or the written performance of students at the end of a course that has to meet the institutional requirement and expectation.

2.3.2.3 Stages of Writing Prescribed by the Process Writing Approach

Based on Flower and Hayes (1980, 1981), there are five main stages of the process writing approach which are prewriting, planning, drafting, revising, and editing.

I. Prewriting

This stage involves the preparation required for writing the set writing task. In this phase, based on a given writing task, ideas are generated, information is gathered, strategies are developed and approaches determined. They are processes that engage the mind with the writing task at hand. From this perspective, prewriting, in its broadest sense, is the thinking that good writers do before they start composing. Examples of this stage are:

A. Discussion

The discussion phase is usually initiated by the teacher, who asks students questions designed to prompt student discussion on the way forward for the given writing task. This is best achieved if the students have had a short time to consider the topic, so that they can formulate an initial plan, which can be modified and expanded as other points of view are expressed. Discussions stimulate students to provide multiple points of view on the topic being considered.

B. Outlining

When properly utilised, outlines can be a very useful prewriting tool. However, the focus is usually on the structural details of the outline rather than its content. Experienced writers may not need to prepare an outline, instead organising their work mentally. Even where an outline is prepared, the experienced writer may be able to expand the general outline headings into specific coherent detail almost immediately. However, for the inexperienced writer, the outline is of great importance. When preparing an outline, order is of little importance. The emphasis should be on listing

the major points that the writer wishes to address in the paper: from these general headings, specific details can be added.

C. Free writing

Free writing is intended to allow the writer to write without being constrained by concerns about audience, aims, organisation, and structure. The belief is that, by leaving aside these concerns, the writer will be free to fully explore ideas and meanings for topics. Rather than becoming preoccupied with planning the paper, the writer can concentrate on finding things to say about a topic. During a short period of time, say 5, 10, or 15 minutes, the writer writes without interruption. The important thing is that words are continually generated: not everything that is written will be meaningful or relevant, but the theory is that eventually the writers will begin producing ideas that they can develop later into an effective paper. Free writing can be combined with an activity called looping, which involves the student stopping after about 5 minutes of the free writing process to re-read what they have produced. Good ideas which have been generated then become the starting point for another period of free writing, and the process is then repeated.

D. Journals

Acting as a diary, journals allow students to filter and process ideas in private. The aim is that students will think about and record personal experiences (Townsend, 1994). They can be an excellent starting point for successful writing, as they contain a wealth of information and details of the student's reactions to and interpretations of this information. Many teachers encourage students to use their journals as the starting place for writing.

II. Planning

The planning (Stewart and Cheung, 1989) stage is crucial in any writing process. The amount and level of planning undertaken separates the successful writer from the unsuccessful one. Successful writers do a lot of planning before they start writing. Time spent researching a topic and thinking and talking about it, means they have a wealth of information at hand before the physical task of writing begins. Successful writers continue the planning process by taking time to reflect on the information they have gathered, during which period their ideas are incubating. This results in a fairly flexible initial plan. Once the initial plan is developed, drafting can commence. For successful writers, planning continues throughout the time of composition: during regular pauses they read the text and make a mental comparison against their initial plan. An ongoing assessment of the relationship between the actual writing and the plan allows them to change either their plan or the direction the draft is taking. They revise both the plan and the text as they work.

By contrast, unsuccessful writers often have insufficient information about a topic, or have failed to give sufficient thought to the information they have gathered (Perl, 1979; Bereiter and Scardamalia, 1987). This results in writing that is superficial, lacking in ideas, and showing little reflection. Planning may be missed out entirely or may be so scant as to be severely limiting. For example, they may consider nothing but length. Another weakness displayed by unsuccessful writers is using the assignment itself as their plan. This can lead to incomplete plans and texts, as many assignments are general rather than specific. Furthermore, many teachers view a piece of writing that merely responds to the assignment as being of a minimal standard.

Failure to plan properly has several consequences and these will be discussed further in the following sections. Commonly, drafting is started without the writer being fully aware of what the paper is supposed to do. Writing can appear aimless. Re-reading is not carried out as frequently as it should be and it is not applied in the same way by unsuccessful writers as it is by successful writers. Rather than using the process to check actual writing against the plan, adjusting as necessary, unsuccessful writers use the re-reading process to check for mechanical errors, such as spelling and punctuation. This approach fails to address any issues with the content of the writing. The finished product typically is a patchwork of loosely related ideas that never come together to convey a message or make a point.

III. Drafting

Writing a first draft (Stewart and Cheung, 1989) is the next step after ideas have been generated and a working plan has been developed. Success in this phase relies on several factors. Perhaps of paramount importance is discipline in that students must be able to plan effective use of their time and be able to plan ahead. Also, of key importance is the ability to be flexible. Students need to avoid falling into the trap of believing that their first drafts should be perfect; rather than spend far too much time fiddling with sentences and punctuation, they need to be able to concentrate their efforts to write their ideas on paper.

The purpose of a first draft is simply to map out the territory of the topic; it does not need to be well organised, neat or even highly readable. Students need to understand this. How many drafts should students produce before a paper is finished? There is no

definitive answer to this question. Every paper is different; every paper has its own context and requirements. Sometimes a single draft will be sufficient, other times a paper may require 5, 6, or even 10 drafts.

IV. Revising

Despite the importance of revising within the process of writing well, students are generally not aware of its purpose. They may see revising as a time to concentrate on sentence-level concerns, changing individual words or reorganising sentences. Actually, revising is a multi-layered process that a writer does as he/she goes along. The process of concentrating on sentence level concerns could more accurately be called editing, which is discussed later in some detail. Editing deals with the surface features of writing and is generally performed after the writer has achieved the desired objectives with a paper. Revising is more concerned with what writers do to the writing before the desired objectives are achieved.

As discussed earlier, good writers appear to revise mentally during pauses in composing, and they tend to focus on global changes that are intimately linked to their audience, purpose, and stance. Revising, then, requires that writers consider their role, as well as that of their readers, in regard to the topic. It requires that writers be critical readers (Carter, 1997). The revising process demands that a writer stand back from his work that has taken time and effort to produce, and make objective decisions about it. It must be seen as it is, not as it is wished to be. A good writer must be able to delete sentences and paragraphs that do not work, and they must be willing to shift sections from one place to another to enhance the overall organisation of the composition.

Peer feedback is a popular revising activity. It is the process by which the writers are given the chance to seek for colleagues' opinion on their texts. Many instructors are in favour of the utilization of peer feedback groups in their writing courses as it was detected there are numerous benefits in encouraging students to critique each other's drafts, including:

- Enhancing students' editing skills which are to be applied on their own writing as well as on the writing of others;
- Stimulating active learning;
- Motivating the production of multiple drafts and considerable amount of revisions;
- Building classroom community;
- Equipping student-writers with broader audience;
- Placing emphasis on the collaborative nature of writing;
- Presenting various models of writing for workplace.

Experienced instructors have found that students must be taught how to respond rather than simply being instructed to respond to each other's writing. This often extends to the end of the semester. Effective feedback from the peers can also be acquired by supplementing students with guidelines or rubrics throughout their peer evaluation process. Peer groups have been used in high school and college by writing theorists to promote the practice of writing and revising among students. Elbow (1973) rallied round the use of "teacherless writing groups"; Murray (1982) encouraged teachers in training students to respond constructively in writing process; Moffett (1983) proposed that teachers train students to be each other's mentor;

Macrorie (1984) drew the attention on the importance of “Helping Circle” and Bruffee (1983) asserted the students “talk through” during writing task. Bruffee felt that this would produce an essential form of collaborative learning.

Graves (1983, 1984) and Calkins (1982, 1983) conducted peer feedback groups even with young writers and found that this brought positive benefits. As a result of these studies and others like them, writing groups, sometimes referred to as "peer conferencing" or "peer collaboration", has become an instructional mechanism in teaching and learning contexts that is gaining momentum.

Research indicates that students whose written work is not acknowledged by the writing group often do not write with any audience in mind. Hedge (2000) agrees that helping student writers to develop a sense of audience is important. This is especially so with less mature writers, making them aware of whom they are writing for and helping them develop a sense of audience.

A number of reports have also upheld the use of writing groups as a tool to encourage revision. The study by Kantor (1984) concluded that the development of a peer community fostered growth from egocentrism to audience awareness. It was also concluded that the audience helped students become more aware of possible strategies in revising the written message. Furthermore, peer feedback enables students to gain immediate and frequent feedback from the instructor. This process produces advantages that compensate for any irregularity of quality (Topping, 1998). Nilson (2002:2) suggests that peer feedback is not without its shortcomings. She notes that the causes are:

- Intrusion of emotion and loyalties, causing students to avoid conflict by highlighting the errors in the work of students that they are not in favour of (Strachan & Wilcox, 1996; Pond, Ulhaq, & Wade, 1995).
- Inadequate background knowledge and application, professional expectations and standard that result in inability to give constructive feedback. (Svinicki, 2001). Without peer collaboration, students would still be able to construct a clear thesis statement, a logical argument; a convincing conclusion and others, supposed they know how to do so.
- Failure to put adequate effort in performing thorough analysis towards each other's work, yields imprecise feedback– in part because the peer-feedback questions may not require them to. When a question explicitly asks only for a yes or no answer, students may not know enough to give a justification or to refer to particulars in the work. In addition, since the questions usually ask for an “opinion”, students at a certain level of cognitive development may believe that one opinion is as good as another, justified or not. Besides that the only opinion that matters to students is the instructor's as their peers are not the real audience anyway.

Implementation of peer feedback also faces procedural dilemma especially in the aspect of documentation. Computer networks and word processing software have eliminated the issue of copying and distributing papers as they are free and instantaneous medium. They are also time and cost efficient in which a single document can be copied multiple times and sent to thousands of audience. Written work by students may also be received and organized to assist the readers in their

peer evaluation process; view critiquing prompts effectively, provide commentaries and save their writing progress.

V. Editing

In the previous stages, ideas are generated and organised, reflected upon and matched to the goals of the paper. Drafting sees these ideas put into some rough order. The writing is then organised and expression is fine-tuned. Finally, during the editing stage, writers deal with sentence-level concerns such as spelling, punctuation and usage.

In some respects, editing is one of the harder parts of writing. As writers tend to read for content rather than form, it can be difficult for them to identify surface errors such as spelling mistakes in their own work. One solution is for students to edit each other's work, which means a fresh look is taken, and surface errors are more likely to be identified. Additionally and more importantly, students gain much needed practice in attending to surface details. After editing is complete, written products are ready for the final stage: publishing. Publishing is used in composition to refer to the act of making a finished paper public. Making a paper public may involve simply sharing it aloud with other students or posting it on a bulletin board or some other place where people can read the work.

2.3.2.4 Critics of the Process Approach

Freeman and Freeman (2004) identify a number of advantages in the process approach. First, it motivates students to deliver their own messages and become creative. Second, it involves teachers and students in responses to texts through peer

feedback and discussions. Third, it deals with mistakes in writing skills such as spelling and grammar through teacher-student conferencing. Fourth, it naturally moves writing from invention to convention (i.e. writing becomes a practice of a set of cognitive process instead of a demonstration of linguistic knowledge).

However, the process approach has its share of critics. For instance, in the mid-1980s, several L2 researchers criticised the process approach. One of these was Horowitz (1986b). Writing from the perspective of a teacher of students of English for academic purposes, he claimed that there are as many different writing processes as there are academic writing tasks and that the process approach fails to prepare students for examination essay writing or highly structured assignments. He also commented that the process approach “has failed to take into account the many forces outside of an individual writer’s control which define, shape and ultimately judge a piece of writing” (ibid.:446).

He felt that the process approach, as commonly projected in the USA, lacks the concept of writing tasks specific to the needs of students. Horowitz (1986a) further claimed that the students’ capability to write multiple drafts does not correlate with the students’ ability to construct in-class examinations quickly and fluently. It was also asserted that formal writing necessary in an academic setting such as report writing, annotated bibliographies and others may not be taught through this approach.

As claimed by Horowitz (1986b), the inductive approach of process writing may not apply to all writers as some writers are inclined to write due to external motivators

(such as grades) compared to internal motivators. He presumed that a process-oriented approach may result in students' distorted impression on their own abilities and how writing will be evaluated outside of the language classroom. Delpit's (1988) and Inghilleri's (1989) studies were parallel with his view, in which they claimed that the indirect, inductive approach taken by process-oriented teachers is a problem to African American and immigrant ESL students as the teachers seem to assume forms of socialisation that are not relatable to the students' background.

Cope and Kalantzis (1993) had their own reasons for criticising the process approach. They claimed that the process approach to teaching literacy has been unsuccessful in the mainstream education system in Australia. They expressed concern that it has produced a system that limits the scope of classroom writing to a narrow range of genres. This in turn has produced a proliferation of uninspired and predictable writing.

They also claimed that the process approach results in exclusion, a separating of the more successful students of English from the more challenged students. Whether you consider the under-privileged students 'failures' or simply 'different', the end result is the same. For example, in Australia, the less successful students will be doing courses like "Communication English" while the better students (those who are working towards university entrance) will be doing English literature courses. These types of distinctions destroy self-esteem in the case of the poorer performers, especially when students become aware that their counterparts have more options to look forward to in the future.

Badger and White (2000) believe that it does not give students sufficient input, particularly in terms of linguistic knowledge, in order to enable them to write successfully. Ivanic (2004) moreover mentions that aspects of writing and writing processes might not be easy to assess, meaning that the assessment will usually be preserved for the final product. More importantly, the process approach did not differentiate between text-type, context, and purpose for writing.

In other words, what these researchers were saying was evaluation of a written work is based on content rather than process. Exclusive attention should not be given solely on teaching students to communicate their ideas as it could prompt improper writer-based texts.

Clearly, importance needs to be placed upon teaching students strategies, which will assist them in becoming successful writers, and for this to be achieved, teachers need to know the writing process. It is also true, however, that the function of the process leads to an end product and attention also needs to be focused on that and the genre approach to teaching writing focuses on the end product.

The preceding section describes, explains and lists out the critics of process approach. George (2001) and Frailberg (2002) posit that for the past thirty years, the process movement has been developing the writing pedagogies that we are currently adopting in the twenty first century. We are now then in a post-process era of writing instruction. Apart from emphasizing on the act of writing, the process approach attends to the process of text creation. A number of studies (El-Mortaji, 2001; Manchón et al., 2007; Alhaysony, 2008; Oxford, 2011) have been conducted in the

light of writing programmes that stimulated the core process approach writing strategies of planning, revising, editing and audience awareness. The respective L2 researchers have documented the progress in the quality of student writing upon its implementation. Despite the positive outcome, the cognitive process approach which highlighted individual cognition in writing had been receiving criticism by post-process scholars like McComiskey (2000), Kent (1999) and Russell (1999) who insisted that writing is both a cognitive and social process. The post-process is discussed in the next section.

2.3.3 The Post-Process Approach

Bruce McComiskey's (2000) article "The Post-Process Movement in Composition Studies" defines post-process as an "extension" of the process movement in composition. He supplemented this definition by calling post-process composition pedagogy "a method of extending our process into the social world of discourse" (ibid.:37).

English as a Second Language (ESL) writing theory is progressing more and more towards the "post-process" era addressing genre and social issues. In his detailed discussion of process approaches in L2 writing, Susser (1994) mentioned that some dissatisfaction has been caused by the association of process pedagogies with numerous writing theories, the gap between educational theory and practice and the fact that the word process has become a synonym for theories of writing. Process writing emerged in response to pedagogies that emphasized the product rather than the writing process. Process writing is characterised by the writers' awareness of the writing process and the intervention of a teacher, or peers, at any time during the

process of writing in order to develop writing skills rather than exclusively fixing mistakes (Susser 1994).

Matsuda (2003: 67–68) observed that “Miller (1991) has argued that, although the process model has [...] stabilized a field that originally was a loosely connected set of untheorized practices claiming origins in rhetorical theory, religious reading instruction, and the study of classical languages”, it “has not yet provided an accurate or even a very historically different theory of contemporary writing, even if we grant it partial paradigmatic status”. In other words, it has not been able to provide teachers of writing with a new set of pedagogical practices. This has led to the shift in the process pedagogy and thus the birth of the post-process theory. This is not to say that post-process is replacing process but, rather, has become an extension of it (McComiskey 2000). The prewriting, writing and rewriting stages that make up the process give writers a guide and sense of how to write effectively. It helps teachers to teach students how to write and focuses much of the composition instruction on what is being said instead of how it is being said.

Atkinson (2003) located the origin of the term post-process to Trimbur (1994). Moving away from conventional belief in the process of composition studies, the post process theories prove the conjecture for the existence of codifiable or generalizable writing process. It was proffered by the post-process theorists that the process of appraising the writing practice through a generalized process or theory is not feasible. By writing, writers define or redefine their relationship with the community or institutions. This movement has been trying to expand and broaden the domain of L2

writing in research as well as teaching rather than see post-process only as a paradigm shift.

Most post-process theorists (Kent, 1993; Ward, 1994; Halasek, 2005; & Sanchez, 2005) presume true three suppositions on the act of writing; it is public, interpretive and situated. The first assumption claim in which writing is deemed as a public reciprocation is a generally accepted credo. While the “interpretive act” is what post-process theorist refers to as “making sense of” and not vitally be indicated as the ability to interchange codes. Concurrently, “to interpret” is illustrated as engaging in an understanding with other language users, thus cannot be utterly regarded as the act of paraphrasing.

Lastly, upon the consideration that writing is a public act, it necessitates interpretive communication with others which entails writers to write from others’ viewpoints. Hence writers are never astray; they are “situated”. If writing (and teaching) is situated, then there is no “right way” to teach, and no dictums for pedagogy that can be laid down.

Breuch (2002: 105) quoted Kent (1993), “writing and reading are conceived broadly as processes or bodies of knowledge and cannot be taught, for nothing exists to teach”. This statement could easily be misunderstood to mean that you cannot teach writing. However, what Kent was trying to say was that you cannot teach writing as a what, as a body of knowledge. According to Breuch (2003: 98), post-process theory:

“encourages us to reexamine our definition of writing as an activity rather than a body of knowledge, our methods of teaching as indeterminate activities rather than exercises of mastery, and our

communicative interactions with students as dialogic rather than monologue”.

Breuch (2002) also contends that it is most logical to reject the idea that the writing process is something to be mastered as well as any “formulaic explanations of writing” and since writing is ‘situated’, “postmodern classrooms ‘do not have to follow a single blueprint’ and should change according to the situation”.

Kent (1993) as explained by Breuch (2003), is a believer in the idea that writing is not something that can be taught and based it on the fact that it rejects the process of writing. However, he did state that writing rules such as grammar can be taught, but grammar does not equal to the act of writing. It is simply an aid for it. “Consequently, he does not suggest that teaching writing is impossible; he suggests that teaching writing as a system is impossible” (Breuch, 2003: 101). His idea of teaching writing is then to change the teacher/student relationship to a reciprocal partnership based on communication and dialogue. This would be a form of ‘cooperative learning’ as explained by Bruffee (1983).

Another element discussed was post-process rejection of Mastery. Most theorists claim that the writing process is something that can be mastered because it is considered a body of knowledge, and most can retain and use that. Kent (1993) and Breuch (2003) disagreed with this statement and thought that the process of writing is more than a body of knowledge; it is content. Breuch (2003: 104) based his contention on the fact that that writing is a process that emphasizes “on the activities involved in process to writing” and that writing is not something that can be mastered; due to its degree of change and also due to its many different forms and

meanings. The way to explain this is by declaring an audience and having the audience understand the point that a paper is trying to make. It is a process of connecting language and words to the real world, to have the general public appreciate it. That is a hard task to accomplish at times, but it is possible. A concept that kept reappearing throughout the article is explaining the fact that writing is an activity that requires “language in use, communication interaction with others-rather than content to be mastered”. In other words, writing comes from conversation with others, not just from oneself.

Writing as an element of an interpretive action is another concept in post-process. According to Breuch (2003:115), “understanding interpretation as universal helps illuminate the third process assumption, that writing is situated”. Situated in this context, means that one is able to act in certain situations unconsciously without a set of guidelines to follow. This concludes the ideas of writing being an activity that is public, interpretive and situated in nature. It is random and changes in various situations that continues to prove why it is something that cannot be mastered. Due to the spontaneity and the fact that it will never be organised or structured makes it hard to be something that can be retained. It is not impossible to try and teach but it would be useless because it is ever-changing. Post-process teachers should know what their students need, be willing to discuss ideas, listen and practise mutual understanding with students. The teachers’ role in this is to be a mentor.

The role of culture and identity has begun to capture the attention of the researchers in the field of second language learning. Consequently, this has led to the development of a socio-cultural theory of language acquisition that denies the duality

of individual language learner and the learning context (e.g. Kern, 2000; Kramersch, 2000; Lantolf, 2000). From this perspective, writing is seen as a unique cognitive activity performed by each individual in imparting information in which revision is required to unravel the complexity of writing. Writing thus can be viewed as a contextually situated social and cultural practice. As Kern (2000:34) pointed out:

“socio-cultural approaches to literacy disabuses us of the notion of the how and why we read and write is an entirely private and individual affair [...] reading and writing are communicative acts in which readers and writers position one another in particular ways, drawing on conventions and resources provided by the culture”.

With the emergence of L2 writing instruction in the post-process era, there is recognition that tasks and materials must be grounded in the analysis of real texts (Hyland, 2003). The relevance of discourse to L2 writing issues has been gaining the interest of many as there is urgency to situate discourse in relation to the purposes, identities, and contexts. The attention on discourse has been shifted from asuperficial interest in lexico-grammatical features to the dynamics of writing as a human system interaction and to ways of characterising it as both a system and strategy. The purpose of writing has also transitioned to co-constructing the texts in an interactive and collaborative way with the writer’s target audience.

It is therefore important for us to acknowledge the shift from analysing form alone to giving attention to how the forms are used in revealing the complex relations between texts and their contexts (Bazerman, 1994; Hyland, 2000; Swales, 1998). An interest in real language should not disregard language use and the concept of literacy as social practice. The moves beyond cognitivist paradigms should cultivate an understanding of language that see writing as a form of social interaction.

2.3.3.1 Critics of the Post-Process Approach

The post-process approach has also been the subject of criticism as there is a blur line between product and process in which there has been no research that truly reveals what writers do when they write. As Bizzell (1992: 109) noted, by polarising “individual creative talents” and “the oppressive institution” of schooling, the process movement led teachers to believe that they could simply step outside the institutions and discourses of schooling in order to release an authentic language from their students.

The post-process theory has not been transformed into a practicable pedagogy for post-process or even any attempts to speculate about post-process teaching strategies. The post-process views communication as paralogic (unpredictable and uncodifiable) and that composition must find ways to reflect this idea in theory and practice. This inability to reflect post-process theory in practice is a substantial problem, owing in part to Kent’s (1993) characterisation of the theory as salient only so far as it remains removed from universal application. Another criticism came from Cope and Kalantzis (1993: 57). They argued that progressive pedagogies such as post-process risk “unconsciously favor[ing] certain students” by leaving out the concerns of non-mainstream writers who sometimes need more direct instruction in writing strategies and techniques.

Having said that, it must be highlighted that despite the criticisms, students in post-process writing classes not only take responsibility for their own writing but more importantly they repeatedly engage in the activity of learning the discourses of others, and through this engagement adjust their prior theories to be able to anticipate future

discursive encounters. Post-process instruction should help students become more comfortable with positioning their ideas in conversation with the surrounding community and its values. Put simply, writing in both process and post-process terms is created by the interaction of historical discourses and is not a private or predictable act. Post-process theory recognises that writers always come to the moment of writing “with baggage, with beliefs, desires, hopes, and fears about the world” (Kent, 1999: 4). One aspect of what separates post-process from previous theories is its emphasis on uncovering and taking advantage of the experiences student writers already possess before they step into a composition classroom.

From the discussion above, we can safely say that the past thirty years of the post-process era has witnessed the evolution of writing instruction. It has been the object of a petulant process of integration and negotiation of converging the social theories. Conclusively, the line between the main approaches to writing instruction has been blurred with the emergence of post process pedagogy that reiterate on assimilating different approaches to utilize each strength. Therefore, in the next section, the genre approach will be discussed in order to see how the strength of these two approaches can be integrated to form the intervention by examining studies on the second language writing process, with specific consideration being given to comparisons between first language and second language writing processes, the use of first language in the second language writing process, the process-oriented approach in second language writing, and the impact from the feedback of teachers on the second language writing process.

The main implication to be drawn from this review is that each learner employs different strategies that usually apply to learning situations. The results of such strategies are either texts that meet the reader's expectations, or an awkward product that violates the rules of writing, or something in between. Strategies used by skilled learners can be summarized in their ability to plan their writing, identify the purpose of their tasks, and revise and edit their texts focusing on organisation and meaning.

However, less-skilled writers spend very little time planning before they start composing and less time revising (Pianko, 1979; Perl, 1979; Sommers, 1980). Revision and editing focus on the surface-text level such as spelling, punctuation, and vocabulary, abandoning content, and organisation (Perl, 1979; Sommers, 1980). The composing phase, however, is mostly similar between skilled and less-skilled writers. The differences are then related to different factors in addition to motivation and background knowledge, as we will see in the third section.

2.4 Research on the Second Language Writing Process

In second language teaching, a certain level of writing skills has always been taught to meet the needs of students wanting to learn a second language. Despite that, the educators of English as a Second Language (ESL) for the last century had been paying much attention to the methods that enhance learners' speaking skills. The teaching of writing skills on the other hand was considered as secondary or "the handmaid of other skills" (Rivers, 1968: 241).

In the early 1970s, communicative teaching methodology and work on functional/notional syllabi (e.g. Bates & Dudley-Evans, 1976) directed our attention

more firmly towards the specific needs of the individual learner. These needs were viewed not only in terms of particular language items but also in terms of particular types of communication. The resulting recognition that different learners actually had different requirements with respect to language skills meant that new attention was given to the teaching of writing. In this context, the process approach arrived at a very opportune moment.

The real problem is not on the inadequacy of traditional teaching writing methods as that there was no coherent theory-based approach that had previously existed in teaching writing in a second language (Caudery, 1995; Silva, 1990). Therefore, the process approach is slowly gaining momentum in the teaching of writing as it had been widely adopted in the second language classroom.

Richards (1990) stated that the character and importance of writing have often been underestimated in language teaching. Teaching writing to speakers of foreign languages has been too commonly assimilated with the teaching of grammar and sentence structure. In comparison to audio-lingual method of language teaching whereby speaking is primary, writing is used to reinforce the appropriate syntactic and grammatical forms of spoken language. It is also known as a product-based approach. This can be done by providing models and limiting the occurrence of students' errors in composition. A process approach, alternatively, focuses on the process of producing the writing rather than on the final product. In this process there is a shift from language-focused activities to learner-centred tasks. In this circumstance, students assume greater control over how and what they write. There is an opportunity for them to evaluate their own writing. Richards indicated that the

teacher is no longer the evaluator but now becomes a facilitator. He provided a well-structured list of instructional activities for each writing stage specifically in pre-writing/rehearsing, drafting/writing and revising.

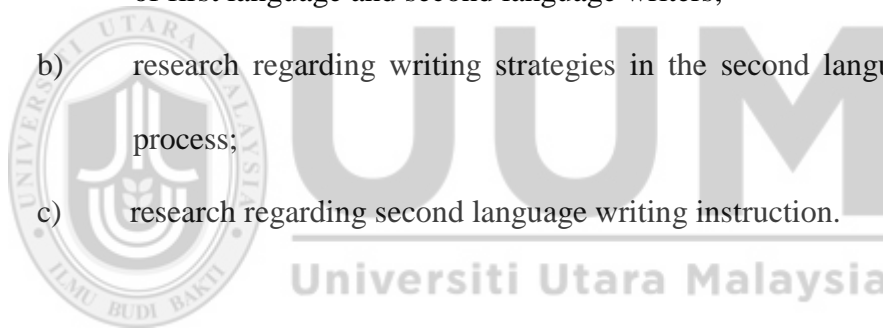
Silva (1990) observed that encyclopedic theories of L2 writing have yet to be designed. The teaching of writing began to witness adjustment in native speaker writing classes, whereby process approach which emphasizes on the relationship of composing and thinking has begun to take place. Therefore, strategies for planning, writing, revising and editing should be modeled in workshop environment with teachers acting as facilitators. Students are also trained to recognize academic discourse genre and to produce decent academic composition through the subject English (or writing) for academic purposes. A refinement of the components that shape L2 writing process should be made known before feasible approaches to the teaching of L2 compositions can be developed. The components to be considered are the contributions of writer, reader, text, context and their interaction as these are the facets that are ESL rooted. Though the usefulness of the research may not be denied, issues that revolve around second (foreign) language writing should also be deliberated.

Graves (1983) claimed that writing field is different than any other discipline as it does not accommodate students with specific procedures that they may follow. He therefore proposed the adaptation of process-oriented approach as a means to compensate for the weakness of product-oriented method of writing instruction.

Strongly influenced by this paradigm shift in teaching writing in first language education, ESL educators also began to accept this process approach in their teaching practices. As a result, the process-oriented approach to writing has become widely accepted as the effective approach to teaching writing to ESL students in many educational settings (Caudery, 1995; Lindemann, 1987).

The following section is presented from four major perspectives, grouping studies, which were mostly conducted in the US, that have addressed similar research questions or have been similarly designed:

- a) research regarding similarities and differences in the writing processes of first language and second language writers;
- b) research regarding writing strategies in the second language writing process;
- c) research regarding second language writing instruction.



Researches clustered under the third perspective (research regarding second language writing instruction) will be the central focus of the remaining sections. Hyland (2002:78) addresses the question of how writing should be taught and concludes: "unfortunately writing research provides no cut-and-dried answer to this question." In other words, we still do not know enough about teaching L2 writing.

2.4.1 Second Language Studies on Process Approach

The recognition for the need to acknowledge writing as a communicative skill instead of language skill has been the driving force for the shift to writing-based instruction (Reid, 1993). Influenced by the research on the teaching of composition to native

speakers, ESL writing instruction became focused on the rhetorical modes in academic writing, such as comparison/contrast and cause/effect. ESL writing teachers began to subscribe to the notion that good writing was that which conformed to a predetermined ideal model. The models were extracts from the writings of famous and successful writers. In this model, writing was seen as a form of imitating different rhetorical modes, and the focus was on error-free sentences and the final written product. Students were required to manipulate rhetorical forms. This approach, however, was influenced by the dilemmas that practitioners faced themselves. Teachers believed that models provided powerful input, but began to question how much of this input was absorbed and used by students in their own writing (Krashen, 1978). As the model approach did not work, composition teachers of native speakers began to abandon it.

Since the 1980s, as mentioned earlier, a move away from teaching based on the product towards the process of writing has been underway in the teaching of English to native speakers. This current view of teaching writing stem from the reseach conducted on how people actually write. The discontentment over the nonperformance of product oriented approach was compelling that it shifted the traditionally accepted view of teaching writing (Hairston, 1982; Raimes, 1983). The standpoint of process-oriented approach communicated writing has been as a complex, recursive and creative process or set of behaviours. Process writing pedagogies have started to become dominant among the platitude of ESL writing instructions by the late 1980s. As Zamel (1982:197) claimed, the process-oriented approach contrasted sharply with traditional approaches (e.g., product-oriented), which “require students to formulate their ideas beforehand, to elaborate upon them

by using some prescribed rhetorical framework and to submit these written products for grading purposes".

The first study to articulate the benefits of process-oriented composition teaching for college ESL learners was done by Diaz (1985). Diaz's first task was to establish a process-oriented classroom environment; then she observed what happened to the college ESL students and their writing. Based on hypotheses of her classroom-based ethnographic study, Diaz (1985:163) concluded that "not only are process strategies and techniques strongly indicated and recommended for ESL students, but also when used in secure, student-centred context, the benefits to these students can go beyond their development as writers".

Another study providing support for the process-oriented teaching of second language writing at the college level was Hildenbrand's (1985) case study. The study focused on the writing behaviours of a young Hispanic woman in two different classroom contexts, one using a product-centred approach and the other a process-centred approach. Hildenbrand claimed that the process classroom provided the student with an awareness of the writing act and helped her see herself as a writer. Her findings indicated that her subject's preferred writing mode – creative and personal writing – conflicted with the academic mode expected of her, thereby hindering her writing process. Hildenbrand's study implied that certain second language instructional approaches might not help to develop the composing competence that was intended, and that certain teaching practices hinder the development of second language writers. Her study offered suggestions on how teachers might help their second language students improve their writing.

Several studies (Diaz, 1985; Hildenbrand, 1985; Joyce, 1997) have reported that the process-oriented teaching for second language learners in different settings has a positive effect on various aspects of ESL writing development. Joyce (1997) examined the use of instructional strategies with seventh grade students in a process-oriented writing classroom in the USA. Her study was conducted for 12 weeks and consisted of 24 intermediate level ESL students. The findings showed improvement in the writing levels of all participants. The instructional strategies of self-editing, peer editing, teacher-student conferences, and emphasis on global and local errors helped ESL students become more competent writers. These studies indicated that what had proved effective in first language classrooms was also effective with ESL children in second language classrooms.

In the same vein, some researchers (Adipattaranun, 1992; Villalobos, 1996) investigated the variables in the writing process of college ESL students in a process-oriented writing course. Adipattaranun (1992) observed nine college ESL students in a freshman composition course for one semester. The results showed that all participants improved their writing skills after having experienced the process-oriented writing course and variables that affected the quality and experience of writing were found:

- how the students were taught,
- the quality of peer partners,
- commitment to success,
- language difficulties.

Villalobos (1996) also did an ethnographic study to examine how writing was taught, perceived, and defined by three college ESL students and the teacher in a one-semester process-oriented writing course. His finding was that the participants' perceptions about writing changed after they experienced the process-oriented writing course. He also identified factors that both fostered and hindered the development of ESL writing. The fostering factors were integration of language modes, interaction among the participants, instructional practice, handling of errors, creation of a safe and supportive learning environment, and sharing of power and trust. The hindering factors were time limitations, unfamiliarity with writing topics, and unfamiliarity with English rhetoric.

This trend of adopting the process approach to writing in the ESL field strongly influenced the teaching of writing in Asian settings, where English was taught as a second or foreign language in the 1990s. Several studies (e.g. Brock, 1994; Jones 1995; Ora'a 1995 Pennington, Brock & Yue, 1996) made an attempt to investigate how Asian teachers and students in different settings responded to the process-oriented approach to writing. Unlike previous studies conducted in the USA, which demonstrated the positive aspects of the process approach as applied to the teaching of ESL writing, the findings of these studies disclosed somewhat mixed effects in Asian settings. White and Caminero (1995:323) suggest that:

“..many of the techniques and activities associated with the process approach, including group writing assignments, peer-editing, and multiple revisions, serve to demystify the task of writing in a foreign language as well as to provide students with valuable opportunities to learn from each other”

However, the literature on teaching writing in Asian settings also indicates that both students and instructors often strongly resist using the process approach in favour of a

more traditional approach that emphasizes grammar and explicit error correction (e.g. Brock, 1994; Jones, 1995; Pennington, Brock & Yue, 1996). It is a common conception among language programme personnel that the process approaches as well as other process approaches to teaching writing are illegitimate for the Asian situation. Some of the reasons may be that so many teachers and students have always sought the nature of good writing in the finished work, i.e. grammar and translation were regarded as the most salient parts in language teaching and learning (Ahn, 1995).

Other criticisms about the process approach to writing have been made by several writing specialists (Casanave, 1988; Horowitz, 1986a, 1986b; Reid, 1984; Reyes, 1992). Casanave (1988) criticized the fact that the process approach neglected to incorporate the purposes for writing, the role of evaluation, and social factors, and that it lacked a theoretical grounding. In a similar tone, Reyes (1992) gave the lowdown on the excessive practice of using the process-oriented approach with second language learners. The discretion is based on four assumptions that are considered as essential to the teaching of writing skills. She contemplated on the point that error correction may impede student learning by quoting examples of how the assumptions may obstruct students' classroom activities in acquiring the second language. She suggested that the process approach to literacy and language education be modified for non-mainstream students such as ESL students.

Reyes's first assumption was made on the basis that school authorities are equating English acquisition to education. This stigma among the English language speakers is passed on to the community by educators. The second assumption is that English is

better acquired by the linguistic minorities, when it is blended in real life setting. A number of studies done on the ground of language acquisition, cited by Reyes (op.cit.:434) corresponded to the benefits of initial instruction in the native language. Bilingual students who had experienced literacy instructions in their primary language performed better academically compared to those who began with English literacy. Additionally, students who used their native language in acquiring academic concepts and literacy skills are more competent in applying those skills to second language as they are more grounded in terms of language and schema. Reyes' third assumption is that children who are from diverse backgrounds cannot be educated using a similar approach. Teachers who adopt the process oriented approach in the classroom without revamping it have taken no notice on the fact that implementation without revision may result in inauthentic and artificial learning experience for second language learners (Reyes, op.cit.:435)

The fourth assumption examined by Reyes (1992) is that error correction in process-oriented instruction may interfere with the learning process. She observed that teachers commonly avoid error correction as they are concerned in the repression of students' fluency and voice. She mentioned that students need to be made aware on the errors that they make in their writing as they are more likely to be ignorant of the errors. The use of assumptions that were highlighted by Reyes are fundamental in analyzing good teaching practices.

In the field of second language writing, cross-cultural studies of ESL writers in ESL classrooms have also been scarce. Reid (1993) pointed out that information about, and sensitivity to, classroom behaviour in other cultures may help to provide an

understanding of ESL writers in the writing class. For example, in many Latin and Arabic cultures, cooperation rather than competition is stressed in that students are encouraged to help each other with assignments and even tests. In many Asian and African cultures, the roles of friend and critic are mutually exclusive; "constructive criticism" is therefore viewed as bizarre. With so many student writers of English being second language students, it is essential that their situations and their needs be given specific consideration.

On the other hand, as research conducted in Asian settings clearly shows (Brock, 1994; Jones, 1995; Pennington, Brock & Yue, 1996), the process-oriented approach cannot be applied universally without modification. Brock (1994) documented the process of change and resistance to change of Hong Kong secondary school teachers. He used teacher diary data to evaluate a process-oriented approach to the teaching of composition in one of their classes. He found that there was some resistance to the implementation of the new approach when the teachers faced structural and environmental constraints such as large classes, public examination pressures, and cultural resistance.

In line with this study, Pennington, Brock and Yue (1996) also evaluated students' reactions to the attempts of their English teacher, a native Cantonese speaker, to apply the process-oriented approach to their writing in three multiple lesson units. Answers to a questionnaire showed varied reactions to the units across eight classes of Cantonese-speaking secondary school students. Two groups of academically high-achieving all-girl classes judged the experience as positive; two groups of lower-achieving mixed-gender classes judged it as negative, and the other four classes gave

it mixed ratings. In the two classes where the students' response was most favourable, the teacher had fully adopted the process approach by integrating elements of process writing into an overall teaching routine.

In contrast, in the two classes where the students' response was the least favourable, instruction was focused on traditional language exercises and grammatical accuracy, and the process approach elements were not well integrated into the teacher's instructions. The results illustrate the complex pattern of cause-and-effect relationships existing between teachers' and students' attitudes and behaviours in the context of an innovation.

With regard to tertiary settings, Jones (1995) conducted action research to investigate how Chinese college students of EFL in Taiwan responded to process-based activities in business writing classes over a two-year period. Similar to Brock (1994), Jones found that some aspects of the process approach to writing were less valued: the majority of his 60 subjects preferred the traditional teacher-centred methods of teaching and complained about peer editing and keeping journals.

In contrast to Jones, several researchers (Jouhari, 1996; Ora'a, 1995; Tyson, 1997, 1998, 1999, 2000) reported positive effects of the approach in Asian tertiary settings. Ora'a (1995) tested the effects of process pedagogy used in a freshman English class at a Philippine university; 23 subjects participated in the study. The control group comprised eleven and the experimental group comprised twelve participants. A process approach to writing was used for the experimental group and the traditional approach was used for the control group. The study took place over three weeks, and

classes met for an hour three times a week. The results showed that the process approach was more beneficial to students in the writing classroom than the traditional approach and peer discussions and peer response groups were found useful in the facilitation of the revision process.

Likewise, Jouhari (1996) conducted a study to investigate the effects of the process approach on the writing development of Saudi college freshman students. Using multiple sources such as observation, interviews, questionnaires, and students' multiple drafts for the data collection, he analysed six cases of Saudi college students. The results showed that the students became more proficient in generating ideas, drafting, processing feedback, and revising. They also changed their expectations as a result of the exposure to the process approach, and their attitudes were positively affected by the course.

Another study related to this line of research was Tyson's (1997, 1998, 1999, and 2000). He utilized action research with Korean college students who took writing classes at two major universities in South Korea. The data of the four year research was gained from questionnaires, students' reflective writings and other ethnographically-oriented techniques. It was revealed that through the implementation of some of the techniques in classroom, students are more confident to write and they are able to produce longer and better-developed compositions. Students regard the teaching of pre-writing activities, self and peer writing evaluation as well as classroom activities such as writing multiple drafts, interaction based activities that focus on their works as helpful in their learning process.

Recent studies carried out in Asian settings have revealed a somewhat more complex picture concerning the direct adoption of the process approach in ESL/EFL writing classes. The more cautious appraisals of Asian students in the various studies may reflect a more conservative attitude to education fostered through a traditional schooling experience (which emphasises more on the outcome or product of the learning process), as well as unfamiliarity with concepts such as constructive criticism as realized through teacher/student conferences and peer reviews. From Reyes' (1992) study it is evident that the process approach has certain deficiencies when used in a L2 writing setting, and these need to be addressed if the process approach to writing is to be successfully utilised in the Asian classroom.

Therefore, in this research the experiences and practices of successful and not successful English writers were analysed as they explain the Malaysian students' behaviours during writing. The quantitative data from the first part of the study were interpreted in an attempt to understand the students' behaviours and the reasons behind their writing problems. The findings were then incorporated in the teaching intervention and further experimented with 30 MUET band 1 and 2 undergraduates to look for effects. In the following section, the gaps found in studies dealing with factors that could influence the performance of second language writers in producing academic English essays are discussed.

2.4.2 Research on Academic Writing

Studies on writing strategies mostly dealt with the production of non-academic prose, for example story writing (Curry, 1997; Glaser, 2005; Anderson, 1997); narrative

(Walser, 2000; Mac Arthur et. al., 1991; De la Paz, 2005; and persuasive (De la Paz and Graham, 2002; Troia and Graham, 2002).

Burke (2010: 40-41) describes academic writing as involving mental and cognitive writing activity, that “can be understood only from the perspective of a society rather than a single individual”. Academic prose is seen as a complex socio cognitive process that requires a writer to interact with a range of different textual interactions. Tardy (2010:12) states that at tertiary level, the students are required to use “outside sources and adopt the styles and genres of academic discourse”. However, many of these students do not know what constitute as a good academic essay (Elander et al., 2006). In addition, this is made worse by academic writing teachers who struggle and find it challenging in advising the students on academic writing as they themselves are unclear about what to advice the students (Arkoudis & Tran, 2010:175).

