

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE EFFECTIVENESS OF RECIPROCAL TEACHING OF
READING STRATEGIES ON ESL STUDENTS' WRITING
ENHANCEMENT**



HADIS HABIBI

UUM
Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA**

2020



Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

HADIS HABIBI

calon untuk Ijazah
(candidate for the degree of)

PhD

telah mengemukakan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

"THE EFFECTIVENESS OF RECIPROCAL TEACHING OF READING STRATEGIES ON ESL STUDENTS' WRITING ENHANCEMENT"

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada: **15 Julai 2020.**

That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on: July 15, 2020.

Pengerusi Viva:
(Chairman for VIVA)

Assoc. Prof. Dr. Ahmad Affendi Shabdin

Tandatangan
(Signature)

Pemeriksa Luar:
(External Examiner)

Prof. Dr. Supyan Hussin

Tandatangan
(Signature)

Pemeriksa Dalam:
(Internal Examiner)

Dr. Rafizah Mohd Rawian

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Dr. Manvender Kaur a/p Sarjit Singh

Tandatangan
(Signature)

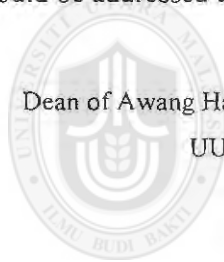
Tarikh:

(Date) **July 15, 2020**

Permission to Use

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part should be addressed to:



Dean of Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM Sintok

Abstrak

Disebabkan tidak cukup perhatian diberikan oleh guru-guru Bahasa Inggeris dan juga pelajar-pelajar terhadap peranan penting yang dimainkan oleh pembacaan didalam meningkatkan penulisan pelajar-pelajar ESL, kajian ini menyelidik kesan RTS (strategi pengajaran timbal balik) termasuk meramal, menyoal, menjelaskan dan merumuskan bagi penambahbaikan penulisan pelajar ESL (Ghorbani et al., 2013). Ia juga membangkitkan keperluan bagi mengumpul pandangan-pandangan pelajar-pelajar dan guru-gurunya (Fisher & Frey, 2007; Stricklin, 2011) terhadap penggunaan empat strategi dalam RTS (strategi pengajaran timbal balik). Penyelidik kajian ini telah memilih bentuk kuantitatif/kualitatif yang bercampur bagi menganalisa data. Sebanyak 104 orang pelajar sekolah menengah Malaysia telah mengambil bahagian dalam kajian ini. Alat-alat yang telah digunakan untuk mengumpulkan maklumat bagi kajian ini adalah CLAWS tagger, AntConc, temu bual dan Nvivo 10. Hasil daripada kajian ini kuantitatif dan kualitatif, telah menunjukkan kesan positif RTS terhadap kemahiran menulis para peserta selepas adanya campurtangan. Kajian ini memberi sumbangan yang besar bagi memperkenalkan kaedah baru untuk menggalakkan kemahiran menulis pelajar-pelajar ESL, memanfaatkan alat asas komputer untuk menganalisa tugas menulis yang diberikan kepada pelajar-pelajar; mencipta gaya baru bagi menulis karangan; dan menyediakan wawasan pendidikan kepada Kementerian Pendidikan Malaysia, yang sentiasa mengambil berat terhadap kemahiran bahasa Inggeris pelajar-pelajar Malaysia.

Kata Kunci: Analisis Corpus, ESL, Strategi membaca, Reciprocal teaching strategies, Menulis kemahiran

Abstract

Since not much consideration has been given, by students and English teachers alike, towards the critical role that reading plays in ESL students' writing enhancement, this study investigated the effect of Reciprocal Teaching Strategies inclusive of predicting, questioning, clarifying and summarizing on ESL students' writing improvement (Ghorbani *et al.*, 2013). It also addresses a need to collect the students' and their English teacher's perceptions (Fisher & Frey, 2007; Stricklin, 2011) towards the use of the four strategies in reciprocal teaching strategies. The researcher of this study selected a mixed quantitative/qualitative research design for data analysis. A total of 104 Malaysian secondary students participated in this study. The instruments used to collect data for this study are CLAWS tagger, AntConc. interviews and Nvivo 10. The outcomes of this study, both quantitatively and qualitatively, revealed the positive impact of reciprocal teaching strategies on participants' writing skills after the intervention. This study has made significant contributions by introducing a new method for boosting ESL students' writing skills; utilizing a computer-based tool for analysing students' classroom writing assignments; creating a new style for essay writing; and providing educational insights to the Ministry of Education, which has always been concerned about Malaysian students' English proficiency.

Keywords: Corpus analysis, ESL, Reading strategies, Reciprocal teaching strategies, Writing skill/grammar

Acknowledgements

This study was initiated by the name of Allah whose presence made my heart warm enough to step steadily through my PhD journey. This study would not have been done without the financial support I received from my adorable parents. Most importantly, I wish to thank my sister and my husband whose support, love, concern, patience, suggestions, guidance have been with me since I began knowing them. I owe them a lot. My sincere thanks to my dear supervisor, Associate Professor Dr. Manvender Kaur a/p Sarjit Singh for her endless effort, motivation, encouragement, insightful advice, patience, inspiration, understanding, generosity and positive thoughts she has provided me through this study. I also remain indebted to her for treating me like a close friend and even a sister rather than just a student. A part of this thank you message goes to her beloved family (Mr. Santokh Singh, Amardeep Singh, Amreet Kaur, Amarjeet Singh, and Amarpal Singh) for their warm and friendly behaviour which made me feel like a family member. I wish you all health, success, joy and happiness in your life. I would also like to express my gratitude to Associate Professor Dr. Hishamuddin Isam whom I had the chance of being supervised with for one semester. His support, responsibility and encouraging words before and through the proposal defence meant a lot to me. I have had the opportunity to meet the dearest professor ever, Prof. Dr. Rushami Zien B Yusoff who really deserves being looked up. Words cannot express how grateful I am for his effective comments, immense knowledge, concern and all the time thesis progress check-ups. I owe a profound debt of gratitude to my board of examiners in PD session including Associate Professor Dr. Noor Hashima Bt Abd Aziz (the Chairperson), Associate Professor Dr. Affendi, and Associate Professor Dr. Hariharan. Thank you all for giving me your time, useful comments, and the opportunity to carry out what I am truly interested in.

