Universiti Utara Malaysia

THE EFFECT OF PROCESS-GENRE WRITING APPROACH ON STUDENTS' ESSAY AT A COLLEGE IN KWARA STATE, NIGERIA

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DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2018

**Awang Had Salleh
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Abstrak

Prestasi buruk pelajar dalam inggeris terutamanya dalam esei mengadakan kajian semula pendekatan pengajaran penulisan. Kajian ini berfokuskan tentang kesan Pendekatan Proses- genre terhadap penulisan esei pelajar dalam konteks Bahasa Inggeris sebagai Bahasa kedua di sebuah kolej di Nigeria. Kajian ini menggunakan rekabentuk kuasi-eksperimental melibatkan pra dan selepas ujian serta kaedah intervensi. Intervensi mengambil masa enam minggu untuk mengkaji keberkesanan Pendekatan Proses-genre dalam membantu para pelajar membina kemahiran penulisan dari aspek kandungan, organisasi, ekspresi dan mekanik. Bahan yang digunakan untuk intervensi adalah buku teks bertajuk *English for Tertiary Institutions* dan soalan esei untuk pra dan selepas ujian yang diambil dari *West Africa Examination Council (WAEC)*. 80 pelajar sarjana muda di CAILS dan dua guru Bahasa Inggeris di kolej tersebut, terlibat dalam kajian ini. *Data* dianalisa menggunakan analisis *covariance* (*ANCOVA*) untuk menguji secara statistik samada terdapat perbezaan signifikan di antara kumpulan ekperimen yang menggunakan Pendekatan Proses-genre dan kumpulan kawalan yang menggunakan Pendekatan Produk dari aspek prestasi kemahiran penulisan esei. Dapatan menunjukkan tiada perbezaan signifikan di antara skor sebelum ujian kawalan dan kumpulan eksperimen, di mana ia menunjukkan persamaan dari segi prestasi dan kemahiran bahasa sebelum proses intervensi dilakukan. Dapatan juga menunjukkan tiada perbezaan di antara skor sebelum dan selepas bagi peserta kumpulan kawalan berbanding kumpulan eksperimen di mana perbezaan yang ketara dapat dilihat bagi skor ujian sebelum dan selepas. Ini menunjukan bahawa Pendekatan Proses-genre yang melibatkan penulisan beberapa draf, mengambil kira konteks dan pembaca memberikan kesan terhadap prestasi penulisan esei pelajar terutamanya dari aspek kandungan, penyusunan, ekpresi dan mekanik dengan keseluruhan skor purata 38.62 hingga 17.99 untuk kumpulan Pendekatan Produk. Pelaksanaan Pendekatan proses-genre dalam pengajaran penulisan didapati memberi kesan positif dalam perubahan sosial serta penambahbaikan dalam penulisan esei.

Kata kunci: Pendekatan Proses, Pendekatan Produk, Pendekatan Genre, Pendekatan Proses-genre, Penulisan esei, Kuasi-eksperimen

Abstract

The poor performance of university students in the English language particularly in essay calls for the review of the approach to teaching writing. This research focuses on the effects of Process-Genre Approach on students' essay in English as a second language context at a College in Nigeria. This study used the quasi-experimental design involving a pre-test and post-test. The intervention took six weeks to examine the effectiveness of the Process Genre Approach in enhancing writing skills in terms of content, organization, expression, and mechanics. The materials used for the intervention were the English for tertiary Institutions textbook and the essay questions for the pre and post tests were taken from the West Africa Examination Council (WAEC). 80 undergraduate degree students and two English language teachers at the college participated in the study. The data were analyzed using analysis of covariance (ANCOVA) to test for statistically significant difference between the experimental group taught with Process-Genre Approach and the control group taught with the Product Approach. The findings indicated that no statistically significant difference between the pre-test scores of the control and the experimental groups showing homogeneity in their performance and language abilities prior to the interventions. The findings also indicated no difference between the pre-test and post-test scores of the participants in the control group compared to the experimental group with a remarkable difference in the pre-test and post-test scores. These suggested that the Process-Genre Approach to writing in several drafts, considering the context and reader had effects on the students' performance in an essay in the content, organization, expression, and mechanics with overall mean scores of 38.62 to 17.99 for Product Approach group. The implementation of the Process-Genre Approach to teaching essay has a positive impact on social change and improvement in writing.

Keywords: Process approach, product approach, process-genre approach, essay writing, quasi-experimental.

Acknowledgement

Dedication

I hereby dedicate this thesis to Almighty Allah and to my lovely son: Abdulkadir Adebayo Folorunsho Hanafi Alabere.

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List of Abbreviations

AGEL.	Australian Genre-based Educational Linguistic
ANCOVA.	Analysis of Co-variance
BA.	Bachelor of Arts
CAILS.	College of Arabic and Islamic Legal Studies
CAS.	College of Arts and Social Sciences
CLT.	Cognitive Learning Theories
ELL.	English Language Learning
ESL.	English as a Second Language
ESP.	English for Specific Purpose
EFL.	English as a Foreign Language
GPA.	Grade Point Average
GCE.	General Certificate Examination
IPT.	Information Processing Theory
ICT.	Information Communication Technology
JAMB.	Joint Admission Matriculation Board
L1.	First Language
L2.	Second Language
NANR.	North American New Rhetoric
NATEB.	National Business and Technical Examination Board
NCE.	National Certificate in Education
ND.	No Date
NECO.	National Examination Council
NUC.	National Universities Commission
RO.	Research Objective
RQ.	Research Questions
SIS.	Students' Information System
SPSS.	Statistical Package for the Social Sciences
SSC.	Secondary School Certificate
UUM.	Universiti Utara Malaysia
WAEC.	West Africa Examination Council

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter highlights the basic information about this research and a brief discussion on overview of its contents. On this basis, this chapter has the following contents: introduction, the background of the study, the meaning and status of English language in Nigeria, the research problem, the research questions, the research objectives, the research hypotheses, significance of the study, the operational definition of words, the organization of the thesis, and summary of the chapter.

1.2 Background of the Study

The English language is the accepted language for communication in Nigeria as an official medium of interaction among the diverged people with a different cultural background. Its importance has also been given a significant attention in Nigeria. The English language performs the official function as the language of communication. In Nigeria, it has greatly assisted in transmitting and projecting indigenous cultures and values to the outside world. Indeed, its role in the education sector cannot be underestimated. It is the language of instructions from the primary school to the tertiary level. The language got to Nigeria during the first contact between the British and some ethnic groups in Southern Nigeria since 1553 when they paid visits to the shores of Nigeria, particularly the ports of Ancient Benin and old Calabar (Fiona & Constant 2016 citing Fafuwa, 1976). It is also believed that it was in the record that the Portuguese were quite friendly that they opened a seaport in Gwarto in the ancient Benin Kingdom. Their cordial relationship grew to the extent that the Oba of Benin

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APPENDICES

Appendix A

Questions Selected from Past WAEC/NECO Examination

Dear Student,

This written composition test is meant to elicit information about students' essay writing. The information elicited will be of help to the researcher for making a suggestion about your performance in written skill. Therefore, it will be treated confidently.

Yours sincerely

Alabere, Rabiat Ajoke

Section A: Personal Date

Instruction: Write your name and write appropriate information for the following items.

Name of Student…………………………………………………………………

Gender male…………………………………….female……………………...

SECTION B

Instruction: answer ONE question in not more than 450 words from this section.

1. Write a letter to your Local Government Authority commenting on three health hazards in your area. Make suggestions as to how the situation can be improved.

2. The rising incidence of road traffic accidents nowadays is alarming. In an article suitable for publication in an international magazine, discuss at least three factors responsible for this and suggest ways of dealing with the problem.

3. Your brother is about to enter secondary school. Write a letter to him, stating at least three problems he is likely to face in school and suggesting ways of solving them.

4. You have been involved to take part in an inter-school debate, the topic of which is: 'schooling in a village is more advantageous than schooling in a city.' Write your speech for or against the motion.

5. Write a story ending with the words: 'indeed, it was a blessing in disguise.'

6. Your house-master has just been promoted to head another school. As the houseprefect, write a speech you would deliver during the send-off party organized for him.

Thank you.

(WAEC/NECO)

Appendix B

Lesson Plan on Content

Lecturer's name: A	Time: 1st /2nd lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: Content of Essay	

Aims of lesson: To develop students' essay writing skills
Lesson objectives: Students will be able to… Brainstorm for ideas to develop the content of their essay
Assumed prior knowledge: Students have knowledge of writing through model
Resources: Blackboard and the Departmental Book of Readings
Assessment (how learning will be recognized) The student were given simple essay topic to brainstorm for ideas (The day I will never forget)
Differentiation (addressing all learners' needs) Each student is made to read out their point to the hearing f other students to give feedback and corrections while the teacher monitors the activities
Skills for Life / Key Skills to be addressed Communication/literacy: The student learn the skills of thinking for ideas by themselves to enhance their writing skills
Number/ numeracy- none in this lesson
Lesson Information: Brainstorming for ideas A thesis statement /topic sentence is a sentence or two that gives the main idea or the focus of an essay. It should be stated as a fact because it is going to be proved with evidence. It should not be stated as an obvious statement. For instance, don't write 'in this essay I will be writing about …. But rather you state it as this essay will prove… or the topic of this essay will…. The thesis/topic statement is not just the topic but the interpretation, analysis or opinion on the topic. A good thesis/topic statement must not be too long and must contain only one idea and simple eg success is a result of doing the right things consistently. A good thesis/topic statement must be a declarative sentence with no qualifiers like might, maybe, perhaps etc. Examples of thesis/topic statements: What is a topic sentence in essay writing? Question: Does Romeo's prior feelings for Rosaline diminish the credibility of his love for Juliet/

The good topic statement will be: Romeo's prior feelings for Rosaline diminish the credibility of his love for Juliet.