Al-Khasawneh (2010) finds that the postgraduate students in his study face problems in relation to register, organisation of ideas, grammar, spelling and referencing. Al Fadda (2012), on the other hand, who also studies postgraduate students, reports that they face difficulties in planning, making revision decision and grammar. However, the students highlighted that the teaching of process writing strategies facilitate their writing. Green (2013) finds that beginners are often interested with textual interactions that provide information about the genre, rhetoric and language. By doing this, they perform better than the less successful academic writers.

Therefore, the present study is very important since studies of the experiences of less successful undergraduate academic writers are very timely. As this study could have

some bearing on shedding outcomes that could fill some of the vacuum raised earlier. It should reveal this group of students' academic writing attitude, behaviour and difficulties, if any. This research is contributing to adding a small piece of the jigsaw puzzle to enhance the bigger picture of research in second language academic writing.

2.4.3 Studies on Peer Feedback

ESL writers experience in writing is different compared to L1 writers even to the advanced and trained L2 writers. At tertiary level, the teaching of writing is usually academic bound (Hinkel, 2004). Therefore, in order to succeed and gain good grades those who have to write in English will have to be good at academic English writing. Many complained that even after many years of ESL training, students fail to recognise the appropriate use of the academic written prose conventions and features. They tend to write vague, confusing, rhetorically unstructured and overly personal writings (Thompson, 1999; Dudley-Evan, 1999; Paltridge, 2002; Ferris, 2002; Hinkel, 2004; & Truscot, 2007). Hyland and Hyland (2001) supported by Ferris (2002) argue that ESL teachers should employ feedback to language students. Hyland (2003:178) suggests students' writing accuracy can be improved by making students correct their errors after receiving feedback:

“Teacher-written response continues to play a central role in most L2 writing classes. Many teachers do not feel that they have done justice to students' efforts until they have written substantial comments on their papers, justifying the grade they have given and providing a reader reaction. Similarly, many students see their teacher's feedback as crucial to their improvement as writers”.

Ferris (2002) explains that L2 writers tend to be very aware of their linguistic limitations. Unavoidably, they tend to concentrate on word or sentence level accuracy instead of the whole essay in general. This is further supported by research done by

Ellis et al. (2008) and Bitchener (2008) who find that L2 learners are very accepting of feedback that could highlight and improve their linguistic mistakes. However, teachers of ESL writing must be able to differentiate between writing teachers and language teachers. No doubt, feedback is important in teaching writing but they should limit themselves to acknowledging surface errors only (Zamel, 1985; Kepner, 1991; Leki, 1991; Lee and Fielding, 1997; Hyland, 2003).

Since this research will adopt the process approach, it is therefore important to highlight the relationship between feedback and process writing. Many have examined this relationship such as Hyland and Hyland (2006); Badger and White (2000); Liu and Hansen (2002) and many more. They are actually inseparable simply because feedback supports the process of writing especially during drafting and revision stages. Process writing entails the writing class (i.e. teacher and students) to work together and provide multiple feedback opportunities across the different stages of writing and drafts. As discussed earlier in the chapter, the process approach entails several rounds of revisions before it is ready for assessment. Obviously, feedback will be a valuable tool. Mory (2003) provides four reasons as to how feedback can support learning which are

- i. Feedback promotes accuracy.
- ii. Feedback helps to reinforce corrections.
- iii. Students use feedback to validate improvement to be implemented in successive drafts.
- iv. Feedback helps to scaffold students in developing their internal schemata and analyse their writing process.

This study employs peer feedback as one of the scaffoldings provided to help the students improve their writing. Richer (1992), Jacobs (1998), Lin et al. (2001), Plutsky and Wilson (2004), Wakabayashi (2013) and Maarof et al. (2011) when comparing the different types of feedback, agree that feedback is beneficial to ESL writing students because this activity engages the students in critical evaluation that develops their awareness of what constitutes a good piece of writing that unconsciously develops them into autonomous writers. Miao et al. (2006) suggest that feedback is important to avoid confusion and to direct learners to avoid confusion and to direct learners to the aspects of their writing that need to be reconsidered. Literature (Pol et al. (2008); Rollinson (2005), Topping et. al. (2000), Hattie and Timperely (2007), Narcis (2008) and Lundstorm and Baker (2009)) also shows that there is a strong basis for peer feedback.

Saito and Fujita (2004) state that findings of studies on peer feedback indicate it is a suitable and reliable assessment tool. Furthermore, peer feedback is very flexible and can be conducted in many formats such as in groups or in pairs and can be conducted at any stages of writing. Lundstorm and Baker (2009), Pol et al. (2008); Min (2008), Rollinson (2005), Storch (2005), Saito and Fujita (2004), Ferris (2003) and Ferris and Hedgecock (1998) have recommended the use of peer feedback in ESL writing classes. Mainly because it promotes a more student centered kind of learning. Indirectly, this will create students who are more self-aware of their own writing and are able to be critical, analytical and foster reflective thinking.

Peer feedback also promotes collaborative learning as stated by Yarrow and Topping (2001:262) who confirm that peer feedback “increases engagement and time spent on

task, immediacy and individualized help, goal specification, explaining, prevention of information processing overload, prompting, modelling and reinforcement". Students working together reviewing each other's works are aware of similarities and differences that they face and promote reviewing skills. Therefore, without realizing it, the students are actually accepting the notion of 'audience' when they know that their work will be read by colleagues. This strategy is also two-things, i.e. it benefits not only the owner of the essay being reviewed but also the reviewers themselves. After receiving the reviews, the writer has the authority to accept or reject the comments given. This again provides the writers with control over their works.

However, many mistaken peer feedback as error correction and also with some culture (Hyland, 2000), it could lead to discomfort among the students involved. Having said that, the positive outcomes of feedback seems to outweigh its criticism. Nevertheless, research on ESL writers especially the weak ones tend to show that these writers have the tendency to review mainly at sentence level (Jacobs, 1998; Storch, 2004; Lee, 2009, Bijami, 2013). Furthermore, the researcher is motivated to employ peer feedback in this research because it clearly changes the notion of teaching and learning. The gear is no longer dominated by the teacher but the students in the class are empowered to take learning into their own hands.

Therefore, this study investigates in depth the writing practices, strategies employed and problems that the writing of Malaysian undergraduates suffers from. It studies and analyses both the written product and writing processes of those students, and, to the best of my knowledge, this is the first thesis in the Malaysian context to investigate both product and process. The findings of this investigation will be of vital

importance for both ESL pedagogy in general, and the Malaysian context in particular.

2.5 A Case for a Mixed Approach to the Teaching of Writing in a Malaysian Context

Chan and Abdullah's (2004) study on the teaching of writing in ESL tertiary classroom, found that Malaysian students are still taught using the traditional approach even at university level. Their subjects also reported that their compositions were generally graded as low to average in quality and they were least secure in writing compared to the other language skills. Writing was the language activity that they liked least.

Ambigapathy (2002) proclaimed that the teaching and learning activities in classrooms as well as the examinations are designed in a manner that only emphasize on the grammatical skills. This state of affairs consequently deteriorated students' communicative competence as students are accustomed to rote learning. We then continue the cycle of producing students who are capable of progressing to the tertiary level but are incompetent in communicative event which requires them to use the English language. Parallel to this, Ministry of Education (2003), disclosed that the teachers prefer teacher-centered approaches and chalk-and-talk drill method which sadly, utilised only examination questions, worksheets and exercise books (Ambigapathy, 2002)

According to a study of English language teaching conducted by Mohd Sofi Ali (2003) in three primary schools in Malaysia, students' high performance in public

examinations is associated with external expectations placed on them. Students tend to improve further and achieve better results when others expect more of them. Another study done by Shaharan (2003) on the writing proficiency of a group of Form 3 (Year 9) students in a rural school in Malaysia also discovers that the teacher believed that guided or parallel writing and the use of model essays are the best approaches in teaching writing. Despite the time constraint, this approach allowed her to equip the students with everything necessary for the Penilaian Menengah Rendah (PMR) examination. As the teacher's priority was to only expose her students to all text-types required by the syllabus, using guided writing and model essays are strategic way to cope with the discourses of examinations and ESL.

This apparently indicates that it is crucial to revisit the validity of using public examinations in measuring students' academic performance which determines their pathway in life. Ongoing class-based assessment and writing projects that acknowledge students' continuous efforts and progress in their learning are better options in indicating students' capabilities. This shift, when applied in writing class, may allow students to experiment with writing outside examination genres.

Green (2013) claims that beginners are often interested with textual interactions that provide information about the genre, rhetoric and language. By doing this, they perform better than the less successful academic writers. Spack (1988) suggests that English teachers should introduce writing as general academic writing rather than specific. She also argues that the task of teaching writing in a discipline should be done by teachers specializing in the target disciplines. This coincides with Hyland

(2006), who states that academic writing courses should teach students forms and skills that are common across varieties and that can be transferred across contexts.

Due to this reason, the researcher felt that Malaysian students especially those at tertiary level (because the language teachers and lecturers do have the power and say to decide on what is best for their students) gain advantages from the utilization of the process approach in their writing. Brockbank and McGill (1998) claim there are more universities that have changed their focus in their endeavours by implementing a kind of learning that provides students with an enriching experience throughout their journey into getting a qualification that prepares them with skill for post-degree life. Furthermore, the process of acquiring English writing skills should be scaffolded from the very beginning. This idea of ‘scaffolding’ will be further discussed in the following section.

2.5.1 Theory of Scaffolding

According to Rodgers & Rodgers (2004: 3), scaffolding is:

“In learning, the gradual withdrawal of adult (e.g. teacher) support, as through instruction, modelling, questioning, feedback etc., for a child's performance across successive engagements, thus transferring more autonomy to the child. A process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts”.

Scaffolding stems from the work of the Russian social psychologist Lev Vygotsky and his many followers. They were devoted in research work that investigated how interaction affects human learning and development. Vygotsky, in a book called “Thought and Language” written in the 1920s, coined the term *Zone of Proximal Development*:

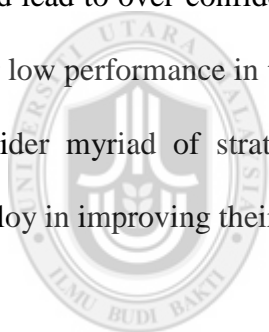
“The Zone of Proximal Development (ZPD) is the distance between the actual developmental level as determined by individual problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers. The ZPD defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the 'buds' or 'flowers' of development rather than the 'fruits' of development”.

Vygotsky (1978, p. 87)

The term ‘scaffold’ was first used by Jerome Bruner (1978) to shed more light in human’s learning process. Bruner (1978:19) states that “scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring”. In other words, scaffolding refers to teachers providing appropriate assistance to students in producing texts so that they may achieve what, if left to their own devices, would have been too difficult for them. In this sense, the strategies employed in the process approach to writing are also a form of scaffolding. Giridharan and Robson (2011:3) explain that “Simic (1994) suggests that advancements in writing proficiency can be accelerated when, with sufficient scaffolding, learners are encouraged to experiment concurrently with several aspects of the writing process, thereby understanding interconnections”.

Recently, there also seems to be a growing interest on the role of scaffolding in promoting learning among Malaysian researchers. Ahmad et al., (2004) opined that autonomous learning for English writing can be promoted through the employment of process writing approach. Next a few recent studies which include Nair (2008), Hardjito (2010), Yamat et al. (2011), Veerappan et al., (2011), Alias (2012), Abdullah et al., (2013) will be reviewed.

Nair (2008) in her research examined how scaffolding was used in reading comprehension class by ESL teacher trainees in one teacher training institute in Malaysia. The types, characteristics and the effectiveness of scaffolding were carefully investigated as the strategy was applied by the teacher trainees of three different proficiency levels. Participants of high proficiency used analogy to enhance their partners' understanding while negative scaffolding was commonly used among low proficiency participants. The choice on the types of scaffolding could have contributed to their performance. It was also observed that high proficiency subjects preferred studying alone rather than having group discussion with their peers. This could lead to over-confidence which is then presumed to be the contributing factor to their low performance in the posttest. These findings suggest the need for educators to consider myriad of strategies such as peer scaffolding that teacher trainees may employ in improving their comprehension.



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Hardjito (2010), on the other hand, presented a reflection on the use of Scaffolding Approach to engage Civil Engineering students in learning Structural Analysis subjects. In this approach, after listening to a lecture on background theory, students were provided with a series of practical problems, each one comes with the steps, formulas, hints, and tables needed to solve the problem. Gradually, with the growing confident to apply the method as a tool to analyze structures, the amount of help provided was reduced until finally no help was provided at all. Only the main background information of this theory was lectured using this approach. The students had managed to learn about the method to interpret many problems was picked up by the students themselves through the engineered series of problems that they had to go

through with gradually reduced supports, resulting in a more greatly enhanced students' engagement as they were so much involved in the learning process.

Likewise Yamat et al. (2011) agreed that teacher's scaffolding enhances students' language learning and that scaffolding comes in various forms and at various points of learning. This is supported by their study on the teaching and learning of content area subjects-science and mathematics in English-that illuminated the role of code switching as a form of teacher's scaffolding. The study involved secondary school children and teachers in eight schools from four zones in Peninsular Malaysia. They found that teachers had to code-switch as the interchange of language by the teachers was necessary to scaffold students' learning of these subjects.

In the context of tertiary education, Veerappan et al., (2011) notice a prevailing pattern in students' journal writing where most of them were unable to construct proper sentences, making too many grammatical errors and also lacking in vocabulary. These factors had eventually restricted them from expressing their ideas clearly and effectively in their journal writing. Their study was primarily designed to look at how second language learners have acquired the use of English language through journal writing and how they have improved within a short time frame. The researchers scaffolded the undergraduate university students by using several interactive writing techniques and instructions in writing a journal discussing their progress, daily activities and new experiences. They found that the scaffolding technique presented in this study has helped remedy the challenges faced by the target students as it further develops their effectiveness in journal writing.

On the other hand, Alias (2012) highlights the problem of sustaining the e-learners' motivation in a Malaysian higher education setting. She attempted to scaffold the learners' regulation of motivation by designing, developing, and evaluating a web-based task support tool called 'the learning console' and found that the tool is capable to regulate the motivation of the learners. The Learning console was found to scaffold the e-learners' motivation and could be integrated into the existing learning management system. The learner's desire towards self-improvement generates personal intrinsic motivation while the freedom to work on a task of his/her choice leads to academic intrinsic motivation.

In addition, Abdullah et al., (2013) examine learning using mobile devices known as *mLearning*. They describe how learners could be assisted in language-learning via supportive scaffolding using mobile devices at the undergraduate level using Gilly Salmon's five-stage scaffolding model. This case study was conducted on undergraduate language learning in a private university in an attempt to seek how this model could be applied for *mLearning*. The results from the study revealed improvement in learners' language performance but more importantly the results also suggested some adaptations to be made to the model in order to adapt it to language-learning in the mobile context. As *mLearning* should include informal learning, the key characteristic of the adapted model shows how formal learning and informal learning can be interwoven using *mLearning*.

Ergo, it is clear that scaffolding is making a comeback among educators. The nature of the overt support provided by scaffolding and the potential of this technique in supporting writing is quite obvious. Researches have demonstrated the various ways

that this technique can be implemented, and examines how these approaches potentially support writing so students can reach better than expected results. Due to this reason, the researcher is integrating a few different scaffolding techniques to scaffold different aspects of the English writing skills of the students involved in this study.

Therefore, in the proposed intervention, a few scaffolding strategies are amalgamated with the process approach strategies to see whether it would enhance MUET band 1 and 2 students' academic English writing skills. As a consequence of this amalgamation, there should be wider opportunities for multiple drafting, teachers' continuous feedback and planned student collaboration scaffolded by model essays, language support and knowledge on the conventions of academic writing. Hopefully this initiative, if planned carefully would produce better and grammatically accurate English essays as consistently being the object of Fathman and Whalley's (1990), Ferris' (1997), Frodesen and Holten's (2003), and Shih's (1998) arguments.

2.5.2 Language Support

The teaching and learning of English has always been arbitrary, focusing only on the technicality of language rather than integrating it in communicative events. The sociocultural elements of language learning are often neglected as the dialogues used in classroom practices are mainly lesson oriented. The isolation results in language learning being portrayed as a set of language mechanics that can be used in 'fixed' or predetermined ways. It is presented as a neutral set of language systems to be learned and mastered for specific classroom situations.

In spite of this, however, once these students entered the tertiary levels, they are expected to have both academic literacy and critical literacy abilities to meet the academic demands at the university. Students face difficulties in transitioning from school learning culture to the university culture for various reasons (Rosniah Mustaffa, 2006). Ahmad Mazli Muhammad (2007) discovered that learners are not truly capable in critically responding to an academic text and it transpired in their poor academic writing skills (Krishnakumari, Paul-Evanson, & Selvanayagam, 2010). Such studies also indicate that students are not fully equipped in meeting the academic writing requirements.

Apart from that, learners at tertiary education are discovered to have limited vocabulary knowledge and are novice in understanding complex and long sentences (Ahmad Mazli Muhammad, 2007; Nambiar, 2007; Zaira Abu Hasan, 2008). The insufficiency of vocabulary knowledge is worrisome as it affects learners' performance in the content subject areas (Rosemala Ismail, 2008).

The challenges that are experienced by secondary school teachers and students can be grouped in three aspects i.e., proper language use of grammar, punctuations and conventions. The participants of this research involve 30 Form 1 to Form 5 secondary students and 10 English teachers who differ in teaching experience. The results obtained from this study shows that there are similar problems faced. It was also found that the students' L1 interference is evident in the texts they produced.

Therefore, to cope with writing difficulties, a few practical methods have been suggested. Students who are learning writing must observe more practices than the

lecturer's teaching. The teacher must also explain the use of all punctuation marks and the rules of capitalization. The teacher also must also involve students in memory and vocabulary games. Besides that, it is the teachers' duty to motivate and encourage students prior to the actual writing. The teacher should provide proper language support on every topic and act as a prompter to facilitate the students' learning at all times. Teachers should also encourage students to do as much home assignments as possible to further improve their writing difficulties.

Pongsiriwet (2001) has conducted a research to analyze grammatical errors in L2 compositions. His study reports that these students frequently produce errors in the verb usage, subject-verb agreement, verb formation and tense. He also claims this phenomena is also in tandem with those erroneous areas in L2 writing production (Scott & Tucker, 1974;Ghadessy, 1980; El-Sayed, 1982; Kroll, 1990; Arani, 1993; Santos, 1988; Yang, et. al., 2001). Similarly, Reid (2000) argues that verb tense errors can interfere with communication; therefore, he stresses that it is important for the learners to accurately understand and use verb tenses.

A comparative study has been conducted on 631 non-native speaker (NNS) students of 8 different mother tongues and 115 native speaker (NS) students' essays during a placement and diagnostic tests at four universities. Hinkel (2004) suggests that a pattern can be observed and they are (Hinkel, 2004:16-21) that NNS students tend to frequently use past tense compared to other tenses and aspects. These students explain and support their points by heavily relying on narration of their own personal stories using past tense. NNS students also do not usually make generalizations structured in present tense. Besides that, the use of present tense was limited in

meanings and also functions. It has also been found that NNS students use future tenses more frequently than NS students, for example Chinese and Indonesian speakers. However, the use of future tenses is significantly less frequent than NNS students who are Korean and Japanese speakers. Either way, they did not seem really understand how to use future tenses appropriately, as it is often used to predict the “inevitable, definite outcomes of the future”.

On the other hand, NS students use both present and future tenses in a balanced manner depending on the possible outcomes of the future. Arab NNS students, “simply choose to avoid the predictive ‘would’ with its syntactic, lexical and pragmatic complexities” (p. 20). They use simple present tense to make generalizations or use it as a predictive incorrectly. Besides that, NS students tend to create a set of hypothetical situations using predictive. It is also found that NNS students rarely attempt to use progressive and perfect aspects (median frequency rates of 0.00 in all NS groups) and uses simple past tense instead.

According to Hinkel (2004: 26) the problems in L2 writing is due to the lack of explicit L2 grammar instruction within academic contexts. He also stresses on the need to “define instruction of the grammar aspects preferred in academic writing”. He also suggests that “teachers should guide the students to expand their range of grammatical structures”. That way, the students will not depend on personal narratives, which are usually expressed in simple past tense but should learn to vary their knowledge in language structures as it would show their intellectuality.

Wallwork (2011, pp. 114-268) creates a very detailed guideline on the usage of verb tenses and aspect in academic discourse. He claims that when writing the “Results and Discussion section, the present simple, present perfect or past simple should be used to refer to other authors but only the past simple to be referred to your own work. In addition to that, the present perfect should not be used to refer to work that has been carried out”. The introduction however, should be written with the present simple in order to give a general background context or something that has already been known. The present perfect could also be used to show how the researcher tackles the problems that he investigates “from the past until the present day. At the end of the introduction, the author should state what they would do in the rest of the paper using present simple tense”. The simple past tense should be in the findings to describe any new contribution or newness while the present simple tense should only be used for describing what has already been accepted in the literature.

In terms of proving a hypothesis, the authors should use future tenses to confine them, instead of giving hard results. As students write the literature review, it is best be remembered that they should generally use present simple or present perfect tenses. The present perfect should be used to refer to ongoing situations where the research is still being investigated in any particular field. The methodology section is usually written in the past simple using the passive form. This is because it helps to differentiate what happened in the past and what the writer did from what others have done. This is often described in present simple tense.

Thus, the English verb tense system has been included by the researcher as one of the aspects to be scaffolded into the intervention. By scaffolding the grammar knowledge

of ESL students, we hope to further improve the language proficiency in academic writing as well. The structure of an academic discourse is another aspect that is scaffolded in the intervention. Clearly, an academic composition is very different from a casual conversation which is probably because it accommodates specific academic notes which will be further discussed in the next section.

2.5.3 Five-Paragraph Essay Structure

Students view writing as reciprocity of text based genre made available by the teacher. The researcher believes that learning should occur when students imitate and explore the different essay models. Accordingly, as when they are shown to many examples of the same genre, their ability to write a particular piece of academic writing should also be better. The opportunity given in experimenting with similar texts allow students to identify the component of a particular genre. This will then help to recall similar writing experiences and assist them in creating new piece in a familiar genre (Badger & White, 2000: 155-156). In this way the student's attention is inevitably drawn to issues of specific essay structure and content for specific piece of academic essay. It is felt that these strategies should bridge some of the gaps in the process approach highlighted earlier. In the intervention, it is suggested that the students were to be explicitly taught the general format of the five-paragraph academic essay structure as shown in the diagram below (the complete module is available in Appendix 7).

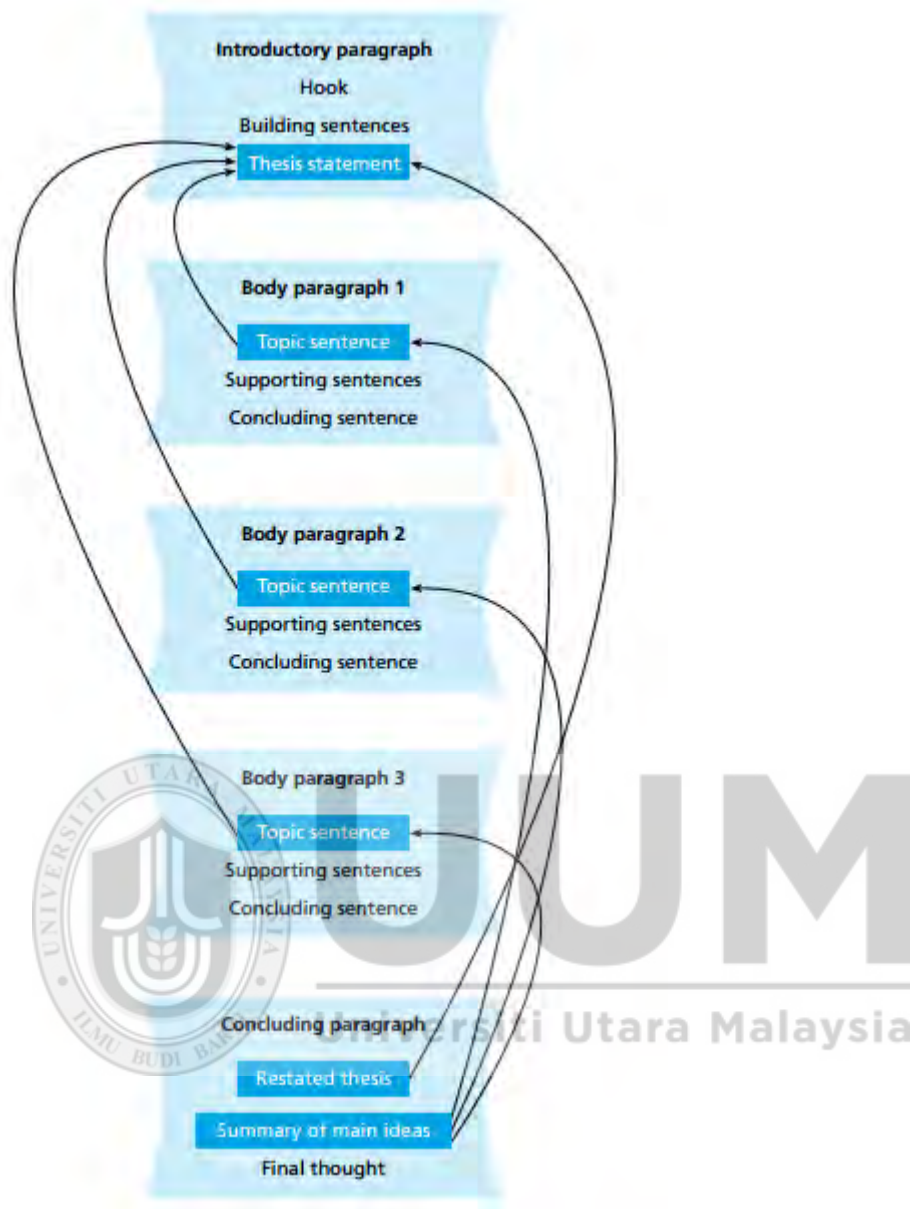


Figure 2.2 The Five-paragraph Essay Structure

There have been researches on the use of model essays to introduce the different genres to the students. This approach has been misinterpreted as a rigid, formulaic way of constructing particular texts and has been characterised as a mechanical and an unthinking application of formulas. The approach has also been criticised as prescriptive rather than descriptive, and also restrictive especially by imaginative teachers (Kay & Dudley-Evans, 1998). However a number of studies have been

conducted to evaluate the effectiveness of this approach to improve students' writing skills (Cheung and Lai, 1997; Henry and Roseberry, 1998; Flowerdew, 2000). All these studies reported positive learning outcomes where students show improvement in their writing style and linguistic accuracy. More importantly the studies reported improvement in the students' attitude towards language learning.

At this stage, discussion and reading activities should be used on educational and social function of the genre while the analysis should focus on the structure of text and language. Manipulation of relevant language forms is taught to the learners through joint negotiation which refers to the stage where learners learn through exercises. It involves reading, research and disseminating information which foster a negotiating process between the teacher and students. Students construct texts independently in the final stage where actual products are produced through activities such as choosing a topic, researching, and writing.

On the other hand, Denny (2011) examines teachers' writing proficiency from a technical perspective, for example in their constructing and employing thesis statements, paragraphing, structuring ideas, integrating literature, presenting evidence and others. The teachers' essays were marked according to the University of West Indies Essay Grading Criteria for development of thesis statement, topic sentences, supporting sentences, introductory paragraphs and conclusions and finds that these teachers failed in most categories.

In addressing the poor level of students' writing that are voiced by many people within and outside the education system (Fields, 2006; Alber-Morgan, Hessler &

Konrad, 2007; Lynn & Vermeer, 2008), Denny (2011) argues that the training programs for teachers of writing must clearly articulate and more importantly, justify the criteria that can be used to help guide the teachers in their teaching of the skill. They should be empowered with strategies to move themselves and their students from the drafting stage to the revision stage without prescribing how the writing part should be accomplished by the students (as suggested by Richards, 1990). She stresses the importance of the teacher educators to teach writing teachers how to construct and strategies that can be employed in writing good thesis statements, topic sentences, supporting sentences, introduction and conclusion paragraphs, how to construct logic, building evidence and an awareness of audience of voice should naturally flow out of this need to present evidence logically and convincingly. She also recommends that writing teachers become writing researchers.

As noted in the literature review discussion earlier, Badger and White (2000) also experiment with using essay models to expose the students to the different genre and process approaches together as an alternative approach. The effectiveness of this dual approach is resonated through this research. It was affirmed that writing cycle begins with models, description of the key linguistic features, discussion of the social situation in which it happens, and an analysis of the recommended rhetorical patterns of each genre. Process approach requires students to produce sequence of drafts.

This shows how combination of language with revision processes is embraced in producing a final draft. This combined approach, which forms as the platform of this intervention ensures that the writing tasks consider the writer's and readers' perspectives. Having said that, this does not mean that the researcher completely

rejects the product approach, because the final aim of any university courses would be a gradable product. Just that it does not have to be graded only on the final product. Grading should be done at the different stages of the production. Therefore, the intervention would be experimenting a case for this mixed approach.

Thus, from the discussion above, it is safe to conclude that the first two vital aspects that need to be scaffolded in teaching L2 students English writing are that the fundamentals of English grammar contents should be taught even if there seems to be no direct, immediate benefit in academic writing; and the conventions of academic discourse so that the students may employ English verb tense and aspect system appropriately in their writing to successfully present their ideas and meet the standards of academic discourse.

2.6 This Research

In order to take advantage of the benefits of the process-oriented approach to writing for ESL students, it is worthwhile to study how an instructor interacts with students and students with each other in a process-oriented writing class, how the scaffolding techniques (identified as keystones to writing by the researcher) are administered, how their writing skills are changed, and how they respond to the approach.

Early research conducted by second language researchers and practitioners has indicated that second language learners use similar composing strategies to those used by first language writers (e.g. Gaskill 1986; Hall, 1987; Raimes, 1985; Zamel, 1982, 1983). Although there is an extensive body of research on process-oriented first language writing, there is little description of second language classroom practice

where the instructor and the students come together to write, especially in a Malaysian context.

From the literature review presented, it can safely be said that a majority of the research studies on process writing have been done in the west. This study aims to investigate its effects of application in the context of a Malaysian university. The teacher's role in the students' writing processes in this study is to offer comments, encouragement and scaffoldings designed to mould students' writings in definite ways. Classroom activities that consist of pre-writing, drafting, feedback, and revision are undoubtedly fundamental. In fact, it is difficult for the researcher to conceptualise the effective teaching of writing without these activities. However, the students are not forced to follow a prepared route to writing. After being exposed to all the keystones to organized writing, they are given the freedom to compose using their understanding of how the essay should be structured; and consequently, the process is likely to be guided by their own social and cultural views. This intervention expands and broadens the domain of L2 writing with the aim of teaching the students to engage in producing written texts that are closely related to their culture while at the same time produce clear writing (Atkinson, 2003) and not merely teaching the students a decontextualised set of skills or processes that claims to enable them to write.

As discussed in section 2.5.3 above, the response to the adoption of the process approach in the Asian setting has been mixed (Brock, 1994; Jones, 1995; Ora'a 1995; Pennington, Brock & Yue 1996). The resistance of both students and instructors to using the process approach in favour of a more traditional approach that emphasises

grammar and explicit error correction has been found to be one of the reasons. This could also be the situation in Malaysia because the students and teachers faced structural and environmental constraints such as large classes, public examination pressures, and cultural resistance. Having said that, there are also studies that produce favourable results (Jouhari, 1996; Ora'a 1995; Tyson 1997, 1998, 1999, 2000).

Therefore, this research that examines ESL writers in a Malaysian university is needed to determine whether the process-oriented approach to teaching writing with the integration of the keystones of organized writing can be used effectively with ESL students from diverse backgrounds. Gray (2011:8) stated, “there is a general consensus, even outside the academic community, that academic writing has distinct characteristics that set it apart from other types of language”.

When analysing a holistic rubric, we can see that most of them tend to concentrate on the structure and the content of the essay; it is not difficult to notice that much emphasis is put on the macro-features of academic writing (e.g. organization of the essay, relevance to the essay prompt, coherence, unity, and others.).

Thus, the researcher feels that this study is highly relevant and timely, and a form of intervention will have to be implemented in order to improve the situation. Based on the earlier discussion on the development of writing approaches, it can be summarized that in a writing class the teacher should assist students to concentrate on learning to write; the final product should not be the primary focus in the complicated process of writing as has been proposed by the proponents of the product approach.

Conversely, the process approach provides students with important scaffolding methods that allow students to discover writing strategies and practices that can lead to successful writing. Students are given sufficient time to write and rewrite, to discover what they want to say, and to consider intervening feedback from teachers and peers as they attempt to bring closer and closer intention in successive drafts (Flower, 1981). Revision thus becomes central and the teacher's intervention should be carried out throughout the composing process rather than reacting only to the final product (Stapa, 1998). The teachers should facilitate the students' learning with the role of a reader and/or adviser.

This intervention aims to promote students expanding their ideas through activities like class discussion. This can be done through pre-writing activities that encourage students to generate their own ideas while the teacher helps them to select and organise these ideas before they begin to write. It is hoped that these students would develop as writers more effectively.

However, studies done in the area of process writing procedures, has not adequately focused on linguistic knowledge such as grammar and the organization of content. Although some mechanical features of language are addressed in the final stage of editing, it is only concerned on ideas processing skills such as planning and drafting. Furthermore the process approach has a very narrow view of writing in which it is presumed that writing proficiency is enhanced through repetitive writing procedures. Regardless of the varied amount of pre-writing in personal and academic paper, the practice of writing is similar across topics and readers (Badger & White, 2000: 154-

155). Therefore, the social dimension of language learning as well as the readers' viewpoints should be considered.

Thus, from the discussion above, it can be concluded that the first two vital aspects that need to be scaffolded in teaching L2 students English writing are that the fundamentals of English grammar contents should be taught even if there seems to be no direct, immediate benefit in academic writing; and the conventions of academic discourse so that the students may employ English verb tense and aspect system appropriately in their writing to successfully present their ideas and meet the standards of academic discourse.

2.7 Research Framework

This research integrates cognitive and social views of writing which have been applied in the writing activities. Students are required to practice goal directed thinking in selecting, elaborating and justifying the writer's position in the essay. The researcher repeatedly draws student attention to the writer's whole-text intention with the readers in mind. The researcher is realistically aware that the choice of meaning is influenced by the social context of the readers hence, students are nurtured towards the view that writing is socially situated. Students therefore should carefully consider constructing meaning that is appropriate to the target readers, paying attention to the reader's potential response, writer's role, social function of the text and others. The cultivation of systematic thinking processes that include awareness of the social-cultural dimension of a writing task has always been a pedagogical objective.

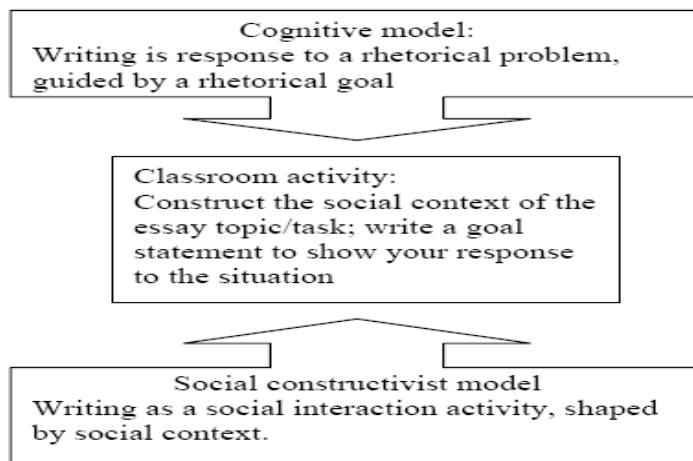


Figure 2.3. The integration of cognitive and social views of writing. Adopted from Chandrasegaran, A., J. J. Evangeline and K. K. M. Clara, 2007.

The present study adopts some of Flower & Hayes (1981) cognitive process theory of writing as part of the theoretical framework, which includes four focal phases to complete a written task: planning, generating ideas, translating, and editing of what has been written. The metaphor of an ‘inner wheel with double headed arrows’ represents the cyclical cycles of the writing strategies adopted in the model for this research as shown in Figure 2.3. Each cycle represents a cycle of reinforcement activities that supports the writing process. As students are free to go back to any of the previous steps they hold control over their own writing technique. Undoubtedly their writing is influenced by their immediate environment, especially from a social perspective, yet essentially students can choose the direction their writing will take and seek reinforcement from a number of sources.

The outer cycle represents the scaffolding reinforcements (Nair, 2008; Hardjito, 2010; Yamat et al., 2011; Veerappan et al., 2011; Giridharan and Robson, 2011; Alias, 2012;

Abdullah et al,2013) that are provided to the students in order to be successful in completing the activities involved (planning, drafting, reviewing and editing) in the inner cycle. The multiple drafting, teachers' continuous feedback and planned student collaboration scaffolding activities in the intervention integrated model essays, language support and knowledge on the conventions of academic writing.

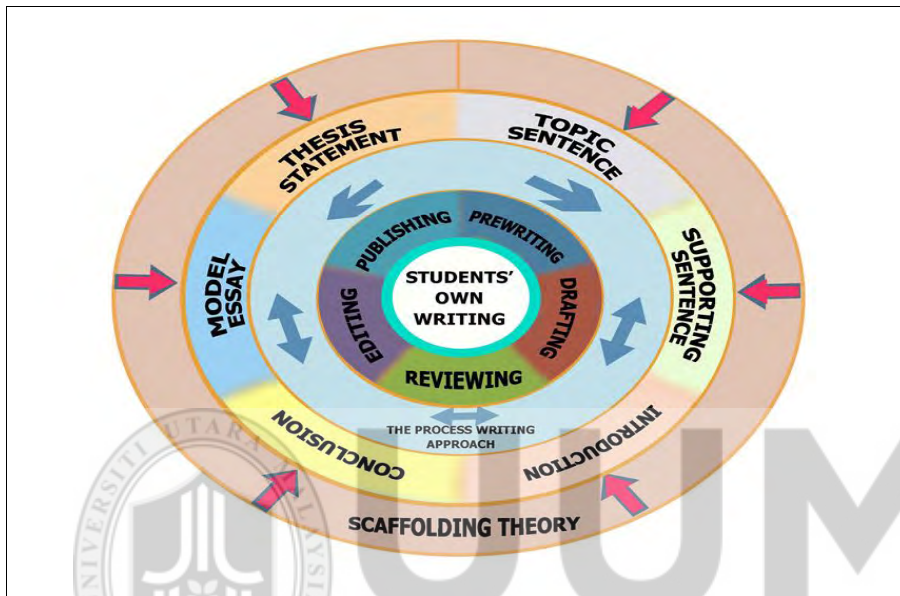


Figure 2.4: The theoretical framework for this research (based on Warwick and Maloch (2003) – Scaffolding Theory & Flower and Hayes (1981) - The Process Writing Approach.

2.8 Chapter Summary

In this chapter the researcher presented and discussed at length the areas relevant to the study investigated. All the different concepts related to process writing are highlighted and reviewed before taking the study to the next level of investigation. In the next chapter the researcher incorporates the research methodology into the study to conduct the planned investigation. In the next chapter the methodologies and instruments used in this study are presented.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Even though after students have received several years of essay writing instruction, a major cause for concern is that writing problems still exist. In Malaysia, the importance of teaching writing as a process has not been exposed or practiced as it should and apart from that the social nature of writing has been ignored too as the current emphasis is on structure, mechanics and linguistic knowledge. Therefore, this study attempted to provide insights into whether, with regard to ESL students' writing proficiency, an integrated approach to writing instruction would facilitate them to achieve better writing quality. The findings of this study will have significant pedagogical implications for ESL curriculum planners, textbook writers and teachers. Furthermore, this study is expected to be feasible in incorporating the teaching writing intervention into the Universiti Malaysia Sabah language programme.

This chapter presents the proposed research methodology and instruments used to conduct the study in order to answer the research questions. It looks at the mixed methods approach employed to investigate the experience of teaching ESL writing to a group of undergraduates using the adapted process approach.

Greene (2005:255–56) states five main reasons for opting mixed methods design:

- i. Triangulation of evaluation findings: enhancing the validity or credibility of evaluation findings by comparing information obtained from different methods of data collection. When estimates from different sources converge and agree this increases the validity and credibility of findings or*

interpretation. When different estimates are not consistent, the researcher explores further to understand the reason for the inconsistencies.

- ii. Development: using results of one method to help develop the sample or instrumentation for another.*
- iii. Complementarity: extending the comprehensiveness of evaluation findings through results from different methods that broaden and deepen the understanding reached.*
- iv. Initiation: generating new insights into evaluation findings through results from the different methods that diverge and thus call for reconciliation through further analysis, reframing or a shift in perspective.*
- v. Value diversity: incorporating a wider diversity of values through the use of different methods that themselves advance difference values. This encourages greater consciousness about the value dimensions of the evaluation.*

(As cited in Greene, 2005, pp. 255–56)

These justifications are imperative because they highlight “important (diagnostic) features when discussing mixed methods research or reporting studies that used mixed methods approaches” (Clark & Creswell 2008 :119-120). This helps researchers decide why they need to employ this research design.

For the purpose of development mixed methods utilizes the quantitative and qualitative strategies that are applied sequentially where the results from the quantitative method are used to be further investigated in the qualitative method. A development investigation looks to increase the strength and sensitivity of additional research methods. This was the approach adopted for this research because the ultimate aim of this research was to develop a suitable and successful teaching writing module that is to be used with Malaysian MUET bands 1 and 2 writers.

3.2 Research Design

The research method adopted for this study was a mixed methods approach, where both qualitative and quantitative data for a group of Malaysian undergraduates taught using the intervention are collected and analysed. The qualitative element of the work involved non-numerical data and subsequent interpretational analysis. Quantitative methods and analysis are also employed for the purpose of triangulation. Data collection and analysis of both the quantitative and qualitative methods, suggested that the credibility of interpretation could be improved, provided that similar themes emerged from the variety of sources (Leedy, 1997; Creswell, 2003; Falk and Guenther, 2006).

3.2.1 Mixed Method

A number of researchers (Creswell, 1998, 2003; Tashakkori and Teddlie, 1998) clearly stated that instead of each being exclusive, qualitative and quantitative methods are complementary. “.both quantitative and qualitative inquiry can support and inform each other in important ways. Narratives and variable-driven analyses need to interpenetrate and inform each other. Realists, idealists and critical theorists can do better by incorporating other ideas than remaining pure”. (Miles & Huberman, 2002: 396).