Table of Contents

Permission to Use.....	ii
Abstrak	iii
Abstract	iv
Acknowledgements	v
Table of Contents	vi
List of Tables.....	xii
List of Figures	xiv
List of Appendices	xvi
List of Abbreviations.....	xvii
CHAPTER ONE INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Meeting the Written English Language Needs of Malaysian Students.....	3
1.3 Rationale of the Study.....	5
1.3.1 Why the written discourse?.....	5
1.3.2 Why a genre analysis?.....	7
1.3.3 Why the corpus of Malaysian students?	8
1.4 Problem Statement	9
1.5 Research Objectives	11
1.6 Research Questions	11
1.7 Significance of the Study	12
1.8 Operational Definition	12
1.8.1 AntConc	16
1.8.2 Claws Tagger	17

1.8.3 NVivo.....	17
1.8.4 ESL Writing Skills.....	17
1.8.5 External Rater.....	17
1.8.6 Grammatical Function Component.....	18
1.8.7 Mechanical Structure Component.....	18
1.8.8 Parts of Speech Component.....	18
1.8.9 Move Analysis.....	19
1.9 Thesis Organisation.....	19
CHAPTER TWO LITERATURE REVIEW.....	20
2.1 Introduction.....	20
2.2 Theoretical Framework of the Study.....	20
2.2.1 Sociolinguistics.....	23
2.2.1.1 EAP Theory.....	25
2.2.1.2 Genre Theory.....	25
2.2.1.3 Needs Assessment.....	30
2.2.1.3.1 Students' perceptions towards RTS.....	36
2.2.1.3.2 Teacher's perceptions towards RTS.....	39
2.2.2 Social Constructivism.....	42
2.2.2.1 Vygotsky's Theory.....	44
2.2.2.2 Reciprocal Teaching Strategies.....	47
2.2.2.2.1 Predicting.....	50
2.2.2.2.2 Clarifying.....	50
2.2.2.2.3 Questioning.....	51
2.2.2.2.4 Summarizing.....	51

2.2.3 Reciprocal Teaching, Reading, and Writing Integration	58
2.2.4 Reciprocal Teaching Strategies' Criteria	60
2.2.5 Investigations on Goals of Reciprocal Teaching Strategy	61
2.2.6 Advantages of Reciprocal Teaching	63
2.3 Summary	66
CHAPTER THREE RESEARCH METHODOLOGY	67
3.1 Introduction	67
3.2 Conceptual Framework	68
3.3 Research Design	70
3.4 Computer Assisted Corpus Based Analysis	70
3.5 Research Procedure	75
3.6 Research Setting	80
3.7 Research Sampling	82
3.7.1 Research Population	85
3.7.2 Research Sample Size	86
3.7.3 Random Sampling Strategy	88
3.7.4 Purposive Sampling Strategy	89
3.8 Research Variables	92
3.9 Research Instruments	93
3.9.1 CLAWS Tagging Process	93
3.9.2 AntConc. Software	94
3.9.3 Semi-Structured Interviews	96
3.10 Pilot Study	97
3.11 Data Analysis Procedure	101

3.11.1 Quantitative Phase: Data Acquisition and Analysis.....	102
3.11.1.1 Research Venue for the Quantitative Analysis	104
3.11.1.2 Pre-Test Post-Test Design for The Quantitative Analysis	104
3.11.1.3 Pre-Test Procedure.....	106
3.11.1.4 Intervention Procedure.....	107
3.11.1.5 Post-test Procedure.....	110
3.11.1.6 Validity and Reliability of the Quantitative Data	111
3.11.1.7 Inter-coder reliability assessment.....	111
3.11.1.8 POS Tagger Validity and Reliability	111
3.11.2 Qualitative Phase: Data Analysis and Acquisition.....	112
3.11.2.1 Research Venue for the qualitative phase	113
3.11.2.2 Transcription of the Interview Sessions.....	113
3.11.2.3 Transcribed Coding System	115
3.11.2.4 Thematic Content Analysis Approach.....	115
3.11.2.4.1 Open Coding Process	117
3.11.2.4.2 Axial Coding Process.....	118
3.11.2.4.3 Selective Coding Process	119
3.11.2.5 Analysis of Narrative Discourse	119
3.11.2.6 Move-Based Data.....	119
3.11.2.7 QSR NVivo.....	122
3.11.2.8 Awareness to Validity and Reliability of the Study.....	123
3.11.2.8.1 Validity of the External Auditor and Scores	124
3.11.2.8.2 Validity of the Peer Check/Dependability	125
3.11.2.8.3 Audit Trail/Confirmability.....	126

3.11.2.8.4 Ethical Concerns	127
3.11.2.8.5 Data Triangulation/Credibility	129
3.12 Summary	130
CHAPTER FOUR FINDINGS AND DISCUSSIONS	131
4.1 Introduction	131
PART 1: QUANTITATIVE DATA.....	132
4.2 Results.....	132
4.2.1 Research Question No 1, (i).....	132
4.2.1.1 More Quantitative Results from CACA.....	151
4.2.2 Research question No 1, (ii).....	154
4.2.2.1 Move Analysis Findings and Discussions.....	154
PART 2: QUALITATIVE DATA	164
4.3 Research Question No 2.....	Error! Bookmark not defined.
4.3.1 Pilot Interview Responses	167
4.3.2 Findings of the Interview	164
4.3.3 Thematic Content Analysis Results	164
4.3.3.1 Open Coded Themes	184
4.3.3.2 Axial Coding and Themes' Organisation	154
4.3.3.3 Selective Coding Themes and Explanation.....	154
4.3.4 Findings of the Interview Protocols after the Intervention	180
4.4 The Analysis of The Interviewees' Responses via NVivo.....	186
4.5 Research Question 3.....	193
4.5.1 Pre-intervention Interview Questions with the English Teacher	193
4.5.2 The English Teacher's Responses (before the intervention).....	195

4.5.3 English Teacher’s Responses (after the intervention).....	198
4.6 Summary	193
CHAPTER FIVE SUMMARY, RCOMMENDATIONS AND CONCLUSIONS	202
5.1 Introduction	202
5.2 Summary of the Effect of RTS on ESL Students’ Writing.....	203
5.3 Summary of Participants’ Perceptions of RTS Effect on their Writing Development	205
5.4 Summary of NVivo’s Results	206
5.5 Before-the-intervention Interview Results Summary	207
5.6 After-the-intervention Interview Results Summary.....	208
5.7 Limitations of the Study and Recommendations for Further Studies.....	208
5.8 Delimitations of the Study	210
5.9 Implications of the Study	211
5.9.1 Theoretical Implications.....	211
5.9.2 Methodological Implications	212
5.9.3 Practical Implications and Recommendations for Further Studies.....	215
5.10 Concluding Remarks.....	216
REFERENCES	218