The bad topic statement is 'this essay examines whether or not Romeo's prior feeling for Rosaline diminishes his love for Juliet.

On the other hand, if you want to acknowledge the other side, it should be stated this way:

Good one is: Juliet was not the first woman to capture Romeo's fancy she was, however, the one who affected him the most.

Bad one is: Romeo loved Juliet with all his heart, but he loved Rosaline too. It could be argued that they are both his favourite.

CLASSROOM ACTIVITIES

The teacher wrote a topic on the board for students to write thesis/topic statement. Students brainstorm ideas, arrange the points and interact with others in the classroom. Each one wrote was read to the class to judge whether is correct. The teacher gave the students the chance to write several times to master it.

Appendix C
Lesson Plan on Organization

Lecturer's name: A	Time: 3rd /4th lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100

Topic: THE USE OF COHESIVE DEVICES

Aims of the lesson: To develop students' organization of ideas in essay writing skills

Lesson objectives: Students will be able to… Arranging the ideas generated to logically develop the content of their essays by linking the ideas in a cohesive manner.

Assumed prior knowledge: Students have knowledge of writing through model

Resources: Blackboard and the Departmental Book of Readings

Assessment (how learning will be recognized) The students were given simple essay topic to brainstorm ideas (The day I will never forget))

Differentiation (addressing all learners' needs) Each student is made to read out the arrangement of a point to the hearing of other students to give feedback and corrections while the teacher monitors the activities

Skills for Life / Key Skills to be addressed Communication/literacy: The students learn the skills of organizing ideas by themselves to enhance their writing skills

Number/ numeracy- none in this lesson

Lesson Information: CONJUNCTIVE IN WRITING ESSAY This is a very important device that makes texts cohesive. They are words that show how ideas are connected in essay writing. For example: In trying to list ideas, cohesive devices like firstly, secondly, thirdly, to begin with, etc; To add more idea: furthermore; next; To end listing ideas: finally, to conclude etc Devices for reinforcement: also, furthermore, moreover, in addition, above all, in the same way, etc. Devices to indicate similarity: equally, likewise, similarly, correspondingly, in the same way. Devices showing the transition to a new point: now, as far as, with regard to, with reference to, it follows that, To show concession, the following devices are used; however, even though, nevertheless, still, yet. To indicate deduction: then, in the other words, in that case, otherwise, this implies

that, if so, if not.

To show contrastive ideas: instead, conversely, in contrast, in comparison, on the contrary.

To express alternative ideas: alternately, rather, on the contrast, in comparison, on the contrary.

To show highlight in writing: in particular, particularly, especially, mainly.

To indicate result: so, therefore, as a result, accordingly, consequently, thus, because of this/that, in that case, under this circumstances, hence.

Forgiving examples devices like these are used: for instance, for example, that is, in this case, namely, in other words, etc

They will be taught with detailed analysis.

CLASSROOM ACTIVITIES

ESL students do have a problem with identifying cohesive ties in the essay. Cohesive has to do with linking one sentence to another as well as paragraph to another paragraph. There are three forms of cohesive in writing: Backward reference and forward reference, Ellipsis, and Conjunctive.

For this study, only conjunctive will be emphasized to students during the intervention.

Appendix D
Lesson Plan on Mechanics

Lecturer's name: A	Time: 5th /6th lessions
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: SUBJECT VERB AGREEMENT IN ESSAY	
Aims of the lesson: To develop students' expression of ideas in essay writing skills	
Lesson objectives: Students will be able to… To develop students ability to express the ideas generated inaccurate language and logically develops the content of their essays in a simple language using different sentence patterns.	
Assumed prior knowledge: Students have knowledge of writing through model	
Resources: Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized) The students were given simple essay topic to write on for ideas (The food I like best)	
Differentiation (addressing all learners' needs) The student exchanged their essays among themselves for feedback and corrections while the teacher monitors the activities and later checked the corrected essays.	
Skills for Life / Key Skills to be addressed Communication/literacy: The student practiced the types of sentence and ideas to enhance their expression in writing skills	
Number/ numeracy- none in this lesson	
Lesson Information: One way of guiding against errors in essay writing is to follow the rules of grammar, spellings, punctuation marks etc. Subject-verb agreement means exactly what it says that the subject and verb have to agree with each other in statements. This means that if the subject of a sentence is plural, the verb should also be plural, but it is tricky to know the right verb to use with a particular subject. Therefore, it needs constant practice. Examples: He posits that eating cucumber is good. They posit that eating cucumber is good. They take the garbage out. He takes the garbage out. She listens to the music. He and she listen to the music. It should be noted that 'I' and 'you' take a plural verb and is a bit confusing. Eg I write with a pen. You write with a pencil.	
CLASSROOM ACTIVITIES ESL students do have a problem with expressing themselves accurately by discussing one idea in one paragraph using different sentence patterns. Therefore, this lesson	

exposed them to different ways of using punctuation marks in expressing their ideas accurately.

Appendix E
Lesson Plan on Expression

Lecturer's name: A	Time: 7th /8th lessions
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100

Topic: PARAGRAPHING IN WRITING

Aims of the lesson: To develop students' expression of ideas in essay writing skills

Lesson objectives: Students will be able to… To develop students ability to express the ideas generated inaccurate language and logically develops the content of their essays in a simple language using different sentence patterns.

Assumed prior knowledge: Students have knowledge of writing through model

Resources: Blackboard and the Departmental Book of Readings

Assessment (how learning will be recognized) The students were given simple essay topic to write on for ideas (The food I like best)

Differentiation (addressing all learners' needs) The students were grouped to practice how to write a paragraph among themselves for feedback and corrections while the teacher monitors the activities and later checked the corrected essays.

Skills for Life / Key Skills to be addressed Communication/literacy: The student practiced writing a paragraph in the group to increase their ability to write one idea in a paragraph to enhance their expression in writing skills

Number/ numeracy- none in this lesson

Lesson Information: A paragraph is a unit of writing that consists of one or more sentences that focus on a single idea or logic. A good paragraph must have a controlling idea, supporting point and a conclusion related to the idea. The topic sentence contains the controlling idea and could be one to two sentence. The length of a paragraph varies according to students' detail needed to support the controlling idea and depends on the proficiency of the students. A paragraph should contain a topic sentence with supporting details and examples, then concluding the sentence with transition sentence that links the paragraph to another paragraph. The following will help students to structure paragraph better. Paragraph length varies: students should be aware that each paragraph must be long enough to cover the main point. It should be from five sentences to one page. When writing a paragraph: knowing where to put each sentence clarifies important points. As a rule, the first sentence holds the strongest position, the last sentence holds the second strongest position, and the middle sentences hold the weakest position. Varying sentence lengths helps emphasize your most important points. This is an important .putting short sentence in between two long sentences makes the middle

sentence more powerful.

CLASSROOM ACTIVITIES

What is subject-verb agreement or Concord in writing?

One way of guiding against errors in essay writing is to follow the rules of grammar. Subject-verb agreement means exactly what it says that the subject and verb have to agree with each other in statements. This means that if the subject of a sentence is plural, the verb should also be plural, but it is tricky to know the right verb to use with a particular subject. Therefore, it needs constant practice.

Examples:

He posits that eating cucumber is good. They posit that eating cucumber is good.

They take the garbage out. He takes the garbage out.

She listens to the music. He and she listen to the music.

It should be noted that 'I' and 'you' take a plural verb and is a bit confusing. Eg

I write with a pen.

You write with a pencil.

Class activities: students should be placed in groups in the class and ask them to write a paragraph each using one of the examples given.

Lesson Plan on Genre of Essay

Lecturer's name: A	Date: 9th / 10th /11th / 12th lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: THE GENRE OF WRITING	
Aims of the lesson: To develop students' essay writing in the different types of writing	
Lesson objectives: Students will be able to… To develop students ability to recognize the different genre of writing knowing how to generate ideas using accurate language in presenting the content of their essays in a clear language.	
Assumed prior knowledge: Students have knowledge of writing through model	
Resources: Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized) The students were given simple essay topics to write on anyone.	
Differentiation (addressing all learners' needs) The students were grouped to practice how to write different types of essay through social interaction among themselves for feedback and corrections while the teacher monitors the activities and later checked the students' essays.	
Skills for Life / Key Skills to be addressed Communication/literacy: The student practiced writing different essay types in the group to increase their ability to write.	
Number/ numeracy- none in this lesson	
Narrative essay is like telling a story. The essay is anecdotal, experiential, or personal story that allows students to express themselves in creative and motivating ways. When writing a story in form of art, students should follow the following and include the following parts: an introduction, plot, characters, setting, climax, and conclusion. When students are asked to write a story in form of a book report. The students are expected to provide or focus on informative narrative for the reader and not following the pattern of the story. Point out the purpose of writing the story which is very important in an essay. If there is no purpose there is no need to write. This type of essay is written from the point of the author. Therefore, creativity is often from the author's perspective. Clear and concise use of language should be chosen by the writer. Make use of language that will evoke the emotions and interest of your readers in the introduction. Remember, you are in control of the essay, so guide it where you desire: just make sure your audience can follow your lead. The descriptive essay is a genre of essay that asks the student to describe something object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience with a great deal of artistic freedom that is the ability to paint an image that is vivid and moving in the	

mind of the reader.