In findings that of science-based research and for researchers to be accountable for their findings, this led to the increasing use of rigorous quantitative indicators which benefited the programme through quasi-experimental or experimental research designs. By relying on such methods alone this left sizeable gaps in our knowledge

about why a programme may or may not have worked although these methods allowed more confidence in inferring whether the programme was working or not. In using mixed-methods approaches where quantitative results were enriched and expanded through qualitative inquiry, it was easier to keep sight of the programme quality (Rossman & Wilson, 1994, López Fernández, Creswell and Plano ;2011 .(Clark, 2011

Naturally, this combination allows researchers to learn more about the group being studied. On one hand, to understand a phenomenon that was important to the group being studied, qualitative methods were used. Meanwhile, to enhance researchers' understanding of the social constructs of the group members quantitative methods may be used in order to test hypotheses or to duplicate findings from the qualitative data study, to develop assessment strategies, and to create and revise specific measuring instruments. In other words, more useful, rich and valid data for a research problem were obtained through applying the combination of qualitative and quantitative methods.

It was crucial to justify that a mixed methodology research design where both single methodology approach (qualitative only and quantitative only), each has its own strengths and weaknesses. However, the combined use of both methodologies focused on their relevant and complementing strengths. Due to this fact, researchers should make use of both qualitative and quantitative methods in order to achieve a situation where this provided a final product that highlighted the significant contributions of both, where “qualitative data can support and explicate the meaning of quantitative research” (Jayaratne, 1993:117) or vice versa. A plan is required in order to focus on

a set research questions before a researcher embarks on the research work. Bryman describes this activity as: ‘a general orientation to the conduct of social research’ (Bryman, 2001: 20). Hence a definition of mixed methods research is: a research plan using of more than one type of research methods in conducting an investigation in a research study.

Amaratunga, Baldry, Sarshar and Newton (2002:24) explain that by adopting the following assumptions, “researchers could ensure that the final product maximises the strengths of a mixed methods approach. Qualitative methods, especially observation or unstructured interviews, allow researchers to develop an overall “picture” of the subject under investigation. This may guide the initial phases of the research. Quantitative analysis may be more appropriate to assess behavioural or descriptive components of the research. Descriptive analysis, such as the socio-demographic profile of the subjects, may allow a representative sample to be drawn for the qualitative analysis. Thus the mixed methodology will guide researchers carrying out qualitative research to ensure that their samples have some representations of the overall population”. Because many education researches are still largely exploratory, the use of qualitative methods allows for unexpected developments whereas quantitative analysis complements the findings of the qualitative methods by indicating their extent within the population.

Since quantitative analysis may confirm or deny any significant data that emerge from the study, if process writing strategies affect students’ performance in writing, quantitative methods can be used to enable statistical testing of the strength of such a relationship. However in retrospect to the qualitative methods, the quantitative

methods are weaker in providing explanations. Thus, in this case, in understanding the underlying explanations of significance of the study, the qualitative methods offer assistance to the researcher.

The claim about the truth of one view or another must be connected to the practical consequences of accepting that view is being popularized by the ‘pragmatism’ group (Morgan, 2007; Rorty, 1999) where this again strengthens the support for mixed methods research because they provide “new ways to think about the world - new questions to ask and new ways to pursue them” (Morgan, 2007:73).

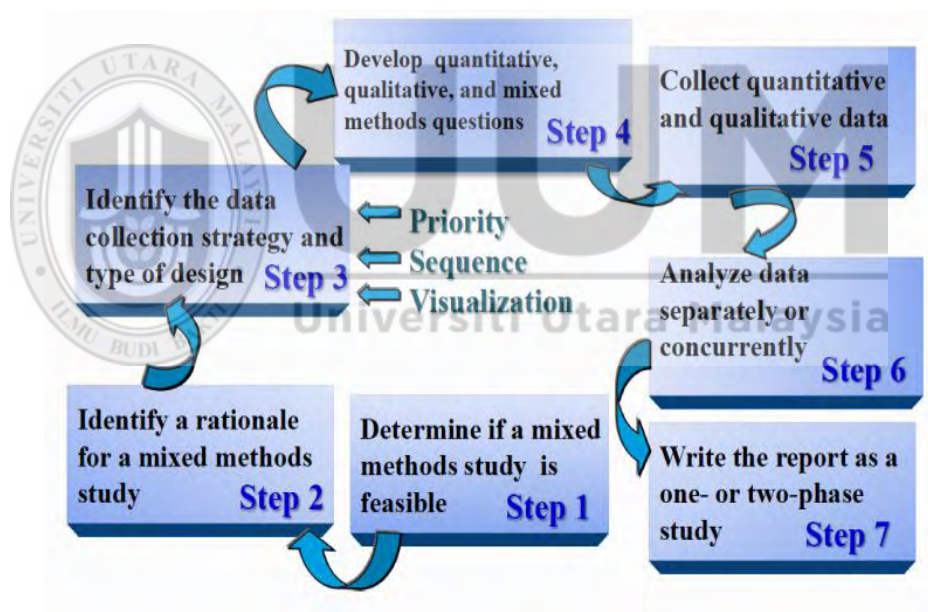


Figure 3.1. Steps for conducting a mixed methods study (adapted from Morgan, 2007).

A mixed method design facilitates triangulation, a technique, which is pioneered by Campbell and Fiske (1959). ‘The process of using multiple data collection methods, data sources, analyses, or theories to check the validity of the findings’ (Leedy, 1997:169) is known as Triangulation defines the combination of methodologies in the

same study of the same phenomenon (Denzin, 1978; Creswell, 1994 and Blaikie, 2000). According to Denzin (1978:6), triangulation has four forms:

- (i) data triangulation
- (ii) investigators' triangulation
- (iii) theory triangulation and
- (iv) methodological triangulation.

It has been recommended that the use of different methods should lead to greater validity and reliability than a single method study (Denzin, 1978); Creswell, 1994). In summary, mixed methods approach is increasingly seen to be employed in social science research. But there are always risks involved in its application. More and more creative ways have been made available to solve research issues. But this success should not be viewed without being wary of the weakening in the field of creative theories. Theoretical aspects of a research are as important as the practical benefits derived.

3.2.2 Designs of Mixed-Method Research

Due to the evolution in mixed-method research diverse styles to these strategies were established (Greene, Caracelli, &Graham, 1989), reviewed (Creswell & Plano Clark, 2007), and restructured (Teddlie &Tashakkori, 2009). Mixed method approach gave innovative ways of inquiring (Green, Caracelli and Graham, 1989) and the outcome was not expected at the beginning of the study. This was the basis provided for using iterative qualitative effort to check quantitative results (which was disproved by qualitative data).

Creswell and Clark (2011) divide the typology of mixed methods design as:

- a. Convergent parallel
- b. Explanatory sequential
- c. Exploratory sequential
- d. Embedded

In order to vary the methods, three ways were suggested through:

- a. the assimilation of the simultaneous collection of the qualitative and quantitative data via data transformation inclusion..
- b. the use of time sequence-based data collection of the qualitative and quantitative information (e.g. in choosing respondents; or creating the quantitative survey instrument by further in-depth expending the qualitative data)
- c. the insertion of the information at the planning stage (e. g. a pre, quasi, or true experimental design).

However, Creswell and Clark (2011:66) stress that even though three ways of using the mixed-methods were suggested, no particular preferred form was recommended – the main factor was in the research questions. “Researchers can either collect both qualitative and quantitative data sequentially or concurrently. When the data are collected sequentially, either qualitative or quantitative data can come first. Timing decision depends on the initial intent of the researcher. If the results lead to divergent results, the results should be presented together. They say that divergent results allow for opportunities to develop new research questions or theories and to collect additional data for clarification and exploration”.

To reiterate, the aims of this research were first, to identify writing difficulties, writing attitudes and writing behaviours of Malaysian tertiary English writers; second, these evidences informed the development of the intervention; and finally, an assessment of the effectiveness of the intervention was conducted. In order to capture all the complexities of how the whole research operated the explanatory sequential mixed methods design was adopted.

Due to the multilayer application of the study, the peak of the study was during the creation of the apparatuses where the beginning of the results gathered from the quantitative data were being examined while looking into the accomplishment of the proposed teaching writing intervention.

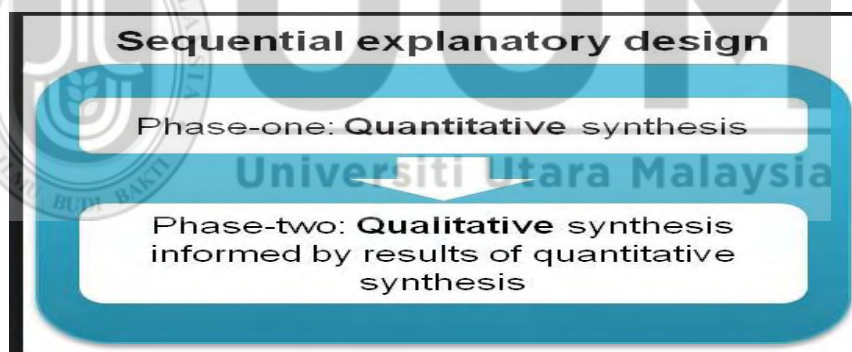


Figure 3.2. Mixed methods research design adopted for this research

The reason for favouring this design was in the focus of the research (as stated in Figure 3.1) as the initial objective of this study was to detect and discover the association between students' writing behaviors and attitude relation to written performance of students with different MUET results (i.e. Band 1,2,3,4 and 5) before

the pedagogic intervention. The findings were used as a platform in building an ESL Writing Intervention Module.

Second, the research also aimed to determine the English writing difficulties these students proclaimed to have. This was achieved again through the analysis of data collected through pre questionnaires, essays analysis and review activities. Next, the research aimed to explore and determine whether the intervention was suitable for implementation in a University Malaysia Sabah writing class. It was essential therefore to investigate the students' reactions to the intervention by studying how they reacted towards the activities laid out by the intervention and comparing that data with references made to it from the essay reviewing activities, essays and student diary entries.

The last aim of the study was to evaluate whether the intervention had the desired effects on students' writing skill. Data was collected through pre- and post-tests of experimental vs control groups and pre-post-delayed post essays marks. By comparing responses from the data gathered from tools mentioned earlier the extent of the effects of the intervention on enhancing the students' writing skill can be focused upon.

3.3 Sample of the Study

This study was conducted in two parts. The first part involved 1800 students who registered for all the language courses in semester 1, 2013/2014 session at Pusat Penataran Imu dan Bahasa, Universiti Malaysia Sabah. They were made up of

students attending the first level of the foreign language courses (Band 3,4 and 5) and those doing English level one for the Band 1 and 2.

The second part is the quasi-experimental study that tested the intervention developed based on the findings of the questionnaire by employing thirty students who were taking English Level 3. The lesson time was 3 hours per week for 14 weeks. With the permission of the Dean of Centre for the Promotion of Knowledge and Language Learning, the researcher worked with this group of 30 first-year students. Attendance for this course was compulsory to all students with MUET Band 1 and 2.

Homogeneous purposive sampling was chosen in selecting the research participants for this study. This non-probability sampling technique was chosen because of the small number of samples involved in this study. The main reason why purposive sampling was chosen was to avoid generalisations being made but more so for the reason that would be able to provide the researcher with information that would be relevant to the researcher as well as assisting him or her in answering the research questions. In performing this, the researcher had a choice whether to choose the qualitative or mixed method as the subjects used in the study did not represent the population. The sampling utilized in this study included similar characteristics that were selected based on them having comparable traits that were of interest to the researcher, i.e. in this research, MUET band 1 and 2 students.

The university requires students who scored MUET: Band 1 and Band 2 to complete four semesters of various English Language courses. The compulsory English language courses are:

1. UB00102 English Language Level 1 (Year 1, first semester) has Communicative English Grammar as its major components,
2. UB00202 English Language Level 2 (Year 1, second semester) has Oral communication in English as its major component,
3. UB00302 English Language Level 3 (Year 2, first semester) has reading and writing as its major components, and
4. UB00702 English Language Level 2 (Year 2, second semester) has English for Occupational Purposes as its major component.

All the classes met once a week and each lessons lasted for three hours. This study focused on the participants' reactions to a series of writing classes offered by the researcher, which were rooted in process writing pedagogy. For the purpose of the study and with permission, the class practiced reading passages that were related to their writing activities. The purpose of these reading exercises that were included in the intervention was to direct the students' attention on answering and responding to the particular given written task so that the students would be more focused and clear with the given task.

According to Bereiter and Scardamalia's (1987) Knowledge Transforming model of the writing process, the reading activities were considered a solid basis in building a text-based and mental model. By beginning with a search for relevant bits of information in the text they were reading and then organizing these related but discrete bits into a coherent whole, students were encouraged to create and structure meaning and thus construct and transform their knowledge of their reading. The researcher believed this was precisely where the benefits of reading for improving

writing derived from – writing about reading.

Therefore, in this class, students' writing processes and texts were central to the course. More than half of the class time was devoted to discussing writing matters and used both small and large peer response groups to discuss various drafts. This exercise encouraged students to think of themselves as writers coming together to talk about writing, as they might in a writing workshop. When the instructor did turn to reading texts in class discussions or paper assignments, she used the text to encourage writing.

3.4 Research Procedures and Instruments

3.4.1 Data Collection: Research Procedure and Instruments

To capture the students' reaction to the scaffolded process approach to writing, multiple strategies were used for collecting data. Worthen and Sanders (1987) suggested that an evaluation plan for each research question was vital in determining whether the objectives had been achieved. The aim of this evaluation plan was to help explain what and how the researcher intended to carry out the study. Table 3.1 showed the evaluation plan for this study.

Table 3.1

Study Evaluation Plan

Evaluative Objectives	Research Questions	Methods of Data Collection
1. To identify the writing behaviours, attitudes towards English writing and English writing difficulties observed in the students before the pedagogic intervention among UMS students registered in UB00302.	1. What are the writing behaviours, attitudes and English writing difficulties of UMS students before registering UB00302?	Pre-treatment Questionnaire (quantitative);
2. To explore the employment of process writing strategies observed in the experimental group of students during and after the pedagogic intervention	2. Are there any employment s of particular writing strategies evident after the intervention?	Students' essays (qualitative) and Review Activities Evident in Students' Essays (quantitative)
3. To determine whether the pedagogic intervention helps to improve the experimental group of students' writing performance.	3. Is there any evidence of students' change in writing skill following the teaching intervention?	Pre- vs Post-tests marks of experimental and control groups (quantitative); Pre- , Post- vs Delayed post-tests marks of experimental group (quantitative); Review Activities Evident in Students' Essays (quantitative); students' diaries (qualitative) and Students' essays (qualitative)

In the following sections and sub-sections, the method and instruments used to collect data during the study were discussed. The instruments were pre-treatment questionnaire, students' essays and pre- and post-tests of the experimental group and

three in-situ classes; Pre-, Post- and Delayed Post-tests of the experimental class; students' types of revision data; students' essays and diaries data.

3.4.2 The type of Mixed Methods Design used in this Study – Sequential Explanatory Design

The research design adopted in this study was based on Light, G. et al. (2009). The design was divided on two phases or strands. The first phase involved a quantitative study that reflected the relationships between students' writing attitude, behaviour and difficulties in ESL writing and their score in the MUET examination. These findings were the base in the development of the intervention. The second phase investigated the implementation of the intervention. In this phase, the quantitative was followed by the qualitative strand separately in a sequence and merged at the point of interpretation. Ivankova et. al (2006:5) explain that “the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth”.

Before investigating the results further in-depth by looking at the case study analysis via an intervention, the aim of this research was to categorize features providing input to students' performance in MUET by gaining results from a set of questionnaires answered by 1800 tertiary students who have taken the exam via looking at variables that cover their attitude, behaviours and difficulties when writing in English. The researcher relied on the quantitative outcomes to measure the effects of the program and then examine the qualitative data to find out why the program did or did not have the desired effects. As for this research, the diagram below elucidated the design

adopted.

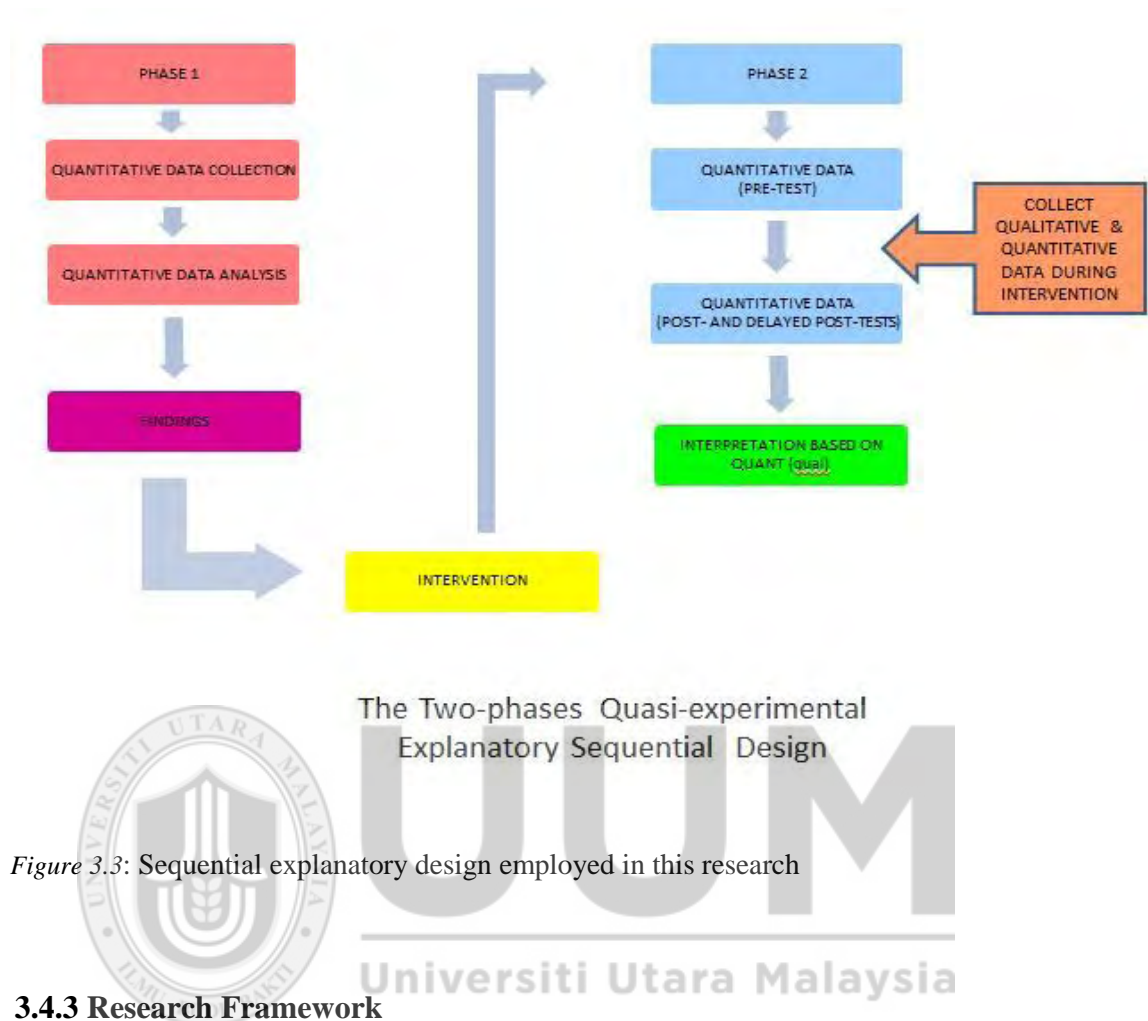


Figure 3.3: Sequential explanatory design employed in this research

3.4.3 Research Framework

The research framework of the research is shown in Figure 3.4. It indicated the process of the study, which began with the literature review and then detailed the methodological procedures that were carried out.

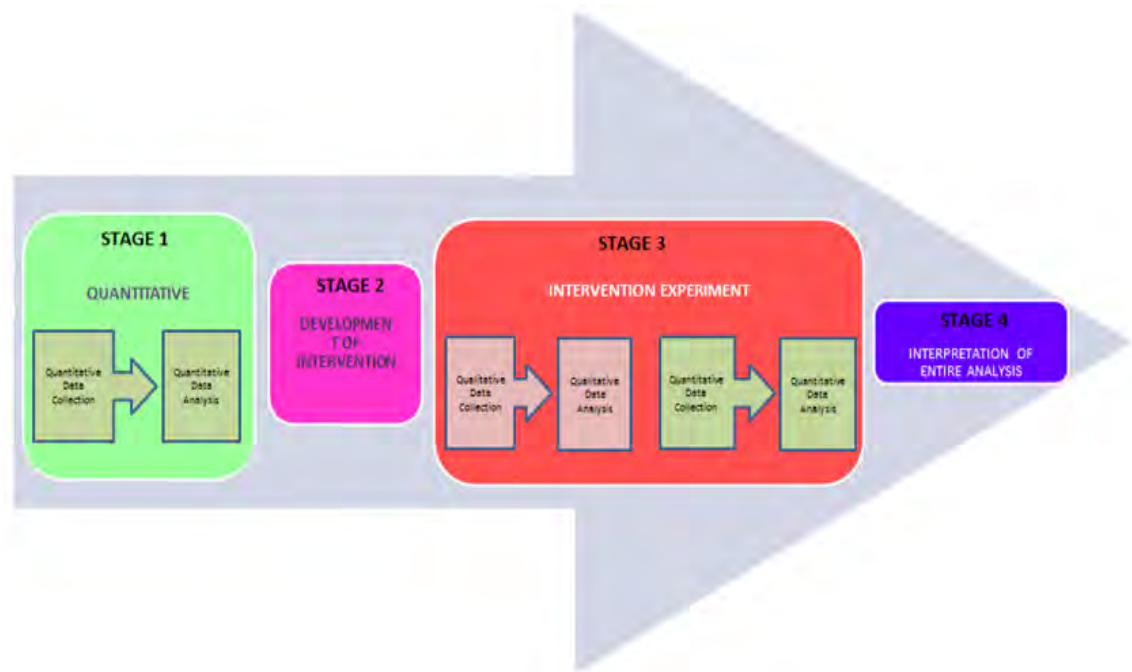


Figure 3.4: Research stages

3.5 Validity and Reliability

The rationale for adopting both quantitative and qualitative methods was to enhance the overall validity of the study. A major advantage of mixed-method research is that it allows the researcher to ask confirmatory and exploratory questions at the same time, and it can also provide stronger inferences that confirm or complement each other (Teddlie & Tashakkori, 2003). In this study, qualitative methods were adopted as they are more suitable for investigations that set out to answer “how” questions (Yin, 2003). The data obtained through these methods would answer the question of how the process writing intervention might affect the development of learner writing, if it would at all, and what factors would engage the concepts in the process. In addition, they would be used to triangulate with the quantitative data.

It was believed that a quantitative instrument developed with reference to other validated instruments and insights in this particular context would provide an

interesting perspective for the overall investigation. While qualitative methods were used to explore and explain changes, the quantitative instrument mainly helped to find out if changes took place in various aspects of learner writing after the writing intervention. In other words, the quantitative data were used to triangulate with as well as complement the qualitative data to first reveal the writing behaviours, attitudes and difficulties of students from the different bands and later, during and after being exposed to the intervention of the overall impact the approach had on the development of learners' writing skills. The questionnaire, in addition to providing data for triangulation, in itself served to validate the construct of the intervention. The external validity of the instrument might be limited to a certain degree because of the non-random sample and the small sample size, but it was expected to provide some initial evidence to support the theorization and pave the way for further research to gather more empirical evidence generalizable to a bigger population.

3.5.1 Quantitative Data

The quantitative aspect of this study relied on data generated from pre-intervention questionnaires, reviewing activities count and pre- and post-exam marks. As the quantitative data dealt with numbers, this involved counting frequencies in categories (nominal data) or rating something on a scale (ordinal data) as it allowed the analysis of test significance, presented it graphically, compared measures of dispersion and central tendency between groups. However, this method of analysis of the quantitative data was unable to provide a more detailed account of the data obtained in the research unlike that was provided by the qualitative data as the quantitative method did not offer analysis beyond the descriptive level.

When we used the quantitative research methods, the major concern looked into ‘social facts’ that can be best perceived on human behaviour. Quantitative investigations test hypotheses with the goal of predicting or explaining (Tripp-Reimer, 1985:180 as quoted in Nau, 1995) and tend to measure ‘how much’, or ‘how often’ (Nau, 1995).

Since the quantitative method focused on ‘scientific’ credibility, Jayaratne (1993) supports that not only the method put forward a more objective data but it also allowed a more objective analysis which proved to be relevant in significance testing and many of the scales used within this study not to mention in testing for validity and reliability.

Thus, the strengths of the quantitative methods can be summarized as follows:

- Quantitative methodologies are appropriate to measure overt behaviour.
- They are also strong in measuring descriptive aspects.
- Quantitative methodologies allow comparison and replication.
- Reliability and validity may be determined more objectively than in qualitative methodology.

Further strength of the quantitative designs emphasized on its pragmatic terms in allowing large scale data collection and analysis at a reasonable cost and effort, as well as providing statistical ‘proof’ (the statistics that prove and justify the claim).

However, because the method relied very much on numbers rather than in-depth descriptive explanation of the data, the weaknesses of the quantitative research

designs were portrayed mainly in their inability to ascertain deeper underlying meanings and explanations that were available in the qualitative research method.

3.5.2 Qualitative Research

This study provided its data reliability via looking at the:

- (i) consistency of the data collected;
- (ii) precision (or lack of same) with which it is collected;
- (iii) repeatability (“replication”) of the data collection method.

In this research, qualitative data were collected from students’ essay drafts and diaries.

The essays were rated by the researcher and another senior English lecturer working at the Language Centre. He was a TESL lecturer with twenty three years of experience in teaching the language. Both marked the 240 essays (180 in-class essays (2 types of essays and 3 drafts each), 30 pre-test essays and 30 post-test essays) using the holistic scoring criteria. If there was a disagreement in the marks, a third examiner was brought in as the third rater. Thus, the credibility of the research was a result of the multiple sources of data and the use of the multiple data-gathering techniques.

3.6 Pilot Study

The tools that were piloted were the questionnaire and the intervention module. The questionnaire was first administered to 30 respondents who closely resembled the target research population and two senior lecturers. These respondents were first year students at the Universiti Malaysia Sabah and were following the Communicative English Grammar course in 2013. They gave their consent to be respondents in the

pilot study. They were provided with two versions: the English version, and the translation of the questionnaire in their mother tongue to minimize the chances of misinterpretation. The pilot group was then asked to answer the questionnaire. The respondents were then asked to express their views about the layout, instructions and the length of the questionnaire and the items with which they said they had problems in understanding were noted. The items with which respondents had problems of interpretation were re-worded. The instructions were simplified and the layout was made more user friendly using the comments of the respondents and those of the experts.

The module was tested and improved over two semesters with two groups of 30 students for MUET writing preparation. Participant feedback on the intervention was provided from their reflections in diaries and in group meetings. The pilot study is to provide information, which can contribute to the success of the research project as a whole. The goal is thus to test the study on small scale first to sort out all the possible problems that might lead to failure of the research procedure. It might minimise the risk of failure. Various adjustments and improvements have been made to the module by taking on board all the comments given by the students and the two senior lecturers.

3.7 Research Procedures

The design of the study is determined by the objectives and the investigative nature of the study. Therefore, the researcher developed a research methodology stages to guide the steps taken in the execution of this study. The study consisted of three stages:

- i. pre-treatment – data is gathered through Questionnaire with all the 1800 undergraduate students; a pre-test for the control and experimental groups registering UB00302 and pre-intervention essays of the experimental class ;
- ii. during-treatment – students’ texts and diaries;
- iii. post-treatment – Post-tests of the experimental group and three in-situ classes; Post- and Delayed post-intervention Essays of the experimental class; and students’ types of revision data.

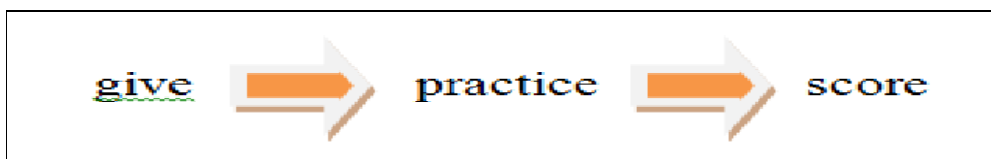
3.7.1 Questionnaire

The questionnaire (refer to Appendix 1) was used in this study to question the students about their writing behaviours. It is designed:

- To investigate the writing behaviours observed in the students before the pedagogic intervention.
- To investigate the writing difficulties observed in the students before the pedagogic intervention.
- To investigate the writing strategies observed in the students before the pedagogic intervention.
- To map a model that reflects the relationships between students’ writing attitude, behaviour and difficulties in ESL writing and their score in the MUET examination.

In the world, there is a set of variables that have a causal relationship. For example:

If you give me lots of grammar practice, I'll practice lots of grammar exercises. If I practice a lot of grammar exercises, I'll score in my grammar test. We could represent this as a path diagram:



However, it might be the case that some of these variables are not (directly) measurable. For instance, apprehension is not directly measurable, but it has symptoms, which you can measure, i.e. overemphasis on form, lack of revision or not employing the right writing strategies. We hypothesise the existence of a latent variable - apprehension, which is the cause of these symptoms. We believe that if there is such a thing. We then represent this as a path diagram, which is a representation of a system of equations. This is our model. Then we find some data on lots of people, where these variables have been assessed. We try to fit the model to the data. That is, we say "Is it possible that this pattern of relationships I have proposed in my model can explain the pattern of relationships I've found in my data?" If the answer is yes, then our model is right.

The questionnaire design was based on Din (2012), in conjunction with the literature review. The questionnaire questions were developed using input from the results of Din (2012). There were some issues highlighted by Din (2012), for example the use of process writing strategies, acceptance of peer and teacher feedback, etc. The answers from the questionnaire were used as a platform to guide the development of the intervention. In other words, the intervention took into account all attitudes, behaviors and difficulties practised or produces by students scoring the higher bands, with the hope that this exercise will produce writing improvement when promoted to the bands 1 and 2 students.

3.7.1.1 Validity and Reliability of the Questionnaire

Prior to the main study, the questionnaire was tested on ten students, and the feedback received was used to refine the questionnaire. The amended questionnaire was distributed to all the students at the end of the semester to determine the veracity and pervasiveness of the issues on the effect of using the intervention in teaching writing to this group of students. To test the reliability, the internal consistency of the questionnaire was measured using Cronbach's alpha coefficient. The alpha for the whole sample was found to be 0.790 indicating satisfactory results. Table 3.2 below shows the results.

Table 3.2
Questionnaire Cronbach's Alpha Result

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.790	.799	51

3.7.1.2 Questionnaire Arrangement

The researcher developed a set of questionnaire of 27 questions making up 51 items in this study and they were separated into 3 different groups. The groups investigated in this study are as follows:

- Writing behaviour
- Writing attitude
- Writing difficulties

3.7.2.2 Response Scale

Chang (1994) stated that researchers have suggested reliability:

- “is independent of the number of scale points”.
- “is maximized using a 7-point scale”,
- “is maximized using a 5-point scale”,
- “is maximized using a 4-point scale”,
- “is maximized using a 3-point scale”.

Chang (1994) also argues that in deciding which scale to use, the researcher needs to determine the respondent knowledge of the subject matter. He explains that a lack of respondent knowledge may lead to an abuse of the endpoints of longer scales resulting in lower reliability than with the shorter scales. Another issue is the similarity (or lack) of the respondents' frames of reference for the issues addressed in the survey. Specifically, he argues using more response options may introduce error when a respondent group has very different frames of reference. This scenario provides more opportunity for the respondents to introduce their own unique frames of reference.

The responses scale used by the researcher in the questionnaire was as follows:

- Sometimes
- Usually and
- Always

For each of the questions the respondent students answered with any one of the responses most relevant to the respondent.

3.7.2 Pre-Test and Post-Test Essay Writing

The students were asked to write an essay on the 1st week of the semester. In conducting the pre-test essay writing evaluation, the students chose one title out of the three given below. The students wrote an essay on any one of the three given titles and the evaluation was done on the essay written. The composition topics given to the participants during pre-test and post-test sessions were presented in Table 3.3. After the 12 weeks of classroom training and the planned intervention the students wrote another post-test essay.

Table 3.3

Pre- and Post-Test Essay Questions

Pre & Post-Tests Writing Titles
"People are becoming more materialistic. They are concerned with making more money and what money can buy." What is your opinion on being materialistic?
In life is friendship is more important than family. Do you agree?
The world today is turning more to electronic communications such as the e-mail, Facebook and Short Message System (SMS). What is your opinion of this growing trend? Discuss.

3.7.3 Written Essays

The researcher investigated the students' progress in writing through the analysis of multiple drafts of their writings. By collecting and analysing these, the researcher hoped to be able to understand their learning development over the semester and also to triangulate the data collected, i.e. to evaluate whether the intervention had the desired effects on students' writing skill. The students were asked to write two types of essays as stated in the Course Synopsis (refer to Table 3.5), i.e. Discoursal and comparative. The essays were marked using the UMS marking scheme because they were also constituted as the assessment for the course.

3.7.3.1 Marks Improvement between Essays: Pre-, Post- and Delayed Post- Intervention Essays

The marks of the two types of essays that the students wrote during the fourteen weeks were compared to look for pattern, i.e. whether there was improvement in terms of marks.

3.7.3.2. Tests of within Subjects Effects

Within-subjects factors involve comparisons of the same subjects under different conditions. A within-subjects factor is sometimes referred to as a repeated measures factor since repeated measurements are taken on each subject. For this data, the Wilcoxon signed-rank test was used. It is a non-parametric statistical hypothesis test for repeated measurements on a single sample. It was used as an alternative to the paired Student's t-test when the population cannot be assumed to be normally distributed. Like the paired or related sample t-test, the Wilcoxon test involved comparisons of differences between measurements, so it required that the data measured at an interval level of measurement. However it did not require assumptions about the form of the distribution of the measurements. It should therefore be used whenever the distributional assumptions that underlie the t-test cannot be satisfied. In this study the marks of the two in-class essays were compared.

3.7.3.3 Essay Text Analysis

The students' essays comprised both drafts and completed work. In total the students had to complete two types of essays. The first one was collected in week seven and the second in the last week of teaching. All written works were collected, and changes in students' writing skills were analysed, if any, at the different stages of the course.

The students' performances were then compared with the pre- and post-test. The comparison in the marks increment was presented in the data analysis chapter.

3.7.4 Final Written Test

In this section the researcher compared the writing marks achieved by 4 non-treatment classes that were taught using the non-process approach with the marks achieved by the group exposed to the intervention. All the 5 non-treatment classes and the intervention group were exposed to the same writing exam. The marks obtained by the students were analyzed to see if there was any significant difference in the mark obtained. To achieve comparability, the final exam (post-test) retained the format and topic of the original test materials, which examined the same expected learning outcomes. Both pre and post-tests questions were listed in table 3.2 above.

3.8 Data Analyses Procedure

The data analysis of this study stressed on the process of making sense of the data collected. Bogdan and Biklen (1998) state that data analysis involves the systematic searching and arranging of interview transcripts, field notes and other materials accumulated by researchers. It was useful to increase the understanding of the phenomenon being examined as it required the researcher to organise data into manageable units, synthesising, searching for patterns, and discovering what there was to tell others.

3.8.1 Questionnaire Responses

The questionnaire responses were analysed using AMOS to provide empirical evidence to establish whether factors like writing strategies L2, past writing

experiences, writing difficulties and instructional background contribute to the MUET results they achieved. These multiple factors were considered as possible explanatory variables for L2 writing.

Previous quantitative research investigated the relationship of strategy used and L2 performance by means of frequency counts, correlational analyses, analyses of variance, or t-tests. However, these standard statistical methods such as correlational and regression analyses were limited in that they do not directly account for measurement errors, and thus affect the generalization of the research. Bachman (1991; 2002) proposed that SEM was an abundant approach to the construct validation process. The SEM approach also facilitated the examination of the relationship between L2 test performance and test-takers' strategy use (Bachman, 1991; Cohen, 2006). To analyze the questionnaire data, this study was going to utilize these methods. It was hoped that this data illuminated the nature of Malaysian students' writing strategy use, the nature of writing performance, and the relationship with their MUET performance.

3.8.2 Pre-Test and Post-Test Essay Writing

In this section the researcher compared the marks obtained at the pre-treatment with the marks obtained after the intervention at the post treatment test. The difference was in the marks obtained. The areas where the marks compared were Structure, Comprehension, Clarity, and Presentation. For completing the analysis the researcher also did an overall comparison on the Total marks.

3.8.3 Written Essays

The students' essays were holistically examined (Jacobs et al., 1981) by two evaluators, the classroom instructor and another English Language lecturer at the centre. In the event of a disagreement in the scoring, a third examiner, also a lecturer at the centre, examined the essays. This holistic scoring entailed the two examiners reading and scoring a paper on the overall quality of presentation as well as the total impact a paper made on the reader rather than by error counts. This evaluation worked by using a banded marking scheme. The Jacobs ESL Composition Profile (Jacobs et al., 1981) was used to measure key aspects of quality: mechanics (spelling, punctuation etc.), language use (grammar), vocabulary, organization and content (refer to Appendix 8). The Faigley and Witte instrument (1981, 1984) was used to quantify the type of change (refer to Appendix 2). The roles of the evaluator are presented in Table 3.4 below.

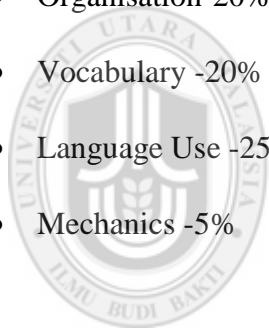
Table 3.4

Roles of the Evaluators

Evaluator No	Person	Roles of the evaluator
Evaluator 1	Colleague	reading and scoring a paper on the overall quality of presentation as well as the total impact a paper made on the reader
Evaluator 2	Researcher	reading and scoring a paper on the overall quality of presentation as well as the total impact a paper made on the reader
Evaluator 3	Colleague	In the event of a disagreement in the scoring, a third examiner, also a lecturer at the centre, examined the essays.

First, both examiners quickly read the papers once for an overall impression. Next, guided by the criteria scale, they re-read the essays and placed the essays along the scale, matching each with the scale essay that was most similar to it based on the criteria. Then, the two examiners scored all the essays without knowing the score the other examiner had assigned. If consensus was reached on an essay, the score was accepted. If the two scores were more than one point apart, the essay was examined by the third examiner. Once the third examiner read the essay and decided on a score, one of the original two scores was crossed out and the examiner wrote the new score in its place. The essays were marked based on 100%; the divisions of marks were:

- Content -30%
- Organisation-20%
- Vocabulary -20%
- Language Use -25%
- Mechanics -5%



The essay marks were analysed using repeated measures ANOVA to see whether exposure time had any effect on performance. To further analyse the effect, the Pearson Correlation Analysis was used to see the relationship between exposure time and performance.

The previous drafts of the completed work were also analysed using the classification of types of revision (Faigley and Witte, 1981; 1984). First they were compared to the final work as sources of information on the subjects' composing processes. The teacher's or peer group's comments as annotated in the drafts were analysed against the later drafts to identify any changes or development that resulted from the

comments made, i.e. the revising, editing and evaluating processes of the students. This data were then analysed using SPSS to see if there was any significant improvement between the drafts. Finally, all the results of the analysed data were compiled and compared. These results were discussed in the next three chapters.

3.8.4 Written Final Exam Marks

Writing exam marks were presented in means, modes, median and frequency tables. They were used to describe the characteristics of the responses. The purpose of these measures was to see the proportion and the spread of the responses. The output provides tabulated frequency distributions of each variable. The table listed each score and the number of times that it was found within the data set. In addition, each frequency value was expressed as a percentage of the sample. Descriptive statistics were a very good way of getting an instant picture of the distribution of the data.

3.9 Statistical Analysis

The statistical data of the essay marks were analysed using descriptive analysis, paired t-test, univariate analysis of variance (ANOVA), Repeated Measure Anova, Exploratory Factor Analysis(EFA), Confirmatory Factor Analysis and Structural Equation Modelling (SEM).

3.9.1 Descriptive Statistics

The descriptive statistics provided the basis of quantitative data analysis. The researcher attempted to use descriptive statistics in analyzing the reviewing activities count. These descriptive statistics can be used to show range of scores, like the distribution, the central tendency and the dispersion. All these were obtained using a

number of different methods, such as using Frequencies, Descriptives or Explore. For this set of data, the Descriptive was used to provide a statistical summary of responses given by the respondents for all the variables.

Descriptive statistics described patterns and general trends in a data set. They enable us to describe the data and find reliable differences or relationships. This research was summarized using the descriptive analysis by looking at the mean and standard deviation, as well as histograms.

3.9.2 T-Test

T-Test is usually used to measure the significance of differences. There are two types of t-tests. Independent samples T-test is normally employed to compare between, for example, the performance of the experimental and control groups in the achievement test. A paired sample T-test, on the other hand, is employed to compare between the experimental group's pre-post achievement tests. This type of t-test measures the difference between the average values of the same measurement under two different conditions. It is based on the paired differences between these two values. The usual null hypothesis is that the difference in the mean values is zero. For example, we administered a scale twice in between gap of one week. For this kind of data, t-test tells us the effect of gap on our scale.

3.9.3 Correlations

The correlation is another most common and most useful statistics. A correlation is a single number that describes the degree of relationship between two variables. In other words, a correlation coefficient is a number between -1 and 1 which measures

the degree to which two variables are linearly related. If there is perfect linear relationship with positive slope between the two variables, we have a correlation coefficient of 1. This is normally referred as having positive correlation, i.e. whenever one variable has a high (low) value, so does the other.

Vis-à-vis, if there is a perfect linear relationship with negative slope between the two variables, we have a correlation coefficient of -1. This, on the other hand, is referred as having negative correlation, i.e. whenever one variable has a high (low) value; the other has a low (high) value. A correlation coefficient of 0, conversely, means that there is no linear relationship between the variables.

There are a number of different correlation coefficients that might be appropriate depending on the kinds of variables being studied. The most common measure of correlation in statistics is the Pearson Product Moment Correlation. It is usually denoted by r . It is a measure of the linear association between two variables provided the two variables are jointly normally distributed. However, if the variables are not normally distributed, a non-parametric measure such as the Spearman Rank Correlation Coefficient is usually employed.

3.9.4 Structural Equation Modelling

Researchers often work with theories concerning the relationships among their hypothetical constructs or variables. In their research works, they intend to model, validate and test the inter-relationships among these constructs simultaneously.

Structural equation modelling (SEM) is a technique useful to test causal relationships among personal values, attitudes and behaviours. In this research the students' attitude and the behaviours prior to the intervention related to English writing, which are gathered through the pre-intervention questionnaire, are evaluated and related with their difficulties in writing the essays.