List of Tables

Table 3.1 Demography of the Population.....	85
Table 3.2 Example of a POS Tagged Text.....	94
Table 3.3 Lesson Plan (borrowed from British Council).....	108
Table 3.4 Core Components in Participants' Opinion Essays.....	121
Table 4.1 Pre-Test Punctuation Error Sample.....	133
Table 4.2 Pre-Test Punctuation Error Sample.....	134
Table 4.3 Pre-Test Punctuation Error Sample.....	135
Table 4.4 Post-Test Punctuation Error Sample.....	138
Table 4.5 Subject Verb Agreement (Pre-Test).....	141
Table 4.6 Subject Verb Agreement (Post-Test).....	142
Table 4.7 Subject Verb Agreement (Pre-Test).....	142
Table 4.8 Subject Verb Agreement (Post-Test).....	143
Table 4.9 Subject Verb Agreement (Pre-Test).....	143
Table 4.10 Subject Verb Agreement (Pre-Test).....	144
Table 4.11 Subject Verb Agreement (Pre-Test).....	145
Table 4.12 Wrong Use of Possession.....	146
Table 4.13 More Examples for The Wrong Use of Possession.....	147
Table 4.14 Wrongly Used Form of The Adjective "Important" In the Pre-Test.....	149
Table 4.15 The Right Use of The Adjective "Important" In The Post-Test.....	150
Table 4.16 Frequency of Transitions in The Pre-Test.....	152

Table 4.17 Frequency of Transitions in The Post-Test.....	152
Table 4.18 Predetermined List of Moves for The Pre-Test.....	155
Table 4.19 Frequency of Predetermined Moves In The Pre-Test.....	156
Table 4.20 Frequency Distributions of Predetermined Moves in The Post-Test.....	157
Table 4.21 List of New Moves for The Post-Test.....	158
Table 4.22 List of New Moves in The Post-Test with Examples.....	161
Table 4.23 Frequency Of Moves In The Pre-Test.....	163
Table 4.24 Frequency Distribution of New Moves in The Post-Test.....	163
Table 4.25 The Interview Outline.....	166
Table 4.26 Respondents' responses before the intervention.....	178
Table 4.27 Respondents' perceptions on writing (grammar) and RTS after the intervention	182
Table 4.28 Nodes from The Initial Analysis of The Focus Group Interviews Before the Intervention.....	189
Table 4.29 The English Teacher's Demography.....	193

List of Figures

Figure 2.1: Theoretical Framework of The Study.....	22
Figure 2.2: Zone of Proximal Development.....	45
Figure 2.3: Reciprocal Teaching Visual Concept Diagram.....	59
Figure 2.4: RT Strategy Role Cards' Sample.....	58
Figure 3.1: The Conceptual Framework of The Current Study.....	68
Figure 3.2: The Quantitative Qualitative Descriptive Sequential Design of The Study Adapted from Creswell (2014).....	70
Figure 3.3: The Quantitative Qualitative Research Procedure Established by This Study.....	77
Figure 3.4: The Sampling and The Sample Size framework of This Study.....	84
Figure 3.5: The Experimental Pre-test and Post-test design Taken from Sekaran (2010).....	104
Figure 3.6: The Sample Treatment.....	105
Figure 3.7: Reciprocal Teaching Procedure Adapted from Palincsar (1984).....	109
Figure 3.8: Open Coding Sample.....	117
Figure 3.9: Node Making.....	123
Figure 4.1: The Organization of Chapter Four.....	132
Figure 4.2: Respondent's sample essay in post-test.....	161
Figure 4.3: Constraining variables affecting Malaysian students' writing.....	175

Figure 4.4: Interviews Before the Intervention.....187

Figure 4.5: Nodes' Sample.....188

Figure 4.6: Nodes or Sub-Nodes Frequency Before the Intervention..... 190

Figure 4.7: Respondents' Perspective on RTS After the Intervention.....191

Figure 5.1: The Model of Cooperative Learning Process Adapted from Slavin (1995).....214



List of Appendices

Appendix A: Taylor's Students' and Teachers' Perceptions of Physical Education.....	252
Appendix B: Pilot Interview Questions with Participants.....	254
Appendix C: Interview Questions with Participants before the Intervention.....	255
Appendix D: Interview Questions with Participants after the Intervention.....	256
Appendix E: Consent to Be a Research Subject.....	257
Appendix F: Hsu's Questionnaire.....	259
Appendix G: Consent Letter for Data Collection.....	261
Appendix H: Form of Consent.....	262
Appendix I: Form of Validation.....	263
Appendix J: Interview Questions with the English Teacher.....	264

List of Abbreviations

Abbreviation	Description of Abbreviation
BAWE	British Academic Written English
CACA	Computer-Assisted Corpus Analysis
CARS	Create A Research Space
CIF	Corpus-Integrated Framework
CLIL	Content and Language Integrated Learning
CLL	Cooperative Language Learning
CT	Critical Thinking
DV	Dependent Variable
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELL	English Language Learning
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
Fab Four	Fabulous Four Reading Comprehension Puppets
GA	Genre Analysis
GPA	Grade Point Average
IV	Independent Variable
L1	First Language
L2	Second Language
LLSs	Language Learning Strategies
MICUSP	Michigan Corpus of Upper-level Student Papers
MOE	Malaysia Ministry of Education
POS	part-of-speech
PSAT	Primary School Achievement Test
RI	Research Instrument
RS	Reading Strategies
RT	Reciprocal Teaching
RTP	Reciprocal Teaching Procedure
RTS	Reciprocal Teaching Strategies
CAQDAS	Computer Assisted Qualitative Data Analysis
QUAL	Qualitative
QUAN	Quantitative
RQs	Research Questions
SBA	School Based Assessment
SPM	Sijil Pelajaran Malaysia

SPSS	Statistical Package for the Social Sciences
SVA	Subject Verb Agreement
SWECCCL	Spoken and Written English Corpus of Chinese Learners
TCA	Thematic Content Analysis
UTM	Universiti Teknologi MARA
UK	United Kingdom
UKM	University Kebangsaan Malaysia
UM	Universiti Malaya
UMS	Universiti Malaysia Sabah
UPM	Universiti Putra Malaysia
US	United States
USM	Universiti Sains Malaysia
XWEC	Xi'an Jiaotong-Liverpool University Written English Corpus
ZPD	Zone of Proximal Development



UUM
Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter begins with a focus on Reciprocal Teaching of reading strategies and the significant role it plays in EFL students' composition skill. Then a criticism will be made about the reason or reasons why they draw less attention to reading strategies, reciprocal teaching strategies in this study, as a must be component in almost all composition studies (Jolliffe, 2007). Eventually, this study steers towards discussing the mutual interaction between reading and writing which will be ended in/with how reading makes ESL students capable of enhancing their writing/grammar skill.