Students should follow the following guidelines for writing a descriptive essay: First all brainstorm for ideas before writing. For example when you are asked to describe your best food. Eg jolof rice, think of the ingredients and write down rice, magi, tin tomatoes, pepper, onions, vegetable oil, curry and theme, fish, meat, etc before compiling the description. Use clear and concise language to describe your essay. Connect with your readers by using emotional related words to your topic to motivate your readers. In other words, try to present an organized and logical description.

The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

The argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved. The argumentative essay is commonly assigned as a final project in first year writing or advanced composition courses and involves lengthy, detailed research.

Expository essays involve less research and are shorter in length. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. The structure of the argumentative essay is held together by the following.

CLASSROOM ACTIVITIES

Write on any of the genres of an essay of your choice thinking about the ideas and writing them down, arranging the points in order.

Class activities: students should be placed in groups in the class and ask them to write on any essay type.

Appendix G
Teachers Information Guide (TID)

Introduction

Please note that this information is to guide the teachers that will help the researcher teach the experimental group. To demonstrate the level of learners' composition, a process-genre approach will be used to teach the learners on how to write an essay.

The Highlights of the Teachers' Guide

1. The teachers will be expected to perform the role of moderator in helping learners to integrate what is being learned.

2. The teaching of the writing skill is to enhance learners' ability to organize and integrate existing and new ideas through the meaningful writing process to achieve writing skill.

3. The teachers will ensure an unbroken comprehension from the beginning of the lesson to the end by engaging the students in activities that make them generate ideas for the topic and make new knowledge means to sustain their interest in the topic through sensitization collaborative activities. The appropriateness of ideas will be verified and updated by learners through brainstorming activities and explaining the key ideas and giving them the time to correct by verification from friends.

4. The knowledge should be well organized, clear and stable by teachers as they present the lesson.

5. The teachers will use two important steps to present the lesson:

Progressive differentiation and integrative recognition: The first is a major step whereby the teacher will present the ideas of the essay topic gradually while the second points out the relationship between the new ideas to the previous knowledge.

Appendix H
Marking Guide for Writing

The researcher will carefully mark and grade the participants' tests for the essay writing. The WAEC/NECO grading system will be adopted as below

1. Content of the notes   10marks

2. Organization of facts   10marks

3. Expression of ideas   20marks

4. Grammatical accuracy   10marks

In other words, the content of what the students write will attract 10 marks and it will contain ideas relevant to the central theme of the topic and their development, an organization of facts 10marks, what to look for while marking are an introduction, body, and suitable conclusion in paragraphs. The expression is 20marks and has to do with the appropriate use words in sentence structure, cohesive devices, abbreviation, and grammatical accuracy relates to punctuation marks, spelling 10 marks. The errors will be ringed and penalized in every first occurrence but underlined without penalty in repeated instances.

Appendix I
Rating Guide

Table Showing How Items of an Essay are Scored

Item type	Writing test	
Response mode	Written essay	
Item type description	Respondents are required to write an essay about given topics	
No. of items trait	Four items	
Item traits	Content, Organization, Mechanics, & Expression	
Item trait	**Content**	Score
	Content is scored by determining if all aspects of the topic have been addressed in the response and if provided details, examples and explanations are appropriately supporting the respondent's view.	0
	If the respondent does not address the topic, the trait will be scored zero.	10
		7
	The essay adequately deals with the prompt.	
	The essay deals with the prompt but omits 1or2 minor points	1 Content 10marks
	The essay does not properly deal with the prompt	
	Organization	
	Development, structure and coherent are scored according to the organization of the response demonstrating the good development of ideas and a logic structure	10
	The essay shows a good development and logical structure.	4
	The essay incidentally is less well structured; some elements or paragraphs are poorly linked.	1 Organization 10 marks
	The essay lacks coherence, mainly consists of lists or loose elements.	
	Expression	
	Formal requirement is scored by determining if the response meets the length requirement of 450	

	words	0
	The respondent writes less than 100 words will be scored zero.	20
	Observed the rules and follow instruction.	10
	Between 300 and 350 words	5
	Less than 100 or more than 450 words. The essay contains no punctuation marks error and poor or short sentences.	Expression 20marks
	Mechanics Grammar is scored by examining if the response demonstrates the correct grammatical usage essay shows consistent grammatical control of complex language. Errors are rare and difficult to spot. essay shows a relatively high degree of grammatical control, there are fewer mistakes which could lead to misunderstanding.	10 7 Mechanics 10marks
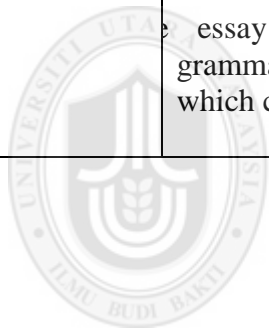
Appendix J
Lesson and Data Collection Plan

Lessons on the Effects of Process-genre Approach for Teaching Writing

Wk	Group	Activities	Materials	Approach	Description	Assignment
One	Group A (Experimental)	Orientation Pre-test			Past essay questions	
Two	A	Teaching A narrative essay focusing on content	Department book on the use of English and study skills	Process approach	how to compose in many drafts	Write a paragraph with one idea
Three	A	Teaching argumentative essay focusing on organizing of ideas	Introduction, body, & conclusion in paragraph	Process approach	Learning how to use cohesive devices	Write a short story
Four	A	Descriptive essay focusing on Expression	Sentence patterns & types	Process approach	Subject-verb agreement	Write 10 sentences
Five	A	An explorative essay focusing on Mechanics	Spellings, punctuation marks	Process approach	Several practices	Writing an essay on d 'my best friend'
Six	A	Letter writing	A formal letter with formal expression	Process approach	They will be taught how to write model	Write a letter seeking for a job
Seven	A	Letter writing	An informal letter	Process approach	They brainstorm ideas	Topics will be given to write on
Eight	A	Post-test	Questions on different topics			

Appendix K
Nigeria Marking Guide

CONTENT   30marks

What to look for in content are:

The relevance of ideas to the topic, its specific audience, and purpose

Appropriateness of language, and its relevance to central theme and development

There must be adequate an treatment of the subject matter.

ORGANIZATION   20marks

Organization refers to the following;

Correct use of formal features like;

Good paragraphing

Appropriate use of emphasis

Arrangement of ideas

Paragraphs must be chronologically and logically coherent.

EXPRESSION   30marks

In expression, the examiner looks for

The choice of words must reflect the general audience, atmosphere or format of composition eg vocabulary, and sentence structure must be accurate.

The expression must be correct and the sentences must not be translations from the mother tongue

This is also referred to as mechanical accuracy

i.   The focus is on grammar, punctuation, and spelling (GPS) rules.

ii.   ½ mark is deducted for each error up to a maximum of 10 errors.

iii.   So candidates must comply with grammatical rules

Other general rules:

1. Students must follow instruction. If 450 words are required it should be obeyed because anything above 450 words will not be considered.

2. For anything less than the 450 words, the marks for mechanics will be reduced while if it is more than the required words the penalty will be under content, organization, and expression.

3. If a candidate writes more than one where the instruction says answer only one question, only the first one answered will be marked.

Appendix L
Nigeria Grading System

Marking Guide

This study will choose to adopt the WAEC/NECO format of analytic scoring rubrics to be interpreted as listed below based on the conventional 100% format but will be divided by 2 for every range because the grading will be over 50. Below will be the grading format:

1.	43 – 50	very high	5
2.	34 – 42	high	4
3.	25 – 33	average	3
4.	16 – 24	low	2
5.	0 – 15	very low	1

Therefore, ESL learners' writing skills will be analyzed based on the above explanation by using mean scores and standard deviation.

Most Common Grading Scale

Grade	Scale	Grade Description	US Grade
A	70.00-100.00	First Class (5)	A
B	60.00-69.99	Second Class (4)	B
C	50.00-59.00	Second Class Lower (3)	C+
D	45.00-49.99	Third Class (2)	C
E	40.00-39.99	Pass (1)	P
F	0.00-39.99	Fail	F

Appendix M
Questions and Response of the Interview

The first student from product approach class:

Question 1: How did you find the lessons in your group?

Answer: not so bad as usual.

A student from process-genre approach class:

Oh, Very interesting and clear lessons!
Question 2: what can you say about the approach used to teach your group?

A student in product approach class:

Answer: it has been the usual method used by our teacher. I find it difficult to generate ideas by myself

A student in process-genre approach class:

Answer: I enjoyed the method because it makes essay writing very simple and easy to write.

Question 3: suppose you are given a topic to write on without any guide, can you write on it?

A student in product approach class:

No, because I cannot generate the ideas to write on my own except when I follow another person's work.

A student in process-genre approach:

Yes, with this new approach I don't need to fear once I follow the stages of the approach used to teach us.

Question 4: what are steps to writing an essay that you know?

A student in product approach class:

Answer: if am given a topic, I have got already written essay to follow to be able to write my own.

A student in process-genre approach:

Answer: there are five stages in writing an essay. When a topic is given, I think of the ideas to use (by brainstorming), organize the ideas in order, write the first draft, interact with my colleagues in the class, rewrite the draft, revise it and edit it before I write the final copy.

Question 5: Did you enjoy the program and will you like your teacher to continue using the approach.

Answer:

The student in product approach class:

No. it is boring and would like my teacher to look for a better method that can make me write without looking at another person's work.

The student in process-genre approach:

Answer:

Yes. I enjoyed it and would like my teachers to continue using it.

From the discussion above it is obvious that students in group A which is process-genre approach enjoyed and prefer the approach as compared to the product approach. Though the product approach is a good method but does not teach students the basic skills of writing as process-genre does.

Appendix N
Permission Letter

Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman, Malaysia
12th October 2016.

The Provost
College of Arabic and Islamic Legal Studies
Ilorin, Kwara State, Nigeria.