Exploratory factor analysis (EFA) using SPSS software is used to assess construct validity. Reliability was assessed for each sub-scale or construct by internal consistency. Cronbach's alpha coefficient values are calculated using SPSS software. Exploratory factor analysis, a data reduction technique, is deployed to reduce a large number of variables to a smaller set of underlying factors, which categorize and summarize the essential information contained in the variables. Principal component analysis with varimax rotation was chosen as the extraction method to test the validity of the constructs, and exploratory factor analysis was conducted via Statistical Package for Social Sciences (SPSS) computer programme version 21.

Hair et al. (2010) suggested a factor loading of 0.50 and above as acceptable. Comrey and Lee (1992), on the other hand, suggest that loadings in excess of 0.71 are considered excellent, 0.63 very good, 0.55 good 0.45 fair, and 0.32 poor. Choice of the cut-off for size of loading to be interpreted is a matter of researcher preference (cited in Tabachnick and Fidell, 2001: 625). For the purpose of this analysis, Hair et al. (2010) factor loading of 0.50 and above will be adopted.

Based on the composite variables generated in EFAs, measurement models, integrated writing strategy use models and test performance models, were proposed

using a series of confirmatory factor analyses (CFAs) to affirm the mapping of measures onto proposed theoretical constructs. After items load heavily to its respective factor in the EFA, the next analysis, which is confirmatory factor analysis (CFA) is performed to further test the reliability and validity of the constructs in the model, including item loading, construct reliability, and average variance extracted (AVE). CFA was again executed via Structural Equation Modelling (SEM) technique utilizing Analysis of Moment Structure (AMOS) computer programme version 21. Also, as indicated earlier, it is a requirement that item loadings for every factor to exceed 0.50 to be considered as items having sufficient loading values to represent its expected factor (Hair, et al., 2010). Once completed, all CFA values will be transformed into the full model. All the CFA results will be brought together under one structural model, and the analysis will run simultaneously in order to examine the hypotheses testing.

SEM analysis is performed to obtain and validate the model of causal relations among the factors extracted. This analysis is performed with AMOS software. This software enables researchers to model and analyse the inter-relationships among constructs that have multiple indicators effectively, accurately and efficiently. More importantly, the multiple equations of correlational and causal relationships in a model are computed simultaneously.

SEM is a multivariate technique that combines both factor analysis and path analysis in order to examine a series of dependence relationships between exogenous variables and endogenous variable simultaneously. SEM is accomplished via two-step SEM approach, measurement model and structural model, as it has the ability to ensure

model consistency with the data and to estimate influences among constructs instantaneously.

The measurement model specifies the rules governing how the latent variables are measured in terms of the observed variables, and it describes the measurement properties of the observed variables. In other words, measurement models are concerned with the relations between a set of observed variables, i.e. questionnaire items, and the unobserved variables or constructs they were design to measure. In other words, it provides a test for the reliability of the observed variables employed to measure the latent variables.

The final stage is the structural equation model. This is a flexible and comprehensive model that specifies the pattern of relationships among the independent and dependent variables, either observed or latent. It incorporates the strength of multiple regression analysis, factor analysis and multivariate ANOVA (MANOVA) in a single model that can be evaluated statistically.

Furthermore, it allows directional predictions among a set of independent or dependent variables and it permits modelling of indirect effects. With this set of questionnaire data, a model was hypothesized and tested through structural equation modelling approach to reflect the relationships between students' writing attitude, behaviour and difficulties in ESL writing.

3.10 Softwares used for Data Analysis

3.10.1 SPSS for Analyzing Pre- and Post-tests Results and Observations

The review activities count and observation data were analyzed using Statistical Package for Social Sciences (SPSS) for Windows version 21.0. The software was used to produce descriptive statistics to explore the data collected, in particular, the descriptive statistics (Cramer, 1997) such as means (average), modes (most frequently occurring values), medians (the middle values) and frequency of responses.

3.10.2 AMOS for Analyzing Questionnaires

The AMOS 21.0 was used to perform confirmatory factor analyses and structural equation modelling. Exploratory factor analysis (EFA) was used to identify the clusters of items based on three hypothetical factors: Rhetorical, Self-Regulatory, and Test-Wiseness Strategy Use. Confirmatory factor analysis (CFA) was then utilized to test the hypothetical relations between observed and latent variables. Subsequently, structural equation modelling (SEM) was used to model the relationship between students' self-reported strategy use, past writing experiences, writing difficulties and instructional background; and their test performance.

3.11 The Intervention

Before the intervention, which involved the writing tasks, the students' writing was elicited to ascertain a pre-intervention baseline indication of writing quality (pre-test). Later, during the post-test, it was elicited again, in the customary exam conditions. During the intervention, writing was done entirely in class. All students were required to write three drafts essays for each of the specified topics and, with training, used the revision checklist provided; revised with peers in pairs, as well as to revise alone.

Thus the intervention was complex, because the procedures were largely new to all of them (writing three drafts, using a checklist and peer revision). The writing revision checklist (refer to Appendix 5) was adapted from two lists in White and McGovern (1994) to reflect learners' errors and their examiners' preoccupations, i.e. low as well as higher levels of writing.

Since the study undertaken was to benefit the participants and deliberately embedded in their normal study, many aspects could not be controlled and no comparable class to serve as a control group was available. Due to the syllabus and exam requirements, the rhetorical types and topics of the writing tasks varied more than would be ideal in a classical study. This module has been reviewed by two English Associate Professors who have taught different levels of English writing courses at Universiti Malaysia Sabah. Their comments were acted upon in the reviewed version.

Procedure:

The researcher taught 180 minutes of composition class every Wednesday from 11 am – 2 pm. Students are made aware that a research project is in progress: for them this new teacher is going to teach them with new ways of teaching.

In the first three weeks the students are exposed to what the researcher calls keystones to good writing. They are:

1. Keystone 1: Thesis Statement
2. Keystone 2: Body Essay
3. Keystone 3: Introduction
4. Keystone 4: Conclusion

This is in response to Din (2012), who recommends that the process writing strategies should be integrated with the formal aspects of writing and must also be an important component in writing instruction.

The researcher then on all composition writing occasions practices led collective planning orally and interactively with notes on the blackboard primarily in English for 30–40 minutes. Emphasis was on generating and evaluating ideas, and discussing organisation (i.e. the higher levels of writing).

In the pre-test, the students wrote an essay to be completed in class with whatever drafting and revision they wanted to make but no access in class to teacher or dictionaries, and only self-revision was available.

Following the pre-test, there was a training session on the nature of process writing and how to use the strategies. The students were also taught to use the checklist for review by applying it to sample essays. Students had to evaluate a sample essay and discuss problems in class. There was also training in pair work, which was unfamiliar to these students, with practice in revising problems in sample essays under teacher supervision.

In the fourth week, the students started with writing the first of the two essays. In class, learners worked in pairs or groups as much as possible, to share ideas and knowledge, and because this provided a good opportunity for practising the speaking, listening and reading skills.

The first stage of a process approach to writing was generating ideas. An example of the first stage of preparing to write an essay was utilizing a reading text. In pairs they were asked to extract all the four keystones from the reading text. In the second part, based on the information that they had extracted, they were asked to rewrite the essay in their own words.

In the next class, they were asked to generate ideas without the aid of any texts. They were usually given 3 minutes to work alone, writing one idea on each piece of paper, before comparing in groups. Each group then presented their three best ideas to the class. This was to help the learners to start writing.

The next stage taken from a process approach was focusing on the ideas, and it involved thinking about which of the many ideas generated were the most important or relevant, and perhaps taking a particular point of view. As part of the essay-writing process, students in groups put the ideas generated in the previous stage onto a 'mind map'. The teacher then drew a mind-map on the board, using ideas from the different groups. At this stage the teacher fed in some useful collocations – this gave the learners the tools to better express their own ideas.

Then, the students were asked to write individually their first draft of the essay for about 20 minutes, without stopping and without worrying about grammar or punctuation. If they didn't know a particular word, they wrote it in their L1. This often helped learners to further develop some of the ideas used during this ideas generating stage. Learners then compared together what they had written, and used a

dictionary, the teacher or each other to find in English any words or phrases they wrote in their L1.

Once the students had generated their own ideas, and thought about which were the most important or relevant, the teacher went around the class to give the students the tools to express those ideas in the most appropriate way. For example, during the first class of Essay 1 the teacher employed the examination of model texts, which was often prominent in product or genre approaches to writing. This exercise was to help raise learners' awareness of the conventions of typical texts of different genres in English.

During the first class of Essay 2, the teacher gave the learners in groups several examples of the genre, and they were asked to identify the features and language they had in common. This raised their awareness of the features of the genre and gave them some language 'chunks' they could use in their own writing. They were asked to identify the thesis statement, topic sentences, supporting ideas, etc.

In another class, the learners were given an essay with the topic sentences taken out, and they were asked to put them back in the right place. This raised their awareness of the organisation of the essay and the importance of topic sentences. Once they had seen how the ideas were organised in typical examples of the genre, they went about organising their own ideas in a similar way. In groups, they drafted a plan of their work, including how many paragraphs and the main points of each paragraph. When preparing to write an essay, students grouped some of ideas produced earlier into main and supporting statements.

In a pure process approach class, the writer had to go through several drafts before producing a final version. In practical terms, and as part of a general English course, this was not always possible. Nevertheless, the students were asked to write at least three drafts. The writing was done in class, individually or collaboratively in pairs or groups.

Peer evaluation of writing helped learners to become more aware of an audience other than the teacher. The other learners were asked to comment on what they liked or didn't like about the piece of work, or what they found unclear, so that these comments could be incorporated into the second draft. The teacher also responded at this stage by commenting on the content and the organisation of ideas, without yet giving a grade or correcting details of grammar and spelling.

When writing a final draft, the students were encouraged to check the details of grammar and spelling, which took a back seat to ideas and organisation in the previous stages. Instead of correcting writing herself, the teacher used codes to help students correct their own writing and learn from their mistakes.

By going through some or all of these process writing stages, learners used their own ideas to produce a piece of writing that used the conventions of a genre appropriately. These processes were repeated for both the essays. The students became familiar with the processes as they progressed with the process writing classes. In the final class, the post-test was given and graded as their final examination. It was conducted

similar to the pre-test. The entire activity within the 14 weeks of the semester was presented in Figure 3.5 below.

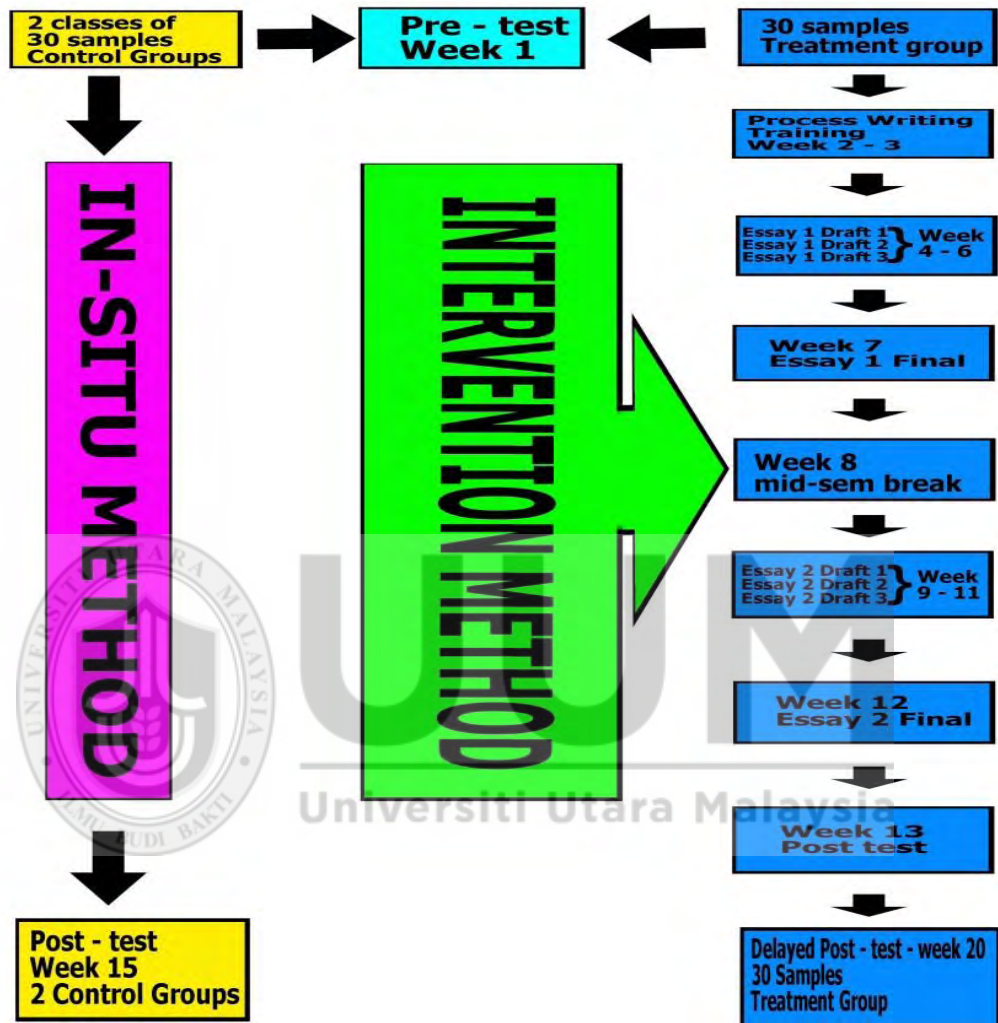


Figure 3.6 Research framework

3.12 Comparison of In-Situ and Intervention Teaching Methods

This is described by the comparison table below:

Table 3.5

Comparison of In-situ and Intervention Scheme of Work

Week	Weekly Scheme for In-situ Classes	Weekly Scheme for Intervention Classes
1	Introduction to course syllabus, assessments and course regulations Chapter 2: And the Lucky Number is...	Introduction to course syllabus, assessments and course regulations Pre-Intervention Writing Test
2	Chapter 1: Color Me Pink	Keystone 1 – Writing Thesis Statement Keystone 2 – Writing Topic Sentences
3	Chapter 3: Thanksgiving – Hawaiian Style Chapter 4: Hop to It	Keystone 3 – Writing Introduction Keystone 4 – Writing Conclusion
4	Conduct the Reading and Writing discussion to discuss the collected reading materials, title of the group presentation and to confirm the individual essay topics (10%)	<u>Writing Essay 1 – Discoursal</u> Model essay Extract essay plan Rewrite essay using Extracted Plan
5	Chapter 13: Behind Bars at the Zoo Chapter 14: Crops, Codes, and Controversy The Argument Essay: Facts and opinions Relevant VS irrelevant sentences The Argument Essay Using examples to support opinions	<u>Writing Essay 1 – Continuation</u> Revise essay with 2 colleagues Rewrite Draft 1 Instructor collects errors
6	Chapter 7: The Sherpas: Life at 10,000 Feet Chapter 8: From Slavery to Greatness: The Life of George Washington Carver The Descriptive Essay: Using dominant impressions The Narrative Essay: Using time-order words with narrative Using description with narrative	<u>Writing Essay 1 – Continuation</u> Error Corrections Session Edit Draft 2 (with peer) Final Draft – Draft 3
7	Chapter 9: A Taste of America Chapter 10: What’s for Breakfast? The Comparison Essay Comparison and contrast words Using while & whereas Using although, even though, and though	<u>Writing Essay 2 – Comparative</u> Model essay (Comprehension Exercise) Brainstorming activity on similar topic Finalise essay plan Write essay using Essay Plan
8	READING & WRITING TEST 1 (20%)	READING & WRITING TEST 1 (20%)
9	Chapter 5: Personality Revealed Chapter 6: Pets to the Rescue The Example essay: Using the transitions, for example and for instance Using the transition, such as	<u>Writing Essay 2 – Continuation</u> Revise essay with 2 Rewrite Draft 1
10	Chapter 11: Keeping it Secret Chapter 12: English Around the World The Cause-and-Effect Essay: Using transitions, because and as Using therefore and consequently	<u>Writing Essay 2 – Continuation</u> Error Corrections Session Edit Draft 2 Final Draft – Draft 3
11	READING & WRITING TEST 2 (20%)	READING & WRITING TEST 2 (20%)
12	Essay 1 (20%)	Essay 1 (20%)
13	Essay 2 (20%)	Essay 2 (20%)
14	WRITING TEST (20%)	POST-INTERVENTION WRITING TEST (20%)

3.13 Summary of Chapter Three

The purpose of this chapter was to describe the research methodology of this study, explain the sample selection, describe the procedure will be used in designing the instrument and collecting the data, and provide an explanation of the statistical and qualitative procedures were used to analyse the data. Maykut and Morehouse (1994) advise that to further increase the trustworthiness and credibility of the research, a richly detailed report that described the data collection procedures, data analysis process and details of the outcomes must be included. Thus, the data gathering and analyzing strategies of the observations, questionnaire, pre- and post-tests and students' texts were discussed.



CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Introduction

This chapter concentrates on analyzing and discussing the findings of this multilayer study. The first part of the study was during the creation of the teaching intervention where the results gathered from the quantitative data were being examined and elements based on the findings were used to construct the teaching intervention. The second part of the study looked into the accomplishment of the proposed teaching writing intervention through the analysis of data collected at that stage.

The pre-intervention questionnaire findings are imperative in the development of the intervention module. The reason being, the intervention is tailored according to the successful practice gathered from students with MUET bands 3 and above. This first set of data was originally collected from 1800 students. However, after data cleansing only 1401 (77.83%) were deemed usable. As discussed in detail in chapter 3, section 3.5.4, the data was analysed rigorously through three types of analysis, namely:

1. Exploratory Factor Analysis (EFA)
2. Confirmatory Factor Analysis (CFA)
3. Structural Equation Modelling (SEM)

Finally, the findings from the first two analyses (EFA and CFA) will be used as a platform in building an ESL writing strategies training program, which will be conducted to a group of students to explore whether the writing strategies training

programme embedded in a 'normal' course curriculum would have any impact on the students' ESL writing performance.

Data collected during the second phase of the study were analyzed quantitatively and qualitatively. The quantitative data analysis concentrates on the analysis of data collected before, during and after the intervention. The data are the Pre- and Post-tests of the experimental group and three in-situ classes; Pre-, the Post- and Delayed Post-tests of the experimental class; and students' types of revision data. All were analysed quantitatively and the two qualitative data, which were analysed for observable findings. It is hoped that these data will highlight findings on the effectiveness of the module and good practices that are directly linked to the effectiveness of the intervention which will be further discussed in the discussion section.

The final part of this chapter concentrates on analyzing and discussing the findings from students' essays and diaries data. These qualitative findings are used to strengthen the findings on the effectiveness of the module and good practices that are directly linked to the effectiveness of the intervention. Thematic content analysis was used as a method of analyzing qualitative data generated by the essays and student diaries. This method offers a method of generating categories under which similar themes or categories can be collated. Burnard et al. (2008) illustrate two different ways of presenting qualitative reports - the first is to simply report key findings under each main theme or category, using appropriate verbatim quotes to illustrate those findings. This is then accompanied by a linking, separate discussion chapter in which the findings are discussed in relation to existing research (as in quantitative studies). The second is to do the same but to incorporate the discussion into the findings

chapter. The second approach is adopted for this chapter.

4.2 Analysis of Questionnaire Data

4.2.1 Exploratory Factor Analysis

The research question to be addressed in this section is represented in the table below:

Evaluative Objectives	Research Questions
To identify the writing behaviours, attitudes towards English writing and English writing difficulties observed in the students before the pedagogic intervention.	What are the writing behaviours, attitudes and English writing difficulties of UMS students before being exposed to the pedagogic intervention?

This first section focuses on the first of three parts involved in the analysis of the questionnaire data (this data analysis method is discussed in chapter 3, section 3.5.). It is the scale development stage in which the scales used in the study were validated mainly through Exploratory Factor Analysis (EFA). The second stage will be to run the data through Confirmatory Factor Analysis. Both of these analyses establish the first step of SEM, i.e. the measurement model. The analysis of measurement model is achieved by inspecting the item loadings for exploratory factor analysis, and confirmatory factor analysis separately.

Table 4.1 shows the original Questionnaire variables (refer Appendix 1, for the complete Questionnaire) along with the individual items designed to measure them. It also presents the internal consistency reliability estimates for the four strategy variables and the overall questionnaire. The strategy reliabilities are mostly high, ranging from 0.723 for the “planning” strategy to 0.824 for the “writing practice attitude”.

Table 4.1

Questionnaire Items Cronbach's Alpha Reading

Writing Strategies Variable	Items Used	Writing Behaviour	Alpha
P1	9	PLANNING	-
P2	10		-
P3	11		0.723
P4	12		
R1	16	REVISION	-
R2	17		0.745
R3	18		
R4	19		
A1	13	AWARENESS OF AUDIENCE	0.775
A2	14		
D1	15	DRAFTING	-
AWC1	20a.	AWARENESS OF WRITING CONVENTIONS	0.729
AWC2	20b.		
AWC3	20c.		
AWC4	20d.		
AWC5	20e.		
AWP1	21a.	AWARENESS OF WRITING PURPOSE	0.796
AWP2	21b.		
AWP3	21c.		
OEW1	24	OPINION ABOUT ENGLISH WRITING	0.758
OEW2	25		
OEW3	26		
WPA1	27 a.	WRITING PRACTICE ATTITUDE	0.824
WPA2	27 b.		
WPA3	27 c.		
WPA4	27 d.		-
WPA5	27 e.		0.824
WPA6	27 f.		
WPA7	27 g.		
WPA8	27 h.		
WPA9	27 g.		
GD1	22 a.	GENERAL DIFFICULTIES	
GD2	22 b.		
WD1	22 c.	WRITING DIFFICULTIES	
WD2	22 d.		
WD3	22 e.		0.801
WD4	22 f.		
WD5	22 g.		
WD6	22 h.		
WD7	22 i.		
SD1	22 j.	STRATEGIES DIFFICULTIES	0.796
SD2	22 k.		
SD3	22 l.		
SD4	22 m.		

In exploratory factor analysis, item loadings for every factor need to exceed 0.50 to be considered as items having sufficient loading values to represent its expected

factor (Hair, Black, Babin, Anderson, & Tatham, 2010). The strength of an item is indicated by high factor loadings and low standard errors.

Table 4.2 details out loading for each item that exceeds the threshold value of 0.50. The items loadings seem to range between 0.594 and 0.997. However, five items, item P1, P2, D1, R1 and WPA4, have to be removed from further analysis as having item loadings below the benchmark value of 0.50. Hence, the each factor item is satisfactory to belong to its respective factor. Furthermore, as discussed earlier, all factor had Cronbach's alpha value above acceptable level of 0.70, implying all variables are reliable and have high internal consistency. The questions omitted are:

P1- When you write an essay, how many sources (e.g. books, journals) did you use?

P2- When you write an essay, if you did use any source (s), what kind of source(s) did you use?

D1- When you write your essay, how many drafts did you do?

R1 - When you write your essay, did you revise (e.g. read your essay to correct spelling/grammar/punctuation mistakes, etc.) before handing in for marking?

WPA4 - Some common mistakes that students make when answering essay questions: Not sticking to word length

Several possible reasons could lead to this. For example, weak factor loadings could indicate that students did not comprehend the meaning of an item in the context of the factor it was intended to represent. Table 4.2 below shows the loadings for all the accepted questionnaire items.

Table 4.2

Item Loadings

Items	Label	Loadings	Total Variance Explained	Percentage Variance Explained	Cronbach's Alpha
Planning	P		1.825	45.621	0.723
When you write an essay, did you make a rough plan before starting to write?	P3	0.946			
If your answer to Question 11 was YES, what type of plan did you make?	P4	0.933			
Awareness of Audience	AAD		1.871	62.374	0.775
When you write your essay, did you have an audience (readers of your essay) in mind when writing?	A1	0.960			
If your answer to question 9 was YES, which audience did you have in mind?	A2	0.956			
Revision	R		1.675	41.874	0.745
If your answer to question 16 was YES, how important were the following when revising your last essay?	R2	0.594			
Did you have others to help you revise (e.g. read your essay to check spelling/grammar/punctuation mistakes, etc.) your last essay before handing in for marking?	R3	0.823			
If your answer to question 18 was YES, who helped you revise your last essay?	R4	0.740			
Awareness of Writing Conventions	AWC		2.418	48.361	0.729
Proper referencing	AWC1	0.613			
Organizing/structuring ideas	AWC2	0.727			
Using appropriate academic language	AWC3	0.683			
Engaging/interacting with content/subject Matter	AWC4	0.713			
Develop understanding of content/subject matter	AWC5	0.734			
Awareness of Writing Purpose	AWP		1.667	55.579	0.796
To summarize the available literature (information on a particular topic)	AWP1	0.649			

To summarize the available literature and add your own comments/criticisms /	AWP2	0.821			
To use literature in order to generate your own comments, ideas or response to the topic in general	AWP3	0.756			
Opinion about English Writing	OEW		1.796	59.877	0.758
Do you enjoy writing essays?	OEW1	0.833			
How confident are you in essay writing?	OEW2	0.786			
To what extent does essay writing help you understand the content (subject matter) of what you are writing?	OEW3	0.696			
Writing Practice Attitude	WPA		3.788	42.084	0.824
Plagiarizing (using someone's ideas without saying so)	WPA1	0.677			
Improper referencing format format	WPA2	0.567			
Little or no use of references	WPA3	0.598			
Not sticking to word length	WPA5	0.757			
Poor essay organization (no introduction, main body, and conclusion)	WPA6	0.682			
No evidence of research	WPA7	0.738			
No links between ideas	WPA8	0.655			
Not developing an argument	WPA9	0.680			
Writing Difficulties	DGW		3.495	38.832	0.801
Understanding essay question	GD1	0.644			
Finding sufficient/relevant information	GD2	0.560			
Writing introduction	WD1	0.685			
Writing main body	WD2	0.686			
Writing conclusion	WD3	0.712			
Paraphrasing/ summarizing other authors' ideas	WD4	0.532			
Expressing ideas clearly/logically	WD5	0.612			
Writing well linked (coherent) Paragraphs	WD6	0.630			
Using appropriate academic writing Style	WD7	0.515			
Strategies Difficulties	SD		2.508	62.700	0.796
Revising	SD1	0.849			
Peer-reviewing	SD2	0.868			

Editing	SD3	0.807
Referencing and writing bibliography	SD4	0.619

This is going to be discussed according to the nine clusters used in the questionnaire but grouped under writing behaviour, writing attitude and writing difficulties.

4.2.1.1 Writing Behaviour

a. Cluster 1: Planning

Items	Loadings	Cronbach's Alpha
When you write an essay, did you make a rough plan before starting to write?	0.946	0.723
If your answer to Question 11 was YES, what type of plan did you make?	0.933	

The questions in this cluster ask the students whether they do any plan before embarking on essay writing and what types of plan they usually do. The table above shows that the two questions were highly correlated with the overall planning factor with factor loadings of 0.946 for Making plans before writing and 0.933 for types of plans. The questions ask the students to choose either they do a mental, a basic plan, an extended plan, a rearranged plan or an evolving plan. The results suggest that planning is a performance indicator for the students' English writing skill.

b. Cluster 2: Awareness of Audience

Items	Loadings	Cronbach's Alpha
When you write your essay, did you have an audience (readers of your essay) in mind when writing?	0.96	0.775
If your answer to question 9 was YES, which audience did you have in mind?	0.956	

As for the second cluster, again the loading are both very high, i.e. 0.96 for having an audience in their mind while writing and 0.956 for the types of audience. These results also suggest that awareness of audience is another performance indicator for the students' English writing skill.

d. Cluster 4: Awareness of Writing Conventions

Items	Loadings	Cronbach's Alpha
Develop understanding of content/subject matter	0.734	0.729
Organizing/structuring ideas	0.727	
Engaging/interacting with content/subject Matter	0.713	
Using appropriate academic language	0.683	
Proper referencing	0.613	

The students were then asked to rate the five aspects of writing conventions. They are, according to loadings weight, understanding of contents, organizing ideas, interacting with the essay topic, importance of using appropriate academic language and proper referencing. Thus, awareness of writing convention is also another performance indicator for students' English writing skill.

e. Cluster 5: Awareness of Writing Purpose

Items	Loadings	Cronbach's Alpha
To summarize the available literature and add your own comments/criticisms /	0.821	0.796
To use literature in order to generate your own comments, ideas or response to the topic in general	0.756	
To summarize the available literature (information on a particular topic)	0.649	

The fifth cluster is awareness of writing purpose. The loadings for all the three questions were also considered excellent (Comrey and Lee, 1992) because they are between 0.649 and 0.821. The questions ask the students whether they summarize

literature and add their own comments, use the literature to generate their own comments or only summarize the available literature. The one with the highest loading is they summarize literature and add their own comments. Therefore, awareness of writing purpose is another performance indicator for students' English writing skill.

4.2.1.2 Writing Attitude

a. Cluster 6: Opinions about English Writing

Items	Loadings	Cronbach's Alpha
Do you enjoy writing essays?	0.833	0.758
How confident are you in essay writing?	0.786	
To what extent does essay writing help you understand the content (subject matter) of what you are writing?	0.696	

The questions in this cluster ask for the students' opinion on whether they enjoy writing English essays, confident in writing the essays and also the extent the essay writing help them to understand the content of what they are writing. The loadings show that the students' opinion about English writing is also another performance indicator for students' English writing skill.

b. Cluster 7: Writing Practice Attitude

Items	Loadings	Cronbach's Alpha
Not sticking to word length	0.757	0.824
No evidence of research	0.738	
Poor essay organization (no introduction, main body, and conclusion)	0.682	
Not developing an argument	0.68	
Plagiarizing (using someone's ideas without saying so)	0.677	
No links between ideas	0.655	
Little or no use of references	0.598	
Improper referencing format format	0.567	

As for cluster 7, the students were asked to identify their writing practice attitude. The loadings for this questions ranges from 0.567 to 0.757. They were asked to rate some common mistakes that students make when answering essay questions. Nine mistakes were listed but one was omitted to low loadings, i.e. unreadable hand writing. Hence, the students' writing practice attitude towards essay writing errors is also a performance indicator for students' English writing skill.

4.2.1.3 Writing Difficulties

a. Cluster 8: Writing Difficulties

Items	Loadings	Cronbach's Alpha
Writing conclusion	0.712	0.801
Writing main body	0.686	
Writing introduction	0.685	
Understanding essay question	0.644	
Writing well linked (coherent) Paragraphs	0.63	
Expressing ideas clearly/logically	0.612	
Finding sufficient/relevant information	0.56	
Paraphrasing/ summarizing other authors' ideas	0.532	
Using appropriate academic writing Style	0.515	

The second last cluster is asking the students about their writing difficulties. In the questionnaire the students were presented with thirteen issues to rate and issues were dropped due to low loadings. They are Revising, Peer-reviewing, Editing, Referencing and writing bibliography. From the table above, writing conclusion, main body and introduction scored significantly high followed by writing coherent paragraph, expressing ideas logically, finding sufficient information, paraphrasing and lastly, using appropriate academic writing style. In other words, these factors are also performance indicators for students' English writing skill.

b. Cluster 9: Strategies Difficulties

Items	Loadings	Cronbach's Alpha
Peer-reviewing	0.868	0.796
Revising	0.849	
Editing	0.807	
Referencing and writing bibliography	0.619	

Last but not least, in cluster 9, the students were asked to rank the difficulty of writing strategies usually employed when writing. All four strategies have quite high loadings, i.e. peer reviewing as the highest followed by revising, editing and, referencing and writing bibliography. Therefore, these writing strategies are also performance indicators for students' English writing skill.

c. Cluster 3: Revision

Items	Loadings	Cronbach's Alpha
Did you have others to help you revise (e.g. read your essay to check spelling/grammar/punctuation mistakes, etc.) your last essay before handing in for marking?	0.823	0.745
If your answer to question 18 was YES, who helped you revise your last essay?	0.74	
If your answer to question 16 was YES, how important were the following when revising your last essay?	0.594	

Revision is the next factor and the loadings for this factor differs quite significantly but still above 0.50. The first question in this cluster asks whether the writers gauge the help of their friends to revise their essay and the loadings is the highest at 0.823. In second place is the people that help them to revise at 0.74 and the final question, at 0.594, asks whether revision is important. In other words, revision is another performance indicator for students' English writing skill.

4.2.2 Discussion of Section 4.2.1

The aim of the questionnaire is to establish what are the issues associated with the students' performance in English writing. This raises the question as to what are the students' English writing activities, for example: planning, awareness of audience, revision, awareness of writing conventions, awareness of writing purpose, opinion about English writing, writing practice attitude, writing difficulties and strategies difficulties.

Comparing the responses for the nine compulsory clusters mentioned above, we are able to consider whether we do appear to be identifying a construct reflecting the students' writing behaviours, attitudes and difficulties. Using exploratory factor analysis to identify the factors, the overall variance in responses was explained with a Cronbach's Alpha of 0.723 to 0.824 indicating a very high level of reliability. Using a cut-off point of 0.50 for the factor loading, and items that are below this were excluded, this single factor included 39 items in the questionnaire relating to the students' writing experience.

The current analysis concentrates primarily on the performance indicators of these underachieved writers when writing in English. The Cronbach's Alpha indicates that for this group of students the hampering factors are their writing practice attitude that came first, followed by writing difficulties, awareness of writing purpose, strategies difficulties, opinion about English writing, revision and lastly, awareness of writing convention.

Items	Cronbach's
	Alpha
<i>Writing Practice Attitude</i>	0.824
<i>Writing Difficulties</i>	0.801
<i>Awareness of Writing Purpose</i>	0.796
<i>Strategies Difficulties</i>	0.796
<i>Opinion about English Writing</i>	0.758
<i>Revision</i>	0.745
<i>Awareness of Writing Conventions</i>	0.729

However, when analyzed according to the average factor loadings or each items, their writing strategies difficulties came first, followed by opinion about English writing, awareness of writing purpose, revision, awareness of writing conventions, writing practice attitude and writing difficulties coming as the last factor.

Items	Average Loadings
<i>Strategies Difficulties</i>	0.786
<i>Opinion about English Writing</i>	0.772
<i>Awareness of Writing Purpose</i>	0.742
<i>Revision</i>	0.719
<i>Awareness of Writing Conventions</i>	0.694
<i>Writing Practice Attitude</i>	0.669
<i>Writing Difficulties</i>	0.62

Therefore, the results of this study should be beneficial to teachers of English writing because it is based on an extensive data involving 1400 students scoring from MUET band 1 to MUET band 5 and all of them are from the state of Sabah. The scales mentioned above should be taken into consideration in the teachers' course plans.

This section presented the procedures to develop the seven scales to be used as measurement instruments in the current study. The factorial structure of each construct via exploratory factor analysis will be subjected to confirmatory factor analysis in the next statistical stage.

4.2.3 Confirmatory Factor Analysis

For the purpose of this second part of the analysis, CFA was performed to test the reliability and validity of the constructs, including item loading, construct reliability, and average variance extracted (AVE). There are three sets of CFA are examined: (i) writing attitude, (ii) writing behaviour, and (iii) writing difficulties. Details are as follows:

4.2.3.1 Confirmatory Factor Analysis for Writing Attitude Factor

The Confirmatory Factor Analysis (CFA) for writing attitude factor comprises two latent constructs, i.e. opinion about English writing, and writing practice attitude. CFA results presented in Table 4.3 shows that each of the standardised loading items is beyond 0.70 on their anticipated factor, representing the construct validity is adequate. Before that, three items were removed i.e. 'OEW3 (Opinion About English Writing): To what extent does essay writing help you understand the content (subject matter) of what you are writing?', 'WPA2 (Writing Practice Attitude) : Improper referencing format format', and 'WPA3: Little or no use of references' as having item loadings below the cut-off value of 0.70.

Next, the reading of composite reliability for this construct exceeded the acceptable level of 0.70, specifying a relatively high level of constructs reliability. In terms of

AVE results, convergent validity is recognized as the AVE value is larger than the cut-off value of 0.50 (Hair et al., 2010), signifying that the indicators are well representative of the latent constructs. Hence, the current data have a good convergent validity.

Table 4.3

Standardized Item Loadings, Reliabilities and Validities of Writing Attitude Factor

Items	Label	Standardized Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Opinion about English Writing	OEW		0.754	0.851	0.746
Do you enjoy writing essays?	OEW1	0.997			
How confident are you in essay writing?	OEW2	0.705			
Writing Practice Attitude	WPA		0.818	0.886	0.563
Plagiarizing (using someone's ideas without saying so)	WPA1	0.734			
Not sticking to word length	WPA5	0.770			
Poor essay organization (no introduction, main body, and conclusion)	WPA6	0.709			
No evidence of research	WPA7	0.789			
No links between ideas	WPA8	0.761			
Not developing an argument	WPA9	0.738			

Next, the fit of the measurement model for writing attitude factor was measured by examining several goodness-of-fit indices. The parameter for e_1 is constrained to 0.005, and correlations between e_{10} and e_{11} are made in order to fit the model for further analysis (see Figure 4.1). Thereafter, the fit indices results as detailed in Table 4.4 are improved. For instance, the χ^2 of the model was 40.956 with 19 degrees of freedom ($\chi^2/df=2.156$), the comparative fit index (CFI), goodness of fit index (GFI), and normed fit index (NFI) were above 0.90 and root mean square error of

approximation (RMSEA) below 0.08, indicating a satisfactory fit.

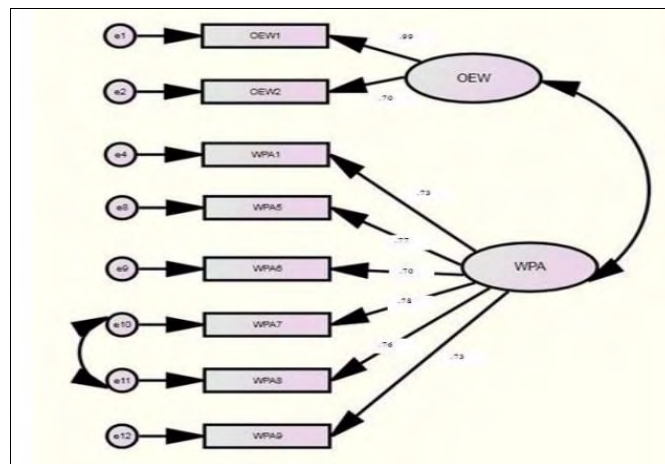


Figure 4. 1: Measurement model of writing attitude factor

Table 4.4

Goodness-of-fit Indices of Writing Attitude Factor

Fit Indices	Accepted Value	Model Value
Absolute Fit Measures		
χ^2 (Chi-square)		40.956
df (Degrees of Freedom)		19
Chi-square/df (χ^2 /df)	< 3	2.156
GFI (Goodness of Fit Index)	> 0.90	0.993
RMSEA (Root Mean Square Error of Approximation)	< 0.10	0.029
Incremental Fit Measures		
AGFI (Adjusted Goodness of Fit Index)	> 0.90	0.986
NFI (Normed Fit Index)	> 0.90	0.986
CFI (Comparative Fit Index)	> 0.90	0.992
Parsimony Fit Measures		
PCFI (Parsimony Comparative of Fit Index)	> 0.50	0.673
PNFI (Parsimony Normed Fit Index)	> 0.50	0.669

4.2.3.2 Confirmatory Factor Analysis for Writing Behaviour Factor

As for writing behaviour factor, all of the standardised loading items for each of the

latent constructs (i.e. planning, awareness of audience, revision, awareness of writing conventions, and awareness of writing purpose) are beyond 0.70 on their predicted factor, representing the construct validity is acceptable (see Table 4.5). However, two items were initially removed i.e. AWP1 (Awareness of Writing Purpose): “To summarize the available literature (information on a particular topic)”, and R2 (Revision): “If your answer to question 16 was YES, how important were the following when revising your last essay?” as having item loadings below the limit value of 0.70. Next, the reading of composite reliability for this construct surpassed the acceptable level of 0.70, inferring a relatively high level of constructs reliability. Next, convergent validity is recognized when the AVE value is superior to the endpoint value of 0.50 (Hair et al., 2010), implying that all indicators are well representative of the predicted factor.

Table 4.5

Standardized Item Loadings, Reliabilities and Validities of Writing Behaviour Factor

Items	Label	Standardized Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Planning	P		0.723	0.895	0.811
When you write an essay, did you make a rough plan before starting to write?	P3	0.986			
If your answer to Question 11 was YES, what type of plan did you make?	P4	0.806			
Awareness of Audience	AA D		0.745	0.925	0.862
When you write your essay, did you have an audience (readers of your essay) in mind when writing?	A1	0.990			
If your answer to question 9 was YES, which audience did you have in mind?	A2	0.862			
Revision	R		0.726	0.876	0.783
Did you have others to help you revise (e.g. read your essay to check	R3	0.994			

spelling/grammar/punctuati on mistakes, etc.) your last essay before handing in for marking?	R4	0.760		
If your answer to question 18 was YES , who helped you revise your last essay?				
Awareness of Writing Conventions	AW C		0.729	0.869 0.570
Proper referencing	AW C1	0.793		
Organizing/structuring ideas	AW C2	0.737		
Using appropriate academic language	AW C3	0.767		
Engaging/interacting with content/subject Matter	AW C4	0.718		
Develop understanding of content/subject matter	AW C5	0.758		
Awareness of Writing Purpose	AW P		0.714	0.743 0.591
To summarize the available literature and add your own comments/criticisms /	AW P2	0.806		
To use literature in order to generate your own comments, ideas or response to the topic in general	AW P3	0.730		

Before structural model is examined, several goodness-of-fit indices of the measurement model for writing attitude factor are measured. The model is fit after constraining the parameter for e1, e4, and e6 to 0.005 as illustrated in Figure 4.2. This leads the fit indices boosted further with the χ^2 of the model was 144.923 with 58 degrees of freedom ($\chi^2/df=2.499$), the comparative fit index (CFI), goodness of fit index (GFI), and normed fit index (NFI) were above 0.90 and root mean square error of approximation (RMSEA) beneath the accepted value of 0.08, designating the model has an agreeable fit.