William Grabe (2009) opens the first chapter of his cited book by focusing on and defining reading as an important concept which plays a crucial role in people's daily life. Then he points out/to a variety of academic purposes people read. They read to learn a language, to search for information, to integrate information, for general comprehension (in many cases, reading for pleasure), and *persisting supporting information* (Celce-Murcia, 2001). He believes that reading is an *interactive process* involving two parties which interact and interplay to create meaning: the reader and the writer. Reading is a process in which reader draws attention on the reading materials and connects background knowledge and skills or strategies with each other to comprehend what someone else has authored (Chastain, 1988). There is a strong relationship between L2 reading and writing which has been largely unexplored and given little attention (Hirvela, 2004; Ito, 2011).

REFERENCES

- AbdelWahab Mahmoud, M. M. (2014). The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills among Saudi University Students. *Journal of Language Teaching & Research*, 5(3), 616- 625. doi:10.4304/jltr.5.3.616-625
- Abdu-Raheem, B. O. (2015). Teachers' Perception of the Effectiveness of Methods of Teaching Social Studies in Ekiti State, Nigeria. *World Journal of Education*, 5(2), 33-39.
- Abdul-Majeed, M. (2013). The Effect of Using Reciprocal Teaching on Improving College Students' Achievement in Reading Comprehension. *Journal of College of Education for Women*, 24(3), 900-916. Doi: 10.13140/RG.2.2.27414.60480
- Abdul Rahim, H. (2014). Corpora In Language Research in Malaysia. *Kajian Malaysia*, 32(1), 1-16.
- Abdul Rahim, H. & Aini Haroon, H. (2003). The use of native lexical items in English texts as a codeswitching strategy. *Language and Computers*, 48 (1), 159-175.
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press, 1990.
- Ahmadi, M. R., Ismail, H. N. & Abdullah, M. K. K. (2012). Improving vocabulary learning in foreign language. *International Journal of Learning and Development*, 2(6), 186-201.
- Ahmadi, M. R., & Pourhosein Gilakjani, A. (2012). Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in Language Studies*, 2(10), 2053-2060. <http://dx.doi.org/10.4304/tpls.2.10.2053-2060>
- Ahn, H. (2012). Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students: An Action Research. *English Language Teaching*, 5 (2), 2-16. Published by Canadian Centre of Science and Education.
- Ahn, B. (2014). A Critical Reading and Text Organization-Enhanced Writing Lesson. *Issues in EFL*, 10 (1), 75-84.
- Alam, Y. T. A., & Ginting, S. A. (2014). Improving grade VIII students' achievement in reading descriptive text through reciprocal teaching. *Journal of English Language Teaching and Learning of FBS UNIMED*, 3(2), 1-13.
- Akhtar, R., Hassan, H., Saidalvi, A., & Hussain, S. (2019). A systematic review of the challenges and solutions of ESL students' academic writing. *International Journal of Engineering and Advanced Technology*, 8(5), 1169-1171.

- Alfassi, M. (1998). Reading for meaning: The efficacy of reciprocal teaching in fostering reading comprehension in high school students in remedial reading classes. *American Educational Research Journal*, 35 (2), 309 – 332.
- Alfassi, M., Weiss, I., & Lifshitz, H. (2009). The efficacy of reciprocal teaching in fostering the reading literacy of students with intellectual disabilities. *European Journal of Special Needs Education*, 24(3), 291–305.
- Aliakbari, M. & Tabatabaei, F. (2019). Iranian teacher education programmes: EFL student teachers' perspectives on their future teaching abilities. *Cogent Education*, 6(1), 1-18.
- Alizadeh, I. (2018). Exploring language learners' perception of the effectiveness of an English Language Teaching (ELT) program in Iran. *Cogent Education*, 5, 1-19. Doi: 10.1080/2331186X.2018.1553652
- Alkaaf, F. & Al-Bulushi, A. (2017). Tell and Write, the Effect of Storytelling Strategy for Developing Story Writing Skills among Grade Seven Learners. *Open Journal of Modern Linguistics*, 7, 119-141. Doi: 10.4236/ojml.2017.72010.
- Alkhalwaldeh, A. (2011). The Effect of EFL Reading Comprehension on Writing Achievement among Jordanian Eighth Grade Students. *European Journal of Scientific Research*, 66(3), 352-365.
- Allen, R. (1989). *Bursting bubbles: "Soap opera" audiences and the limits of genre*. In Ellen Seiter, Hans Borchers, Gabriele Kreutzner & Eva-Maria Warth (Eds.): *Remote Control: Television, Audiences and Cultural Power*. London: Routledge, 44-55.
- Alqadi, K. R. & Alqadi, H. M. (2013). The Effect of Extensive Reading on Developing the Grammatical Accuracy of the EFL Freshmen at Al Al-Bayt University. *Journal of Education and Practice*, 4(6), 106-113.
- Alzu'bi, M. A. (2014). The Effects of an Extensive Reading Program on Improving English as Foreign Language Proficiency in University Level Education. *English Language Teaching*, 7(1), 28-35.
- Anderson, R. C., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Champaign, IL: Center for the Study of Reading.
- Andi, K. & Arafa, B. (2017). Using Needs Analysis to Develop English Teaching Materials in Initial Speaking Skills for Indonesian College Students Of English. *The Turkish Online Journal of Design, Art and Communication (TOJDAC)*, 5, 419-436. DOI:10.7456/1070ASE/045
- Anney, V. N. (2014). Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 5(2), 272-281.