Dear Sir,

REQUEST TO CONDUCT RESEARCH AT YOUR INSTITUTION
This is to request for your permission to conduct data collection at your college.
The research study is titled 'The Effects of Process-genre Approach in Teaching Writing in College of Arabic and Islamic Legal Studies, Ilorin' which will involve year one -degree students and teachers in the Department of English. 80 students will be requested to take part in the experimental study that has to do with classroom teaching and interviews with few students and teachers.

This study is necessary due to the yearly mass failure of students in the English language especially in essay part of the examination and teachers' consistent use of product approach to teach writing in our schools. The outcome of this research expose other methods of teaching writing. I want to make it clear that this exercise will not interfere with the normal daily academic activities.
Thanks
Yours faithfully
Alabere Rabiat Ajoke

Proposed Data Collection Gantt Chart

Table Showing the Format for Data Collection Gantt and Chart

TASK	START	END	DAYS	ACTIVITIES
Task 1	15/8/2016	21/8/2016	7	Introduction, a grouping of respondents, orientation, and pre-test
Task 2	27/8/2016	28/8/16	2	Teaching students content in essay eg narrative essay using process-genre approach for the experimental group.
Task 3	3/9/2016	4/9/2016	2	Teaching the experimental group organization of ideas in eg argumentative essay using the process-genre approach.
Task 4	17/9/2016	18/9/2016	2	Expression using correct language structure in eg Descriptive essay using the process-genre approach
Task 5	24/9/2016	25/9/2016	2	Mechanics in essay writing eg teaching expository using the process-genre approach
Task 6	1/10/2016	2/10/2016	2	Formal letter such as application, report, request etc will be taught using the process-genre approach
Task 7	8/10/2016	9/10/2016	2	Informal & and related letter will be taken care of using the process-genre approach.
Task 8	15/10/2016	21/10/2016	7	Post-test for the two groups and marking
Task 9	22/10/2016	30/11/2016	40	Uploading scores and statistical analysis (chapter 4)
Task 10	1/12/2016	31/12/2016	31	Report, discussion, and recommendation (chapter 5)
Task 11	1/1/2017	31/1/2017	31	Proofreading & editing by Supervisor & researcher
Task 12	1/2/2017	9/2/2017	7	Final checking, print and submission

The above table was a proposed data collection format before leaving Malaysia to Nigeria but unfortunately, the intervention did not start at the specified date due to journey stress and the hardship situation in Nigeria due to fuel scarcity. See intervention procedure in chapter three.

GANTT GRAPH

| 8/15 | 8/27 | 9/3 | 9/17 | 9/24 | 10/1 | 10/8 | 10/15 | 10/22 | 12/1 | 1/1 | 2/1 |

Tk 1

Tk 2

Tk 3

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Tk 12
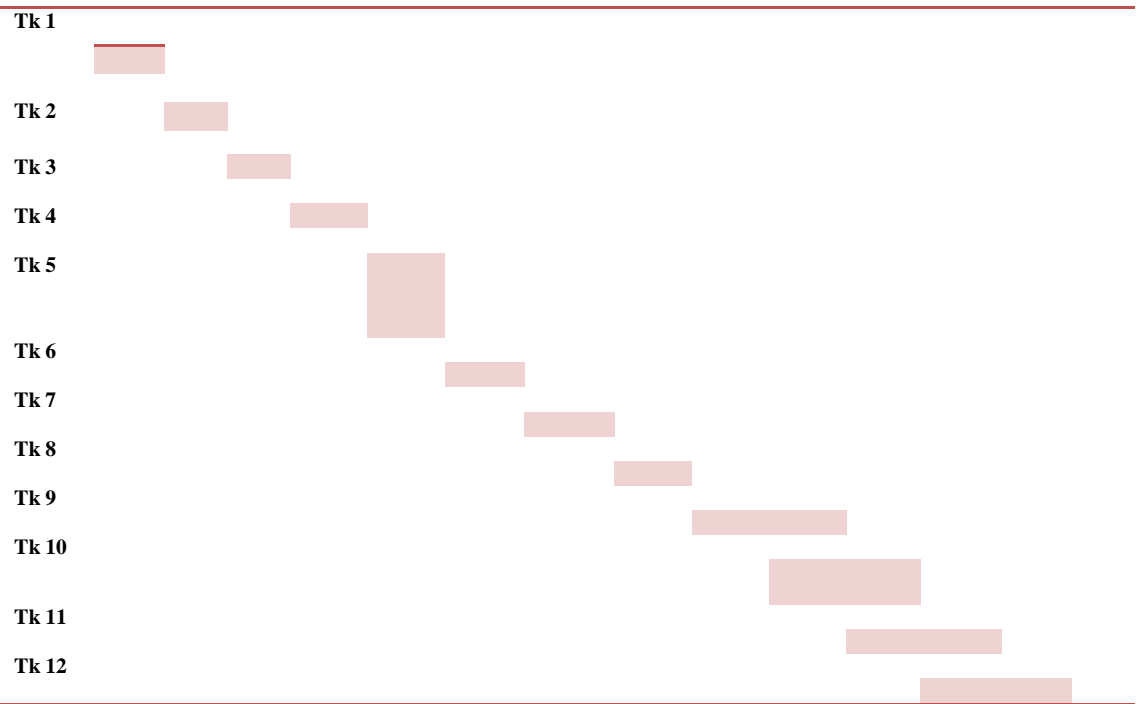
Appendix P
Descriptive Analysis

Descriptive Table for Difference between Experimental and Control Groups

	Group			Statistic	Std. Error
PreCont.	EXPERIMENT	Mean		3.05	.101
		95% Confidence Interval for Mean	Lower Bound	2.85	
			Upper Bound	3.25	
		5% Trimmed Mean		3.06	
		Median		3.00	
		Variance		.408	
		Std. Deviation		.639	
		Minimum		2	
		Maximum		4	
		Range		2	
		Interquartile Range		0	
		Skewness		-.040	.374
		Kurtosis		-.395	.733
	CONTROL	Mean		2.05	.087
		95% Confidence Interval for Mean	Lower Bound	1.87	
			Upper Bound	2.23	
		5% Trimmed Mean		2.06	
		Median		2.00	
		Variance		.305	
		Std. Deviation		.552	
		Minimum		1	
		Maximum		3	
		Range		2	
		Interquartile Range		0	
		Skewness		.034	.374
		Kurtosis		.539	.733
PostCont	EXPERIMENT	Mean		7.95	.107
		95% Confidence Interval for Mean	Lower Bound	7.73	
			Upper Bound	8.17	
		5% Trimmed Mean		7.94	
		Median		8.00	
		Variance		.459	
		Std. Deviation		.677	
		Minimum		7	
		Maximum		9	
		Range		2	
		Interquartile Range		1	
		Skewness		.060	.374
		Kurtosis		-.708	.733
	CONTROL	Mean		2.50	.143
		95% Confidence Interval for Mean	Lower Bound	2.21	
			Upper Bound	2.79	
		5% Trimmed Mean		2.50	

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		Median	3.00	
		Variance	.821	
		Std. Deviation	.906	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	1	
		Skewness	-.109	.374
		Kurtosis	-.691	.733
PreOrg	EXPERIMENT	Mean	3.03	.116
		95% Confidence Interval for Mean Lower Bound	2.79	
		Upper Bound	3.26	
		5% Trimmed Mean	3.03	
		Median	3.00	
		Variance	.538	
		Std. Deviation	.733	
		Minimum	2	
		Maximum	4	
		Range	2	
		Interquartile Range	2	
		Skewness	-.039	.374
		Kurtosis	-1.076	.733
	CONTROL	Mean	2.78	.131
		95% Confidence Interval for Mean Lower Bound	2.51	
		Upper Bound	3.04	
		5% Trimmed Mean	2.81	
		Median	3.00	
		Variance	.692	
		Std. Deviation	.832	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	1	
		Skewness	-.673	.374
		Kurtosis	.243	.733
PostOrg	EXPERIMENT	Mean	8.08	.110
		95% Confidence Interval for Mean Lower Bound	7.85	
		Upper Bound	8.30	
		5% Trimmed Mean	8.08	
		Median	8.00	
		Variance	.481	
		Std. Deviation	.694	
		Minimum	7	
		Maximum	9	
		Range	2	
		Interquartile Range	1	
		Skewness	-.100	.374
		Kurtosis	-.827	.733
	CONTROL	Mean	4.23	.154
		95% Confidence Interval for Mean Lower Bound	3.91	
		Upper Bound	4.54	
		5% Trimmed Mean	4.25	
		Median	4.00	
		Variance	.948	
		Std. Deviation	.974	

		Minimum	2	
		Maximum	6	
		Range	4	
		Interquartile Range	1	
		Skewness	-.129	.374
		Kurtosis	.203	.733
PreExp	EXPERIMENT	Mean	2.95	.101
		95% Confidence Interval for Mean Lower Bound	2.75	
		Upper Bound	3.15	
		5% Trimmed Mean	2.94	
		Median	3.00	
		Variance	.408	
		Std. Deviation	.639	
		Minimum	2	
		Maximum	4	
		Range	2	
		Interquartile Range	0	
		Skewness	.040	.374
		Kurtosis	-.395	.733
	CONTROL	Mean	2.83	.133
		95% Confidence Interval for Mean Lower Bound	2.56	
		Upper Bound	3.09	
		5% Trimmed Mean	2.86	
		Median	3.00	
		Variance	.712	
		Std. Deviation	.844	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	1	
		Skewness	-.728	.374
		Kurtosis	.323	.733
PostExp	EXPERIMENT	Mean	14.70	.230
		95% Confidence Interval for Mean Lower Bound	14.24	
		Upper Bound	15.16	
		5% Trimmed Mean	14.72	
		Median	15.00	
		Variance	2.113	
		Std. Deviation	1.454	
		Minimum	12	
		Maximum	17	
		Range	5	
		Interquartile Range	3	
		Skewness	-.235	.374
		Kurtosis	-.853	.733
	CONTROL	Mean	5.83	.237
		95% Confidence Interval for Mean Lower Bound	5.35	
		Upper Bound	6.30	
		5% Trimmed Mean	5.81	
		Median	6.00	
		Variance	2.251	
		Std. Deviation	1.500	
		Minimum	3	
		Maximum	9	
		Range	6	