Table 4.6

Goodness-of-Fit Indices of Writing Behaviour Factor

Fit Indices	Accepted Value	Model Value
Absolute Fit Measures		
χ^2 (Chi-square)		144.923
df (Degrees of Freedom)		58
Chi-square/df (χ^2 /df)	< 3	2.499
GFI (Goodness of Fit Index)	> 0.90	0.984
RMSEA (Root Mean Square Error of Approximation)	< 0.10	0.033
Incremental Fit Measures		
AGFI (Adjusted Goodness of Fit Index)	> 0.90	0.976
NFI (Normed Fit Index)	> 0.90	0.974
CFI (Comparative Fit Index)	> 0.90	0.984
Parsimony Fit Measures		
PCFI (Parsimony Comparative of Fit Index)	> 0.50	0.732
PNFI (Parsimony Normed Fit Index)	> 0.50	0.724

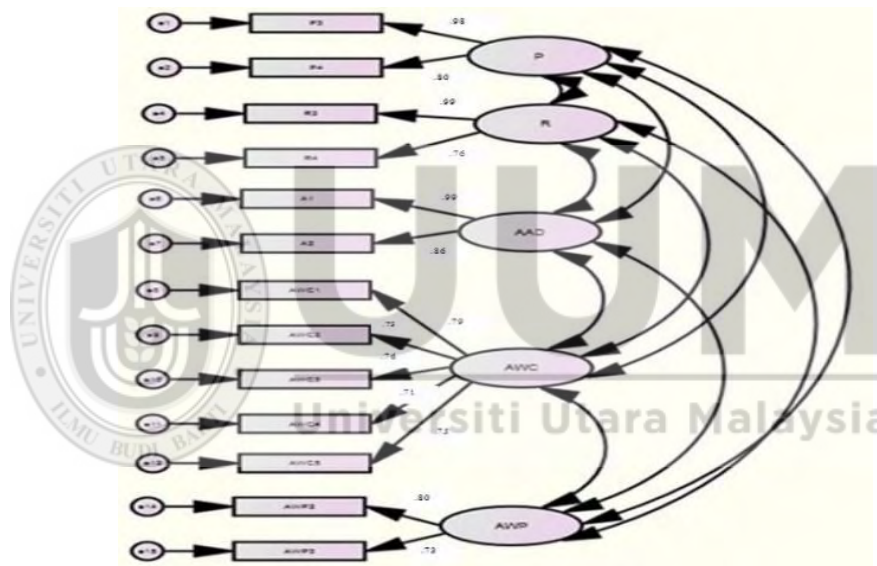


Figure 4.2: Measurement model of writing behaviour factor

4.2.3.3 Confirmatory Factor Analysis for Writing Difficulties Factor

Table 4.7 demonstrates the standardized item loadings, reliabilities, and validities of writing difficulties factor which composes of two latent constructs, namely writing difficulties and strategies difficulties. Results expose that the standardized loadings for each items above 0.70, Cronbach’s Alpha and composite reliability exceeds 0.70, and AVE values beneath 0.50 (Hair et al., 2010). Hence, the factor is reliable, and has a good convergent validity and reasonable to be used for the further analysis, that is

structural model. This result is well in placed after elimination of four items as having standardised loadings lesser than the edge value of 0.50. The items includes ‘GD2 (General Difficulties): Finding sufficient/relevant information’, ‘WD4 (Writing Difficulties): Paraphrasing/ summarizing other authors’ ideas’, ‘WD5: Expressing ideas clearly/logically’, ‘WD6: Writing well linked (coherent) Paragraphs’, and ‘WD7: Using appropriate academic writing Style’.

Table 4.7

Standardized Item Loadings, Reliabilities and Validities of Writing Difficulties Factor

Items	Label	Standardized Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Writing Difficulties	DGW		0.776	0.853	0.592
Understanding essay question	GD1	0.737			
Writing introduction	WD1	0.793			
Writing main body	WD2	0.775			
Writing conclusion	WD3	0.772			
Strategies Difficulties	SD		0.796	0.888	0.667
Revising	SD1	0.935			
Peer-reviewing	SD2	0.766			
Editing	SD3	0.755			
Referencing and writing bibliography	SD4	0.797			

Before proceeds to structural model, the model fit of the writing difficulties factor is checked utilizing several goodness of fit indices. This leads the fit indices results to be better with the χ^2 of the model was 40.956 with 19 degrees of freedom ($\chi^2/df=2.156$), the comparative fit index (CFI=0.996), goodness of fit index (GFI=0.995), and normed fit index (NFI=0.993) were above 0.90 and root mean square error of approximation (RMSEA=0.027) below 0.08, indicating a satisfactory fit. However, several pair of correlations, as illustrated in Figure 4.3, are firstly imposed to generate a good model fit, which includes (i) between e10 and e13, (ii) between e10 and e12, (iii) between e10 and e4), and (iv) between e3 and e5.

Table 4.8

Goodness-of-fit Indices of Writing Difficulties Factor

Fit Indices	Accepted Value	Model Value
Absolute Fit Measures		
χ^2 (Chi-square)		30.034
df (Degrees of Freedom)		15
Chi-square/df (χ^2/df)	< 3	2.002
GFI (Goodness of Fit Index)	> 0.90	0.995
RMSEA (Root Mean Square Error of Approximation)	< 0.10	0.027
Incremental Fit Measures		
AGFI (Adjusted Goodness of Fit Index)	> 0.90	0.988
NFI (Normed Fit Index)	> 0.90	0.993
CFI (Comparative Fit Index)	> 0.90	0.996
Parsimony Fit Measures		
PCFI (Parsimony Comparative of Fit Index)	> 0.50	0.534
PNFI (Parsimony Normed Fit Index)	> 0.50	0.532

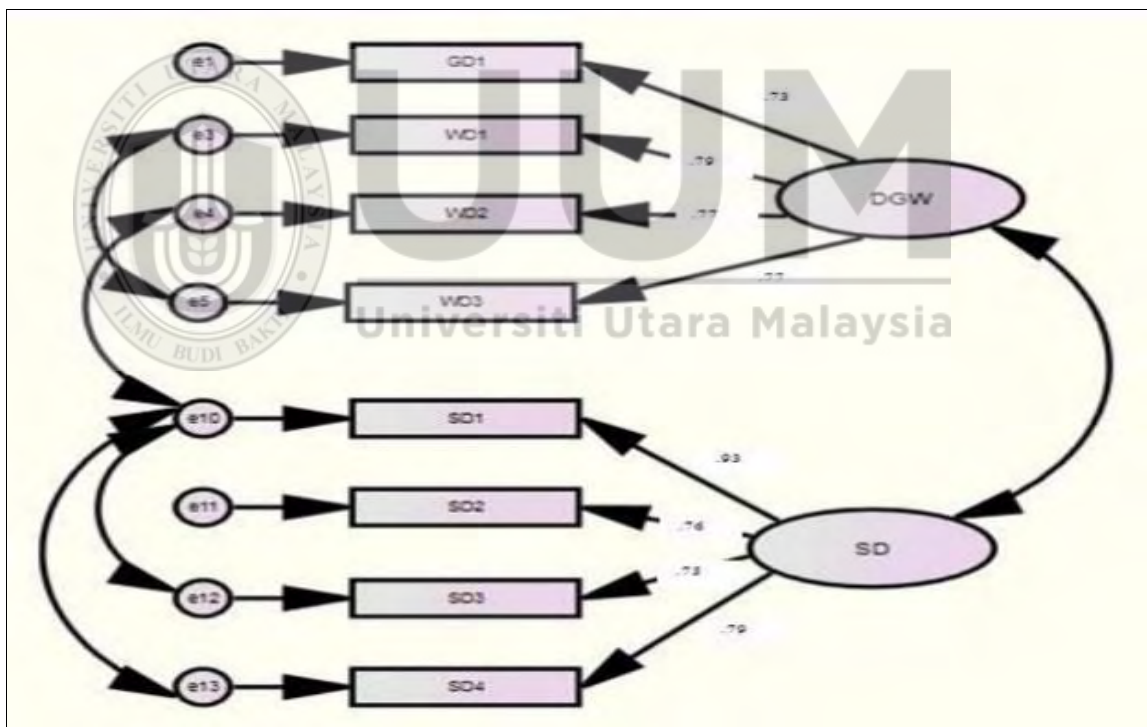


Figure 4.3: Measurement Model of Writing Difficulties Factor

4.2.4 Discussion of Section 4.2.3

As explained in chapter 3, in the full model, CFA for writing attitude, writing behaviour, and writing difficulties as shown earlier, were brought together under one

structural model, and the analysis were run simultaneously in order to examine the hypotheses testing. Table 4.9 reveals the standardized item loadings, reliabilities, and validities for full model. Results expose that the standardized loadings for each items were above 0.70, Cronbach's Alpha and composite reliability exceeds 0.70, and AVE values beneath 0.50 (Hair et al., 2010). Hence, the factor is reliable, and has a good convergent validity and reasonable to be used for the further analysis, that is structural model.

Table 4.9

Standardized Item Loadings, Reliabilities and Validities for Full Model

Items	Label	Standardized Loadings	Composite Reliability	Average Variance Extracted
Planning	P		0.893	0.808
When you write an essay, did you make a rough plan before starting to write?	P3	0.986		
If your answer to Question 11 was YES, what type of plan did you make?	P4	0.802		
Revision	R		0.725	0.600
Did you have others to help you revise (e.g. read your essay to check spelling/grammar/punctuation mistakes, etc.) your last essay before handing in for marking?	R3	0.994		
If your answer to question 18 was YES, who helped you revise your last essay?	R4	0.460		
Awareness of Audience	AAD		0.925	0.862
When you write your essay, did you have an audience (readers of your essay) in mind when writing?	A1	0.990		
If your answer to question 9 was YES, which audience did you have in mind?	A2	0.862		
Awareness of Writing Conventions	AWC		0.867	0.565
Proper referencing	AWC1	0.788		
Organizing/structuring ideas	AWC2	0.733		
Using appropriate academic language	AWC3	0.765		
Engaging/interacting with content/subject Matter	AWC4	0.716		
Develop understanding of content/subject matter	AWC5	0.755		
Awareness of Writing Purpose	AWP		0.743	0.592
To summarize the available literature and add your own comments/criticisms /	AWP2	0.802		
To use literature in order to generate your own comments, ideas or response to the topic in general	AWP3	0.735		

Opinion about English Writing	OEW		0.750	0.625
Do you enjoy writing essays?	OEW1	0.997		
How confident are you in essay writing?	OEW2	0.505		
Writing Practice Attitude	WPA		0.864	0.515
Plagiarizing (using someone's ideas without saying so)	WPA1	0.741		
Not sticking to word length	WPA5	0.771		
Poor essay organization (no introduction, main body, and conclusion)	WPA6	0.712		
No evidence of research	WPA7	0.687		
No links between ideas	WPA8	0.756		
Not developing an argument	WPA9	0.631		
Writing Difficulties	GDWD		0.841	0.570
Understanding essay question	GD1	0.722		
Writing introduction	WD1	0.737		
Writing main body	WD2	0.747		
Writing conclusion	WD3	0.812		
Strategies Difficulties	SD		0.832	0.564
Revising	SD1	0.935		
Peer-reviewing	SD2	0.773		
Editing	SD3	0.737		
Referencing and writing bibliography	SD4	0.491		

4.2.5 Analysis of Structural Model

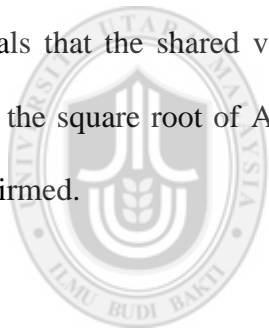
The analysis of structural model was assessed using maximum likelihood estimation and was checked by inspecting fit indices of the model, and variance explained estimates. Several pair of correlations, as illustrated in Figure 4.4, is firstly imposed to generate a good model fit, which includes (i) between e19 and e20, (ii) between e26 and e29, (iii) between e26 and e28, (iv) between e26 and e24, and (v) between e23 and e25. Thereafter, the fit of the structural model enhanced with the following results, as exemplified in Table 4.8: the χ^2 of the model was 1160.994 with 389 degrees of freedom ($\chi^2/df=2.985$), the comparative fit index (CFI=0.945), goodness of fit index (GFI=0.945), adjusted goodness of fit index (AGFI=0.934), and normed fit index (NFI=0.920) were exceeding 0.90 and root mean square error of approximation (RMSEA) beneath 0.08, signifying a reasonable fit.

Table 4.10

Goodness-of-fit Indices for Structural Model

Fit Indices	Accepted Value	Model Value
Absolute Fit Measures		
χ^2 (Chi-square)		1160.994
df (Degrees of Freedom)		389
Chi-square/df (χ^2 /df)	< 3	2.985
GFI (Goodness of Fit Index)	> 0.90	0.945
RMSEA (Root Mean Square Error of Approximation)	< 0.10	0.038
Incremental Fit Measures		
AGFI (Adjusted Goodness of Fit Index)	> 0.90	0.934
NFI (Normed Fit Index)	> 0.90	0.920
CFI (Comparative Fit Index)	> 0.90	0.945
Parsimony Fit Measures		
PCFI (Parsimony Comparative of Fit Index)	> 0.50	0.845
PNFI (Parsimony Normed Fit Index)	> 0.50	0.823

Next, the evaluation of the shared variances between factors with the squared root of AVE for each construct is scrutinized for discriminant validity. Appendix 10 reveals that the shared variances of the construct with other constructs were lower than the square root of AVE of the individual factors. Thus, discriminant validity is confirmed.



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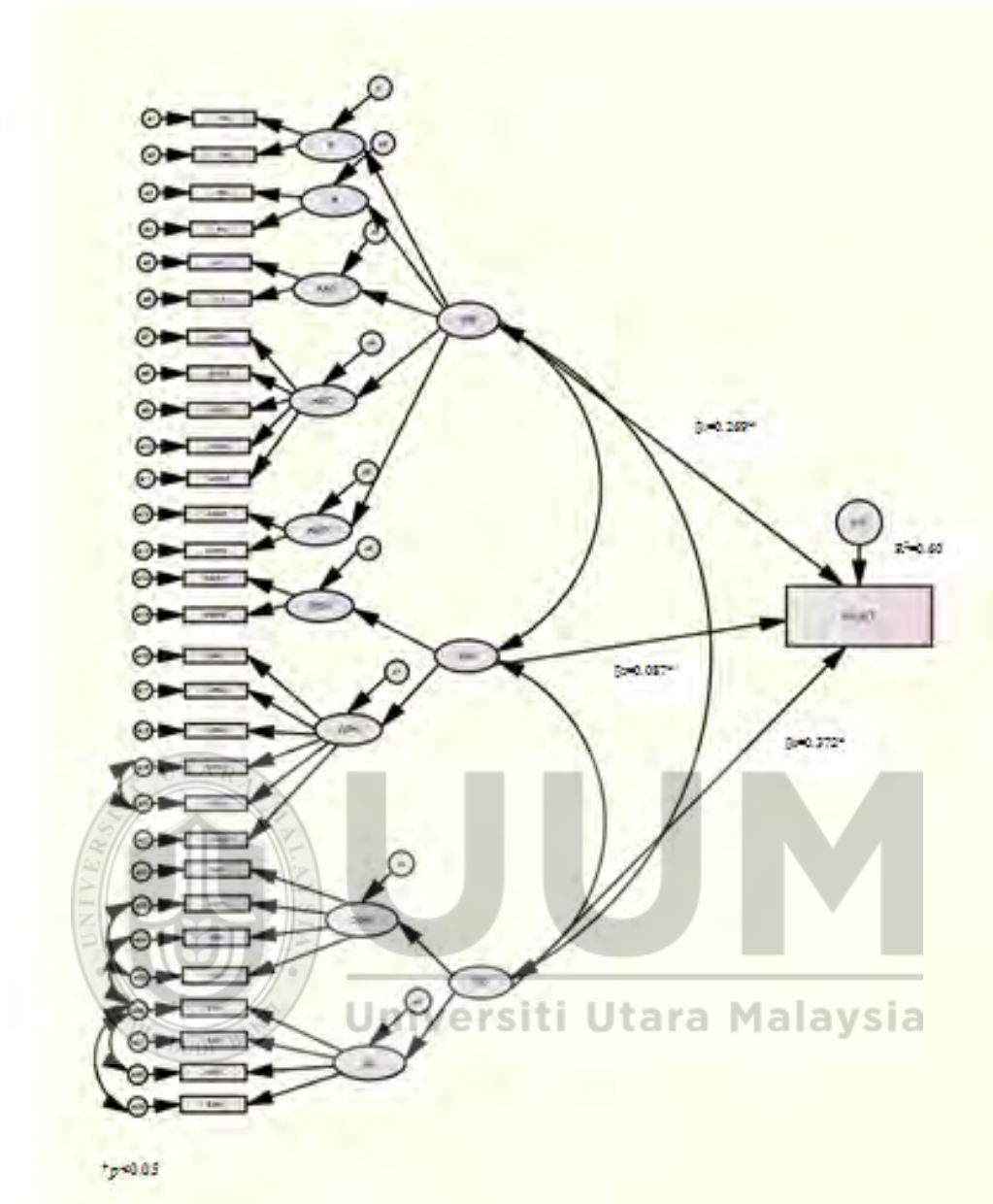


Figure 4.4: Measurement model for full model

4.2.5.1 Discussion on the Relationships between Students' English Writing Performance and MUET Results

Figure 4.4 illustrates the structural model which examines the relationships between independent variables (i.e. writing attitude, writing behaviour, and writing difficulties) on the dependent variable (i.e. students' English writing performance, MUET). The strength of the anticipated model is evaluated based on the R^2 values.

The results of the multivariate test of the structural model show that writing attitude, writing behaviour, and writing difficulties collectively explained 60% of the variance in student's MUET results derived from the following hypotheses:

H₁: Writing attitude has significant positive relationship with students' English writing performance, MUET.

H₂: Writing behaviour has significant positive relationship with students' English writing performance, MUET.

H₃: Writing difficulties has significant positive relationship with students' English writing performance, MUET.

Table 4.11

Summarized Results of Hypotheses Testing

			Estimate	S.E.	C.R.	p	Results
WA	--->	OEW	0.997*	0.205	14.268	0.000	Supported
WA	--->	WPA	-0.181*	0.016	-6.059	0.000	Supported
WB	--->	P	0.985*	0.267	9.275	0.000	Supported
WB	--->	R	0.006	0.042	0.227	0.820	Not Supported
WB	--->	AAD	-0.054	0.034	-1.937	0.053	Not Supported
WB	--->	AWC	0.175*	0.023	5.290	0.000	Supported
WB	--->	AWP	0.147*	0.032	a5	0.000	Supported
WD	--->	DGW	0.985*	0.038	19.170	0.000	Supported
WD	--->	SD	0.735*	0.069	19.619	0.000	Supported
WA	--->	MUET	0.087*	0.023	3.712	0.000	Supported
WB	--->	MUET	0.269*	0.054	11.353	0.000	Supported
WD	--->	MUET	0.372*	0.073	11.782	0.000	Supported

* p<0.05

With regards to the relationships between writing attitude, writing behaviour, and writing difficulties on students' MUET performance, the estimated coefficients further displayed that all hypothesized paths convey significant results on a positive direction at p<0.05, as expected (see Figure 4.4 and Table 4.11).

H1 hypothesized that writing attitude has significant positive relationship with students' English writing performance, MUET. SEM analysis revealed that writing attitude is able to positively and significantly affected students' English writing performance, MUET as $p < 0.05$ ($\beta_1 = 0.087$, $p = 0.05$). Thus, H₁ is maintained. Specifically, Table 4.10 details that all latent constructs for writing attitude (i.e. opinion about English writing, and writing practice attitude) have significant values at $p < 0.05$, implying them as vital factors in representing student's writing attitude.

Correspondingly, the next factor, H₂ posited that writing behaviour has significant positive relationship with students' MUET performance. Table 4.11 exemplifies that H₂ is significant ($\beta_2 = 0.269$, $p < 0.05$), implying the hypothesis 2 is supported. With regards to the constructs that belong to writing behaviour, results show that there are two constructs that have insignificant impact, i.e. revision and awareness of audience. However, empirical results on the relationships portrays that the other constructs which belong to writing behaviour i.e. planning, awareness of writing conventions, and awareness of writing purpose produced significant results, signifying as imperative factors that representing student's writing behaviour.

The final hypothesis, H₃, proposed that writing difficulties has significant positive influence with students' MUET performance. The study divulged that both writing difficulties and strategies difficulties are imperative in representing student's writing difficulties construct by having significant and positive results. The reading of the standardized beta coefficients noted that this factor is also proven to significantly impacted students' MUET performance, ($\beta_3 = 0.372$, $p = 0.05$) on a positive direction. Thus, H₃ is secured. Importantly, writing difficulties is regarded as the strongest

factor that significantly affected students' English writing performance, as shown by their MUET results, followed by writing behaviour, and writing attitude, respectively.

4.2.5.2 Discussion on Differences across Groups for Students' English Writing Performance and MUET Results

Based on the SEM results, the ensuing type of analysis known as One-Way Analysis of Variance (ANOVA) is undertaken via Statistical Package for Social Sciences (SPSS) computer programme version 21 with the objective to identify the differences across groups for students' English writing performance and MUET results. The level of significance for rejection of the null hypothesis was set at 0.05. Details of the proposed hypotheses include:

H_{4a}: There is a significant difference across groups for students' English writing performance and MUET results with regard to opinion about English writing.

H_{4b}: There is a significant difference across groups for students' English writing performance and MUET results with regard to writing practice attitude.

H_{5a}: There is a significant difference across groups for students' English writing performance and MUET results with regard to planning.

H_{5b}: There is a significant difference across groups for students' English writing performance and MUET results with regards to revision.

H_{5c}: There is a significant difference across groups for students' English writing performance, MUET in regards to awareness of audience.

H_{5d}: There is a significant difference across groups for students' English writing performance, MUET in regards to awareness of writing

conventions.

H_{5c}: There is a significant difference across groups for students' English writing performance, MUET in regards to awareness of writing purpose.

H_{6a}: There is a significant difference across groups for students' English writing performance, MUET in regards to writing difficulties.

H_{6b}: There is a significant difference across groups for students' English writing performance, MUET in regards to strategies difficulties.

Table 4.12 provides details on the results of ANOVA for the effects of constructs on students English writing performance where all posited hypotheses were supported at $p < 0.05$, inferring statistically significant differences across groups were transpired.

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Table 4.12

Analysis of Variance Models for effects of Constructs on Students' English Writing Performance

		Sum of Squares	df	Mean Square	F	Sig.
OEW	Between Groups	76.494	4	19.123	62.918	0.000*
	Within Groups	424.301	1396	0.304		
	Total	500.795	1400			
WPA	Between Groups	51.120	4	12.780	73.572	0.000*
	Within Groups	242.498	1396	0.174		
	Total	293.618	1400			
P	Between Groups	185.685	4	46.421	45.086	0.000*
	Within Groups	1437.337	1396	1.030		
	Total	1623.023	1400			
R	Between Groups	2.050	4	0.512	2.737	0.028*
	Within Groups	261.328	1396	0.187		
	Total	263.377	1400			
AAD	Between Groups	23.209	4	5.802	8.369	0.000*
	Within Groups	967.822	1396	0.693		
	Total	991.031	1400			
AWC	Between Groups	21.638	4	5.410	43.810	0.000*
	Within Groups	172.378	1396	0.123		
	Total	194.016	1400			

AWP	Between Groups	17.072	4	4.268	23.498	0.000*
	Within Groups	253.553	1396	0.182		
	Total	270.625	1400			
DGW	Between Groups	31.062	4	7.766	54.129	0.000*
	Within Groups	200.277	1396	0.143		
	Total	231.340	1400			
SDA	Between Groups	136.366	4	34.092	148.543	0.000*
	Within Groups	320.392	1396	0.230		
	Total	456.758	1400			

*. The mean difference is significant at the 0.05 level.

Next, Tukey's Honestly Significant Difference (HSD) statistic was embarked on in order to inspect which pairs of means were significantly different across groups for students' English writing performance, MUET for components of writing attitude, writing behaviour, and writing difficulties. As for **writing attitude** component, ANOVA indicated there were significant differences across groups for students' English writing performance and MUET results with regards to opinion about English writing, and writing practice attitude, implying support for both H_{4a} and H_{4b} . The Tukey post-hoc multiple comparisons test shows that significant differences do exist between students in the five groups of English writing performances, MUET as to the level of importance they place on the constructs of opinion about English writing, and writing practice attitude (see Table 4.13).

Statistically significant differences were seen when comparing the Band 1 students with Band 3, and with Band 4, as well as with Band 5 students (all $p=.000$) for both constructs of writing attitude. Likewise, statistically significant mean difference was found when comparing the Band 2 students with Band 3, and with Band 4, as well as with Band 5 students (all $p=.000$) for both constructs of opinion about English writing, and writing practice attitude. However, Tukey HSD indicated that Band 3 has statistically significant mean difference with Band 4 ($p=.035$), and with Band 5

($p=.003$) only on opinion about English writing aspect and insignificant in writing practice attitude.

Table 4.13

Analysis of Variance Models for Effects of Opinion about English Writing Practice Attitude on Students English Performance

Dependent Variable	(I) MUET	(J) MUET	Mean Difference (I- J)	Std. Error	Sig.
OEWA	Band 1	Band 2	-.00469	.04296	1.000
		Band 3	.39538*	.04482	.000*
		Band 4	.53738*	.05523	.000*
		Band 5	.87329*	.13483	.000*
	Band 2	Band 1	.00469	.04296	1.000
		Band 3	.40007*	.03561	.000*
		Band 4	.54208*	.04806	.000*
		Band 5	.87798*	.13205	.000*
	Band 3	Band 1	-.39538*	.04482	.000
		Band 2	-.40007*	.03561	.000
		Band 4	.14201*	.04972	.035*
		Band 5	.47791*	.13267	.003*
	Band 4	Band 1	-.53738*	.05523	.000
		Band 2	-.54208*	.04806	.000
		Band 3	-.14201*	.04972	.035
		Band 5	.33590	.13654	.100
	Band 5	Band 1	-.87329*	.13483	.000
		Band 2	-.87798*	.13205	.000
		Band 3	-.47791*	.13267	.003
		Band 4	-.33590	.13654	.100
WPA	Band 1	Band 2	.04366	.03248	.663
		Band 3	-.36848*	.03388	.000*
		Band 4	-.30671*	.04175	.000*
		Band 5	-.37297*	.10193	.002*
	Band 2	Band 1	-.04366	.03248	.663
		Band 3	-.41214*	.02692	.000*
		Band 4	-.35037*	.03633	.000*
		Band 5	-.41663*	.09983	.000*
	Band 3	Band 1	.36848*	.03388	.000
		Band 2	.41214*	.02692	.000
		Band 4	.06177	.03759	.470
		Band 5	-.00449	.10030	1.000
	Band 4	Band 1	.30671*	.04175	.000
		Band 2	.35037*	.03633	.000
		Band 3	-.06177	.03759	.470
		Band 5	-.06626	.10322	.968
	Band 5	Band 1	.37297*	.10193	.002
		Band 2	.41663*	.09983	.000
		Band 3	.00449	.10030	1.000
		Band 4	.06626	.10322	.968

*. The mean difference is significant at the 0.05 level.

Next, the **writing behaviour** factor consist of planning, awareness of audience, revision, awareness of writing conventions, and awareness of writing purpose. The ANOVA produced significant mean differences at the 0.05 significance level across groups for students' English writing performance, i.e. as indicated by their MUET results with regard to all of these aspects. Thus, H_{5a} , H_{5b} , H_{5c} , H_{5d} , and H_{5e} are sustained. Since significant differences are present, Tukey HSD post-hoc multiple comparisons was utilized to recognize which pairs of groups for students' English writing performance, MUET were significantly diverse according to planning, awareness of audience, revision, awareness of writing conventions, and awareness of writing purpose characteristics. Statistical information concerning to the results of the post-hoc multiple comparisons is shown in Table 4.14.

When linking the Band 1 students with Band 3, and with Band 4, as well as with Band 5 students (all $p=.000$), statistically significant differences happens for constructs such as planning, awareness of writing conventions, and awareness of writing purpose (all $p<0.05$). Next, statistically significant mean difference was reported when comparing the Band 2 students with Band 3, and with Band 4, as well as with Band 5 students (all $p<0.05$) for planning, awareness of writing conventions, and awareness of writing purpose construct. Further assessment of Tukey HSD pointed out that in regards to awareness of audience trait, Band 1 has statistically significant mean difference with Band 3 ($p=.004$), while Band 2 has statistically significant mean difference with Band 3 ($p=.000$), and with Band 4 ($p=.042$).

Table 4.14

Analysis of Variance Models for Effects of Writing Behaviour Component on Student English Writing Performance

Dependent Variable	(I) MUET	(J) MUET	Mean Difference (I-J)	Std. Error	Sig.
PA	Band 1	Band 2	-.06157	.07908	.937
		Band 3	.72886*	.08249	.000*
		Band 4	.56853*	.10165	.000*
		Band 5	.69409*	.24816	.042*
	Band 2	Band 1	.06157	.07908	.937
		Band 3	.79043*	.06553	.000*
		Band 4	.63009*	.08845	.000*
		Band 5	.75566*	.24305	.016*
	Band 3	Band 1	-.72886*	.08249	.000
		Band 2	-.79043*	.06553	.000
		Band 4	-.16033	.09151	.402
		Band 5	-.03477	.24418	1.000
	Band 4	Band 1	-.56853*	.10165	.000
		Band 2	-.63009*	.08845	.000
		Band 3	.16033	.09151	.402
		Band 5	.12556	.25130	.987
	Band 5	Band 1	-.69409*	.24816	.042
		Band 2	-.75566*	.24305	.016
		Band 3	.03477	.24418	1.000
		Band 4	-.12556	.25130	.987
RA	Band 1	Band 2	.00112	.03372	1.000
		Band 3	.06668	.03517	.320
		Band 4	.09314	.04334	.200
		Band 5	-.05201	.10581	.988
	Band 2	Band 1	-.00112	.03372	1.000
		Band 3	.06556	.02794	.131
		Band 4	.09202	.03772	.105
		Band 5	-.05313	.10364	.986
	Band 3	Band 1	-.06668	.03517	.320
		Band 2	-.06556	.02794	.131
		Band 4	.02646	.03902	.961
		Band 5	-.11869	.10412	.785
	Band 4	Band 1	-.09314	.04334	.200
		Band 2	-.09202	.03772	.105
		Band 3	-.02646	.03902	.961
		Band 5	-.14515	.10715	.657
	Band 5	Band 1	.05201	.10581	.988
		Band 2	.05313	.10364	.986
		Band 3	.11869	.10412	.785
		Band 4	.14515	.10715	.657

AAD	Band 1	Band 2	.05124	.06489	.934
		Band 3	-.24090*	.06769	.004*
		Band 4	-.15160	.08341	.364
		Band 5	.08073	.20363	.995
	Band 2	Band 1	-.05124	.06489	.934
		Band 3	-.29214*	.05378	.000*
		Band 4	-.20284*	.07258	.042*
		Band 5	.02949	.19944	1.000
	Band 3	Band 1	.24090*	.06769	.004
		Band 2	.29214*	.05378	.000
		Band 4	.08930	.07509	.758
		Band 5	.32163	.20037	.494
	Band 4	Band 1	.15160	.08341	.364
		Band 2	.20284*	.07258	.042
		Band 3	-.08930	.07509	.758
		Band 5	.23234	.20621	.792
	Band 5	Band 1	-.08073	.20363	.995
		Band 2	-.02949	.19944	1.000
		Band 3	-.32163	.20037	.494
		Band 4	-.23234	.20621	.792
AWC	Band 1	Band 2	-.03010	.02739	.807
		Band 3	.22714*	.02857	.000*
		Band 4	.22531*	.03520	.000*
		Band 5	.27920*	.08594	.010*
	Band 2	Band 1	.03010	.02739	.807
		Band 3	.25724*	.02269	.000*
		Band 4	.25541*	.03063	.000*
		Band 5	.30929*	.08417	.002*
	Band 3	Band 1	-.22714*	.02857	.000
		Band 2	-.25724*	.02269	.000
		Band 4	-.00183	.03169	1.000
		Band 5	.05205	.08456	.973
	Band 4	Band 1	-.22531*	.03520	.000
		Band 2	-.25541*	.03063	.000
		Band 3	.00183	.03169	1.000
		Band 5	.05389	.08703	.972
	Band 5	Band 1	-.27920*	.08594	.010
		Band 2	-.30929*	.08417	.002
		Band 3	-.05205	.08456	.973
		Band 4	-.05389	.08703	.972
AWP	Band 1	Band 2	-.01371	.03321	.994
		Band 3	.17542*	.03464	.000*
		Band 4	.26812*	.04269	.000*
		Band 5	.28771*	.10423	.046*
	Band 2	Band 1	.01371	.03321	.994
		Band 3	.18913*	.02752	.000*
		Band 4	.28183*	.03715	.000*
		Band 5	.30141*	.10208	.027*

	Band 3	Band 1	-.17542*	.03464	.000
		Band 2	-.18913*	.02752	.000
		Band 4	.09270	.03843	.113
		Band 5	.11229	.10256	.809
	Band 4	Band 1	-.26812*	.04269	.000
		Band 2	-.28183*	.03715	.000
		Band 3	-.09270	.03843	.113
		Band 5	.01959	.10555	1.000
	Band 5	Band 1	-.28771*	.10423	.046
		Band 2	-.30141*	.10208	.027
		Band 3	-.11229	.10256	.809
		Band 4	-.01959	.10555	1.000

*. The mean difference is significant at the 0.05 level.

Finally, with respect to the **writing difficulties** dimension, ANOVA indicated there were significant differences across groups for students' English writing performance and MUET results with regards to writing difficulties, and strategies difficulties. Hence, both H_{6a} and H_{6b} are maintained. Post hoc analysis utilising Tukey HSD, as detailed in Table 4.14, revealed these differences were between the Band 1 students with Band 3, Band 4, as well as with Band 5 students (all $p=.000$) for factor such as writing difficulties, and strategies difficulties. Similarly, it was identified that statistically significant mean difference was existed when matching the Band 2 students with Band 3, Band 4, as well as with Band 5 students (all $p=.000$) for both constructs of writing difficulties, and strategies difficulties. However, Tukey HSD indicated that Band 3 has statistically significant mean difference with Band 5 ($p=.004$) for writing difficulties, and $p=.047$ for strategies difficulties.

Specifically, the means of attribute importance rating scores and standard deviations for the Band 1, Band 2, Band 3, Band 4, and Band 5 are summarized in Table 4.15. Survey results further specify that generally the mainstream of students rated each

constructs of writing attitude, writing behaviour, and writing difficulties as either less important, or most important. Closer examination of mean scores for the total sample appears that in descending order, students rate opinion about English writing as the highest in importance (mean=2.789); followed by awareness of writing conventions (mean= 2.580); revision (mean = 2.472); planning (mean = 2.307); awareness of writing purpose (mean = 2.259); awareness of audience (mean = 2.179); strategies difficulties (mean = 2.090); writing difficulties (mean = 2.009); and lastly writing practice attitude (mean = 1.857).

Table 4.15

Analysis of Variance Models for Effects of Writing Difficulties and Strategies Difficulties on Students English Writing Performance

Dependent Variable	(I) MUET	(J) MUET	Mean Difference (I- J)	Std. Error	Sig.
DGW	Band 1	Band 2	-.06465	.02952	.184
		Band 3	.21046*	.03079	.000*
		Band 4	.28285*	.03794	.000*
		Band 5	.53333*	.09263	.000*
		Band 2	Band 1	.06465	.02952
	Band 2	Band 3	.27510*	.02446	.000*
		Band 4	.34750*	.03302	.000*
		Band 5	.59798*	.09073	.000*
		Band 3	Band 1	-.21046*	.03079
	Band 3	Band 2	-.27510*	.02446	.000
		Band 4	.07239	.03416	.212
		Band 5	.32288*	.09115	.004*
		Band 4	Band 1	-.28285*	.03794
	Band 4	Band 2	-.34750*	.03302	.000
		Band 3	-.07239	.03416	.212
		Band 5	.25048	.09381	.059
		Band 5	Band 1	-.53333*	.09263
	Band 5	Band 2	-.59798*	.09073	.000
		Band 3	-.32288*	.09115	.004
		Band 4	-.25048	.09381	.059
SDA		Band 1	Band 2	-.00087	.03734
	Band 3		.58688*	.03894	.000*
	Band 4		.67924*	.04799	.000*
	Band 5		.90443*	.11716	.000*
	Band 2	Band 1	.00087	.03734	1.000
		Band 3	.58775*	.03094	.000*
		Band 4	.68011*	.04176	.000*

	Band 5	.90530*	.11475	.000*
Band 3	Band 1	-.58688*	.03894	.000
	Band 2	-.58775*	.03094	.000
	Band 4	.09236	.04320	.205
	Band 5	.31755*	.11528	.047*
Band 4	Band 1	-.67924*	.04799	.000
	Band 2	-.68011*	.04176	.000
	Band 3	-.09236	.04320	.205
	Band 5	.22519	.11865	.319
Band 5	Band 1	-.90443*	.11716	.000
	Band 2	-.90530*	.11475	.000
	Band 3	-.31755*	.11528	.047
	Band 4	-.22519	.11865	.319

*. The mean difference is significant at the 0.05 level.

Table 4.16

Means of Attribute Importance Rating Scores and Standard Deviations for the Band 1, Band 2, Band 3, Band 4, and Band 5

	Band 1 (n=235)		Band 2 (n=550)		Band 3 (n=425)		Band 4 (n=173)		Band 5 (n=18)		Total (n=1,401)	
	Mea n	SD	Mea n	SD	Mea n	SD	Mea n	SD	Mea n	SD	Mea n	SD
OEW	2.98 4	0.52 5	2.98 9	0.53 3	2.58 9	0.55 1	2.44 7	0.62 1	2.11 1	0.71 4	2.78 9	0.59 8
WPA	1.72 0	0.40 9	1.67 6	0.42 6	2.08 8	0.43 0	2.02 6	0.37 3	2.09 3	0.29 8	1.85 7	0.45 8
P	2.58 3	1.21 2	2.64 5	1.22 2	1.85 4	0.64 0	2.01 5	0.73 2	1.88 9	0.71 9	2.30 7	1.07 7
R	2.50 4	0.37 0	2.50 2	0.36 0	2.43 7	0.50 3	2.41 0	0.52 8	2.55 6	0.41 2	2.47 2	0.43 4
AAD	2.10 9	0.83 5	2.05 7	0.81 3	2.34 9	0.84 4	2.26 0	0.86 7	2.02 8	0.77 6	2.17 9	0.84 1
AWC	2.66 8	0.32 9	2.69 8	0.31 3	2.44 1	0.38 5	2.44 3	0.39 7	2.38 9	0.44 2	2.58 0	0.37 2
AWP	2.34 3	0.42 3	2.35 7	0.41 5	2.16 8	0.42 3	2.07 5	0.46 5	2.05 6	0.47 5	2.25 9	0.44 0
DG	2.08 9	0.36 7	2.15 4	0.39 3	1.87 8	0.37 1	1.80 6	0.35 8	1.55 6	0.46 0	2.00 9	0.40 7
W	2.36 3	0.50 3	2.36 4	0.48 2	1.77 6	0.47 7	1.68 4	0.44 0	1.45 8	0.45 6	2.09 0	0.57 1

Note: SD = Std. Deviation

Empirically, Table 4.16 presents that Band 1, Band 2, Band 3, and Band 4 students on a similar tone jointly rate highly on opinion about English writing aspect (mean = 2.984; 2.989; 2.589; 2.447, respectively). However, it is evident that writing practice attitude is minimally concerned by both Band 1 and Band 2 students (mean = 1.720; 1.676, respectively), while students in Band 3 and Band 4 groups put less emphasis

on strategies difficulties aspect (mean = 1.776; 1.684, respectively). On the other hand, Band 5 students have significant different perspective where they extremely focus on the revisions (mean = 2.556), followed by awareness of writing conventions (mean = 2.389), and least focus on strategies difficulties dimension (mean = 1.458).

4.2.5.3 Discussion on the Differences across Groups for Students' English Writing Performance based on Knowledge on Different Aspects of Academic Writing (KAAW)

One-Way Analysis of Variance (ANOVA) was carried out via Statistical Package for Social Sciences (SPSS) computer programme version 21 with the objective to identify the differences across groups for students' English writing activities with regard to KAAW. The aspects of KAAW asked are whether the students practice writing thesis statement, topic sentence, supporting sentences, paragraph conclusions, hook and bridge in introduction paragraph, and writing essay conclusion strategies. The level of significance for rejection of the null hypothesis was set at 0.05. Details of the proposed hypotheses include:

H1: There is a significant difference across groups for students' English writing activities and MUET results with regards to KAAW.

Table 4.17 provides details on the results of ANOVA for the effects of KAAW on students' English writing performance where the postulated hypothesis was supported at $p < 0.05$ ($F=2006.598$, $df=4, 1396$) inferring statistically significant differences across groups emerged.

Table 4.17

Analysis of Variance Models for Effects of Students English Writing Performance based on KAAW

		Sum of Squares	df	Mean Square	F	Sig.
KAAW	Between Groups	763.346	4	190.836	2006.598	.000
	Within Groups	132.766	1396	.095		
	Total	896.112	1400			

*. The mean difference is significant at the 0.05 level.

Next, Tukey's Honestly Significant Difference (HSD) statistic was undertaken in order to inspect which pairs of means were significantly different across groups for students' English writing performance in regards to KAAW. ANOVA indicated there were significant differences across groups for students' English writing performance, MUET in regards KAAW, implying H1 is sustained. The Tukey post-hoc multiple comparisons test shows that significant differences do exist between students in the five groups of English writing performances, MUET as to the level of importance they place on the constructs of KAAW (see Table 4.18).

Statistically significant mean differences were seen when comparing the Band 1 students with Band 3, and with Band 4, as well as with Band 5 students (all $p=.000$) on KAAW. Likewise, statistically significant mean difference was found when comparing the Band 2 students with Band 3, and with Band 4, as well as with Band 5 students (all $p=.000$) on KAAW. Further, Tukey HSD indicated that Band 3 has statistically significant mean difference with Band 4 ($p=.035$), and with Band 5 ($p=.003$) on KAAW.

Table 4.18

Mean Comparisons across Groups for Students' English Writing Performance, MUET based on KAAW

Dependent Variable	(I) MUET	(J) MUET	Mean Difference (I-J)	Std. Error	Sig.
Knowledge on Different Aspects of Academic Writing	Band 1	Band 2	-.07691*	.02403	.012
		Band 3	-1.25961*	.02507	.000
		Band 4	-1.95560*	.03089	.000
		Band 5	-1.97872*	.07542	.000
	Band 2	Band 1	.07691*	.02403	.012
		Band 3	-1.18270*	.01992	.000
		Band 4	-1.87870*	.02688	.000
		Band 5	-1.90182*	.07387	.000
	Band 3	Band 1	1.25961*	.02507	.000
		Band 2	1.18270*	.01992	.000
		Band 4	-.69600*	.02781	.000
		Band 5	-.71912*	.07421	.000
	Band 4	Band 1	1.95560*	.03089	.000
		Band 2	1.87870*	.02688	.000
		Band 3	.69600*	.02781	.000
		Band 5	-.02312	.07638	.998
	Band 5	Band 1	1.97872*	.07542	.000
		Band 2	1.90182*	.07387	.000
		Band 3	.71912*	.07421	.000
		Band 4	.02312	.07638	.998

*. The mean difference is significant at the 0.05 level.