REFERENCES

- AbdelWahab Mahmoud, M. M. (2014). The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills among Saudi University Students. *Journal of Language Teaching & Research*, 5(3), 616- 625. doi:10.4304/jltr.5.3.616-625
- Abdu-Raheem, B. O. (2015). Teachers' Perception of the Effectiveness of Methods of Teaching Social Studies in Ekiti State, Nigeria. *World Journal of Education*, 5(2), 33-39.
- Abdul-Majeed, M. (2013). The Effect of Using Reciprocal Teaching on Improving College Students' Achievement in Reading Comprehension. *Journal of College of Education for Women*, 24(3), 900-916. Doi: 10.13140/RG.2.2.27414.60480
- Abdul Rahim, H. (2014). Corpora In Language Research in Malaysia. *Kajian Malaysia*, 32(1), 1–16.
- Abdul Rahim, H. & Aini Haroon, H. (2003). The use of native lexical items in English texts as a codeswitching strategy. *Language and Computers*, 48 (1), 159-175.
- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press, 1990.
- Ahmadi, M. R., Ismail, H. N. & Abdullah, M. K. K. (2012). Improving vocabulary learning in foreign language. *International Journal of Learning and Development*, 2(6), 186-201.
- Ahmadi, M. R., & Pourhosein Gilakjani, A. (2012). Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in Language Studies*, 2(10), 2053-2060. <http://dx.doi.org/10.4304/tpls.2.10.2053-2060>
- Ahn, H. (2012). Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students: An Action Research. *English Language Teaching*, 5 (2), 2-16. Published by Canadian Centre of Science and Education.
- Ahn, B. (2014). A Critical Reading and Text Organization-Enhanced Writing Lesson. *Issues in EFL*, 10 (1), 75-84.
- Alam, Y. T. A., & Ginting, S. A. (2014). Improving grade VIII students' achievement in reading descriptive text through reciprocal teaching. *Journal of English Language Teaching and Learning of FBS UNIMED*, 3(2), 1-13.
- Akhtar, R., Hassan, H., Saidalvi, A., & Hussain, S. (2019). A systematic review of the challenges and solutions of ESL students' academic writing. *International Journal of Engineering and Advanced Technology*, 8(5), 1169-1171.

- Anon (2008). Najib bimbang penguasaan bahasa Inggeris menurun. *Utusan Malaysia*, 16 April: 2
- Anthony, L. (2004). *AntConc: A Learner and Classroom Friendly, Multi-Platform Corpus Analysis Toolkit*. IWLeL; An Interactive Workshop on Language e-Learning, 7 – 13.
- Anthony, L., Fujii, M., & Ueno, Y (2005). *Talking about America*. Tokyo, Japan: Tsurumi Shoten Publishers.
- Antoniou, K., Grohmann, K. K., Kambanaros, M., & Katsos, N. (2016). The effect of childhood bilingualism and multilingualism on executive control. *Cognition*, 149, 18-30.
- Ash, G.E. (2005). What did Abigail mean? *Educational Leadership*, 63(2), 36–41.
- Asmah, Haji Omar (1981). *The roles of English in Malaysia in the context of National Language planning*. Kuala Lumpur: Dewan Bahasa dan Pustaka Kementerian Pelajaran Malaysia.
- Atefi Boroujeni, S. & Moradian Fard. F. (2013). A needs analysis of English for specific purposes (ESP) course for adoption of communicative language teaching: (a case of Iranian first-year students of educational administration). *International Journal of Humanities and Social Science Invention*, 2(6), 44-35.
- Atkins, J. (2009). Reading and Writing with Purpose: In and Out of School. *English Journal*, 101(2), 12–13.
- Atkinson, P. (1984). Training for certainty. *Social Science & Medicine*, 19(9), 949–956.
- Azman, H. (2009). English in 1Malaysia: A paradox in rural pluri-literacy practices. *Akademika*, 76, 27-41.
- Bacha, N. N. (2002). Developing Learners' Academic Writing Skills in Higher Education: A Study for Educational Reform. *Language and Education*, 16(3), 161-177.
- Bachman, L. F. & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bakhtin M, (1994). *The Bakhtin Reader*. Edward Arnold: London, New York, 225.
- Bakhtin, M. M. (1986). *Speech Genres and Other Late Essays*. Austin: University ' of Texas Press.
- Baralt, M. (2012). Coding qualitative data. In A. Mackey & S. Gass (Eds.), *Research Methods in Second Language Acquisition: A Practical Guide*. London: Blackwell Publishing.
- Basit, T. N. (2010). *Conducting research in educational contexts*. London, United Kingdom: Continuum.

- Basturkmen, H., & Lewis, M. (2002). Learner perspectives of success in an EAP writing course. *Assessing Writing*, 8, 31–46.
- Bazerman, C. (1988). *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*. Madison, Wis: University of Wisconsin Press.
- Beach, R. , & Bridwell, L. S. (1984). The writing situation. In R. Beach & L. S. Bridwell (Eds.), *New directions in composition research*. New York: The Guilford Press.
- Beheshti, Z. (2015). Syntactic analysis of errors in Iranian EFL learners' written productions. *Journal of Applied Linguistics and Language Research*, 2(6), 1-12.
- Bekhet A.K. & Zauszniewski J.A. (2012). Methodological Triangulation: An Approach to Understanding Data. *Nurse Researcher*, 20(2), 40-43.
- Belcher, D., & Hirvela, A (Eds.). (2001). *Linking Literacies: Perspectives on L2 Reading-Writing Connections*. University of Michigan Press.
- Belet, D. Ş. & Yaşar, Ş. (2007). Effectiveness of learning strategies over reading comprehension, writing skills and learners' attitudes towards Turkish course. *Journal of Theory and Practice in Education*, 3(1), 69-86. Doi: http://home.anadolu.edu.tr/~sdbelet/yayinlar/ogrenme_stratejileri.pdf.
- Benesch, S. (2008). *Critical English for academic purposes: Theory, politics and practice*. New York: Taylor & Francis e-Library Publishing.
- Bennett, G. R. (2010). *Using corpora in the language learning classroom: Corpus linguistics for teachers*. Ann Arbor, MI.: University of Michigan Press.
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. NAEYC Research and Practice Series, 7. Washington, DC: National Association for the Education of Young Children.
- Berwick, R. (1989). *Needs assessment in language programming: from theory to practice*. In: Johnson, R. K. (Ed). *The second language curriculum*. Cambridge: Cambridge University Press.
- Betham, E. (2011). Punctuation Today: A Qualitative Study. *Skepsi*, 4(2), University of Kent, UK.
- Bhatia, V.K. (2002). Applied genre analysis: A multi-perspective model. *Ibérica* 4, 3-19.
- Bhatia, V. K. (1998). Generic patterns in fundraising discourse. *New Directions for Philanthropic Fundraising*, 22, 95-110.
- Bhatia, V. K. (1991). A genre-based approach to ESP materials. *World Englishes*, 10 (2), 153-66.
- Bhatia, V.K. (1993). *Analyzing Genre: Language use in professional settings*. London: Longman.