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		Interquartile Range		2	
		Skewness		.074	.374
		Kurtosis		-.155	.733
PreMac	EXPERIMENT	Mean		3.30	.153
		95% Confidence Interval for Mean	Lower Bound	2.99	
			Upper Bound	3.61	
		5% Trimmed Mean		3.31	
		Median		3.00	
		Variance		.933	
		Std. Deviation		.966	
		Minimum		1	
		Maximum		5	
		Range		4	
		Interquartile Range		1	
		Skewness		.065	.374
		Kurtosis		-.175	.733
	CONTROL	Mean		2.65	.116
		95% Confidence Interval for Mean	Lower Bound	2.41	
			Upper Bound	2.89	
		5% Trimmed Mean		2.67	
		Median		3.00	
		Variance		.541	
		Std. Deviation		.736	
		Minimum		1	
		Maximum		4	
		Range		3	
		Interquartile Range		1	
		Skewness		-.551	.374
		Kurtosis		.281	.733
PostMac	EXPERIMENT	Mean		7.18	.186
		95% Confidence Interval for Mean	Lower Bound	6.80	
			Upper Bound	7.55	
		5% Trimmed Mean		7.19	
		Median		7.00	
		Variance		1.379	
		Std. Deviation		1.174	
		Minimum		5	
		Maximum		9	
		Range		4	
		Interquartile Range		2	
		Skewness		-.157	.374
		Kurtosis		-.544	.733
	CONTROL	Mean		4.65	.132
		95% Confidence Interval for Mean	Lower Bound	4.38	
			Upper Bound	4.92	
		5% Trimmed Mean		4.67	
		Median		5.00	
		Variance		.695	
		Std. Deviation		.834	
		Minimum		3	
		Maximum		6	
		Range		3	
		Interquartile Range		1	
		Skewness		-.644	.374
		Kurtosis		-.017	.733

PreOP	EXPERIMENT	Mean		12.33	.239
		95% Confidence Interval for Mean	Lower Bound	11.84	
			Upper Bound	12.81	
		5% Trimmed Mean		12.33	
		Median		12.00	
		Variance		2.276	
		Std. Deviation		1.509	
		Minimum		9	
		Maximum		15	
		Range		6	
		Interquartile Range		3	
		Skewness		.118	.374
		Kurtosis		-.448	.733
	CONTROL	Mean		10.30	.227
		95% Confidence Interval for Mean	Lower Bound	9.84	
			Upper Bound	10.76	
		5% Trimmed Mean		10.33	
		Median		10.00	
		Variance		2.062	
		Std. Deviation		1.436	
		Minimum		6	
		Maximum		13	
		Range		7	
		Interquartile Range		2	
		Skewness		-.341	.374
		Kurtosis		1.070	.733
PostOP	EXPERIMENT	Mean		37.90	.356
		95% Confidence Interval for Mean	Lower Bound	37.18	
			Upper Bound	38.62	
		5% Trimmed Mean		37.89	
		Median		38.00	
		Variance		5.067	
		Std. Deviation		2.251	
		Minimum		33	
		Maximum		43	
		Range		10	
		Interquartile Range		3	
		Skewness		-.153	.374
		Kurtosis		-.207	.733
	CONTROL	Mean		17.20	.391
		95% Confidence Interval for Mean	Lower Bound	16.41	
			Upper Bound	17.99	
		5% Trimmed Mean		17.19	
		Median		17.00	
		Variance		6.113	
		Std. Deviation		2.472	
		Minimum		12	
		Maximum		23	
		Range		11	
		Interquartile Range		4	

Skewness	-.006	.374
Kurtosis	-.139	.733

Appendix Q
The Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.861	12

Item Statistics

	Mean	Std. Deviation	N
PRE_C	2.0513	.75911	39
POST_C	3.4103	.78532	39
CONTENT	5.4615	1.29465	39
PRE_O	3.8462	1.03970	39
POST_O	4.0256	.70663	39
ORG	7.8718	1.62512	39
PRE_E	2.9231	.73930	39
POST_E	3.6667	.57735	39
EXPRESSN	6.5897	1.22942	39
PRE_M	2.6410	.62774	39
POST_M	2.7436	.54858	39
MECHNIC	5.3846	.96287	39

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PRE_C	48.5641	43.621	.571	.	.835
POST_C	47.2051	44.009	.509	.	.838
CONTENT	45.1538	38.186	.629	.	.828
PRE_O	46.7692	40.709	.613	.	.829
POST_O	46.5897	44.354	.539	.	.837
ORG	42.7436	36.196	.567	.	.843
PRE_E	47.6923	42.377	.728	.	.826
POST_E	46.9487	44.576	.651	.	.834
EXPRESSN	44.0256	37.657	.713	.	.820
PRE_M	47.9744	47.341	.254	.	.851
POST_M	47.8718	46.852	.369	.	.846
MECHNIC	45.2308	44.498	.350	.	.848

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Appendix R
Normality Test Showing Skewness and Kurtosis

Table for Normality Test

Groups	Variables	Min	Max	Mean	SD	Skewness Statistic	SE	Kurtosis Statistic	SE
Content (process-genre)	Pre-test	2	4	3.25	.639	-040	.374	-395	.733
	Post-tests	7	9	7.95	.677	-060	.374	-.708	.733
Organization (process-genre)	Pre-test	2	4	3.03	.733	-039	.374	-1.076	.733
	Post-tests	7	9	8.30	.694	-100	.374	-.827	.733
(process-genre	Pre-test	2	4	3.16	.639	.040	.374	-.395	.733
	Post-tests	12	17	15.16	1.454	-235	.374	-.853	.733
(process-genre	Pre-test	1	5	3.61	.966	.065	.374	-.175	.733
	Post-tests	5	9	7.55	1.174	-157	.374	.-.544	.733
(product)	Pre-test	1	3	2.23	.552	.034	.374	.539	.733
	Post-test	1	4	2.79	.906	-109	.374	-691	.733
Organization (product)	Pre-test	1	4	3.04	.832	-673	.374	.243	.733
	Post-test	2	6	4.54	.974	-129	.374	.203	.733
(product)	Pre-test	1	4	3.09	.844	-728	.374	.323	.733
	Post-test	3	9	6.30	1.500	.074	.374	-155	.733
(product)	Pre-test	1	4	2.89	.736	-551	.374	.281	.733
	Post-test	3	6	4.92	.834	-644	.374	-017	.733
Overall perf (experimental)	Pre-test	9	15	12.81	1.509	.118	.374	-448	.733
	Post-test	33	43	38.62	2.251	-153	.374	-207	.733
Overall perf	Pre-test	6	13	10.76	1.436	-341	.374	1.070	.733

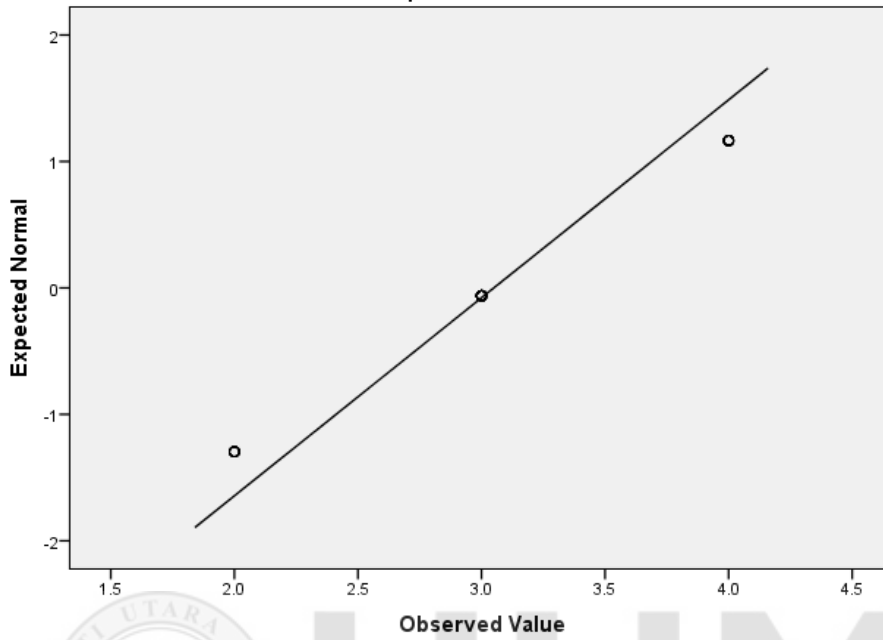| | Post-test | 12 | 23 | 17.99 | 2.472 | -006 | .374 | -139 | .733 |