Table 4.19 below presents the means and standard deviation for KAAW items among five groups of students' English writing performance. The questions asked were:

KAAW	Questions
KAAW1	I know how to write a thesis statement / <i>Saya tahu menulis ayat thesis.</i>
KAAW2	I can write a topic sentence / <i>Saya boleh menulis ayat topik.</i>
KAAW3	I can write supporting statements / <i>Saya boleh menulis ayat-ayat huraian.</i>
KAAW4	I know the strategies to be used when writing supporting sentences / <i>Saya tahu strategi-strategi untuk menulis ayat huraian.</i>
KAAW5	I can write a good introduction for an English essay / <i>Saya boleh menulis perenggan pengenalan esei Bahasa Inggeris dengan baik.</i>
KAAW6	I know the strategies to be used when writing introduction paragraph / <i>Saya tahu strategi-strategi untuk menulis perenggan pengenalan.</i>
KAAW7	I can write a good conclusion for an English essay / <i>Saya boleh menulis perenggan penutup esei Bahasa Inggeris dengan baik.</i>
KAAW8	I know the strategies to be used when writing conclusion paragraph / <i>Saya tahu strategi-strategi untuk menulis perenggan penutup.</i>

On a five-point likert scale, Band 5 and 4 students rate highly on all items of KAAW,

followed by Band 3 students. However, Band 1 and Band 2 students rate minimally all KAAW items.

Table 4.19

Means and Standard Deviation of KAAW Items

	Band 1	Band 2	Band 3	Band 4	Band 5
KAAW1	1.02 (0.145)	1.1 (0.298)	2.31 (0.462)	2.98 (0.151)	3 (0)
KAAW2	1.02 (0.145)	1.1 (0.298)	2.31 (0.463)	2.98 (0.151)	3 (0)
KAAW3	1.02 (0.145)	1.1 (0.298)	2.31 (0.463)	2.98 (0.151)	3 (0)
KAAW4	1.02 (0.145)	1.1 (0.298)	2.19 (0.391)	2.98 (0.151)	3 (0)
KAAW5	1.02 (0.145)	1.1 (0.298)	2.31 (0.463)	2.98 (0.151)	3 (0)
KAAW6	1.02 (0.145)	1.1 (0.298)	2.25 (0.436)	2.98 (0.151)	3 (0)
KAAW7	1.02 (0.145)	1.1 (0.298)	2.31 (0.463)	2.98 (0.151)	3 (0)
KAAW8	1.02 (0.145)	1.1 (0.298)	2.25 (0.436)	2.98 (0.151)	3 (0)

Note: Parenthesis refers to standard deviation.

4.2.6 Analysis of Questionnaire Data Conclusion

The structural model first examines the relationships between independent variables (i.e. writing attitude, writing behaviour, and writing difficulties) on the dependent variable (i.e. students' MUET performance). The results of the multivariate test of the structural model show that writing attitude, writing behaviour, and writing difficulties collectively do explained the variance in student's MUET results. The relationships between writing attitude, writing behaviour, and writing difficulties on students' MUET performance also conveyed significant results, i.e. opinion about English writing, and writing practice attitude were the vital factors in representing student's writing attitude.

Consistently, writing behaviour also showed significant positive relationship with students' MUET performance, i.e. revision and awareness of audience, planning, awareness of writing conventions, and awareness of writing purpose produced significant results, signifying as imperative factors representing student's writing behaviour.

Furthermore, writing difficulties too demonstrated significant positive influence with students' MUET performance. The study divulged that both writing difficulties and strategies difficulties are imperative in representing student's writing difficulties construct by having significant and positive results. Writing difficulties is regarded as the strongest factor that significantly affected students' English writing performance, as shown by their MUET results, followed by writing behaviour, and writing attitude, respectively.

In inspecting which pairs of means that were significantly different across groups for students' MUET performance, for components of **writing attitude**, ANOVA indicated that there were significant differences across groups for students' English writing performance and MUET results with regards to opinion about English writing, and writing practice attitude.

Subsequently, the **writing behaviour** factor consisting of planning, awareness of audience, revision, awareness of writing conventions, and awareness of writing purpose also produced significant mean differences across the groups, i.e. as indicated by their MUET results.

Finally, with respect to the **writing difficulties** dimension, ANOVA again indicated there were significant differences across groups and MUET results with regards to writing difficulties, and strategies difficulties. The analysis revealed that these differences were between the Band 1 students with Band 3, Band 4, as well as with Band 5 students (all $p=.000$) for factor such as writing difficulties, and strategies difficulties.

Closer examination of mean scores for the total sample showed that students rate opinion about English writing as the highest in importance. This is followed by awareness of writing conventions, revision, planning, awareness of writing purpose, awareness of audience, strategies difficulties, writing difficulties, and lastly writing practice attitude.

All the students jointly rate highly on opinion about English writing aspect but it is evident that writing practice attitude is minimally concerned by both Band 1 and Band 2 students., Band 5 students, on the other hand, extremely focus on the revisions and awareness of writing conventions and focus the least on strategies difficulties dimension.

On the other hand, the analysis of aspects of Knowledge on Different Aspects of Academic Writing (KAAW) that asked whether the students practice writing thesis statement, topic sentence, supporting sentences, paragraph conclusions, hook and bridge in introduction paragraph, and writing essay conclusion strategies; indicated there were significant differences across groups for students' MUET performance with regard to the level of importance they place on the constructs of KAAW.

The Band 5 and 4 students rated highly on all items of KAAW, followed by Band 3 students. However, Band 1 and Band 2 students rate minimally all KAAW items. These findings prove that the Band 1 and 2 students were not able to do all the activities under KAAW. In other words, we can safely conclude that students of the lower bands were not able to produce thesis statements, topic sentences, supporting sentences, good introductions and good conclusions. Thus, the intervention, i.e. the Academic Writing Module employed the Process Writing Approach as its backbone and scaffolded by the research based elements emerging from this first part of the research.

4.3 Quantitative Intervention Data

This second section of data analysis concentrates on the analysis of data collected before, during and after the intervention. The data are the Pre- and Post-tests of the experimental group and three in-situ classes; Pre-, the Post- and Delayed Post-tests of the experimental class; and students' types of revision data. All were analysed quantitatively. It is hoped that these data will highlight findings on the effectiveness of the module and good practices that are directly linked to the effectiveness of the intervention. The research questions to be addressed are represented in the table below:

Table 4.20

Research Questions for Quantitative Intervention Data

Evaluative Objectives	Research Questions	Section in this Chapter
4. To explore the changes evidently observed in the students writing activities after the intervention	2. What are the changes evidently observed in the students writing activities after the intervention?	4.3.3
5. To determine whether the pedagogic intervention helps to improve the experimental group of students' writing performance.	3. Is there any evidence of students' change in writing skill following the teaching intervention?	4.3.1 4.3.2 4.3.3

4.3.1 Analysis of Experimental and Control Groups Pre- and Post-Test Results

This set of data comprises of pre- and post-test results as presented in Table 4.21

below:

Table 4.21

Pre-Test Marks of Experimental and Control Groups

STUDENTS ID	CONTROL 1 PRETEST	CONTROL 2 PRETEST	EXPERIMENTAL PRETEST	STUDENTS ID	CONTROL 1 PRETEST	CONTROL 2 PRETEST	EXPERIMENTAL PRETEST
1	70	60	61	16	30	60	47
2	50	65	46	17	55	30	67
3	45	25	46	18	60	40	53
4	25	65	63	19	55	25	57
5	55	25	63	20	50	70	71
6	40	75	65	21	30	60	42
7	65	60	62	22	75	40	47
8	55	55	47	23	55	65	61
9	65	50	62	24	60	55	65
10	25	30	70	25	60	35	57
11	55	45	47	26	10	25	73
12	65	40	51	27	50	40	66
13	75	30	75	28	50	45	67
14	40	55	57	29	10	45	71
15	30	30	75	30	55	50	63

Table 4.22

Pre-Test Marks of Experimental and Control Groups

STUDENTS' ID	CONTROL 1 POSTEST	CONTROL 2 POSTEST	EXPERIMENTAL POSTEST	STUDENTS' ID	CONTROL 1 POSTEST	CONTROL 2 POSTEST	EXPERIMENTAL POSTEST
1	74	72	73	16	56	48	59
2	55	70	53	17	54	52	78
3	46	59	49	18	48	44	58
4	12.5	56	77	19	53	42	69
5	64	17.5	78	20	60	54	78
6	50	46	77	21	40	74	47
7	42	62	80	22	66	39	47
8	60	50	58	23	63	68	69
9	72	58	77	24	48	48	77
10	12.5	50	78	25	63	76	74
11	50	52	54	26	12.5	32	78
12	65	52	58	27	54	46	74
13	64	42	80	28	46	60	78
14	42	60	68	29	44	56	77
15	46	52	80	30	58	60	64

For statistical analysis, the raw marks above were categorized as: _____

- 1 = “35 to 39”
- 2 = “40 to 44”
- 3 = “45 to 49”
- 4 = “50 to 54”
- 5 = “55 to 59”
- 6 = “60 to 64”
- 7 = “65 to 69”
- 8 = “70 to 74”
- 9 = “75 to 79”
- 10 = “80 to 100”

The paired-samples t-test was used for the matched group i.e. the pre-test results and post-test results of essay writing in which pairs of subjects are matched on one characteristic (e.g. essay marks) served in the two conditions. Table 4.23 below indicates that there is a significant difference in the results of the essay writing between pre-test results and post-test results, $t (df = 29) = -8.833, p < 0.01$. The mean values as presented in Table 4.24 shows that significantly better exam results were obtained for the post-test results ($M = 7.233$) than pre-test results ($M = 5.667$).

Table 4.23

Paired Differences of Pre- and Post-Tests Results

	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre Test Results - Post Test Results	-1.5667	.9714	-8.833	29	.000

Table 4.24

Paired Samples Statistics of Pre- and Post-Tests Results

	Mean	N	Std. Deviation	Std. Error Mean
Pre Test Results	5.667	30	2.0057	.3662
Post Test Results	7.233	30	2.3146	.4226

Next, the three sets of pairs are investigated in pairs: pair 1 (Control 1 Pretest – Control 1 Posttest), pair 2 (Control 1 Pretest – Control 1 Posttest), and pair 3 (Experimental Pretest – Experimental Posttest). Table 4.25 indicates that there is

insignificant difference in the results of essay writing between Control 1 Pretest and Control 1 Posttest, $t(df = 29) = -0.866$, $p > 0.05$ for pair 1. On the contrary, different results appear for pair 2 of which there is significant difference between Control 2 Pretest and Control 2 Posttest, $t(df = 29) = -2.585$, $p < 0.05$. Likewise, there is also significant difference in the results of essay writing between Experimental Pretest and Experimental Posttest, $t(df = 29) = -10.910$, $p = 0.000$ for pair 3 at 95% significance level.

Table 4.25

Paired Differences

		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Control 1 Pretest – Control 1 Posttest	-1.850	11.697	2.136	-0.866	29	0.393
Pair 2	Control 2 Pretest – Control 2 Posttest	-6.750	14.301	2.611	-2.585	29	0.015*
Pair 3	Experimental Pretest – Experimental Posttest	-9.000	4.518	0.825	-10.910	29	0.000*

* $p < 0.05$

The mean values as presented in Table 4.26 shows that significantly better exam results was obtained for the Control 1 Posttest Results ($M = 50.683$) than Control 1 Pretest Results ($M = 48.833$) for pair 1, and Control 2 Posttest Results ($M = 53.250$) than Control 2 Pretest Results ($M = 46.500$) for pair 2. Similarly, in pair 3, Experimental Posttest Results ($M = 68.900$) received better examination results than

Experimental Pretest Results ($M = 59.900$). It is also obvious that of all the three groups, the result for Experimental Posttest scored the highest.

Table 4.26

Paired Samples Statistics

		Mean	Std. Deviation
Pair 1	Control 1 Pretest	48.833	17.255
	Control 1 Posttest	50.683	15.715
Pair 2	Control 2 Pretest	46.500	15.095
	Control 2 Posttest	53.250	12.514
Pair 3	Experimental Pretest	59.900	9.704
	Experimental Posttest	68.900	11.099

This comparison seems to indicate that the intervention has had better effects on the students' performance when control is compared to the experimental.

4.3.2 Analysis of Paired-Samples T-Test of Pre-, Post- and Delayed Post-Intervention Essay Results

The second set of data is comprised of pre-, post- and delayed post-intervention essay marks of the experimental group as presented in the table 4.28 below:

Table 4.27

Pre-, Post-, Delayed Post-intervention Essays Results

Student ID	Pre-intervention Essays	Post-intervention Essays	Delayed Post-intervention Essays	Student ID	Pre-intervention Essays	Post-intervention Essays	Delayed Post-intervention Essays
1	61	73	71	16	47	59	57
2	46	53	53	17	67	78	78
3	46	49	48	18	53	58	58
4	63	77	75	19	57	69	67
5	63	78	74	20	71	78	75
6	65	77	75	21	42	47	44
7	62	80	77	22	47	47	47
8	47	58	57	23	61	69	67
9	62	77	75	24	63	77	75
10	70	78	75	25	57	74	75
11	47	54	51	26	73	78	76
12	51	58	57	27	66	74	75
13	75	80	80	28	67	78	76
14	53	68	65	29	71	77	75
15	75	80	80	30	63	64	63

In this analysis, the paired-samples t-test is used for the matched group i.e. pre-intervention essays results and post-intervention essays results of essay writing in which pairs of subjects that are matched on one characteristic (e.g., essay writing results) served in this case three conditions, i.e. before the experimental group was exposed to the intervention, after 14 weeks of exposure to the intervention and finally after a gap of one month upon completing the 14 weeks intervention.

Three sets of pairs were investigated: pair 1 (Pre Intervention Essay Results – Post Intervention Essay Results), pair 2 (Pre Intervention Essay Results – Delayed Post), and pair 3 (Post Intervention Essay Results – Delayed Post). Table 4.28 indicates that there is a significant difference in the results of essay writing between Pre-Intervention Essay Results and post-Intervention Essay results, $t(df = 29) = -8.833$,

$p < 0.01$ for pair 1. Likewise, similar results appear for pair 2 between Pre-Intervention Essay Results and Delayed Post, $t(df = 29) = -8.630$, $p < 0.01$. However, there is insignificant difference in the results of essay writing between Post- Intervention Essay results and Delayed Post Results, $t(df = 29) = 0.0333$, $p = 0.662$ for pair 3.

Table 4.28

Paired Differences of Pre-, Post- and Delayed Post Intervention Essay Results

		Mean	Std. Deviation	Std. Error	t	df	Sig. (2-tailed)
Pair 1	Pre Int Results	-1.5667	.9714	.1774	-8.833	29	.000
	Post Int Results						
Pair 2	Pre Int Results	-1.5333	.9732	.1777	-8.630	29	.000
	Delayed Post						
Pair 3	Post Int Results	.0333	.4138	.0756	.441	29	.662
	Delayed Post						

The mean values as presented in Table 4.29 shows that significantly better exam results were obtained for the Post Intervention Essay Results ($M = 7.233$) than the Pre Intervention Essay Results ($M = 5.667$) for pair 1, and the Delayed Post Results ($M = 7.200$) than the Pre Test Results ($M = 5.667$) for pair 2. However, pair 3 has different results of which the Post Intervention Essay Results ($M = 7.233$) received better examination results than the Delayed Post Results ($M = 7.200$). In other words, the students' performance after the one-month lapse did not show any deterioration or any further improvement. Hence, it would appear that not only was the intervention

possible to improve students' writing performance, but such improvement persisted and was a predictor of academic success in essay writing.

Table 4.29

Paired Samples Statistics of Pre-, Post- and Delayed Post Tests Results

		Mean	Std. Deviation
Pair 1	Pre Test Results	5.667	2.0057
	Post Test Results	7.233	2.3146
Pair 2	Pre Test Results	5.667	2.0057
	Delayed Post	7.200	2.3693
Pair 3	Post Test Results	7.233	2.3146
	Delayed Post	7.200	2.3693

From the analysis above, it is safe to conclude that there is evidence of improvement in the students' writing performance after 14 weeks of exposure to the intervention as compared to their results before the intervention. The delayed post-intervention essay results could indicate retention among the experimental students.

4.3.3 Analysis of Students' Revision Types Data

This section analyses the revision activities of all the thirty students in the experimental group in reviewing their two essays. For the analyses of students' revision types of data, Faigley and Witte's (1981) Revision Taxonomy was used to analyze revisions made to the two writings produced by the students during the intervention.

This taxonomy divides revision into two major categories of revisions are surface and text-based revisions. Surface revisions are revisions that involve changes in meaning. This category is the sub-divided further into two categories, formal revisions and meaning-preserving revisions. Formal revisions are actually editing to grammar, spelling, and mechanics. Meaning-preserving revisions, on the other hand, are rewording activities where writers improve the fluency of a passage or clarify the existing meaning at the sentence level.

Text-based changes, contrariwise, are microstructure textual revisions and macrostructure textual revisions. Microstructure revisions refer to changes to the text that result in a change in the semantic meaning of a local section of the text (i.e., on the sentence or paragraph level). Macrostructure revisions are changes that result in a change in the global meaning that results in a new main meaning (i.e., the summary of the piece of writing would be different after such a revision). The revision activities were coded according to the codes listed in Table 4.30.

Table 4.30

Key to the Abbreviations

SCFCSpl	Surface changes Formal changes Spelling
SCFCTen	Surface changes Formal changes Tense
SCFCAbb	Surface changes Formal changes Abbreviation
SCFCPunc	Surface changes Formal changes Punctuation
SCMPCAdd	Surface changes Meaning-preserving changes Additions
SCMPCDel	Surface changes Meaning-preserving changes Deletions
SCMPCSub	Surface changes Meaning-preserving changes Substitutions
SCMPCPerm	Surface changes Meaning-preserving changes Permutations
SCMPCDis	Surface changes Meaning-preserving changes Distribution
SCMPCCon	Surface changes Meaning-preserving changes Consolidations
MCMiCAdd	Meaning Changes Microstructure changes Additions
MCMiCDel	Meaning Changes Microstructure changes Deletions
MCMiCSub	Meaning Changes Microstructure changes Substitutions
MCMiCPerm	Meaning Changes Microstructure changes Permutations
MCMiCDis	Meaning Changes Microstructure changes Distributions
MCMiCCon	Meaning Changes Microstructure changes Consolidations

The full taxonomy is available in Appendix 2. The findings of this data will highlight whether the reviewing strategies taught to this group of students managed to help scaffold their English essay writing activities. This data will also illuminate the revision activities of the three groups of students, i.e. good, medium and poor. This section addresses question 2 and 3 of the research questions (as indicated in Table 4.20).

4.3.3.1 Frequency of Types of Editing Activities Performed by the Students

The frequency or count of the occurrences of values within this particular group, and in this way, Table 4.31 below summarizes the distribution of values in the sample. A frequency distribution shows a summarized grouping of data divided into mutually exclusive classes and the number of occurrences in a class. It is a way of showing unorganized data and in this case the different reviewing activities conducted by the students.

Table 4.31

Descriptive Statistics of Revision Activities

	Essay 1			Essay 2		
	Mean	Rank	Std. Deviation	Mean	Rank	Std. Deviation
SCFCSpl	1.33	5	.479	1.63	4	.850
SCFCTen	1.27	6	.450	1.30	6	.466
SCFCAbb	1.07	8a	.254	1.27	7	.907
SCFCPunc	1.43	4	.679	1.53	5	1.008
SCMPCAdd	2.33	2	1.028	2.63	2	1.752
SCMPCDel	2.07	3	.868	2.13	3	1.358

SCMPCSub	2.37	1	1.217	3.13	1	1.697
SCMPCPerm	1.13	7b	.346	1.20	8a	.407
SCMPCDis	1.13	7a	.346	1.20	8b	.407
SCMPCCon	1.07	8b	.254	1.17	9	.379
MCMiCAdd	1.20	2	.407	1.07	3a	.254
MCMiCDel	1.07	4a	.254	1.10	2	.305
MCMiCSub	1.33	1	.547	1.23	1	.568
MCMiCPerm	1.10	3	.305	1.07	3b	.254
MCMiCDis	1.03	5	.183	1.03	4	.183
MCMiCCon	1.07	4b	.254	1.07	3c	.254

4.3.3.2 Results for Surface Changes

These are the results of comparing the surface changes (SC) revision activities conducted by the students on their first and second essay based on the Faigley and Witte (1984) *Classification of Revision*:

- a. *Surface Changes-Meaning Preserving Changes-Substitution (SCMPCSub)* seems to be the most utilised activity. Example Essay 1:

Draft One

Nowadays, the world population of people is ~~is being increasing~~ ~~trend in a large amount~~. But at the same time, the amount of rubbish is also ~~become larger~~ ~~increasing~~. This is because many people made a lot of rubbish without thinking of the effect of the ~~gaining rubbish~~ ~~gaining into~~ the environment. The ~~increasing~~ of rubbish may causes many diseases ~~that~~ ~~can~~ spread to the public. In order to solve this problem, recycling is important to the public as a means to reduce the volume of rubbish, overcome the problem of illegal dumping and helps to preserve the environment. TC: Good.

Final Draft

Nowadays, the world population is in increasing trend. But at the same time, the amount of rubbish is also increasing. This is because many people made a lot of rubbish without thinking of the effect of the gaining rubbish to the environment. The increase of rubbish may causes many diseases spread to the public. In order to solve this problem, recycling is important as means to reduce the volume of rubbish, overcome the problem of illegal dumping and helps to preserve the environment.

- b. Followed by *Surface Changes-Meaning Preserving Changes-Additions (SCMPCAdd)*. Example Essay 1:

Draft Two

Today, mobile phone and tablet had become an important thing in our daily life. Almost everyone owns a mobile phone and tablet nowadays as they think mobile phone and tablet is an essential tools. Doesn't matter Regardless of students in primary school into people who are to working people nowadays have owns a tablet and smart phone. See how important of. It is very obvious that there gadgets are fundamental in dealy life. But this is not the main point to discuss on in this assay. To day we see, Samsung Company provided smart phone like S3, S4 and also provide tablet 7.0. in this assay I would like to discuss about the differences about smart phone and tablet which both actually provided by Samsung. Then we also se what the similarly about on both of this product. Let see.

Final Draft

Mobile phone and tablet become an important thing in our daily life. As almost people have own a mobile phone or tablet. Nowadays they are think that mobile phone and tablet iso ne of people needs. Today we can see, Samsung company provided smartphone like, galaxy s2, s3, s4 and also provided tablet 7.0. I would like to discuss about the differentses about smart phone and tablet which both actually provided by Samsung, and we also look to the similarly about both this devices, which we can see from display aspect, Design aspect and the similarly we look from connectivity aspect.

c. *And Surface Changes-Meaning Preserving Changes-Delete (SCMPCDel).*

Example Essay1:

Draft Two

I believe that every person in this world wish to own either a sport or luxury cars at home. One to many circumstance, there is such a lot of reasons that they cannot choose what they really wanted to own. So, in this essay, I am going to write about the difference between sport cars and luxury cars. I hope that this is going to help those miserable person outside there to get to know the difference. TC: TS?

Final Draft

I believe that every person in this world wish to own either a sport car or a luxury car. Due to many circumstance, there is such a lot of reasons that they cannot choose what they really wanted to own. So, I am going to write about the difference between sport cars and luxury cars. The things that we are going to discuss is about their features, design and the similarities. Afterall, which that it is going to help those miserable person outside there to get to know more about the differences and similarities.

The same observable fact is also observed in their second essay revision activities.

However, the rest of their revision activities seem to change when compared, except

the activity that ranks number 6, i.e. *Surface Changes-Formal Changes-Tense* (SCFCTen). These are some of the examples:

a. *Surface Changes-Meaning Preserving Changes-Substitution* (SCMPCSub)

seems to be the most utilized activity. Example Essay 2:

Draft One

Today in our country developed in many side especially in technology. It makethe people easy to survive their everyday life but sometimes people forget to save and care forthe nature. So, the best way to solve this is making campaign that related recycling. There are so many important ce and benefits if our government held recycling camping campaign, that aim to promote the recycling culture among Malaysians. There are and

Final Draft

Today, our country developed in many side especially in technology. It make people easy to survive their everyday life. But sometimes people forget to save and care for the nature. So, the best way to solve this is making campaign that related recycling. There are so many importance and benefits if our government held recycling campaign that aim to promote the recycling culture among Malaysians. They are create awareness among public to preserve the environment, can minimize waste disposal and reduce volume of rubbish sent to landfills. It's also consume less energy to produce recycled product.

b. Followed by *Surface Changes-Meaning Preserving Changes-Additions*

(SCMPCAdd). Example Essay 2:

Draft Two

Firstly, recycling can help to reduce volume of rubbish **save earth**. It can help to reduce the usage of existing landfills. [[Thus with the lower volumes, the existing landfills can be reduced. It can also help us to have a clean environment and better air.]] Therefore, we will have better quality of life. TC: PC

Besides, recycling is important because it can help to reduce **the cutting down of natural product environmental activities**. People will stop cutting down the trees and it will prevent landslides. The trees will they produce fresh oxygen and the people will have fresh air and good for their health. Recycling also will protect the landscape. Our planet will be clean and nice for us.

In addition, recycling can help to preserve the environment **reduces waste products in landfills**. If we recycle, reduce and reuse the things or materials that can be recycle, it can reduce [green house] effect and avoid [global warming] happen. Beside that, recycling can help to reduce illness. People will not have skin cancer cough if they carry out recycling activity. People will not have diseases can healthy.^{WR}

Final Draft

Firstly, recycling can help to reduce waste products in landfills. Landfills are mostly composed of non-biodegradable waste which takes long to decompose. We can lessen the waste materials that are placed into landfills and we are able to make out most of these materials. It can help us to have a clean environment and better air. If we don't recycle, more and more garbage will go to landfills until they all get filled up. If we recycle, we will have better quality of life.

Secondly, recycling is very important because it can help to reduce the cutting down of natural product. For example, we know that paper comes from trees and many trees are being cut down for producing paper. By recycling it, we can help to lessen the number of trees that are cut down. Products made from raw materials that came from our natural resources should be recycled so that we can help to preserve the environment. It will produce fresh oxygen and the people will have fresh air and good for their health.

- c. Lastly, *Surface Changes-Meaning Preserving Changes-Delete* (SCMPCDel).

Example 2:

Draft Two

Today, mobile phone and tablet had become an important thing in our daily life. Almost everyone owns a mobile phone and tablet nowadays as they think mobile phone and tablet are an essential tools. Doesn't matter Regardless of students in primary school into people who are to working people nowadays have owns a tablet and smart phone. See how important of. It is very obvious that there gadgets are fundamental in dealy life. But this is not the main point to discuss on in this assay. To day we see, Samsung Company provideding smart phone like S3, S4 and also provide tablet 7.0. in this assay I would like to discuss about the differences about smart phone and tablet which both actually provided by Samsung. Then we also se what the similarly about on both of this product. Let see.

Final Draft

Mobile phone and tablet become an important thing in our daily life. As almost people have own a mobile phone or tablet. Nowadays they are think that mobile phone and tablet iso ne of people needs. Today we can see, Samsung company provided smartphone like, galaxy s2, s3, s4 and also provided tablet 7.0. I would like to discuss about the differentses about smart phone and tablet which both actually provided by Samsung, and we also look to the similarly about both this devices, which we can see from display aspect, Design aspect and the similarly we look from connectivity aspect.

4.3.3.3 Results for Meaning Changes

The meaning changes (MC) revision activities as portrayed by Table 4.31, on the other hand, seem to illustrate a totally different picture for the revision activities in both essays. In essay 1, they are:

- a. Meaning Changes-Microstructure Changes-Substitution (MCMiCSub) ranked number 1. Example Essay 1:

First of all, we should recycle in order to save environment by reduce the pollution of air and water. We should using public transport should be fully utilize such as bus, LRT, monorail, MRT thus the it will reduce the usage of petrol will be lessen. Besides that we should sharing the usage of car since its can reduce the emission of carbon dioxide. Thus, it is because can reduce the extracting of petrol and this can reduce the extracting of petrol and thus other than that, it can reduce traffic congestion on road. Lastly, we should recycling by using recycle items, it can reduce the productions of factory to produce new items and thus can eliminate the toxic substance emite from factory.

Secondly, On the other hand, recycling can minimal environment damage. (Government should enforce the laws to ensure there is no illegal activities) Enforcement of law by government on illegal activities is conducting such as cutting down trees, drilling for oil and digging for mineral. Besides that, government should improve the quality of environment by doing organized campaign such plant trees. Activity such as awareness campaign should be conduct, in order to improve the quality of environment. Thus, the quality of our environment will be enhance. It can done by planting more and more a huge numbers trees. Other than that, the usage of green house effect also important in agriculture sector. To reduce the usage of land for plantation it can be done by using greenhouse effect, thus it can avoid the crisis of global warming. TC: PC.

Last but not least, recycling can reduce volume of rubbish sent to landfills. the existing landfills (can be used for longer periods), in results, it can / because it can eliminate the landfills for rubbish dumping. By using this method, it can help local authorities overcome the problems of illegal dumping.

In conclude- sion to think that recycling should be mandatory so the earth can be cleaner and better place to live. Thus, it can creates a cleaner and better space for living / We can live in a healthy and better place. Government should educate our public and creates awareness through media such as advertisements in newspapers, television and radio. it can be can also overcome the shortages of raw materials and ensure a good demand for the recyclables. So, let us start a recycling program today. In fact, it should be made into a new law. We can help build a better world. In fact, it should be create into a new law, thus it will build a better world.

Final Draft

First of all, we should recycle in order to save environment by reduce the pollution of air and water. Public transport should be fully utilize such as bus, LRT, monorail, MRT and so on. It will reduce the usage of petrol. Besides that, we should sharing the usage of car, since it can reduce the emission of carbon dioxide. Thus, it can reduce the extracting of petrol. Other than that, it can reduce traffic congestion on road. Lastly, we should recycling, by using recycle items, it can reduce the production of factory to produce new items and thus can eliminate the toxic substance emite from factory.

Secondly, recycling can minimal environmental damage. Enforcement of law by government on illegal activities such as cutting down trees, drilling for oil an digging for mineral. Recycle can help to reduce damage by building recycling industrial to recollect the recycling items and reprocess again. Activity such as awareness campaign should be conduct in order to improve the quality of environment. Thus, the quality of our environment will be enhance by planting a huge numbers trees. Thus, we should minimal environmental damage by using recycling items.

Last but not least, recycling can reduce volume of rubbish sent to landfills. The existing landfills can be used for longer periods. The existing landfills can be used for longer periods in results, if can eliminate the landfills for rubbish dumping. By using this method, it can help local authorities overcome the problems of illegal dumping.

In conclusion, recycling should be mandatory, thus it can creates a cleaner and better space for living. Government should educate our public and creates awareness through media such as a advertisement in newspapers, televisions and radio. Recycling campaign help to overcome the shortage of raw materials and ensure a good demand for the recyclables. So, let us start a recycling program today!! In fact, we should recycling in order to reduce pollutions, minimal environmental damage and reduce of volume rubbish sent to landfills.

b. Next is *Meaning Changes-Microstructure Changes- Additions* (MCMiCAdd)

Example Essay 1:

Recently, many the problems of pollutions are happens escalating in our the world. These pollutions are happened because of mankind. People produce many things like paper, glass, aluminium and plastics to generate their revenue by destroying natural sources. But natural resources in our world are limited, if will be finish use by people. So the recycling to the environment is very important. This action should to be make it success due to for promoteing greater environmental awareness. TC: (TS) Recycling can reduce , , and .

Final Draft

Recently, the problems of escalating in our world. These pollutions happened because of mankind. People produce many things like paper, glass, aluminium, and plastics to generate their revenue by destroying natural resources. But natural resources in our world are limited, it will be finish use by people. So, the recycling is very important to be success for promoting people. So, the recycling is very important to be success for promoting greater environmental awareness. Recycling can reduce cut down trees, drilling for oil and digging for minerals, less energy and preserve the environment.

c. Lastly, *Meaning Changes-Microstructure Changes-Permutations*

(MCMiCPerm).

Example Essay 1:

Firstly, what to mean by to reduce+ing volume of rubbish sent is that the rubbish that collected in a particular town and it is going to be collected in sent to an empty landfills. The existing rubbish collecting landfills is quite limited due to the numbers of rubbish collecting landfills is quite limited dur to the numbers of rubbish produced each day/ month/ year. For example, if all of us start to participate keenly in recycling, we would have a cleaner environment and better quality of air. The rubbish collection landslides produced bad odour and it is very lively. Do recycle to have a better quality of life. Recycling would produce better quality of life. TC: How? PC.

Final Draft

Firstly, reducing volume of rubbish means that these rubbish collates in a particular town and it is going to be sent to an empty landfills. The existing rubbish collecting landfills is quite limited dur to the numbers of rubbish produced each day is very high. For example, if all of use start to participate keenly in recycling, we would have a cleaner environment and better quality of air. Materials like plastic, glass, metals and aluminium will be sent to their own recycling factory because it takes very long time to turn to fossil. So, all of us should participate and take this recycling habit as daily to do stuff to save our landfills.

When Essay two revision activities were analysed, these results were attained:

- a. Again in the second essay, *Meaning Changes-Microstructure Changes-Substitution* (MCMiCSub) ranked number 1. Example Essay 2:

In conclusion, these two foods is also a famous and tradisional foods for Malaysian people. Although these two foods are easy to be found find in restaurant but not all people would prefer like to eat. This is because there are too many delicious foods as a competition alternative / competitor^{RW} for people to choose to eat. In this busy daily life, people usually prefer eating at outside and prefer for fast foods that are easy to get from any restaurant and stall.

Final Draft

In conclusion, these two foods is also a famous and traditional foods for Malaysian people. Although these two foods are easy to be find in restaurant but not all people would like to eat. This is because there are too many delicious foods as a alternative for people to choose to eat. In this busy daily life, people usually prefer eating at outside and prefer for fast foods that are easy to get from any restaurant and stall.

- b. On the contrary, *Meaning Changes-Microstructure Changes-Deletions* (MCMiCDeI) ranked as number 2.

Example Essay 2:

First of all, iPhone 5S is from Apple brand and while the sony Xperia Z1 is from Sony brand. The size screen size screen of Iphone 5S which is 4.0 which is smaller than the Sony Xperia Z1. Which is 5.0. Iphone 5S no is not have waterproof meanwhile Sony Xperia Z1 have is waterproof. Sony Xperia Z1 can be run into with water. Besides that, Iphone 5S is using IOS7. The user of Iphone 5S can download the application such as Facebook, WeChat, whatsapp from application store. Sony Xperia Z1 use android 4.2 wh while they can download the application from google play. There are three different colours of iphone 5s which are space Gray, Gold, Silver and Sony Xperia Z1 have black, white and purple colour. The camera of iphone 5s is 8 megapixel meanwhile the camera for sony Xperia z1 is 20.7 megapixel. This shows that the camera of Sony Xperia Z1 is more good if compared to iphone 5s. Therefore, different smartphone have different type of features.

Final Draft:

First of all, iphone 5s from Apple brand while Sony Xperia Z1 is from Sony brand. The screen size of iphone 5s is 4.0 which is smaller than Sony Xperia Z1 which is 5.0. Iphone is not waterproof meanwhile Sony Xperia Z1 is waterproof. Besides that, Iphone 5S is using IOS7. The user of Iphone 5S can download the application such as facebook, wechat, whatsapp from application store. Sony Xperia Z1 use android 4.2 while they can download the application from google play. There are three different colours of Iphone 5s which are space Gray, Gold Silver meanwhile Sony Xperia Z1 have black, white and purple colour. We can choose to buy the colour that we like. The camera of iphone 5s is megapixel meanwhile the camera of Sony Xperia Z1 is 20.7 megapixel. This shows that the camera of Sony Xperia Z1 is more good if compared to iphone 5s. Therefore, different smarphone have different type of features.

c. Next is *Meaning Changes-Microstructure Changes- Additions* (MCMiCAdd).

Example Essay 2:

These Both of two famous game have similarities on the characteristic. One of them is very especial where both of this game can connect to internet. This game allow us to play with people from inside the country and outside. Therefore, using internet we can could updated our game to better performance. This is very easy to update because both of this game can play in computer. We just need to connected to internet.

As a conclusion, internet games is the best way for us to reduce our release stress. We can make it become more happy while beside we connect to the internet and play some people in the world. As a student we have to control to spend our time wisely do not spend it too over to much time in playing online game. In other words, your life will be game over because of the game. If student spend all their time infront of coputer to play game, they will end up with poor result in their education. SC: Need more elaboration. Give more example.

Final Draft:

Both of these two games have similarities on their characteristics. One of them is very especial for me where these two famous games can connect to the internet. Therefore, these two games enable us to play anytime and anywhere as long as we can connect to the internet. In other word we also can play these game with other people from inside and outside the country. These two games also by using internet we could update our game to improve a better performance. These is very easy to update because both of this games can play in computer and we just need connected to internet.

As a conclusion, internet games is the best way for use release stress. We can become more happy beside while we connect to the internet and play with some people in our surroundings and in the world. As a student, we have to spend our time wisely and do not spend much time in the game. In other words, your life will be game over because if student spent all the time in front of computer to play game, they will end up with poor result in their education.

- d. Followed by *Meaning Changes-Microstructure Changes-Permutations* (MCMiCPerm). Example Essay 2:

Iphone 5s and 5c that are things that I love, I like very much are things that I love the most. Teenagers are very fond of going to the appearance of the iphone latest released. Nowadays, many teenagers are very eager to know the appearance of the latest Iphone. As consumers, we should be wise in choosing the best one, where we have made a difference, similarity and how about the gadget function for.

Both of two these gadget they have their own function From my research on iPhone 5s and 5c, both of these gadget have their own function which is Iphone 5S they have camera 8 megapixels it is just like the dual-flash for truer-to-life colours. Moreover, Iphone 5s has a number of other improvement, but 5s has a number of other improvements, including slow-motion video recording, It also have advance namely slow motion video recording, automatic image stabilization and more, while Iphone 5c camera just can I say it is very good, nice because Apple's offers none of any advanced features. Furthermore, 5s function including fingerprint scanner. As of now, the Iphone 5s is the only iphone with an integrated fingerprint scanner built in into the home button. This is a great security feature, while Iphone 5c [is offer none any this function fingerprint scanner].

Final Draft:

Iphone 5s and iphone 5c are the things that I love the most. Nowadays, many teenagers are very are very eager to know the appearance of the latest iphone when it was released at the market. As a consumer, we should be wise in choosing the best gadget. This mean we have to make comparison about the advantages and disadvantages, the function of gadget, or similarities and differences among the phone.

From my research on iphone 5s and 5c, both of these gadget have their own function. The advantages of iphone 5s are same as iphone 5c, where it built with 8 megapixels camera, however, 5c also offers dual-flash for truer-to-life colours. Moreover, it also have advance namely slow motion video recording, automatic image stabilization and so on. The other function is for security feature. The fingerprint scanner in iphone 5s is the only iphone with an integrated fingerprint scanner built into the home button. For iphone 5c, the camera also very good and nice because Apple's offers none of any advanced features.

e. Finally, *Meaning Changes-Microstructure Changes-Consolidations*

(MCMiCCon) sharing the third rank. Example Essay 2:

Next, [the similarity both of the gadget], which the both are use IOS 7. Furthermore, both of the phone came out with the same size and dual camera at front and back of the phone eventhough it is different quality of the photos. Both of the gadget are use ios 7 and come out with the same size and dual camera at front and back of the phone. The both of phone also maximum at 8 megapixels still images and 1080p HD video.

Final Draft:

Both of the gadget are use ios 7 and come out with the same size and dual camera at front and back of the phone. Moreover, both also have 108p HD video. Moreover, Apple's also offer the same quality of the sound of the phone. So, everyone will enjoy to wear the both of phone.

This could indicate a positive increase in the meaning changes revision activities in terms of frequency.

4.3.3.4 Correlations of Surface and Meaning Changes Made by the Students

When Reviewing their Essays

Pearson correlation is executed to measure the inter-correlations between constructs with regards to Surface and Meaning Changes made by the student when reviewing their essays. Correlation coefficients can range from the value of -1.00 to +1.00 (Lind, Marchal & Wathen, 2011). The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. In this study, two sets of correlations were executed i.e. essay 1 and essay 2.

i. Correlation Analysis among Constructs of Essay 1

Further assessment of the inter-correlations in Appendix 8 detailed that there is significant association between constructs. Correlations were found among variables, meaning a high degree of linear relationship existed between the variables.

First, it is found that there is significant and positive correlation between Surface Changes-Meaning Preserving Changes-Consolidation (SCMPCCon) and two factors: Surface Changes-Meaning Preserving Changes-Permutations (SCMPCPerm) ($r=0.681$, $p<0.01$) and Surface Changes-Meaning Preserving Changes-Additions (SCMPCAdd) ($r=0.441$, $p<0.01$). It can also be seen that there is again positive correlation between Surface Changes-Formal Changes-Punctuation (SCFCPunc) and Surface Changes-Formal Changes-Tense (SCFCTen) ($r=0.512$) at $p<0.01$. Similar observation can also be seen between Surface Changes-Meaning Preserving Changes-Additions (SCMPCAdd) and Surface Changes-Formal Changes-Punctuation (SCFCPunc) ($r=0.576$) at $p<0.01$.

Another observation is that Surface Changes-Meaning Preserving Changes-Substitutions (SCMPCSub) is also correlated and positively significant at $p < 0.01$ with two factors:) and Surface Changes-Meaning Preserving Changes-Additions (SCMPCAdd) ($r = 0.478$) and Surface Changes-Meaning Preserving Changes-Deletion (SCMPCDel) ($r = -0.563$). Subsequently, there is significant and positive correlation between Surface Changes-Meaning Preserving Changes-Consolidation (SCMPCCon) and Surface Changes-Meaning Preserving Changes-Permutations (SCMPCPerm) ($r = 0.681$) at $p < 0.01$.

Next, significant and positive correlations also exists between Meaning Changes-Microstructure Changes-Permutations (MCMiCPerm) and two factors: Surface Changes-Formal Changes-Punctuation (SCFCPunc) ($r = 0.616$) and Surface Changes-Formal Changes-Tense (SCFCTen) ($r = 0.553$) at $p < 0.01$. Further, Meaning Changes-Microstructure Changes-Consolidation (MCMiCCon) is correlated and positively significant at $p < 0.01$ with four factors, i.e. Surface Changes-Meaning Preserving Changes-Abbreviations (SCMPCAbb) ($r = 0.464$), Meaning Changes-Microstructure Changes-Deletion (MCMiCDel) ($r = 0.464$), Meaning Changes-Microstructure Changes-Substitutions (MCMiCSub) ($r = 0.580$) and extremely high with Meaning Changes-Microstructure Changes-Permutations (MCMiCPerm) ($r = 0.802$).

Based on these figures, there is no multicollinearity problem in the research data. Besides, all mean scores are presented on the students' counts of the different revision activities made of which they mainly asserted 2 times of revisions made. In general, in the first writing activity, after being introduces to the Process Writing Strategies, the students revision activities seem to concentrate mostly on Surface Changes-

Meaning Preserving Changes activities as described earlier. This is followed by Meaning Changes-Microstructure Changes and the least is Surface Changes-Formal Changes.