- Biber, D., Connor, U. & Upton, T. (Eds.) (2007). *Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure*. Amsterdam/Philadelphia: John Benjamins.
- Biber, D., Johansson, S., & Leech, G., Conrad, S., & Finegan, E. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. United Kingdom: Cambridge University Press
- Bilbokaite, R. (2015). Effect of Computer Based Visualization on Students' Cognitive Processes in Education. *SOCIETY. INTEGRATION. EDUCATION*, 4, 349-357.
- Blixen T., B. & Pannell, J. (2020). Teachers' understanding and enactment of critical literacy – A lack of unified teaching method. *Cogent Education*, 7(1). DOI: 10.1080/2331186X.2020.1826073
- Block, E. (1986). The Comprehension Strategies of Second Language Readers. *TESOL QUARTERLY*, 20(3), 463-494.
- Bordenave, J. D. & Pereira, A. M. (2012). *Estratégias de Ensino-Aprendizagem*. 32a. ed. Petrópolis: Vozes.
- Bordens, K. S., & Abbott, B. B. (2008). *Research design and methods: A process approach (7th ed)*. New york: McGraw Hill.
- Boroujeni, S., & Moradian Fard, F. (2013). A needs analysis of English for specific purposes (ESP) course for adoption of communicative language teaching: A case of Iranian first-year students of educational administration. *International Journal of Humanities and Social Science Invention*, 2(6), 35- 44.
- Boscolo, P., Ariasi, N., Del Favero, L., & Ballarin, C. (2011). Interest in an expository text: How does it flow from reading to writing? *Learning and Instruction*, 21(3), 467-480. Doi: <http://dx.doi.org/10.1016/j.learninstruc.2010.07.009>
- Bosher, S., & Smalkoski, K. (2012). From needs analysis to curriculum development: Designing a course in healthcare communication for immigrant students in the USA. *English for Specific Purposes*, 21, 59-79.
- Botao, W., Min, Y.S., & Yunxia, S. (2010). A Study on a Computer-Based Corpus Approach to College English Writing. *2010 International Forum on Information Technology and Applications*, 3, 344-347.
- Bowen, G. A. (2008). Naturalistic inquiry and the saturation concept: a research note. *Qualitative Research*, 8(1):137-52.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101
- Briscoe, C. (1991). The dynamic interactions among beliefs, role metaphors, and teaching practices: A case study of teacher change. *Science Education*, 75(2), 185-199.

- Britton, J., Burgess, T., Martin, N., McLeod, A., & Rosen, H. (1975). *The development of writing abilities* (11–18). London: Macmillan.
- Brooks, G. (2013). *What works for children and young people with literacy difficulties: The effectiveness of intervention schemes: Dyslexia-SpLD Trust*. University of Sheffield. Doi: www.interventionsforliteracy.org.uk.
- Brown, A. L., & Campione, J. C. (1996). Guided discovery in a community of learners. In K. McGilly (Ed.), *Classroom lessons: Integrating cognitive theory and classroom practice* (pp. 229–270). Cambridge, MA: MIT Press
- Brown, J. D. (1996). The elements of language curriculum: A systematic approach to program development. *The Modern Language Journal*, 80(4), 532-533.
- Brozo, W. G. (1990). Hiding out in secondary content classrooms: Coping strategies of unsuccessful readers. *Journal of Reading*, 33(5), 324-328.
- Buchstaller, I. & Khattab, G. (2013). Population sample. In Podesva R.J. & D. Sharma, *Research Methods in Linguistics*. Oxford: Cambridge University Press.
- Buly, M., R. & Valencia, Sh. W. (2002). Below the bar: Profiles of students who fail state reading assessments. *Educational Evaluation and Policy Analysis*, 24(3), 219-239.
- Bulut, T., & Durak, S. (2002). The difference between the perceptions of the students and their teachers'. 1st International Symposium on Modern Approaches, Methods, & ELT Problems, SDU, Isparta.
- Bunn, M. (2013). Motivation and connection: Teaching reading (and writing) in the composition classroom. *College Composition and Communication*, 64(3), 496–516.
- Carson, J. G. (1993). *Reading for writing: Cognitive Perspectives*. In J.G. Carson & I. Leki (Eds.), *Reading in the composition classroom: Second language perspectives* (pp. 85- 104). Boston, MA: Heinle & Heinle Publishers.
- Carson, J & Leki, I. (1993). *Reading in the composition classroom: Second language perspective*. Boston: Heinle & Heinle.
- Carter, C. J. (1997). Why reciprocal teaching? *Educational Leadership*, 54(6), 64–68.
- Caruso, J. M. (1994). *The effects of extensive reading on reading comprehension and writing proficiency in foreign language learning*. Unpublished dissertation. UMI AAT 9543412.
- Caruth, G. D. (2013). Demystifying Mixed Methods Research Design: A Review of the Literature. *Mevlana International Journal of Education (MIJE)*, 3(2), 112-122. [11]
- Casey, D. & Murphy, K. (2009). Issues in using methodological triangulation in research. *Nurse Researcher*, 16(4), 40-55.