Appendix S
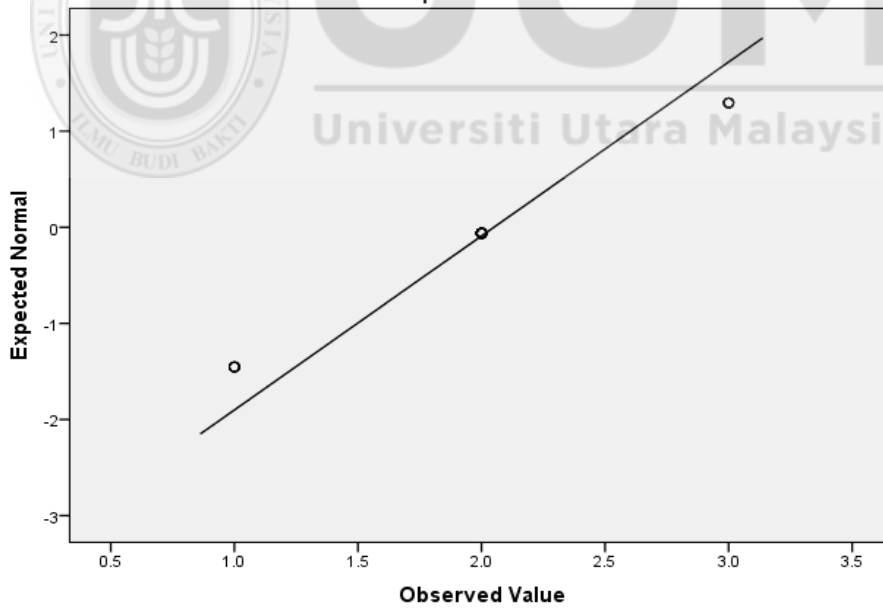# Normality Histogram

Normal Q-Q Plot of PreCont

for Group= EXPERIMENT

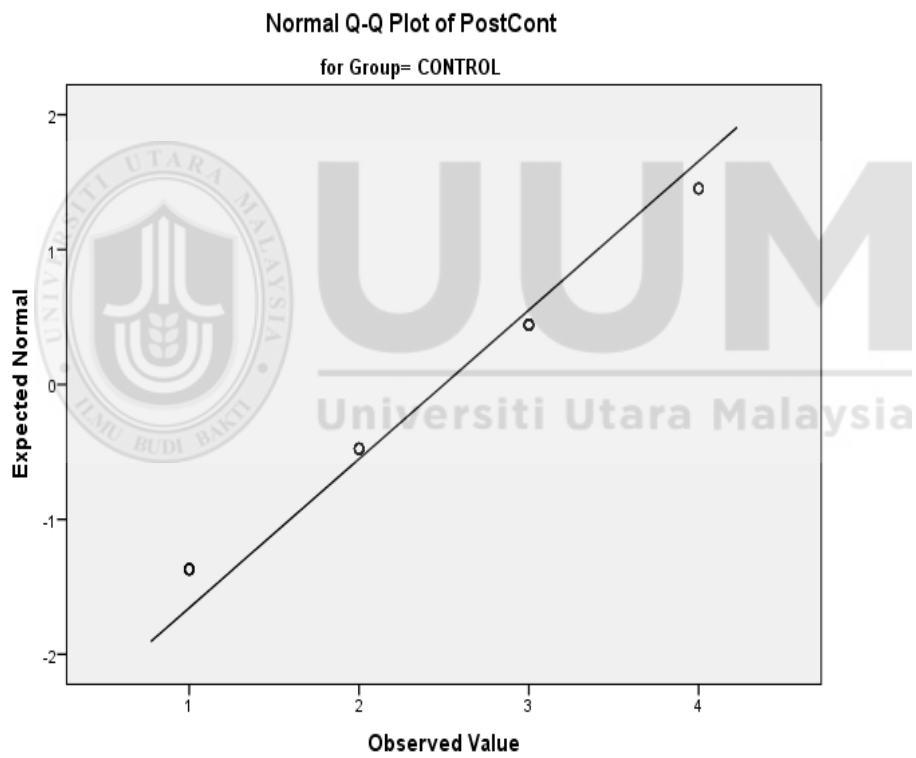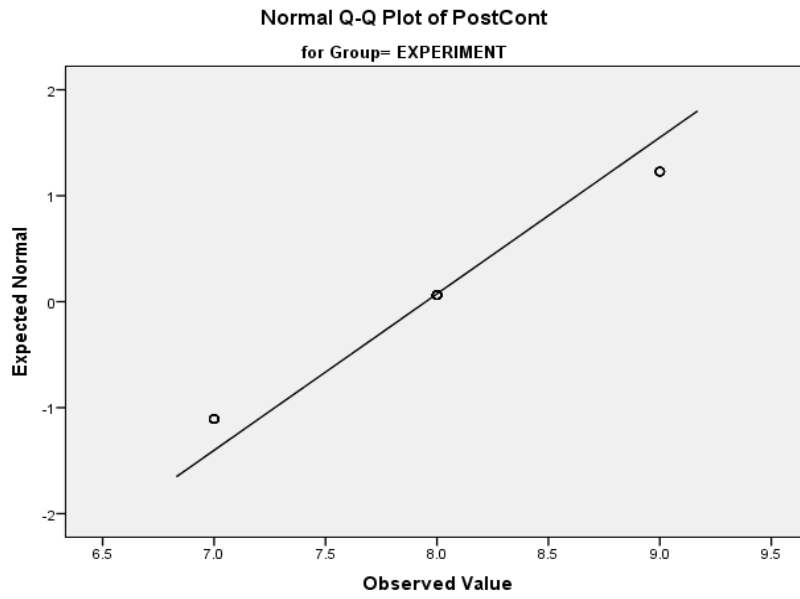**Normal Q-Q Plot of PreCont**

for Group= CONTROL

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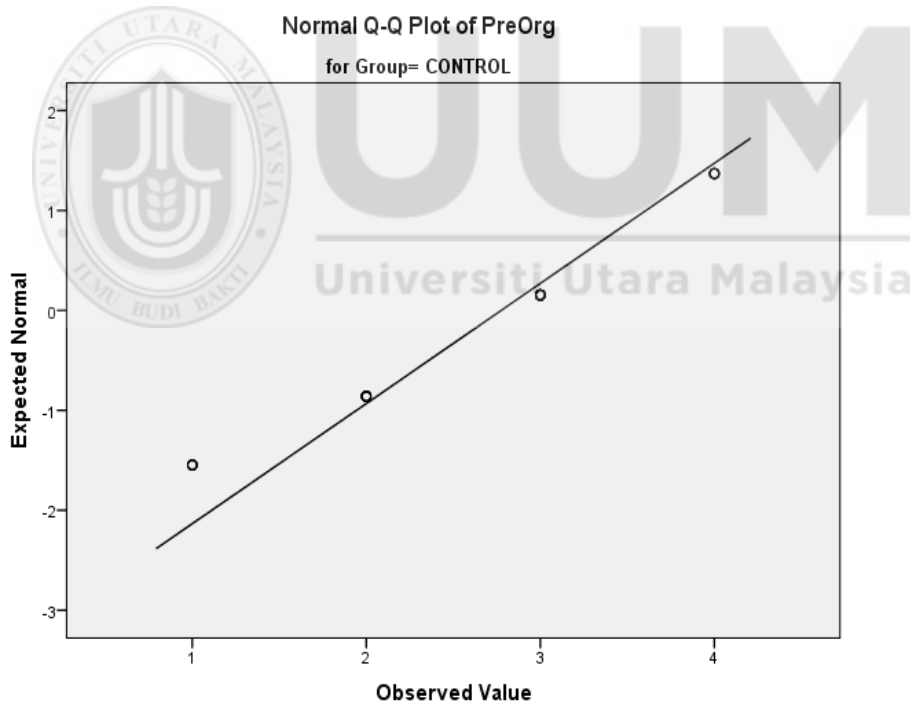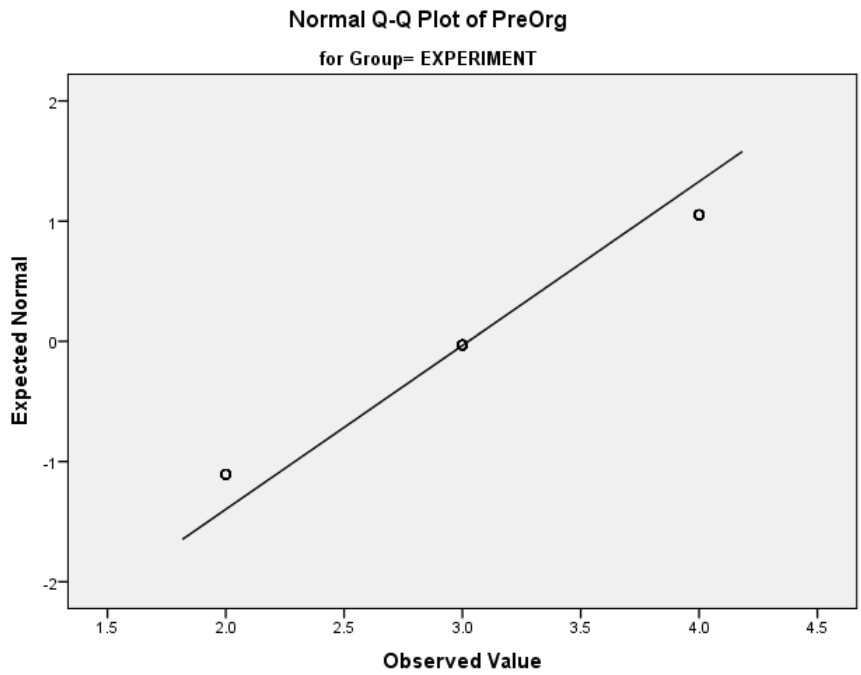*Figure 4.1.* Histogram for pre and post content