As explained in Chapter 2, Faigley and Witte (1981:402) describe this Surface Changes as “changes that do not bring new information to a text or remove old information”. Formal Changes refer to the conventional proof reading activities, meanwhile Meaning Preserving Changes refer to changes that "paraphrase the concepts in the text but do not alter them” (Op.Cit. 403). Meaning Changes, on the other hand, “involve the adding of new content or the deletion of existing content” (*ibid.*). In other words, the statistical analysis of the students’ first essay reviewing activities indicates that this group of students were still tied to surface changes revision that do not bring in new information. Rather, paraphrasing the original concepts in the text by making them implicit or explicit, without altering the meaning. Thus, they were primarily syntactical or lexical changes.

ii. Correlation Analysis among Constructs of Essay 2

Appendix 9 depicts inter-construct correlations of the students’ second essay. Results indicate that essay revision activities of these students are inter-correlated with each other, denotation a high degree of linear relationship existed between the constructs. Hence, multicollinearity is absent in this research data. Multicollinearity is an undesirable situation where the correlations among the independent variables are strong. It increases the standard errors of the coefficients. Increased standard errors in turn means that coefficients for some independent variables may be found not to be significantly different from 0, whereas without multicollinearity and with lower

standard errors, these same coefficients might have been found to be significant and the researcher may not have come to null findings in the first place. In other words, multicollinearity misleadingly inflates the standard errors. Thus, it makes some variables statistically insignificant while they should be otherwise significant.

The strongest correlation appears in the association between *Meaning Changes-Microstructure Changes-Permutations* (MCMiPerm) and *Meaning Changes-Microstructure Changes-Substitutions* (MCMiCSub) of which there is a significant positive correlation between them at $p < 0.01$ ($r = -0.845$). This is followed by *Meaning Changes-Macrostructure Changes-Substitutions* (MCMaCSub) and *Surface Changes-Formal Changes-Abbreviation* (SCFCAbb) at ($r = -0.777$, $p < 0.01$).

In third place, *Surface Changes-Formal Changes-Punctuation* (SCFCPunc) and *Surface Changes-Formal Changes-Spelling* (SCFCSpl) are also statistically significant ($r = -0.759$, $p < 0.01$). Fourth, *Meaning Changes-Microstructure Changes-Distributions* (MCMiDis) and *Meaning Changes-Microstructure Changes-Deletions* (MCMiCDel) at ($r = -0.557$, $p < 0.01$). This is followed by *Meaning Changes-Microstructure Changes-Substitutions* (MCMiCSub) and *Surface Changes-Meaning Preserving Changes-Distributions* (SCMPCDis) at ($r = -0.537$, $p < 0.01$).

Besides these direct correlations, there are also significant and positive correlations that exist between a few factors. The first one is *Surface Changes-Meaning Preserving Changes-Additions* (SCMPCAdd) and two factors; *Surface Changes-Formal Changes-Spelling* (SCFCSpl) at ($r = -0.532$, $p < 0.01$) and *Surface Changes-Formal Changes-Punctuations* (SCFCPunc) at ($r = -0.642$, $p < 0.01$).

Next, *Surface Changes-Meaning Preserving Changes-Deletions* (SCMPCDel) and three factors; *Surface Changes-Formal Changes-Spelling* (SCFCSpl) at ($r=-0.641$, $p<0.01$), *Surface Changes-Formal Changes-Punctuations* (SCFCPunc) at ($r=-0.752$, $p<0.01$) and *Surface Changes-Meaning Preserving Changes-Additions* (SCMPCAdd) at ($r=-0.732$, $p<0.01$).

Significant and positive correlations are also found with *Surface Changes-Meaning Preserving Changes- Substitutions* (SCMPCSub) and three factors; *Surface Changes-Formal Changes-Punctuations* (SCFCPunc) at ($r=-0.501$, $p<0.01$), *Surface Changes-Meaning Preserving Changes-Additions* (SCMPCAdd) at ($r=-0.829$, $p<0.01$) and *Surface Changes-Meaning Preserving Changes-Deletions* (SCMPCDel) at ($r=-0.606$, $p<0.01$).

Finally, *Meaning Changes-Microstructure Changes- Consolidations* (MCMiCCon) and three factors; *Meaning Changes-Microstructure Changes- Additions* (MCMiCAdd) at ($r=-0.464$, $p<0.01$), *Meaning Changes-Microstructure Changes-Substitutions* (MCMiCSub) at ($r=-0.606$, $p<0.01$) and *Meaning Changes-Microstructure Changes-Permutations* (MCMiCPerm) at ($r=-0.464$, $p<0.01$) is also present.

The next factor correlates with four other factors, i.e. *Surface Changes-Meaning Preserving Changes-Consolidations* (SCMPCCon) and *Surface Changes-Formal Changes-Spelling* (SCFCSpl) at ($r=-0.517$, $p<0.01$), *Surface Changes-Meaning Preserving Changes-Deletions* (SCMPCDel) at ($r=-0.424$, $p<0.01$), *Surface Changes-Meaning Preserving Changes-Additions* (SCMPCAdd) at ($r=-0.563$, $p<0.01$) and

Surface Changes-Meaning Preserving Changes-Substitutions (SCMPCSub) at ($r=-0.500, p<0.01$).

4.3.4 Discussion of Quantitative Intervention Data

In answering research question 2, from the analysis of the revision data, it can generally be observed that there is a shift in the students' reviewing activities. They seem to concentrate more on the *Meaning Changes-Microstructure Changes* as compared to their reviewing activities with the first essay. Furthermore, with the second essay there is significant evidence of the students doing the *Meaning Changes-Microstructure Changes*, which was totally absent with the first essay (Meaning Changes-Macrostructure Changes-Substitutions (MCMaCSub) and Surface Changes-Formal Changes-Abbreviation (SCFCAbb) at ($r=-0.777, p<0.01$)). This is again a statistically significant evidence of improvement in the students' essay writing activities.

In other words, correlations were found among variables when comparing the revision activities at two different times. As mentioned earlier, throughout the intervention, the students were required to write two essays and each was done in three drafts. The revision activities were calculated for all found in the drafts. The revision activities were categorized into two main categories, i.e. Surface Changes and Meaning Changes. During the first essay, from the data analysis above, it was found that the students produce significant of Surface Changes-Meaning Preserving Changes-Substitutions (SCMPCSub), followed by Surface Changes-Meaning Preserving Changes-Consolidation (SCMPCCon), Surface Changes-Meaning Preserving Changes-Permutations (SCMPCPerm), Surface Changes-Formal Changes-

Punctuation (SCFCPunc), Surface Changes-Formal Changes-Tense (SCFCTen), Surface Changes-Meaning Preserving Changes- Deletion (SCMPCDel) and Surface Changes-Meaning Preserving Changes-Additions (SCMPCAdd). However, in Meaning Changes, only Meaning Changes-Microstructure Changes-Permutations (MCMiCPerm) is correlated and positively significant at $p < 0.01$.

When analyzing the second set of essays, the results indicate that essay revision activities of these students seem to produce more Meaning Changes revisions. The most rampant revision activity found is Meaning Changes-Macrostructure Changes-Substitutions (MCMaCSub). Additionally, they tend to also produce Surface Changes-Formal Changes-Abbreviation (SCFCAbb). They also performed significant Surface Changes-Formal Changes-Punctuation (SCFCPunc), Surface Changes-Formal Changes-Spelling (SCFCSpl), Surface Changes-Meaning Preserving Changes-Deletions (SCMPCDel) and Surface Changes-Formal Changes-Punctuation (SCFCPunc). Thus, it can be safely concluded that in the second essay the students no longer stress on the surface changes revision activities. The surface changes are now the byproducts of their attempts in meaning changes revision.

On the other hand, in answering research question 3, the analysis of the Pre- and Post-tests results seems to indicate that the intervention has had better effects on the students' performance when control is compared to the experimental. The analysis of the experimental group's Pre-, Post- and Delayed-post results further reinforced this finding by demonstrating evidence of improvement in the students' writing performance after 14 weeks of exposure to the intervention as compared to their

results before the intervention. The delayed post-intervention essay results could indicate retention among the experimental students.

4.4 Qualitative Intervention Data

This third part of the data analysis, concentrates on analyzing and discussing the findings from students' essays and diaries data. These qualitative findings are used to strengthen the findings on the effectiveness of the module and good practices that are directly linked to the effectiveness of the intervention. The research questions to be answered by this data are:

RQ2. What are the changes evidently observed in the students writing activities after the intervention?

RQ3. Is there any evidence of students' change in writing skill following the teaching intervention?

4.4.1 Findings of Analysis on Students' Essays

In this study, students' essays from the experimental group were collected in three phases, namely; pre-intervention, post-intervention and delayed-post intervention (after three months). For each phase 30 essays were collected making it a total of 90 essays for the whole three phases. The essays were compared using the 5-paragraph essay structure of introduction, body essay 1, body essay 2, body essay 3 and conclusion. The essays were grouped as Good, Medium and Weak based on the marks of their pre- intervention essays. As explained in chapter 3 page 117, the essays were marked based on the scheme in Appendix 3. The marks are listed in Table 4.32

In order to triangulate the data on revision activities conducted by the students in the three essays, the researcher compiled a total count for the different types of revision and the aggregated revision count is presented in the table below.

Table 4.32

Types of Revision and Aggregated Counts

	Essay 1	Essay 2	Essay 3	Total
Deletion	780	673	620	2073
Tense	65	82	60	207
Spelling	92	99	87	278
Sing/Plural	112	95	87	294
Pronoun	13	0	1	14
Change sentence	104	123	111	338
Verb to be	19	10	8	37
Change word	123	132	122	377
Preposition	58	48	41	147
Capitalization	106	0	0	106

The detailed types of revision are demonstrated graphically in Figure 4.5 below.

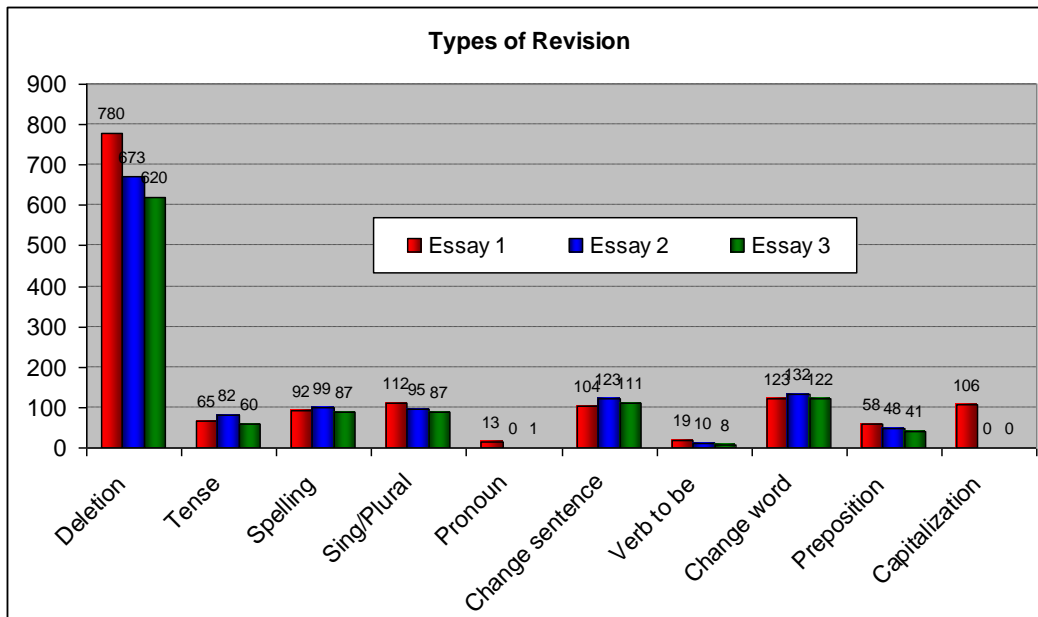


Figure 4.5 Types of revision and number of occurrences

From the figure above, the types of revisions with a decreasing pattern are changes in deletion, singular/plural, pronouns, the verb to be, prepositions, and capitalization. Despite the emphasis of the checklist on content and organisation, changes were predominantly at the word, sentence and preserving meaning levels. Deletion seems to have been the most employed type of revision when totalled for all the essays. In most cases, the students deleted words and sentences in their attempt to clarify meaning. However, they restricted themselves much more to rewording in their first draft, especially the linguistic basics of vocabulary and sentence structure. Because of that they considerably employ deletion. It could have been their proficiency level that handicapped them from revising extensively at the graphic and multi-sentential level, for example by adding new text.

From the table above, it can be seen that deletion was the activity most conducted, followed by changing words to clarify meaning, changing sentences also to clarify

meaning, rectifying plurals and singulars in nouns, articles and verbs, spelling corrections, tense corrections, corrections of prepositions and capitalizations, corrections of the verb to be (is/are/was/were) and, finally, the activity with the lowest count number was corrections of pronouns.

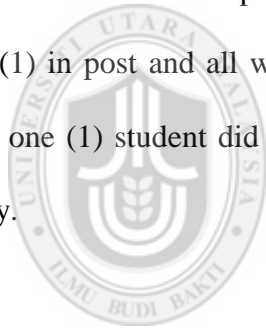
There were differences between the amounts of improvement on deletion, spelling singular/plural, pronouns, verb to be, prepositions and capitalisation. However, they were entirely due to the improvement in mechanics being greater than that in anything else. This also demonstrates the benefit of the enforced draft writing plus peer and self-revisions. All the students' work exhibited a steady, if not spectacular improvement throughout the essay writing exercise. In the following sections, work samples from the students were analysed for detailed revision analysis. All excerpts from students' writings have been copied verbatim. A comparison was made between the drafts of text written by the students: the objectives were to look into the similarities and differences in the written output of the students.

4.4.1.1 Discussion of Good Students' Essays Analysis

Improvements that we could observe (see Appendix 4) as we progressed from the students' pre-intervention, post-intervention to the delayed-intervention stages were quite encouraging. We were able to see how the students progressed especially in terms of organization. After the intervention, the students' writing seemed to have more direction compared to the pre-intervention essays. This factor could be an encouragement to these students in writing more about the given topic, thus, showing greater improvement. The students conclusions appeared to move from good to

better, where they no longer only provided a summary, they also now provided advice and suggestions for further development.

When quantified, the above data showed that in their pre-intervention essays only one (1) student did not provide the thesis statement. But this was no longer evident in his post and delayed post essays. It was also observed that four (4) students did not write their topic sentences for body paragraph 1, two (2) students for body paragraph 2 and one (1) student for body paragraph 3 in their pre-intervention essays. However, only one (1) student did not produce the topic sentence for body paragraph 1 in the post-intervention essays and none at all in the delayed post-intervention essay. Seven (7) students did not write paragraph conclusion in their pre-intervention essay but only one (1) in post and all wrote theirs in the delayed post. Another observation is that only one (1) student did not write the bridge in his or her pre and post intervention essay.



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In terms of content, these students would still need to work on it because academic writing requires critical thinking which probably is difficult for these students considering their level of English. Overall the students in this group managed to maintain what they had learned during the intervention as we can see in the delayed-post intervention essay. One of the problems that most of them face was writing a concluding sentence. Most of these students still had trouble paraphrasing the topic sentence into forming a concluding sentence. Besides that, they also had difficulties relating their topic sentences to the thesis statement, an important skill in academic writing.

4.4.1.2 Discussion of Medium Students' Essays Analysis

The data in Appendix 5 are on the performance of the students from the medium group. As we look into the introduction, there were three (3) students who did not provide a thesis statement and this number had been reduced to one (1) student during the post-intervention writing. Later at the delayed-post intervention stage, the number of students increased back to two (2). As we can see, the data show that two (2) students did not write a hook at the pre-intervention stage. However, this was no longer evident in the post-intervention and the delayed post-intervention writing. The writing of the bridge in the introduction was also unstable as we can see in the pre-intervention stage there were five (5) students who did not write a bridge whereas later in the post-intervention stage it had decreased to three (3) but increased again to five (5) students in the delayed post-intervention stage.

Next, we move on to the body of the essay where the students were required to provide a topic statement, supporting sentences and also a concluding sentence. There were four (4) students who did not provide a topic sentence in their body essay 1 during the pre-intervention stage. We could see a slight improvement on this because later in the post-intervention essay only three (3) students had problems providing the topic sentence and later two (2) did not write the topic sentence in the delayed post-intervention essay.

Moving on to the second topic sentence which should be written in body essay 2, there were five (5) students who did not write a topic sentence. Later in the post-intervention essay four (4) students and in the delayed post-intervention only three (3) students didn't write a topic sentence. In body essay 3 there were four (4) students

who did not write a topic sentence, two (2) students who ignored writing the topic sentence in the post-intervention and delayed post-intervention essay.

As we can see from the writing of topic sentences, there had been improvement observed in the students' writing. As for the supporting sentence, there were three (3) students who did not write supporting sentence in the pre-intervention stage and increased to four (3) students in the post-intervention stage but later in the delayed post-intervention stage, all the students in this group gave supporting sentences in body essay 1. As for supporting sentence for body essay 2, four (4) students did not provide supporting sentences in their pre-intervention essay, again four (4) students did not write relevant supporting sentence in the post-intervention essay and this later reduced to three (3) students in the delayed post-intervention essay writing.

In body essay 3, we noted obvious improvements as well. During the pre-intervention writing, there were seven (7) students who did not write supporting sentence to further expand their arguments. Later as we further observed the post-intervention and delayed post-intervention stage there seemed to be good improvement as there were no more students who did not write supporting sentences in their body essay 3.

One of the most obvious improvements that could be seen was on the writing of the concluding sentence in every body essay. It could be concluded that nearly all ten (10) students in this group did not write a concluding sentence in their pre-intervention essay. Later in the post-intervention essay it could be seen that only four (4) students still did not write a concluding sentence. There was a slight decline in the delayed post-intervention stage as there were three (3) students who failed to write a

concluding sentence. Finally, the last component of an essay is the conclusion. There was only one (1) student who did not write a conclusion in their pre-intervention essay. Nonetheless, after observing their post-intervention and delayed post-intervention essays we find that this is no longer evident as all the students managed to write a conclusion.

Overall, the students in this group showed quite an improvement. They did not only improve in terms of organization but their writing also showed more content as they progressed to the later stages. Generally the students in this group experienced difficulty in writing the concluding sentence. This may be because the students forgot to write them as they were not used to it or they might not remember how. Besides that, we also noted that the students wrote extremely short paragraphs or nothing at all. The skipping of writing a whole paragraph was more frequent in this group. This shows that their mastery of the language was rather weak as they had not been able to write down all their ideas effectively. This finding seems to suggest the students in this group might not have really tried hard enough to write properly or were just simply careless. The reason for this assumption is because some of these students' English were relatively good but rather surprisingly they did not perform well.

4.4.1.3 Discussion of Poor Students' Essays Analysis

From the analysis of the weaker students' essay (see Appendix 6), they evidently showed much improvement as well. The best improvement, it was noted, had been seen during the delayed post-intervention writing.

First, we will look at the introduction part of the essay. There were only 3 (three) out of ten (10) students who managed to provide a thesis statement in their pre-intervention essay. Later on, at the post intervention stage, three (3) students also had trouble writing the thesis statement. However, this was no longer evident in the delayed-post intervention essay as we can see from the data. In addition, we also evaluated the students' ability to write 'hook' in their introductions. It could be seen from the data above that five (5) students did not produce good hooks in their introduction in the pre-intervention essay, the number was reduced to three (3) students in the post-intervention essay and later during the delayed-post intervention essay all students were able to write a hook in their introduction.

Besides hook, the bridge is also an important element where we evaluate the students' ability to connect the hook to the thesis statement. In the pre-intervention essays there were nine (9) students who did not know how to write a bridge. After the evaluation of the post-intervention essays, there were only three (3) students who did not write a bridge. Interestingly though, the number of four (4) students who did not write a bridge during the delayed-post intervention writing has increased.

The body of the essay was also evaluated thoroughly. For the first body essay, we observed only one (1) student did not provide a topic sentence during the pre-intervention essay writing. The number of students who did not write a topic sentence during the post-intervention essay writing increased to nine (9) students. This increase would most probably be because the students have trouble writing a comparative essay resulting with incoherent or irrelevant sentences to the main topic of the essay.

However, during the delayed-post intervention essay writing all ten (10) students of this group managed to provide topic sentences.

In body essay 2, there were three (3) students who failed write a topic sentence. The number of students increased to seven (7) in the post-intervention writing but later down to nought in the delayed post-intervention essay. This showed a great improvement in terms of providing relevant topic sentences. As for body essay 3, there were four (4) students who did not write a topic sentence during their pre-intervention writing stage. Later during the post-intervention writing stage only one (1) student did not write a thesis statement. Again, the student showed improvement in the delayed-post intervention stage as all the students were able to write a thesis statement.

Next, the students' ability to write supporting sentences for all three body essays was evaluated. In the first body essay, three (3) students did not write good supporting sentences. The number increased during the post-intervention writing stage to eight (8) students and immediately reduced to zero (0) number. As for the supporting sentences in body essay 2, the number remained with seven (7) students who did not write them in their pre-intervention and post-intervention essays. This however could no longer be seen in the delayed-post intervention essay as all students managed to provide supporting sentences for body sentence 2. Next, we evaluated body essay 3 and found that five (5) students did not write relevant supporting sentences. The number continued to decrease to one (1) student during the post-intervention essay and later in the delayed-post intervention essay, all students managed to write

supporting sentences for body sentence 3. Overall, the students showed good improvement in writing the body essay during the delayed post-intervention writing.

As the writing of the paragraph conclusion was evaluated, we found that all ten (10) students did not write paragraph conclusions in their pre-intervention essays. As we moved on, we noticed that the numbers slowly decreased in the post-intervention essay where only six (6) students did not write a paragraph conclusion. Again, this was no longer evident during the delayed post-intervention writing as all students were able to provide a paragraph conclusion. Lastly, we evaluated the student's ability to write an essay conclusion. There were four (4) students who did not write a conclusion in the pre-intervention writing stage. It decreased to one (1) during the post-intervention writing stage and this in the delayed post-intervention stage.

4.4.2 Findings of Pre-, Post- and Delayed Post-Intervention Essays

When all three groups were compared (see Appendix 4, 5 and 6), we could observe that the medium group improved the most while the good group improved the least. The medium group students seemed to have predominantly benefited from the intervention as they showed improvements in terms of essay quality when compared from pre-intervention essays to the delayed-intervention essays.

The problems and difficulties that all three groups faced were nearly similar; which were difficulties in writing the thesis statement, hook, bridge, topic sentences and also the paragraph conclusion. However, we can safely conclude that after 14 weeks of exposing them to the intervention, the students appeared to have improved their essays based on the observable reduction in the number of errors in the essays

produced. In terms of language structure, the good students seemed to have improved from good to better, and the weaker groups managed to write a more coherent and cohesive essays. All this resulted in the increase of their post and delayed post-intervention essay marks.

We are also able to see that the majority of the students in this group also had trouble or did not know how to write a proper comparative essay. Most of them would describe two things without any indication of wanting to compare the items. Besides that, they also had trouble choosing an appropriate writing style to suit the essay type. Most of the students in this group would talk about the thesis in a narrative and instructing manner. However, these students definitely showed an improvement when we compared their pre-intervention essays with the post-intervention and delayed-post intervention essays.

4.4.3 Analysis of Students' Diaries

Students' diaries are instruments through which students can reflect on their learning experiences that are usually recorded over a period of time. They are included in educational settings as a means of facilitating or assessing learning. They may provide valuable insights into what students think and feel during lectures and any problems that they might be having. They are vehicles for reflection for students, without which it might not be possible to carry out in the classrooms. Diaries usually accompany a program of learning or a research project. Moreover, diaries can come in many different forms and be used to fulfill different purposes. Thus the nature of which learning diaries are written makes them largely subjective. As Altrabsheh et al.

(2013) explain subjectivity represents facts and also emotions, feelings, views, and beliefs.

The first part of the analysis on the students' diaries, concentrates on analyzing the responses gathered according to three categories, i.e. Good Students, Medium Students and Poor Students and the second part provides an overview as a whole. The researcher was looking for evidence of claims on positive and negative aspects of the intervention, problems faced during the intervention and lessons learnt from the intervention.

4.4.3.1 Students' Opinions of the Intervention Class

The collected diary entries from the students were first analysed for any opinion on the intervention class by the students. They seemed to like the activity as shown by their diary comments:

Student Number	Opinion About Intervention Class
Student Good 1:	Easy to write essay compare to previous class coz have friends to discuss.
Student Good 2:	- Class is good as usual, cooperation from member in group make all easy to do. No stress at all. - I like everything. No excuse or reason at all.
Student Good 3:	-Compare to previous English class, I prefer this class because all in my group same level. It is enjoyable and less pressure. I still remember that madam said that all students are in the same level. After hearing that words, I gained more confident in English class. I will try my best in this class.
Student Good 4:	I like to study like this and I comfortable.
Student Good 5:	I think that this class is very useful to me because we can use all the technique madam have taught to write a good essay. The ways of madam teach is very good, clearly and useful to us.
Student Good 6:	I think that this class is very useful to me because can learn how to write a good essay and also can learn many new words. The ways of madam teach is very good and useful to me.
Student Good 7:	Before essay I got, seriously I don't really understand so stuck while writing. In this class, essay I got, I can understand much better if compared to last one.
Student Good 8:	Hari ini ada peningkatan skit dalam belajar membuat esei kerana ada panduan yang diberikan sebagai rujukan dengan lebih jelas berbanding kelas-kelas sebelum ini.
Student Good 9:	Actually, my skill writing so bad, since im primary school I always get C for my English while my other friend get A on their task. But I don't have problem in communication skill. I can speak English better then them, during the five week classes, I can see improvement in writing. Now, I can write essay with good

		introduction and conclusion. As a conclusion, I satisfy with the new lecture. I enjoyed most during class because I get to implement my writing skills in writing other assignments by preparing a report, proposal, and a literature review. The different with my previous class is I get to share additional information with my lecturer and asking question without any doubt.
Student 10:	Good	Kelas ini mengajar saya bagaimana mahu membuat penulisan akademik yang baik. Saya dapat memahami dengan lebih baik berbanding dengan kelas yang terdahulu kerana pensyarah menerangkan satu persatu elemen yang patut ada dan bagaimana mahu membuat setiap satu. Walaupun Bahasa inggeris saya lemah, tapi saya rasa boleh kerana pensyarah memberi izin kepada kami untuk menggunakan Bahasa Inggeris yang mudah.

So, it is safe to conclude that this intervention class was well accepted by the Good students.

Student Number	Comments
Student Medium 11:	I like to study this class is can help me to improve my essay as well as I can.
Student Medium 12:	New class ok to teach me writing. I feel more relax and teacher very close with student. Easy when difficult.
Student Medium 13:	I like class because now I know what to write for my essay. Different parts of good academic essay.
Student Medium 14:	I feel that the activity today is good because it still uses the same concept which is group discussion. This is a good way to expose us to knowledge and opinion sharing with each other. I hope that essay writing classes will be even better in the future. I feel that the English class is better this time as compared to the previous lesson because the teaching situation is not stressful.
Student Medium 15:	Untuk kelas ini, kami diminta untuk membuat 1 esai berdasarkan maklumat yang kami tulis daripada esai yang sebenar. Sebelum ini saya tidak dapat membuat esai dengan baik dan semasa membuatnya, saya kadang2 terasa stuck dan tidak dapat berfikir untuk hari ini, diminta sekali lagi membuat esai. Namun dalam kelas ini, saya rasakan esei kali ini lebih mudah dilakukan kerana dalam keadaan sedia ketika membuatnya kerana pensyarah membantu sepanjang penulisan ini, tq ☺
Student Medium 16:	Masih lemah untuk mencari atau mengeluarkan maklumat namun dengan bantuan slide dripada madam saya dapat mengenal pasti isi penting, contoh dan mini conclusion dengan baik, dan saya suka kelas ini.
Student Medium 17:	Saya suka kelas ini kerana saya selalu mendapat support dari pensyarah dan kawan-kawan. Kalau dulu saya rasa kesaorangan dan ini mematkan minat saya terhadap kelas-kelas Bahasa inggeris.
Student Medium 18:	Pada mulanya, saya masih lagi agak keliru, namun lama kelamaan saya sudah tahu dan makin suka dengan pelajaran ini. Saya juga suka bila menulis karangan walaupun bahasa inggeris saya sangat teruk. Tapi, dengan bantuan puan dan cara puan mengajar amat menarik hati saya untuk belajar bahasa inggeris. Saya rasa apa yang saya pelajari ini amat penting pada masa ini juga akan datang.

Student Medium 19:	From this class, I have learned many and new things about the current ideas especially. That is because, every class that I attend before Madam will give us different articles. So from this, I know the current ideas that happened now. Besides that, this class also teach me how to create a good essay.
Student Medium 20:	I like this class very much because this class help to do essay and assignment for other subject.

The Medium students seemed to share the same opinion as the Good students. All of them indicated that they liked the class and many informed the researcher that this class had changed their perspective towards English classes.

Student Number	Comments
Student Poor 21:	I like this class because can help me improve my reading and writing skill. Beside that, this class is very nice to me because I don't feel stress. Not like the previous class. I felt very stressful.
Student Poor 22:	Saya suka kelas ini.
Student Poor 23:	I like this new class.
Student Poor 24:	I like this class. Need to encourage those that does not brave enough to write bcz once they starts to write they will become dare to learn from mistakes.
Student Poor 25:	I like about the class is calm and everyone talk slowly. The class is given a sources and we do an exercises so that we can improve our writing skills.
Student Poor 26:	I like to study like this. I will improve my complete essay as well.
Student Poor 27:	I like the class but still cannot write good essay. Not happy.
Student Poor 28:	I like this class but English so weak.
Student Poor 29:	Saya sangat suka pendekatan yang madam guna dalam kelas ini. Tetapi saya tahu penguasaan Bahasa Inggeris saya sangat lemah. Ini adalah kekangan paling besar dalam penulisan Bahasa Inggeris saya.
Student Poor 30:	Saya suka kelas English semester ini.

The Poor students also declared that they liked and learnt a lot from the intervention class. However, a few of them indicated that their English writing were hampered by their low proficiencies in the language.

4.4.3.2 Students' Opinions of Working in Groups

A few of the good students commented that they liked the idea of working in groups. They also commented that the activities helped them to understand how to develop a good piece of academic essay because when they extracted the information from the different parts of essay they were also made aware of what they needed to do for those parts. Two of the students (student 3 and 9) indicated that they would make use the knowledge they had gained from this class in their outside English writing classes.

Student No.	Opinion About Intervention Class
Student Good 1	Easy to write essay compare to previous class coz have friends to discuss.
Student Good 2	- Class is good as usual, cooperation from member in group make all easy to do. No stress at all.
Student Good 3	Like working with friends because all in my group same level. It is enjoyable and less pressure.
Student Good 4	Working with friends make I comfortable.
Student Good 5	Working in a group also a good support for each other.
Student Good 6	I like group work.
Student Good 7	Bekerja berkumpul kurang stress.
Student Good 8	Like write a new essay with friends because can discuss. I also like to work in group because can help each other.
Student Good 9	Not only that, I like the way my lecturer handle the class by making us in a group of 3-4 persons in class.
Student Good 10	Bekerja berkumpul memberi peluang kepada kami untuk tolong menolong dalam menyiapkan tugas.

All Medium students commented that they liked the support they had obtained through working in groups. One student (Student 15) specifically commented on gaining understanding of the mistakes he had committed through peer review activity. She also commented that she had also benefitted from the teacher review session.

Student Number	Comments
Student Medium 11	I like being able to work with my friends.
Student Medium 12	Group work is good for the group members to help each other.
Student Medium 13	I like work in groups.
Student Medium 14	<i>Saya rasakan aktiviti hari ini sangat baik kerana masih menggunakan konsep yang sama iaitu berbincang dalam kumpulan. Hal ini baik untuk mendedahkan kami berkongsi ilmu dan pendapat antara satu sama lain. Saya berharap agar aktiviti menulis esei akan menjadi lebih baik lagi untuk kelas yang akan datang. Saya merasakan kelas bi untuk kali ini lebih bagus daripada kelas bi saya yang sebelumnya kerana tidak berasa tertekan dengan keadaan pengajarannya.</i>
Student Medium 15	<p>From the peer evaluation, I had learn the mistake that I often done in essay such as the usage of grammar, the arrangement of sentence, how to organize our idea in each paragraph.</p> <p>Pn. Warda had make a correction on my essay that makes no more advance in understanding and help to make enhancement during my coming future.</p> <p>It is a good activity which plan by Pn.Warda. Thanks Puan Warda.</p>
Student Medium 16	Work in group less stress and not stuck.
Student Medium 17	<i>Saya juga lebih suka dengan kerja berkumpulan di mana ahli-ahli dapat saling membantu di samping member idea.</i>
Student Medium 18	<i>Pembelajaran hari ini sangat menyenangkan dimana adanya kawan-kawan yang membantu sesama ahli kumpulan. Jumlah ahli juga saya rasa bersesuaian dengan perbincangan tugasan</i>
Student Medium 19	Before I like to work individually but now I think group work is also ok.
Student Medium 20	I like when madam ask us to start in group first discuss, draw the essay plan then only write alone.

They Poor students also liked the support that they had obtained through working in groups and one student (student 21) even suggested that the teacher should have mixed the students for the group work to strengthen the bond between the different races.

Student Number	Comments
Stud. Poor 21:	I like this class because can help me improve my reading and writing skill. Beside that, this class is very nice to me because (don't feel stress). Not like the previous class. I felt very stressful.
Stud. Poor 22	<u>Saya suka kelas hari nie seperti biasa.</u> <u>Saranan saya, untuk mengeratkan hubungan silaturahmi didalam kelas antara semua kaum, madam boleh membahagikan kumpulan untuk perbincangan mengikut keselesaan madam. Contohnya, pelajar berbangsa cina disatukan dengan pelajar berbangsa melayu bagi memastikan komunikasi didalam kelas berjalan dengan baik dan tiada berlaku perkauman. Setiap minggu, kumpulan perbincangan hendaklah berbeza.</u>
Stud. Poor 23	When work with friends I not so stuck.
Stud Poor 24	-
Stud. Poor 25	I like about the class is (calm and everyone talk slowly). The class is given a sources and we do an exercises so that we can improve our writing skills. Comment [m1]: PO
Stud. Poor 26	I like to study like this. Madam like to allow us to work in groups but we no copy friends.
Stud. Poor 27	Saya suka bantuan kawan-kawan.
Stud. Poor 28	Kerja berkumpulan bagus walau hanya masa buat plan.
Stud. Poor 29	Saya suka peluang untuk berkerja berkumpulan yang diberikan oleh madam kerana madam campurkan kami dengan kawan-kawan yang lebih pandai dalam Bahasa Inggeris. Jadi ini membantu kami yang lemah.
Stud. Poor 30	Bekerja berkumpulan menyebabkab kami dapat banyak idea untuk esei kami.

4.4.3.3 Students' Opinions on Intervention Class Activities

In the class, the students were asked to ponder on these questions as they wrote their diary entry. Usually, the teacher asked the students to work in groups of three to four students to brainstorm ideas to be expanded in their essays. However, the writing part was an individual work. They were only scaffolded during content generation and reviewing. The questions for them to answer in their diaries are:

- 1) How is this class different from my previous class?
- 2) Is this exercise difficult? Why?
- 3) Is generating ideas a problem in this exercise?
- 4) Is writing the paragraphs a problem in this exercise?
- 5) Which way of starting essay writing do I prefer?

Student Number	Comments
1. How is this class different from my previous class?	
Student Good 1:	Previous class we use diagram, but today we use two things to write the essay, group work and essay plan.
Student Good 2:	Today class is different from precious class because for today, we have to do or essay by our own than by group previously
Student Good 3:	On today class, we learn how to compare two things and I find it actually easy. Differently from the previous class, we learn how to make an essay of a specific title.
Student Good 4:	The different is I have got learn many way how to write assay and expand the idea especially my own idea, today class I also leard expand my idea aspecially writing comparison assay.
Student Good 5:	Good. Can learn how to write a essay on myself.
Student Good 6:	Today, I have learn to write an assay with discussing with partner, and today is an individual essay.
Student Good 7:	Kelas ini berbeza dengan minggu lalu kerana esei yang dibuat pada kali ini seratus peratus sendiri walaupun menggunakan idea dan isi daripada hasil perbincangan kumpulan
Student Good 8:	Previous class at least have diagram let us jot down the point but today we discuss and use two things compare each other.
Student Good 9:	The different is I get to learn many ways of writing an essay without doubting at the 1st place. It is quite interesting when you have the power the write anything in a piece of paper using the spoke diagram that need to draw before you write an essay. All the idea that discuss with group has been converted into the essay I've written.
Student Good 10:	- lebih banyak idea yang saya dapat untuk menulis esei saya.
2. Is deciding on the two things to compare in this exercise difficult? Why?	
Student Good 1:	No, just compare difference between the two things
Student Good 2:	No problem, teacher teach how to arrange ideas.
Student Good 3:	On today class, we learn how to compare two things and I find it actually easy.
Student Good 4:	Not difficult. Actually but it can be difficult when do not know the point. Today I know the point what to write so I think I don't think is a quite difficult.
Student Good 5:	Quite difficult
Student Good 6:	Yes, because I don't know how separate the ideas to 3 paragraph
Student Good 7:	Ia agak sukar untuk membandingkan dua perkara dalam latihan pada kali ini mungkin disebabkan kurang idea dan maklumat.
Student Good 8:	No, because we get the ideas that really a lots of point.
Student Good 9:	At the first place it was difficult to think about anythings that can best to differentiate. But then, whenever there's an idea come out in my mind, I straight away draw the spoke diagram to make differences and the similarity of the product.
Student Good 10:	selesai mengeluarkan isi-isi penting, membentukkannya menjadi satu peta minda untuk memulakan esei.
3. Is generating ideas a problem in this exercise?	
Student Good 1:	Not a problem.
Student Good 2:	Yes, it is difficult. This is because we need to choose 2 thing that have a difference but also a similarities. Its quite difficult to find it but discuss with friends help me.
Student Good 3:	Differently from the previous class, we learn how to make an essay of a specific title and no reading text but discuss with friends help create ideas foe my essay.
Student Good 4:	Yes actually but when I entering this class, I think have something different to be because when I leard and try to save this problem. My friends also help me.
Student Good 5:	No problem
Student Good 6:	No problem
Student Good 7:	Mengeluarkan idea untuk latihan ini memang menjadi masalah dalam membuat esei pada kali ini. Tetapi kawan-kawandalam kumpulan membantu.

Student Good 8:	Yes, because I get the difference but can't find the similarity but when discuss with group member the problem settle.
Student Good 9:	At 1st it's a problem to me. But when I think of something to make a different between two product, it becomes easier to think of the point and the idea has been generate throughout the brainstorming session with group members.
Student Good 10:	lebih banyak idea yang saya dapat untuk menulis esei perbandingan bila berbincang dengan kawan saya.
4)	Is writing the paragraphs a problem in this exercise?
Student Good 1:	Not a problem.
Student Good 2:	Yes because we have to make sure the difference and similarities between 2 things that we choose but this time ok because have discuss with group members first.
Student Good 3:	For me, generating ideas in this exercise is easy as long as the title choosen is my special knowledge. I have been doing sport since primary school and writing an essay about sport is easy for me. I help my friends to get ideas for their essay.
Student Good 4:	No problem
Student Good 5:	No problem
Student Good 6:	No problem
Student Good 7:	Menulis perenggan tidak menjadi masalah, namun menyusun idea dan isi utama menjadi masalah. Nasib ada ahli kumpulan, berbincang saya dapat menyusun idea dengan lebih baik.
Student Good 8:	Yes, same points is hard to elaborate in paragraph. Already discuss with friends but still problem to make essay.
Student Good 9:	No. Madam has been given the guidelines during the class. So, I do understand how to write the paragraph properly.
Student Good 10:	saya sangat suka berbincang dengan lebih ramai kawan lagi kerana lebih banyak idea dan jawapan yang diberikan.
4. Which way of starting an essay writing do you prefer?	
Student Good 1:	Think the idea and draw the diagram. After that write the thesis in the middle and topic sentence for the 3 body paragraphs, intro and conclude.
Student Good 2:	Not at all because we have learn the format in writing essay in previous class, we start with plan and write according to the 5 paragraph essay format.
Student Good 3:	I prefer to write essay in comparing two things using clouds. They help me to write my thesis, topics, hook, bridge, supporting and conclude paragraph.
Student Good 4:	Write down point in diagram and expand to the assay same as 5 para format.
Student Good 5:	Generating idea first, arrange the points according to paragraph and do the draft for intro, bodies and conclusion.
Student Good 6:	Draw out a diagram or draft. then based on the information, write out a 5 para essay.
Student Good 7:	Saya lebih menyukai esei yang dimulai tentang pengetahuan umum bukan secara spesifik dan esei yang diberikan isi utama. Saya mulakan dengan ini dalam perenggan pertama, diikuti dengan thesis statement. Perenggan seterusnya akan mengupas poin-poin yang saya nyatakan dalam thesis statement.
Student Good 8:	Generate idea from diagram will be better.
Student Good 9:	1st, by drawing a spoke diagram. Write thesis statement and elaborate the point , giving out some example, suggestion and conclude the sentence. By having this spoke diagram, it is much easier to start writing my essay.
Student Good 10:	selesai mengeluarkan isi-isi penting, membentukkannya menjadi satu peta minda untuk memulakan esei. Seterusnya membantu membuat thesis, topic, supporting, intro dan penutup.

From the responses to question one, we can safely conclude that the good students were happy to move away from the model text because they were getting support

from group members and this scaffolding activity did help the good students in their English essay writing activity. From the reply to the second question (six out of ten students) many of the good students complained that they found idea generating as difficult however having group members to discuss would cushion the impact of this issue.

This is further supported by their answers to question three (highlighted in blue):

- saya sangat suka berbincang dengan lebih ramai kawan lagi kerana lebih banyak idea dan jawapan yang diberikan.
- Its quite difficult to find it but discuss with friends help me; discuss with friends help create ideas foe my essay;
- My friends also help me;
- Tetapi kawan-kawan dalam kumpulan membantu;
- Yes, because I get the difference but can't find the similarity but when discuss with group member the problem settle; it becomes easier to think of the point and the idea has been generate throughout the brainstorming session with group members;
- lebih banyak idea yang saya dapat untuk menulis esei perbandingan bila berbincang dengan kawan saya;
- Yes because we have to make sure the difference and similarities between 2 things that we choose but this time ok because have discuss with group members first .
- I help my friends to get ideas for their essay;
- Nasib ada ahli kumpulan, berbincang saya dapat menyusun idea dengan lebih baik;

- saya sangat suka berbincang dengan lebih ramai kawan lagi kerana lebih banyak idea dan jawapan yang diberikan.
- Only one student voiced that essay writing was still a problem for him – Student 8: Already discuss with friends but still problem to make essay.