- Celce-Murcia, M. (2001). *Teaching English as a Second or foreign Language*. 3rd Edition, Heinle & Heinle Publisher, Boston.
- Chaiklin, S. (2003). *The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction*. In Kozulin, A., Gindis, B., Ageyev, V. & Miller, S. (Eds.) *Vygotsky's Educational Theory and Practice in Cultural Context*. Cambridge: Cambridge University Press
- Chandler, D. (1997). *An Introduction to Genre Theory*.
- Chang, C.F. & C.H. Kuo (2011). A corpus-based approach to online materials development for writing research articles. *English for Specific Purposes* 30(3), 222-234.
- Chaudron, C. (1987). Analysis of Products and Instructional Approaches in Writing: Two Articles on the State of the Art. *TESOL QUARTERLY*, 21(4), 673-675.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage
- Charmaz, K. (2015). *Grounded Theory*, in J.A Smith (Ed). *Qualitative Psychology, A Practical Guide to Research Methods*, 3rd ed. London: Sage, 81-110.
- Chastain, K. (1988). *Developing second-language skills (3rd ed.)*. San Diego, CA: Harcourt Brace Jovanovich.
- Chung, J. & Melor, M. Y. (2016). Digital Storytelling Production as a Learning Tool in improving ESL Learners' Verbal. *Asian EFL Journal Professional Teaching Articles*, 3(90), 1-106.
- Clay, M.M. (1975). *What did I write? Beginning writing behaviour*. Auckland, NZ: Heinemann.
- Cho, K., & Krashen, S. D. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading*, 37, 662-667. Doi: <http://eric.ed.gov/?id=EJ484772>.
- Choo, T. O. L, Eng, T. K., & Ahmad, N. (2011). Effects of reciprocal teaching strategies on reading comprehension. *The Reading Matrix*, 11(2), 140-149.
- Chow, T. (2007). The effects of the process genre approach to writing instruction on the expository essays of ESL students in a Malaysian secondary school. University of Science Malaysia. Doi: <http://eprints.usm.my/9356/>.
- Chuenchaichon, Y. (2011). Impact of intensive reading on the written performance of Thai University EFL writers. University of Reading. *Language Studies Working Papers*, 3, 3- 14.
- Clark, C. (2011). *Setting the Baseline*. The National Literacy Trust's first annual survey into reading. London: National Literacy Trust.

- Clark, C., & Rumbold, K. (2006). *Reading for Pleasure a research overview*. The National Literacy Trust.
- Cochran, W. G. (1977). *Sampling techniques (3rd ed.)*. New York: John Wiley & Sons.
- Coe, R. M., & Freedman, A. (1998). *Genre theory: Australian and North American approaches*. In M. L. Kennedy (Ed.), *Theorizing composition: A critical sourcebook of theory and scholarship in contemporary composition studies* (pp. 136-147). Westport, CT: Greenwood Press.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education*. London: Routledge Falmer Publishing.
- Cohen, A.D. (1998). *Strategies in learning and using a second language*. Essex: Longman.
- Cohen, E. G. (1994). Restructuring the classroom: conditions for productive small groups. *Review of Educational Research*, 64 (1), 1-35.
- Cohen, E.G. & Benton, J. (1988). Making groupwork works. *American Educator*, 10-17, 45-46.
- Connelly, L. M. (2008). Pilot studies. *Medsurg Nursing*, 17(6), 411-2.
- Connor, U. (1987). Research Frontiers in Writing Analysis. *TESOL QUARTERLY*, 21(4), 677-696.
- Cook, B. G. (2002). Inclusive attitudes, strengths and weaknesses of pre-service general educators enrolled in a curriculum infusion teacher preparation program. *Teacher Education and Special Education*, 25(3), 262-277.
- Cook, V.J. (1989). Reciprocal language teaching: another alternative. *Modern English Teacher*, 16 (3/4), 48-53.
- Cooper, T. & Greive, C. (2009). The Effectiveness of the Methods of Reciprocal Teaching. *Research & Scholarship*, 3(1), 45-52.
- Corden, R. (2001). "Group Discussion and the Importance of a Shared Perspective. Learning from Collaborative Research", *Qualitative-Research*, 1, 347-367.
- Cortazzi M., Jin L. (2013). *Introduction: Researching Cultures of Learning*. In: Cortazzi M., Jin L. (eds) *Researching Cultures of Learning*. Palgrave Macmillan, London https://doi.org/10.1057/9781137296344_1
- Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for Specific Purposes*, 26, 426-442.
- Crawford, J. (1998). *Anatomy of the English-Only Movement: Social and Ideological Sources of Language Restrictionism in the United States*. In: Kibbee, D.A. (Ed.)

1998. Language Legislation and Linguistic Rights. Selected Proceedings of the Language Legislation and Linguistic Rights Conference, the University of Illinois at Urbana-Champaign, March 1996. Philadelphia, PA: John Benjamins Publishing Co.

- Creswell, John W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed.)*. Boston, MA: Pearson.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.)*. Thousand Oaks, CA: Sage.
- Creswell J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed.)*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches (2nd ed.)*. Thousand Oaks, CA, US: Sage Publications, Inc.
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches (2nd ed.)*. Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Crouch, M. & McKenzie, H. (2006). The logic of small samples in interview-based qualitative research. *Social Science Information*, 45(4), 483-499. Doi: <https://doi.org/10.1177/0539018406069584>
- Dagnew, A. & Asrat, A. (2016). Teachers Perception toward Quality of Education and Their Practice: The Case of Godar Secondary Schools, Ethiopia. *American Journal of Educational Research*, 4(3), 248-253.
- Daly, J. A., & Miller, M. D. (1975). Apprehension of writing as a predictor of message intensity. *The Journal of Psychology*, 89, 175-177.
- Darmi, R., & Albion, P. (2012). *Exploring language anxiety of Malaysian learners*. Paper presented at the 2nd Malaysian Postgraduate Conference (MPC), Bond University, Gold Coast, Queensland, Australia.
- Daura, S.S. (2008). Thematic options and success in some students writing: A study of the introduction to language course at Bayero University, Kano. Unpublished doctoral thesis. Kano, Nigeria: Bayero University.

- Delaney, Y. A. (2008). Investigating the reading-to-write construct. *Journal of English for Academic Purposes*, 7, 140–150.
- Dennis, D. V. (2008). Are assessment data really driving middle school reading instruction? What can we learn from one student's experience. *Journal of Adult & Adolescent Literacy*, 51(7), 578-587.
- Denzin N. & Lincoln Y. (2000). *Handbook of Qualitative Research*. London: Sage Publication Inc.
- Derewianka, B. (1991). *Exploring how texts work*. Rozelle, NSW, Australia: Primary English Teaching Association.
- De Rycker, A., & Ponnudurai, P. (2011). The effect of online reading on argumentative essay writing quality. *GEMA Online Journal of Language Studies*, 11(3), 147-162.
- Doolittle, P. E., & Camp, W. G. (1999). Constructivism: The career and technical education perspective. *Journal of Technical and Vocational Education*, 16(1), 23-48.
- Doolittle, P. E., Hicks, D., Triplett, C. F., Nichols, W. D., & Young, C. A. (2006). Reciprocal Teaching for reading comprehension in higher education: A strategy for fostering the deeper understanding of texts. *International Journal of Teaching and Learning in Higher Education*, 17(2), 106-118.
- Dörnyei, Z. (2011). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. New York: Oxford University Press.
- Dudley-Evans, T. (2000). "Genre analysis: a key to a theory of ESP?" *Ibérica*, 2, 3-11.
- Dudley-Evans, T., & W. Henderson (1990). "The organisation of article introductions: Evidence of change in economics writing." In Dudley-Evans & Henderson (eds.), 67-78.
- Dudley Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Duke, N (2004). The case for informational text. *Educational Leadership*. ASCD. Doi:<http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/The-Case-for-Informational-Text.aspx>
- Dunn, W. E., & Lantolf, J. P. (1998). Vygotsky's Zone of Proximal Development and Krashen's i + 1: Incommensurable Constructs; Incommensurable Theories. *Language Learning*, 48, 411-442.
- Durukan, E. (2011). Effects of cooperative integrated reading and composition (CIRC) technique on reading-writing skills. *Educational Research and Reviews*, 6(1), 102–109.