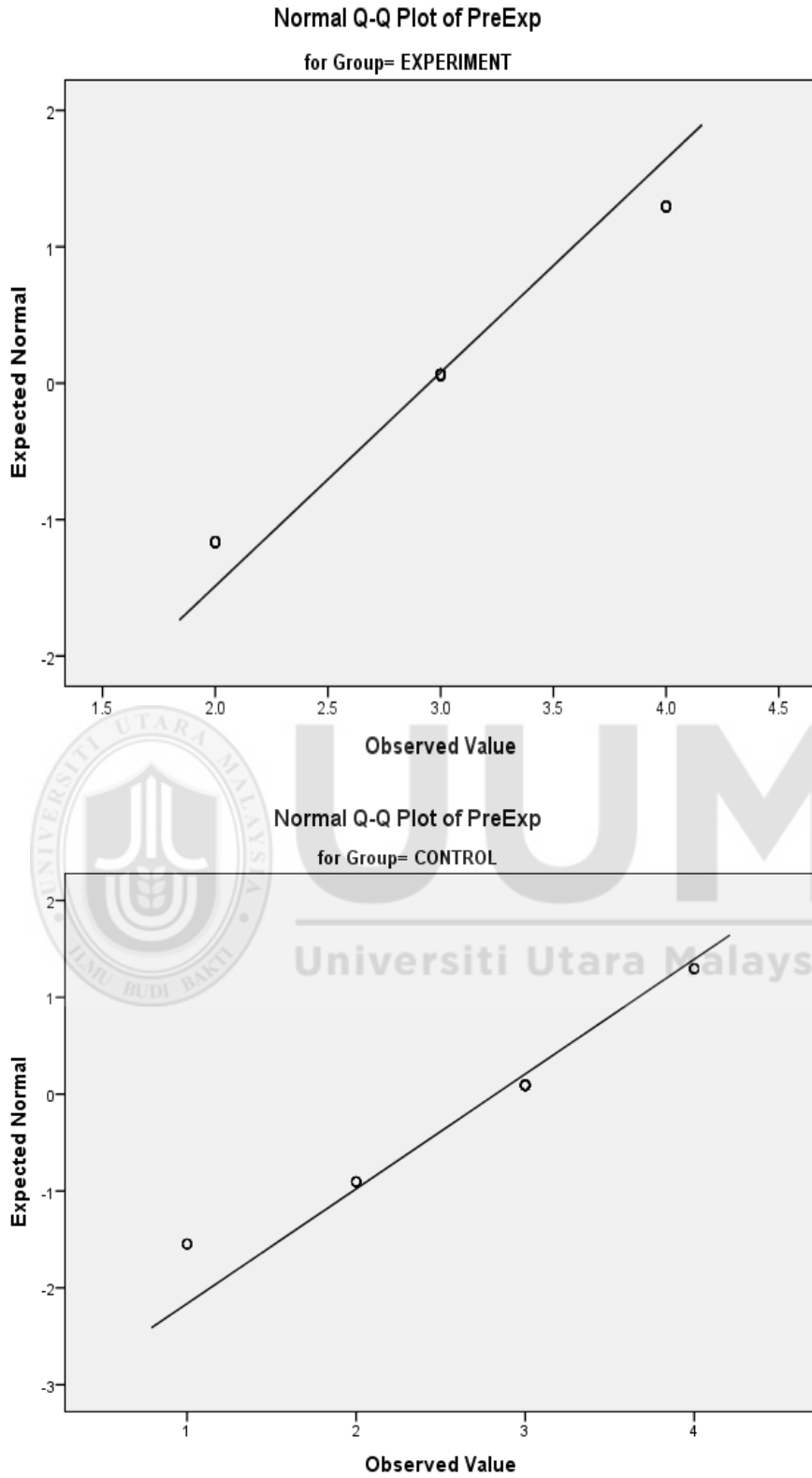*Figure 4.2*. histogram for pre and post organization

Figure 4.3. pre and post expression
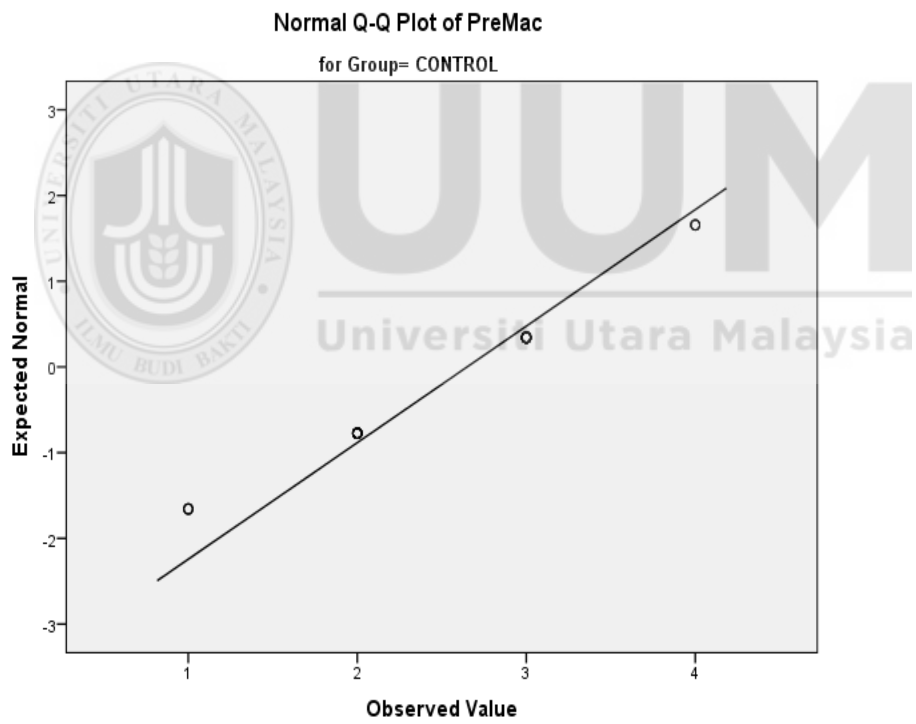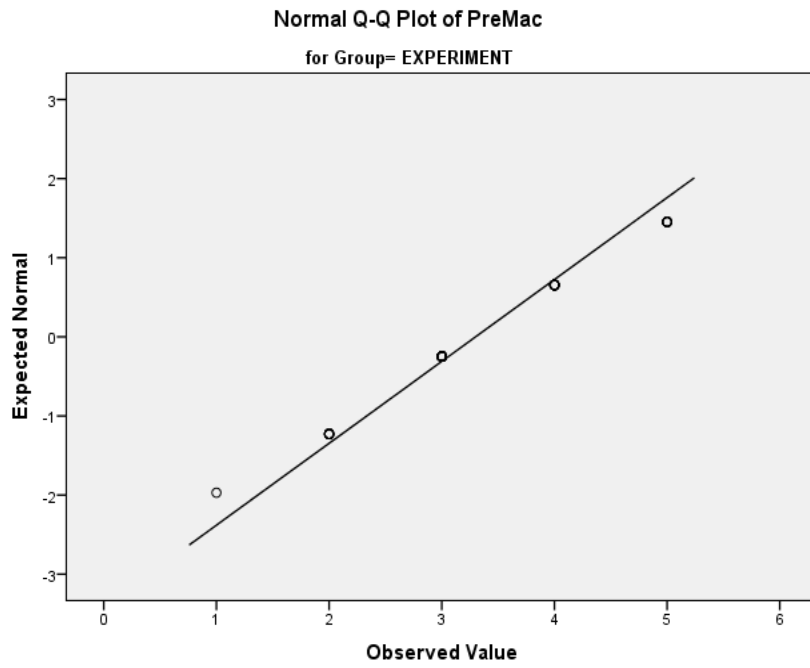
Figure 4.4. Histogram for pre and post mechanics
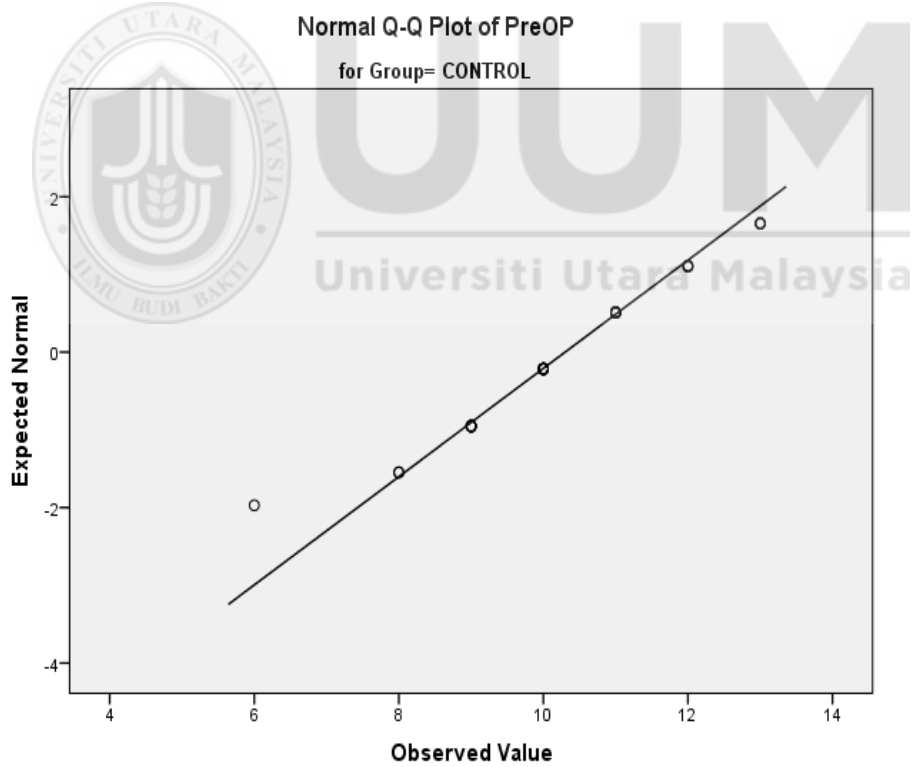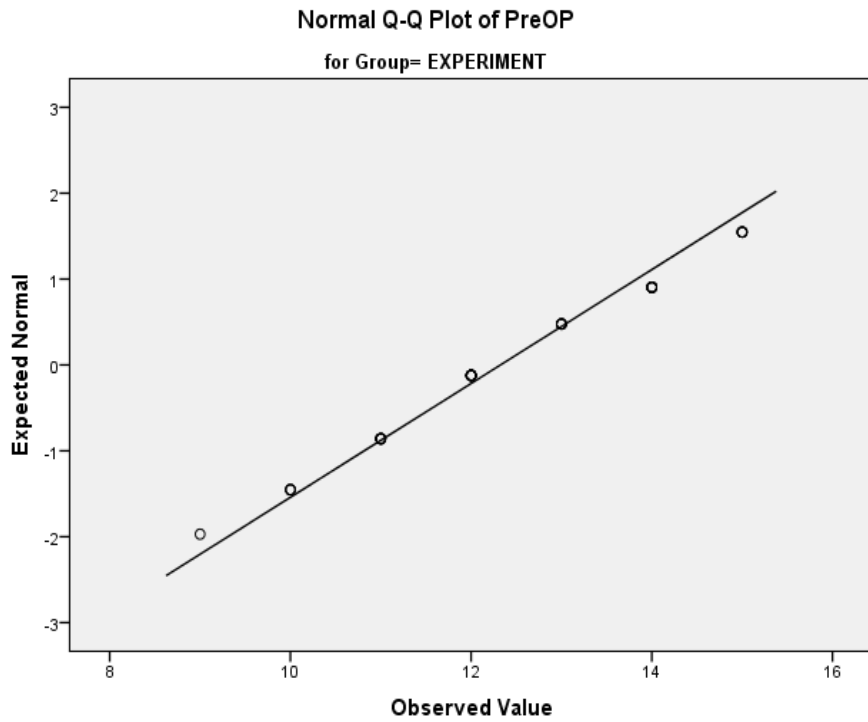
Figure 4.5. Histogram for pre and post overall performance