In question four, all of them indicated that expanding the points into paragraphs was not a problem. All ten of them started their essay writing activity with a form of plan (highlighted in pink). They were using diagram, spoke diagram, clouds, plan or mind map. This appeared to indicate that these students now planned their essay before writing them. They paid attention to developing the thesis statement, topic sentences, supporting statements, hook and bridge for their introduction and conclusion strategy, these are highlighted in yellow in the table above .

Next we look at the diary entries by the Medium group:

Student Number	Comments
Stud Medium 11:	<p>1. What I have learn today. I have learn how can I expand the roles to the complete essay as well.</p> <p>2. I like to study this class is can help me to improve my essay as well as I can.</p>
	<p>Comment [U1]: A. DRAFTING</p> <p>Comment [U2]: POSITIVE OPPIION</p> <p>Comment [U3]: A. WRITING</p>
Stud Medium 12:	<ul style="list-style-type: none"> - Firstly I have learned how to search for the main part, elaboration, example and conclusion statement for each paragraph of the essay. - I also still learning how to write a full essay in the correct ways. - I guess by writing more essay, it can lead me more confidence to write the next essay.
Stud Medium 13:	<p>Week 1: Learn thesis statement</p> <p>Week 2: Learn body paragraph, conclusion and draw diagram</p> <p>Week 3: Draw diagram with point based on an essay and rewrite an essay in week 2, we had draw a diagram based on an essay about boat festival. In week 3, we had done an essay about ‘‘friendship are valuable, do you agree?’’ I had learnt how to draw diagram with many points(brainstorming). Actually I not really know how to draw a mind map.</p>
Stud Medium 14:	<ul style="list-style-type: none"> - Identify general statement, thesis statement - Identify topic sentence, support sentence, and concluding statement. - Identify conclusion, summary fo the main point and final comment.

- Differentiate the word, " discuss, persuade, describe, explain, interpret, and analyze". So I can know the type of question request.
- Classify the general statement, thesis statement, topic sentence, supportive sentence, concluding sentence and conclusion from a given essay.
- Build a mind map for the given essay to form a short words for general statement, concluding sentence, thesis statement, topic sentence, supportive sentence, concluding sentence and conclusion.
- By using the mind map had create by our own, write a essay.

Using an attractive words to beginning our paragraph, after that firstly, secondly, lastly, next, in conclude.....

Stud Medium 15:	<p>1. Had learn to read <u>the passage and answer the question</u> provided comprehensive.</p> <p>2. From the answer we had given, <u>build a tree-diagram to let us have our own understanding</u> of the passage/text given.</p> <p>3. <u>Build our own essay</u> based on the tree-diagram had draw by our own.</p> <p>4. It is a very good and creative way to let me understand <u>the skill of reading and writing</u>.</p> <p>5. Thanks <u>Mdm Warda</u>, have a nice day.</p> <p>From the peer evaluation, I had learn the mistake that I often done in essay such as the usage of grammar, the arrangement of sentence, how to organize our idea in each paragraph.</p> <p><u>Pn. Warda</u> had make a correction on my essay that makes no more advance in understanding and help to make enhancement during my coming future.</p> <p>It is a good activity which plan by <u>Pn.Warda</u>. Thanks <u>Puan Warda</u>.</p>	<p>Comment [U1]: A. SCANNING</p> <p>Comment [U2]: A. PLANNING</p> <p>Comment [U3]: A. DRAFTING</p> <p>Comment [U4]: A. SCANNING</p> <p>Comment [U5]: A. WRITING</p>
Stud Medium 16:	<ol style="list-style-type: none"> 1. Belajar mencari isi-isi penting di dalam sebuah penulisan 2. Membuat spoke diagram 3. Mengarang berdasarkan spoke diagram. <ol style="list-style-type: none"> a) Masih lemah untuk mencari atau mengeluarkan maklumat namun dengan bantuan slide dripada madam saya dapat mengenal pasti isi penting, contoh dan mini conclusion dengan baik. b) Slide show banyak membantu. 	
Stud Medium 17:	<ol style="list-style-type: none"> a) Saya Berjaya mencari isi penting b) Dengan cara ini saya dapat meningkatkan lg penulisan saya c) Saya sangat berminat dengan learning process yang madam buat d) Isi penting dari setiap topic dapat saya ingat dengan mudah melalui spoke diagram e) Penulisan dapat dibuat dengan mudah dengan adanya permulaan ayat yang madam bagi. 	
Stud Medium 18:	<p>Pelajaran pertama saya telah belajar tentang bagaimana mahu mengenal structure body, dan macam macam lagi. Pada mulanya, saya masih lagi agak keliru, namun lama kelamaan saya sudah tahu dan makin suka dengan pelajaran ini. Saya juga suka bila menulis karangan walaupun bahasa inggeris saya sangat teruk. Tapi, dengan bantuan puan dan cara puan mengajar amat menarik hati saya untuk belajar bahasa inggeris. Saya rasa apa yang saya pelajari ini amat penting pada masa ini juga akan datang.</p>	
Stud Medium 19:	<p>Pelajaran pertama saya telah belajar tentang bagaimana mahu mengenal structure body, dan macam macam lagi. Pada mulanya, saya masih lagi agak keliru, namun lama kelamaan saya sudah tahu dan makin suka dengan pelajaran ini. Saya juga suka bila menulis karangan walaupun bahasa inggeris saya sangat teruk. Tapi, dengan bantuan puan dan cara puan mengajar amat menarik hati saya untuk belajar bahasa inggeris. Saya rasa apa yang saya pelajari ini amat penting pada masa ini juga akan datang.</p>	
Stud Medium 20:	<p>Week 1- intro to writing</p> <p>Learning part of body, what should to write in body paragraph</p> <p>Week 2- learn about thesis statement, topics and supporting</p> <p>Help to do essay and assignment for either subject</p> <p>Week 3- learn how to write intro and conclusion</p> <p>Week 4- mind map(enhance)</p>	

It can generally be said that majority of the students in the Medium category liked the activities set up for the classes, i.e. model text activities, group discussions, etc. They also said that these activities also expanded their general knowledge which is vital in essay content development. The review of the medium students' diary entries also highlighted that majority felt that by the time they did the second essay, it was not a daunting activity although they were not getting any support from any reading text. They liked the opportunity for them to write their own individual essays. This however was never indicated by any of the good students. For example:

<p>1. I think this week class is better than last week class because we can choose our own title essay and it can give us to choose essay that we have more idea to write.</p>
<p>1. It really different, this time we can freely elaborate our thinks, imagination.</p>
<p>1. How is this class different from my previous class?</p> <p><i>Class hari ini lebih seronok kerana saya boleh mengeluarkan idea tanpa bantuan rakan</i> The class today is more fun because I can give my ideas without help from my friends.</p> <p>2. How is this class different form the previous classes?</p> <p><i>Class sebelum ini, buat latihan dalam kumpulan tapi hari ini berbeza dan dangat membantu saya.</i> In the previous class, did exercise in groups but today is different and very helpful.</p>
<p>Beside that, in this class also make learn more about how to generating more ideas when making essay. In addition, this class also teach me to write on the five paragraphs when making the exercise on the class.</p>
<p>5. With General statement, Thesis statement.</p>
<p>2. No, it's not difficult because all item, point, just to listed down. So, I can write the essay based on that point.</p>

They also liked the idea generating session. The group brainstorming session aided them in idea generation and arrangement. All of them found that developing the essay was not difficult because they only needed to expand on the points that they had agreed. They did not specifically talk about producing thesis statements, topic sentences, supporting sentences, etc. Similarly, when analysing the responses of the Poor students, the majority of them in this class also liked the activities set up for the classes. They also said that these activities were helpful in that they helped them improve their reading and writing skills and they taught them how to distinguish important points discussed in the model text.

Student No.	Comments
Stud. Poor 21:	I like this class because can help me improve my reading and writing skill. Beside that, this class is very nice to me because I don't feel stress. Not like the previous class. I felt very stressful.
Stud. Poor 22:	<p>Saya suka kelas hari nie seperti biasa.</p> <p>Saranan saya, untuk mengeratkan hubungan silaturahmi didalam kelas antara semua kaum, madam boleh membahagikan kumpulan untuk perbincangan mengikut keselesaan madam. Contohnya, pelajar berbangsa cina disatukan dengan pelajar berbangsa melayu bagi memastikan komunikasi didalam kelas berjalan dengan baik dan tiada berlaku perkauman. Setiap minggu, kumpulan perbincangan hendaklah berbeza.</p>
Stud. Poor 23:	<p>What had learnt today?</p> <p>1) [This way is good for me]</p> <p>2) [Can easily get the point]</p> <p>3) [Can use the point to write the essay]</p> <p>4) [Do the essay plan and write the essay]</p> <p>5) [Essay for me to write the essay]</p>
Stud. Poor 24:	<ul style="list-style-type: none"> - trying not to mess it - [like what had learn today] - [overall no problem] - [did make my own point w/out following the paper] - bravely write my own essay - try to use some bombastic words
Stud. Poor 25:	<p>Week 1- learn writing in the right way interesting class,</p> <p>Week 2-get more information and can do mind map with friends</p> <p>Week 3-identify parts of the essay</p> <p>Week 4-writing essay, learn the format and get knowledge through the note.</p>

Stud. Poor 26:	{ like to study like this } I will improve my complete essay as well.	Comment [m1]: PO
Stud. Poor 27:	1) Read the essay and send the answer out to answer the questions. 2) Build the tree diagram for the essay. 3) With the information from tree diagram to write the new essay. 4) We can make the new essay by the time given. 5) Can learnt the skill how to write essay like introduction, body of paragraph and conclusion. Comment - but still cannot write the good essay - how to improve grammar in essay	
Stud. Poor 28:	During the class, I have learnt how to enjoy writing from my own ideas. Subsequently, it is very helpful if there are any assignments in the future.	
Stud. Poor 29:	Week 1: Learn thesis statement Week 2: Learn body paragraph, conclusion and draw diagram Week 3: Draw diagram with point based on an essay and rewrite an essay in week 2, we had draw a diagram based on an essay about boat festival.	
Stud. Poor 30:	Perubahan saya untuk kelas harini: - lebih tahu dan teratur untuk menulis essay - lebih tahu untuk mencari isi-isi penting. - lebih banyak idea untuk menulis. - tidak lagi kekurangan idea dan isi-isi untuk melengkapkan satu essay Cadangan - memberi lebih banyak lagi latihan seperti hari ini - memberi lebih banyak contoh essay yg terbaik	

Their diary entries for the second essay, on the other hand, showed that six students indicated that they found the idea generating activity difficult even though they were working in groups. Four of the students indicated that they plan before they write and one student (student 21) shared that the point were arranged according to the topic sentences and that the essay will be organised as introduction, three paragraphs for contents and conclusion. Three students highlighted that they have improved in their writing skill and they are getting help from the teacher.

Student Number	Comments
Stud. Poor 21:	<p>How this class different from the previous class is in this class the student will focus on reading and writing skill which is very important to help student writing essay. Deciding on the two things to compare in this exercise is not difficult because I have an idea on this topic generating ideas is a problem because I can't arrange my idea. Writing the paragraphs is not a problem because I already divide my point topic sentence. They way of starting an essay writing do I prefer is make a three part which is two of this part is differences and one is the similarity.</p> <p>Comment [m3]: NAP: A: PLANNING Comment [m4]: Pb: ORGANISATION Comment [m5]: NAP Comment [m6]: DIAGRAM</p>
Stud. Poor 22:	<p>1) Yes, individual assignment 2) Free to choose the title essay that we want. 3) No, because the two thing to compare is the thing that I choose. Not is given by madam. 4) No. 5) No. 6) Intro, three paragraph of contain & conclusion</p> <p>Comment [m4]: D: INDIVIDUAL Comment [m5]: D: TOPIC Comment [m6]: NAP Comment [m7]: NAP Comment [m8]: NAP</p>
Stud. Poor 23:	<p>1) Good, Can learn many things such as the way to write essay. 2) No. It is because I can compare the two things to write an essay by comparing the different and similarity. 3) No. 4) No. 5) Do the draft first then write essay more easy for me to write an essay.</p> <p>Comment [m6]: PD Comment [m7]: NAP Comment [m8]: NAP Comment [m9]: NAP Comment [m10]: OP: DRAFTING</p>
Stud. Poor 24:	<p>2) More quiet. Less guidance from lecturer. 3) No. 4) No. 5) Stuck sometimes 6) Not same</p> <p>Comment [m5]: D: INDIVIDUAL Comment [m6]: NAP Comment [m7]: NAP Comment [m8]: IAP</p>
Stud. Poor 25:	<p>1) Yes, my essay improved every week because lecturers always give a good explanation before start writing 2) Yes, because to many things we like in life and difficult to choose something. 3) No, because lecturers give us more ideas what to write 4) No, because of exercise every classes so that I can write the paragraph. 5) For starting an essay I prefer to write the main point of the essay.</p> <p>Comment [m2]: A: WRITING Comment [m3]: IAP Comment [m4]: NAP Comment [m5]: NAP Comment [m6]: OP: INTRO</p>

Stud. Poor 26:	<p>1) How is this class different from the previous class? Class today make me push my brain to think, because today (we find our point by ourself)</p> <p>2) Is deciding on the two things to compare in this exercise difficult? why? (Yes), because its hard to think the proper point.</p> <p>3) Is generating ideas a problem in this exercise? (Yes).</p> <p>4) Is writing the paragraphs a problem in this exercise? (Yes).</p> <p>5) Which way of starting an essay writing do I prefer? no answer</p>	<p>Comment [m2]: A: INDEPENDENCE</p> <p>Comment [m3]: IAP</p> <p>Comment [m4]: IAP</p> <p>Comment [m5]: IAP</p>
Stud. Poor 27:	<p>1) Today class need think (two ideas to write the essay can think own points, the topic is so wide)</p> <p>2) (A bit difficult) This is because the two things must related.</p> <p>3) No.</p> <p>4) (Yes)</p> <p>5) (think the idea and draw the circle)</p>	<p>Comment [m7]: D: INDEPENDENCE, TORC</p> <p>Comment [m8]: IAP</p> <p>Comment [m9]: NAP</p> <p>Comment [m10]: IAP</p> <p>Comment [m11]: OP: DIAGRAM (?)</p>
Stud. Poor 28:	We are asked to write essay by discuss points. No provide sample essay.	
Stud, Poor 29:	<p>1) How is this class different from my previous classes? (We make essay with own part)</p> <p>2) How is this class different from the previous class? We make an essay according to our own idea</p> <p>3) Is deciding on the two things to compare in this exercise difficult? Why? No, its easy because two things we compare is related to our life.</p> <p>4) Is generating ideas a problem in this exercise? No, It's a good way.</p> <p>5) Is writing the paragraphs a problem in this exercise? No, writing the paragraphs is much easier.</p> <p>6) Which way of starting an essay writing do I prefer? Make a mind map and list all the ideas.</p>	<p>Comment [m3]: D: INDEPENDENCE</p> <p>Comment [m4]: D: INDEPENDENCE</p> <p>Comment [m5]: NAP</p> <p>Comment [m6]: NAP</p> <p>Comment [m7]: NAP</p> <p>Comment [m8]: PO: MIND MAP</p>
Stud. Poor 30:	<p>1) Kelas untuk hari ini buat karangan secara individu tidak secara berkumpulan dan dapat mengetahui kekurangan atau kelebihan menulis.</p> <p>2) tidak susah kerana lebih teratur untuk menulis setiap perenggan.</p> <p>3) sesetengah idea masih mempunyai masalah.</p> <p>4) tiada masalah untuk pembahagian perenggan tetapi terdapat setengah masalah untuk memperkembangkan idea.</p> <p>5) seperti yg dilakukan setiap kelas menyediakan draf sebelum menulis.</p>	

4.4.3.4 Discussion of the Students' Diary Data

Overall, the findings gleaned from the students' diary entries can be divided into two broad categories, i.e. what they felt they have achieved and the problems they faced.

Generally, students had positive responses toward the writing intervention. They

claimed that the writing lessons conducted were more fun and less stressful compared to previous lessons. The students also revealed that they had made positive progress when scanning for ideas, drafting, planning, and writing after the intervention was done. The students claimed that the writing strategy introduced to them had been very helpful especially when it comes to planning their essay. For the first essay, a reading text was provided to students to stimulate their writing process. It was found that 10 out of 30 students mentioned that this first step had helped them to plan their essays better.

Essay 1:

From this class, I have learned many and new things about the current ideas especially. That is because, every class that I attend before Madam will give us different articles. So from this, I know the current ideas that happened now. Besides that, this class also teach me how to create a good essay.

4. It is a very good and creative way to let me understand the skill of reading and writing

What had learnt today?

- 1) This way is good for me
- 2) Can easily get the point
- 3) Can use the point to write the essay
- 4) Do the essay plan and write the essay
- 5) Esay for me to write the essay

Responses in the first two boxes above show that these students were able to utilize the reading text and develop their ideas at the beginning of their writing process. The responses in the third and fourth boxes show that one student responded positively to the writing strategies used in this writing lesson. The students also mentioned that they found the writing lesson for Essay 1 was more fun and less stressful compared to the previous lessons. For essay 2, students were required to do a comparative writing individually. Students were instructed to begin their essays using mind map and diagram. Generally, student writers think that this class was different from previous

classes (i.e. prior to the intervention). In this lesson, students were required to work individually to produce a comparative essay. They were also given the flexibility to come up with their own topic.

Next, we look at the reported problems faced by the students. One of the most obvious problems the students had faced was in terms of content. This could mostly be seen when they wrote their reflection for Essay 2. Eleven out of thirty students expressed that it was difficult for them to decide on the two things to compare. It seems that the difficulty in this was caused by the difficulty in finding and arranging the points or arguments for their essays. For example, Student 2 below expressed that choosing two things was difficult because it was difficult to identify the similarities and differences of the two things.

- Yes, it is difficult. This is because we need to choose 2 thing that have a difference but also similarities. Its quite difficult to find it.

The text below further explains that ideas are difficult to generate for Student 2. This shows that the problem of deciding and finding similarities and differences also comes from the students' ability to generate ideas, which in this case is a problem faced by the said student.

-Yes because we have to make sure the difference and similarities between 2 things that we choose.

The following is an excerpt extracted from another student who found generating ideas to be a problem. This student (Student 6) expressed her difficulty to separate her ideas into the three parts.

Yes, because I don't know how separate the ideas to 3 paragraph

Student 30 also mentioned about having problems to arrange her ideas.

How this class different from the previous class is in this class the student will focus on reading and writing skill which is very important to help student writing essay. Deciding on the two things to compare in this exercise is not difficult because I have an idea on this topic generating ideas is a problem because I can't arrange my idea. Writing the paragraphs is not a problem because I already divide my point topic sentence. They way of starting an essay writing do I prefer is make a three part which is two of this part is differences and one is the similarity.

4.4.4 Qualitative Intervention Data Conclusion

The discussion in this section focuses on the two sets of qualitative data, i.e. essay analysis and diary entries. The essays were analysed for improvements and also problems. Diary entries were used to identify students' opinions on the intervention, whether or not it is helping them and the problems that they faced when writing.

From the analysis of the students' essay, they evidently showed much improvement and had been seen during the delayed post-intervention writing. They improved in the writing of their introduction part of the essay, their ability to connect the hook to the thesis statement, in composing their body of the essay, writing topic sentences, ability to write supporting sentences, as well as the writing of the paragraph conclusion.

The analysis of the Pre-, Post- and Delayed Post Intervention Essays also highlighted that these Bands 1 and 2 students have problems in writing the thesis statement, hook, bridge, topic sentences and also the paragraph conclusion. However, we can safely conclude that after 14 weeks of exposing them to the intervention, the students

appeared to have improved their essays based on the observable reduction in the number of errors in the essays produced. In terms of language structure, the good students seemed to have improved from good to better, and the weaker groups managed to write a more coherent and cohesive essays.

From their diaries, the students reported that they liked the activities conducted in the intervention classes, they agree that their essay writing skills have benefited from the group work activities set up in the intervention class, and they also reported that they now utilize the writing strategies taught in the intervention classes. They paid attention to developing thesis statements, topic sentences, supporting sentences, hooks, bridge and conclusion. The next chapter will pull all the findings to answer the research questions posed in Chapter One.



CHAPTER FIVE

CONCLUSION & RECOMMENDATIONS

5.1 Introduction

In this chapter, the findings from different research instruments will be summarized in order to provide answers to the research questions. The findings will also be discussed in the light of similar research in the field. A summary of the study will be presented. The contribution of the findings to the fields of second language teaching and learning, writing for academic purposes, and language learner strategy instruction will be discussed. Pedagogical implications, limitations of the study and directions for future research will also be presented.

5.2 Summary of the study

The aim of this study was to develop an understanding of how an intervention, which was based on the integration of the process approach, essay models and the keystones of organised writing as the scaffolding learning strategy (these scaffolding elements included in the module were based on the questionnaire results collected prior to the development of the module), can be implemented in a writing class at University Malaysia Sabah and how the subjects responded to this programme. This quasi-experimental study used a sequential explanatory mixed methods research design in data collection and analysis.

The study was designed to discover the various kinds of influence this intervention has on these learners, and how they adjusted and responded to it. It was also designed to explore what changes these students underwent after being exposed to this

approach. It also provided a descriptive account of what second language writing looked like in one a tertiary ESL classroom where the researcher employed this approach in teaching writing.

In other words, this study aimed to identify the writing behaviours, attitudes towards English writing and English writing difficulties observed in the UMS students that could have bearings towards their MUET results before the pedagogic intervention, and the outcome then were used to explore the employment of process writing strategies observed in the experimental group of students during and after the pedagogic intervention; and also to determine whether the pedagogic intervention helped to improve the experimental group of students' writing performance.

The findings of the study revealed that students could not only be trained to use writing strategies but also to use strategies effectively and appropriately. The strategy training was found to be beneficial to this group of weak English writers.

5.3 Research Question One

What are the writing behaviours, attitudes and English writing difficulties of UMS students before being exposed to the pedagogic intervention?

The intent of the Pre- Intervention Questionnaire was to look at the different process of writing by 1800 students scoring Band 1 to Band 5 in MUET to further understand what strategies they utilised or did not utilised that might contribute to their MUET scores.

The results of the multivariate test of the structural model show that writing attitude, writing behaviour, and writing difficulties collectively do explained the variance in student's MUET results. Revision, awareness of audience, planning, awareness of writing conventions, and awareness of writing purpose produced significant results, signifying as imperative factors representing student's writing behaviour. Difficulties in these aspects significantly affected students' English writing performance, as shown by their MUET results.

All the students jointly rate highly on opinion about English writing aspect but it is evident that writing practice attitude is minimally concerned by both Band 1 and Band 2 students. Band 5 students, on the other hand, extremely focus on the revisions and awareness of writing conventions and focus the least on strategies difficulties dimension.

The analysis of aspects of Knowledge on Different Aspects of Academic Writing (KAAW) further showed that Band 5 and 4 students rated highly on all items of KAAW, followed by Band 3 students. However, Band 1 and Band 2 students rate minimally all KAAW items. These findings prove that the Band 1 and 2 students were not able to do all the activities under KAAW. In other words, we can safely conclude that students of the lower bands were not able to produce thesis statements, topic sentences, supporting sentences, good introductions and good conclusions.

Therefore, these results justify the integration of all these elements in the intervention, i.e. the Academic Writing Module. They were included in the module as research based scaffoldings together with the Process Writing Approach.

5.4 Research Question Two

What are the changes evidently observed in the students writing activities after the intervention?

The analysis of the quantitative revision data in this research significantly indicated that there is a shift in the students' reviewing activities. They seem to concentrate more on the *Meaning Changes-Microstructure Changes* as compared to their reviewing activities, which was totally absent with the first essay. This is again a statistically significant evidence of improvement in the students' essay writing activities.

The revision activities were categorized into two main categories, i.e. Surface Changes and Meaning Changes. During the first essay, from the data analysis, it was found that the students produce significant of Surface Changes.

When analyzing the second set of essays, the results indicate that essay revision activities of these students seem to produce more Meaning Changes revisions. Hence, it can be safely concluded that in the second essay the students no longer stress on the surface changes revision activities. The surface changes are now the byproducts of their attempts in meaning changes revision.

The revision activities were also visible in the qualitative essay analyses. The types of revisions with a decreasing pattern are changes in deletion, singular/plural, pronouns, the verb to be, prepositions, and capitalization, i.e. changes were predominantly at the word, sentence and preserving meaning levels. This could have been due to their

proficiency level that handicapped them from revising extensively at the multi-sentential level, for example by adding new text.

When quantified, the data showed that the number of students who did not provide the thesis statement dropped dramatically, especially in the post and delayed post essays. Similar observation was also observed with number of students missing out their topic sentences for the body paragraphs, again especially in the post-intervention and the delayed post-intervention essays. Majority of the students also got used to writing paragraph conclusion at the end of their body paragraphs. Last but not least, the students were also seen to produce the bridge in the introduction paragraphs of their essays.

These findings mirror the findings of Keen (2010) who used a certain concept called strategic revision to analyze drafts and revise texts in order to look into strategies and techniques deployed in the process of revision. The findings of Keen's study indicate that some students are aware of a range of goals for writing and are able to use these goals as reference points when redrafting their accounts.

5.5 Research Question Three

How does the teaching intervention affect students' writing?

In answering research question 3, the analysis of the Pre- and Post-tests results seems to indicate that the intervention has had better effects on the students' performance when control is compared to the experimental. The analysis of the experimental group's Pre-, Post- and Delayed-post results further reinforced this finding by demonstrating evidence of improvement in the students' writing performance after 14

weeks of exposure to the intervention as compared to their results before the intervention. The delayed post-intervention essay results could indicate retention among the experimental students.

In terms of language structure, the good students seemed to have improved from good to better, and the weaker groups managed to write a more coherent and cohesive essays. All these resulted in the increase of their post and delayed post-intervention essay marks.

As for result from the students' essays, it could be observed that when all three groups were compared, the medium group improved the most while the good group improved the least. The medium group students seemed to have predominantly benefited from the intervention as they showed improvements in terms of essay quality when compared from pre-intervention essays to the delayed-intervention essays.

The problems and difficulties that all three groups faced were nearly similar; which were difficulties in writing the thesis statement, hook, bridge, topic sentences and also the paragraph conclusion. However, we can safely conclude that after 14 weeks of exposing them to the intervention, the students appeared to have improved their essays based on the observable reduction in the number of errors in the essays produced.

Watson (2010) carried out a study to investigate the use of reflective journaling in the teaching of academic writing as a strategy to enhance students' understanding of the

different expository methods employed as part of the writing process. Throughout his study, Watson was able to see how reflective journals reveal what their writers had learnt. The study also brought up the usefulness of reflective journaling by promoting thorough understanding of a situation. The analysis of students' diaries in this research indicated that they were happy to move away from the model text because they were getting support from group members and this scaffolding activity did help the students in their English essay writing activity. By the time they were writing their second essay, they described that they started their essay writing activity with a form of plan. They were using diagram, spoke diagram, clouds, plan or mind map. This appeared to indicate that these students now planned their essay before writing them. They paid attention to developing the thesis statement, topic sentences, supporting statements, hook and bridge for their introduction and conclusion strategy.

It can generally be said that majority of the students liked the activities set up for the classes, i.e. model text activities, group discussions, etc. They also said that these activities also expanded their general knowledge which is vital in essay content development. The majority felt that by the time they did the second essay, it was not a daunting activity although they were not getting any support from any reading text. They also liked the idea generating session. The group brainstorming session aided them in idea generation and arrangement. All of them found that developing the essay was not difficult because they only needed to expand on the points that they had agreed. However, one of the most obvious problems the students had faced was in terms of content. This could mostly be seen when they wrote their reflection for the second essay. It seems that the difficulty in this was caused by the difficulty in finding and arranging the points or arguments for their essays. They found idea

generating as difficult however having group members to discuss would cushion the impact of this issue.

5.6 Contribution to the Field of Second Language Teaching and Learning in Malaysia

Based on the analysis and discussion above it can be seen that this study contributes to a better understanding of the learning processes of ESL students in several ways:

Little is known or has been published about Malaysian English writing ability and the achievement of Malaysian undergraduates. This research is like a new small piece of a jigsaw puzzle in the wide field of ESL writing. For this group of Malaysian ESL students, it is evident that there was a significant improvement in their published writing. The indications are that the use of the process writing technique should continue to be developed in order to further improve the writing skills of these, and other, students.

In this study, it was found that scaffolded process writing oriented instruction increased the time students devoted to prewriting, planning, and reorganisation, decreased the number of surface level revisions and significantly increased their composition grades.

Research in this area may contribute not only to a better understanding of the nature of the process approach, but may also help to identify the strengths and weaknesses of Malaysian students. This information will be very useful for curriculum development in devising a second language writing syllabus.

However, one of the fundamental assumptions in the process-oriented approach to writing, i.e. ‘discovery of meaning’, (Raines, 1985; Zamel, 1982, 1983) did not seem to develop for some of the students in this group. It might be because of the influence of the kind of writing that they had experienced before the programme was heavily guided. All of that writing could be done by simply substituting words. The students did this kind of writing well and were full of confidence when using this method. However, in the research programme, they had to work very hard during brainstorming, organising, revising and editing ideas. These students were weak in English and thus needed more time to adapt to this new writing approach. Many of the students have yet to develop the ability to instil meaning and depth into their writing.

Nevertheless, in the student diaries the students said that they had learned many strategies in the programme which were essential in writing, and their reactions to the programme were very positive. Many had lacked commitment due to reasons such as not finding writing interesting, not being confident in writing in English and not having the time to write several drafts. Most commonly, they complained that they were unable to correct their mistakes. Indeed, from this research it can be seen that the students were heavily reliant on their instructor’s guidance, which indicated that unskilled ESL learners need a lot of help from their instructors.

Group discussions and the peer review process were also inhibited by the students’ weakness in English. The findings in this study illustrated that whilst working with peers who were on a higher proficiency level appeared to stimulate the learning of

those at the lower skilled level, the higher-level students did not feel that they had benefited from contributions made by their less-skilled peers. It is worth noting that in helping their less-able classmates the more skilful students did, in fact, derive benefit for themselves as they were able to consolidate their own skills by using them to help others.

However, students needed a lot of time and training to become accustomed to, and be proficient in, this activity. Their preference for reading other students' essays over having discussions with peers was indicative of their lack of vocabulary and difficulty in generating ideas for their writings. By reading the essays of others in the class, they could compare their levels of writing skills and try to improve their essays accordingly. They confirmed that they preferred to have discussions about their evolving text with the instructor. There was no universal agreement from the students that comments from peers made a positive contribution to their writing processes. Some felt that such comments were in general not very helpful to the revision process because the person providing the feedback had a lower level of proficiency, and was therefore unable to suggest improvements to the work.

Another criticism of peer comments was that they were too general. As such, some of the students ignored comments from their classmates when revising their drafts. This suggested that students with a higher proficiency level may not benefit from the feedback of those with a lower proficiency level. Nevertheless, those students with higher levels of ability were able to assist the less-able members of the group by articulating the strategies that they had learned through their classes. Also, by having

a real audience, which included not only the instructor but also their peers, they could revise their essay more easily and review them from a different perspective.

The analysis of the qualitative and quantitative data suggests that the students valued and profited from the opportunity to take a more active role in their writing. Their comments also indicated that over the semester they perceived improvement in their ability to write accurately and expressively, with particular emphasis on their use of sentence structure and vocabulary.

The Scaffolded Process Writing Module was specifically designed for English for Academic Purposes (EAP) students at university level in Malaysia and it could be used for future research at a university level and at a school level with necessary amendments.

A set of instruments were designed with Malaysian university students in mind. As Dudley-Evans (2004) reports, less research was carried out in the EAP field than before due to the pressures on teachers arising from the need to concentrate all the time on preparation for teaching new students and new courses. He also emphasizes the need to publish research findings as conference papers or journal articles since there is a dearth of published research in the field at present.

Santangelo, Harris, and Graham (2007) also pointed out that the reason why many students find writing extremely difficult and frustrating is because they are not able to learn and apply the strategies used by skilled writers. Employment of the strategies should be observable during their writing activities.

Al Husseini (2014) feels that ESL students should learn several of those complex strategies and skills practiced in university content classes so that they can write academic texts effectively. In this research the students were trained with writing strategies like planning, revision, awareness of audience, awareness of writing conventions, and awareness of writing purpose.

The present study which attempted to see the impact of strategy instruction on EAP learners' writing strategy use and writing performance sought to make some contribution to the EAP research field. The research in the EAP field was conducted mostly with international students who migrate to English speaking countries for their education. In contrast, the present study looked at students who learnt in the medium of English (L2) in an L1 dominated environment. Moreover, most EAP studies were performed with heterogeneous populations (a mixture of different nationalities, cultures) but the present sample was relatively homogeneous.

The literature showed that relatively few studies were conducted on the impact of strategy instruction on writing. Furthermore, intervention studies that used EAP learners as the sample are also rare. Studies of this nature are not common either as most research is carried out either by teachers in a particular context to fulfill the needs of a researcher or by researchers with no teaching experience in that context. Furthermore, only a few studies of this nature have been conducted outside native English speaking countries with EAP students who use English as a second language.

5.7 Limitations of the Present Study

Before conclusions are drawn, several significant limitations of the research are outlined as follows:

The first limitation of this study is that it was restricted to a group of first-year Malaysian undergraduates. It focused on the responses of 20 undergraduates who did not voluntarily register to be participants. This group had just completed a semester-long Listening and Speaking Module. The writing module was the next module that they had to take, and the study class was only one of the five classes scheduled to take place. Therefore, the study does not generalize its findings to situations other than in the Universiti Malaysia Sabah context.

It was not possible to determine any conditions for choosing the participant, this particular group was chosen from the five available because the students were classified as lower-intermediate based on their performance in the previous module. They were chosen based on recommendations by the ESL programme coordinator and the observation that these students had sufficient English-language proficiency to comprehend an English writing module. At the same time, it should be acknowledged that there were other limitations due to uncontrollable learning variables, such as the personality of the students and individual differences.

Time was also an impeding factor. Throughout the 14-week semester, the researcher was only able to actually teach 12 times, a total of only 36 out of 42 contact hours. This was due to factors such as the classes not functioning fully until the third week because of registration problems, and the final week being allotted for examinations,

with the week prior to examinations being a study week. The researcher feels that with more contact hours the writing classes would have been of more benefit to the students. However, the present results are able to serve as a baseline for future studies.

The limitation of this study is not a major problem limiting validity of the findings because first and foremost the intervention and tools used for this research were tried out with a group of 20 Malaysian students from an earlier batch prior to the actual study.

As for the pre-post-delayed post -tests, the same writing test was administered at the beginning of the course and at the end, it may be argued that some students may have performed better at the post- and delayed post-test because of the practice effect and there may be others who have not performed well at the post-test due to boredom effect. The researcher decided to use the same test so as to minimize the topic effect as different topics may yield different results. The practice effect and the boredom effect may not have been so strong since there was nearly a gap of four months between the pre-test, the post-test and the delayed post-test. The researcher strongly felt that conducting the delayed post-test was beneficial to see the long-term benefits of the intervention training.

5.8 Pedagogical Implications

This study has revealed a number of educational implications, not only for ESL writing but also for more general ESL teaching practices.

In designing a process-based writing module, care needs to be exercised to ensure that a flexible approach is taken. Instructors need to remember that not all students have the same level of proficiency or ability. It is crucial that modifications are made so that the methods of instruction are suitably tailored for individual students.

The study shows that if there is a difference in the levels of students' language ability, there is a possibility that peer feedback might not work effectively for everyone in the group. Therefore, instructors will have to be selective when assigning students to pairs or groups.

The researcher proposes three ways in which groups could be composed:

- grouping students randomly;
- grouping students based on friendship or on some other shared interest; and
- grouping students based on teacher selection.

According to Sharan and Sharan (1992), advocates of random grouping believe that all students are equally valuable. Random grouping also encourages students to discover that anyone in their class can contribute to their learning. With groups formed on the basis of friendship, the assumption is that students who want to work together will work more effectively. When teachers assign groups, they try to ensure that no one is left out for social, academic, or ethnic reasons. Although students can also be grouped in a variety of other ways such as by gender, grade point average (GPA), or by majors, systematic research evidence concerning the advantages of composing groups based on any one of these criteria is sparse (Stout and Rebele, 1996; Ravenscroft et al., 1995).

Psychologists have stressed the importance of fostering conditions whereby each member in the group exerts a therapeutic influence on others (e.g. Webb and Palincsar, 1996; Feldman and Wodarski, 1975). Accordingly, groups should be structured as an influence system in which changes in attitudes and improvements in performance come about through members' interaction with each other. Students' compatibility with one another is an important factor in group composition.

According to Feldman and Wodarski (1975: 75) compatibility should be "sought with reference to one's peers in the group, and not with reference to any absolute standard of behavior or personality". Thus, when a group is formed with peers, Webb and Palincsar (1996) suggest that the consequence would be greater peer pressure towards the enactment of pro-social behavior and greater interpersonal attraction among members, both of which are likely to contribute to greater satisfaction. There is no reason to expect that the satisfaction results would be different when college students are first paired on the basis of friendship and then pairs are randomly combined to form larger groups of four to six members.

Also, for peer feedback activity to work effectively, the students must be given adequate training. For students with language proficiency levels similar to the ones in this study, instructors need to be aware of the difficulties they might face and make sure that the students are given enough guidance.

After conducting the study, the researcher realised that feedback and revision are powerful tools in helping the students improve their writing. However, for the process

writing technique to be truly beneficial, students need to be given sufficient class time for these activities. There should not be a fixed schedule, where learners strictly follow specific stages like plan, draft, review, edit and publish. They should be given the freedom to decide whether they have had enough of a particular stage before moving on to the next stage. Obviously, weaker students might need to spend longer time at drafting, reviewing and editing compared to the better ones. Having a mixed ability class would be difficult to manage compared to a class of similar level. However, if the classes are streamed, the peer reviewing activities will not be successful because they are all of the same level. Therefore, the teacher will have to be aware of these situations and plan the class activities well. For example, during drafting the weaker students can be grouped together but for the reviewing and editing stages they are grouped with some better students.

To help students achieve significant progress in their writing skills it is crucial that the class size be kept small. The researcher found that even a group of 20 students is too big for the activities prescribed by the approach to be truly effective. The researcher realized that this is due to the fact that the students were those that got MUET level 1 and 2. Therefore, a teacher who wants to adopt this approach for his or her writing class will have to adapt the class size according to the proficiency level of the students he or she is getting. It is all right to have a bigger group if the students are of higher proficiency level. With weaker ones a group of a maximum of 15 would be appropriate.

The study also has implications on how writing strategy instruction needs to be carried out. In the present study, explicit training of strategies based on process

writing and was provided at the beginning and the degree of scaffolding provided was reduced gradually and the training was systematically integrated into day-to-day classroom activities. Since the learners benefited from this strategy training, the strategy training cycle used in the present study may be useful for future studies. Measuring students' strategy use and writing performance in the midst of the programme may give the teachers an opportunity to evaluate their strategy training and make necessary amendments to the programme.

5.9 Directions for Future Research

Based on what was learnt from this study, and in consideration of its limitations, several recommendations for further research are presented below.

From the findings it is obvious that the students became more motivated and felt that they had improved, perhaps not significantly in language performance but certainly in terms of their attitude towards and perception of their English writing skills. By the conclusion of the study they had started to feel more capable of writing assignments in English and at a higher standard than previously. They were beginning to feel that they had the capacity to continue developing these skills. Further research on how to help students with development of their written English would be both beneficial and rewarding.

The present study attempted to find out how the scaffolded process writing oriented approach affects a group of Malaysian ESL undergraduates' writing. The group comprised students of similar levels of writing ability, and the study's findings show the students' different viewpoints towards the scaffolded process writing oriented

writing class. These attitudes were revealed by the changes in the students' comments from the student diaries, the analysis of the students' texts, and also the general observations. It is suggested that similar research with students who all began the course with differing levels of English proficiency may uncover richer data that would be practical for classroom purposes.

It would also be interesting to discover if, and how, using other writing topics would affect the students' writing competence. The writing topics chosen for this study were mainly descriptive in nature. If this group was required to compose different types of writing, for example, narrative, arguments, exposition or report format, the results could provide valuable information regarding the viability of process writing as a means for developing the writing skills of ESL students.

Students facing difficulty with self-correcting syntactic and lexical errors highlighted the fact that some errors were less "treatable" than others. It would be interesting to discover if different types of errors might require different types of teacher intervention. Possibly in areas where language knowledge has not yet been acquired, more direct guidance is necessary in correcting errors. Some literature reports that errors in sentence structure and vocabulary are considered "untreatable" in the sense that there is no set of rules that can be consulted by students to fix these particular errors; they have to rely on their acquired knowledge of the language (Ferris, 1999). Can the right style of teacher intervention help fill this gap in the education of ESL students?

Future research could also investigate the possibility of providing all the writing scaffoldings instruction to students through new technology such as online training. These new resources supplemented by handbooks that describe different strategies in detail may be of optimal use for learners, especially for those who study in the distance mode. The effects of these on students' strategy use and their performance in different skills in the target language are also areas that would demand future research. This exercise opened up opportunities for comparative studies on the effects of face to face strategy instruction and distance learning strategy instruction would also bring new insights into this field of research.

5.10 Conclusion

In this chapter, the key findings of the study were summarized. The contribution of the study to the fields of second language learning and teaching in Malaysia, English for Academic Purposes and to Language Learner Strategy Research was presented. The limitations of the study and pedagogical implications were discussed in detail and directions for future research were suggested.

Concluding Remarks:

The present study reveals that writing strategy instruction is feasible with English for Academic Purposes students and it is equally beneficial to students irrespective of their attainment level, gender, or L1. The findings of the study support the view that many strategies are conscious mental actions but the results show that some strategies are motor actions which may consist of a number of mental actions which are not easily identifiable. It proves the value of providing strategy instruction in the use of both cognitive strategies and metacognitive strategies.

The study also provides evidence of transferability of strategy use to other situations and tasks and the use of strategies in different combinations when solving problems in writing. Another important finding is that effective strategy use may lead to increased performance. The Experimental group who received strategy instruction outperformed the Control group in writing performance and in strategy use at the post-test.

The study also found that strategy instruction could have a positive effect on motivation, determination, and attitudes of the students. The findings of the study suggest that carefully designed strategy instruction, feedback on strategy use, and gradual removal of scaffolding are essential if strategy instruction is to be successful and the learners are to be self-directed.

The study also has implications for EAP course design and delivery where there have been relatively few studies which have attempted to measure the impact of EAP instruction on students' language development. In these times when EAP provisions are under the spotlight and subjected to calls for accountability, this study shows that EAP type courses can have a positive impact on students' writing and that this impact is measurable in quantitative terms.

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