Appendix T
Analysis of Variance

Univariate Analysis of Variance

Descriptive Statistics

Dependent Variable: PostCont

Group	Mean	Std. Deviation	N
EXPERIMENT	7.95	.677	40
CONTROL	2.50	.906	40
Total	5.23	2.855	80

Levene's Test of Equality of Error Variances[a]

Dependent Variable: PostCont

F	df1	df2	Sig.
5.400	1	78	.023

Tests of Between-Subjects Effects

Dependent Variable: PostCont

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	595.302[a]	2	297.651	471.123	.000	.924
Intercept	134.937	1	134.937	213.579	.000	.735
PreCont	1.252	1	1.252	1.982	.163	.025
Group	372.925	1	372.925	590.268	.000	.885
Error	48.648	77	.632			
Total	2828.000	80				
Corrected Total	643.950	79				

a. R Squared = .924 (Adjusted R Squared = .922)

Descriptive Statistics

Dependent Variable: PostOrg

Group	Mean	Std. Deviation	N
EXPERIMENT	8.08	.694	40
CONTROL	4.23	.974	40
Total	6.15	2.111	80

Levene's Test of Equality of Error Variances[a]

Dependent Variable: PostOrg

F	df1	df2	Sig.
4.014	1	78	.049

Tests of Between-Subjects Effects

Dependent Variable: PostOrg

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	296.529[a]	2	148.265	205.070	.000	.842
Intercept	193.654	1	193.654	267.849	.000	.777
PreOrg	.079	1	.079	.110	.741	.001
Group	287.394	1	287.394	397.505	.000	.838
Error	55.671	77	.723			
Total	3378.000	80				
Corrected Total	352.200	79				

Descriptive Statistics

Dependent Variable: PostExp

Group	Mean	Std. Deviation	N
EXPERIMENT	14.70	1.454	40
CONTROL	5.83	1.500	40
Total	10.26	4.701	80

Levene's Test of Equality of Error Variances[a]

Dependent Variable: PostExp

F	df1	df2	Sig.
.082	1	78	.775

Tests of Between-Subjects Effects

Dependent Variable: PostExp

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1575.712[a]	2	787.856	357.323	.000	.903
Intercept	490.308	1	490.308	222.374	.000	.743
PreExp	.399	1	.399	.181	.672	.002
Group	1559.912	1	1559.912	707.481	.000	.902
Error	169.776	77	2.205			
Total	10171.000	80				
Corrected Total	1745.487	79				

Descriptive Statistics

Dependent Variable: PostMac

Group	Mean	Std. Deviation	N
EXPERIMENT	7.18	1.174	40
CONTROL	4.65	.834	40
Total	5.91	1.624	80

Levene's Test of Equality of Error Variances[a]

Dependent Variable: PostMac

F	df1	df2	Sig.
2.915	1	78	.092

Tests of Between-Subjects Effects

Dependent Variable: PostMac

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	127.791[a]	2	63.895	61.044	.000	.613
Intercept	195.604	1	195.604	186.875	.000	.708
PreMac	.278	1	.278	.266	.608	.003
Group	107.229	1	107.229	102.443	.000	.571
Error	80.597	77	1.047			
Total	3005.000	80				
Corrected Total	208.387	79				

a. R Squared = .613 (Adjusted R Squared = .603)

Descriptive Statistics

Dependent Variable: PostOP

Group	Mean	Std. Deviation	N
EXPERIMENT	37.90	2.251	40
CONTROL	17.20	2.472	40
Total	27.55	10.677	80

Levene's Test of Equality of Error Variances[a]

Dependent Variable: PostOP

F	df1	df2	Sig.
.291	1	78	.591

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Tests of Between-Subjects Effects

Dependent Variable: PostOP

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8572.188[a]	2	4286.094	761.117	.000	.952
Intercept	1085.721	1	1085.721	192.800	.000	.715
PreOP	2.388	1	2.388	.424	.517	.005
Group	5906.717	1	5906.717	1048.904	.000	.932
Error	433.612	77	5.631			
Total	69726.000	80				
Corrected Total	9005.800	79				

a. R Squared = .952 (Adjusted R Squared = .950)

Appendix U
Tests of Between-Subjects Effects

Between-Subjects Factors

		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostCont

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	595.622[a]	3	198.541	312.220	.000
Intercept	133.910	1	133.910	210.583	.000
Group	26.583	1	26.583	41.804	.000
PreCont	1.413	1	1.413	2.222	.140
*Group * PreCont*	*.319*	*1*	*.319*	*.502*	*.481*
Error	48.328	76	.636		
Total	2828.000	80			
Corrected Total	643.950	79			

a. R Squared = .925 (Adjusted R Squared = .922)

Between-Subjects Factors

		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostOrg

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	296.893[a]	3	98.964	135.992	.000
Intercept	185.923	1	185.923	255.486	.000
Group	14.350	1	14.350	19.719	.000
PreOrg	.126	1	.126	.173	.679
*Group * PreOrg*	*.364*	*1*	*.364*	*.500*	*.482*
Error	55.307	76	.728		
Total	3378.000	80			
Corrected Total	352.200	79			

a. R Squared = .843 (Adjusted R Squared = .837)

Between-Subjects Factors

		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostExp

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1583.937[a]	3	527.979	248.383	.000
Intercept	486.110	1	486.110	228.686	.000
Group	149.043	1	149.043	70.116	.000
PreExp	.030	1	.030	.014	.906
*Group * PreExp*	*8.226*	*1*	*8.226*	*3.870*	*.053*
Error	161.550	76	2.126		
Total	10171.000	80			
Corrected Total	1745.487	79			

    a.   R Squared = .907 (Adjusted R Squared = .904)

Between-Subjects Factors

		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostMac

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	129.219[a]	3	43.073	41.349	.000
Intercept	196.069	1	196.069	188.222	.000
Group	3.456	1	3.456	3.318	.072
PreMac	.036	1	.036	.035	.852
Group * PreMac	**1.428**	**1**	**1.428**	**1.371**	**.245**
Error	79.168	76	1.042		
Total	3005.000	80			
Corrected Total	208.387	79			

R Squared = .620 (Adjusted R Squared = .605)

Between-Subjects Factors

		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostOP

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8573.763[a]	3	2857.921	502.740	.000
Intercept	1087.294	1	1087.294	191.267	.000
Group	173.466	1	173.466	30.515	.000
PreOP	2.194	1	2.194	.386	.536
Group * PreOP	1.575	1	1.575	.277	.600
Error	432.037	76	5.685		
Total	69726.000	80			
Corrected Total	9005.800	79			

a. R Squared = .952 (Adjusted R Squared = .950)

Appendix V
Letter for Data Collection

UUM/CAS/ AHSGS/96081

15 June 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/ THESIS

This is to certify that **Alabere Rabiat Ajoke (matric number: 96081)** is a full time postgraduate student in Doctor of Philosophy (Education) at UUM College of Arts and Sciences.

She needs to do her field study and data collection for her project paper/thesis in order to fulfill the partial requirements of her graduate studies.

We sincerely hope that your organization will be able to assist her in the data collection and the distribution of the questionnaires for her research.

Thank you.

"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully

WAN NORHASHIMA BINTI WAN MIN
Assistant Registrar
for Dean
Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences

Appendix W
The Image of Cails Entrance

Appendix X
The Image of the Centre for Degree and Professional Programmes

Appendix Y
The Image of Students in the Writing Class during the Intervention