- Dyson, A.H. (1995). Writing Children: Reinventing the development of childhood literacy. *Written Communication*, 12, 4-46.
- Ejraee R., Baradaran, A., & Sharif, F. B. (2014). The comparative impact of using intensive reading and task-based reading activities on intermediate Iranian EFL learners' writing abilities. *Nationalpark-Forschung In Der Schweiz (Switzerland Research Park Journal)*, 103 (1).
- Elashri, I. (2013). *The Effect of the Genre-based Approach to Teaching Writing on the EFL AL-Azhr Secondary Students' Writing Skills and Their Attitudes Towards Writing*. Dissertation in Education. Mansoura University.
- Elley, W. B., & Mangubhai, F. (1981). *The impact of a book flood in Fiji primary school*. Wellington: New Zealand Council for Educational Research.
- Ellis, R. (1999). *Learning a second language through interaction*. Amsterdam: John Benjamin.
- Eristi, S. D. & Belet, S. D. (2010). Teachers' and Students' Opinions about the Interactive Instructional Environment Designed for Bilingual Turkish Primary School Students in Norway. *Turkish Online Journal of Qualitative Inquiry*, 1(1), 30-48.
- Fairclough, N. & Wodak, R. (1997). Critical discourse analysis. In Van Dijk, T. (Ed.), *Discourse as Social Interaction: A Multidisciplinary Introduction* (Vol. 2, 258-284). London: Sage.
- Farahzad, F. (2010). Reading-writing connections in EAP courses: implications and applications. *Journal of Language Teaching and Research* 1, 596-604.
- Fasold, R. & Connor-Linton, J. (2006). *An Introduction to Language and Linguistics*, 353-382. Cambridge: Cambridge University Press. Doi:10.1017/CBO9781107707511.011
- Felder, R. M. & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language acquisition. *Foreign Language Annals*, 28 (1), 21-31
- Ferris, D. (1998). Students' views of academic aural/oral skills: A comparative needs analysis. *TESOL Quarterly*, 32, 289-318.
- Ferris, D. & Tagg, T. (1996a). Academic listening/speaking tasks for ESL students: Problems, suggestions, and implications. *TESOL Quarterly*, 30(2), 297-320.
- Ferris, D. & Tagg, T. (1996b). Academic oral communication needs of EAP learners: What subject-matter instructors require. *TESOL Quarterly*, 30(1), 31-58.
- Fisher, D. (2004). Setting the "opportunity to read" standard: Resuscitating the SSR program in an urban high school. *Journal of Adolescent and Adult Literacy*, 48, 138-150.
- Fisher, D., & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.
- Flower, L. (1990). *Negotiating academic discourse*. In L. Flower, V. Stein, J. Ackerman, M. Kantz, K. McCormick, & W. Peck. (Eds.), *Reading to write: Exploring a cognitive and social process* (pp. 221-252). New York: Oxford University Press.
- Flyvbjerg, B (2006). "Five Misunderstandings About Case-Study Research". *Qualitative Inquiry*, 12(2), 219-245. Doi: 10.1177/1077800405284363

- Friedman, D.A. (2012). How to collect and analyse qualitative data. In A. Mackey & S. Gass (Eds.), *Research Methods in Second Language Acquisition: A Practical Guide*, (180-200). London: Blackwell Publishing.
- Freihat, S., & Al-Makhzoomi, K. (2012). The Effect of the Reciprocal Teaching Procedure (RTP) on Enhancing EFL Students' Reading Comprehension Behavior in a University Setting. *International Journal of Humanities and Social Science*, 2 (5), 279-291.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). *Qualitative Content Analysis: A Focus on Trustworthiness*. SAGE Open. Doi: <https://doi.org/10.1177/2158244014522633>
- Emig, J. (1971). *The composing processes of twelfth graders*. Urbana, IL: National Council of Teachers of English.
- Etikan, I., Musa, S., & Alkassim, R. (2016). Comparison convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5 (1), 1-4. Doi: 10.11648/j.ajtas.20160501.11
- Escribano, P. D. (1999). Teaching writing through reading: a text-centred approach. *Teaching Writing through Reading*, 1, 55-62.
- Farrokhi, F. & Mahmoudi-Hamidabad, A. (2012). Rethinking Convenience Sampling: Defining Quality Criteria. *Theory and Practice in Language Studies*, 2(4), 784-792.
- Fitzgerald, J. (1994). Crossing Boundaries: What Do Second-Language-Learning Theories Say To Reading and Writing Teachers of English-as-a-Second-Language Learners? *READING HORIZONS*, 34 (4), 339-355.
- García, E.E., Jensen, B.T., & Scribner, K.P. (2009). The demographic imperative. *Educational Leadership*, 66 (7), 8-13.
- Gay, L.R., Mills, G.E., & Airasian, P.W. (2012). *Educational research: Competencies for analysis and application*, 10th edition. Boston, U.S.A: Addison-Wesley Publishing.
- Ghabool, N., Edwina, M., & Kashef, H. S (2012). Investigating Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language Use at Secondary School Level. *Journal of Studies in Education*, 2 (3), 130-143.
- Ghobadi, M. (2021). An investigation of EFL teachers' and learners' attitudes towards Process and Process approaches to writing. *International Journal of Research Studies in Education*, 10(6), 45-61. Doi: 10.105861/ijrse.2021.3.
- Ghorbani, MR., Gangeraj, AA., & Alavi, SZ. (2013). Reciprocal Teaching Comprehension Strategies Improves EFL Learners' Writing Ability. *Current Issues in Education*, 16(1), 1-13.
- Gill, S. K. (2002). International communication: English language challenges for Malaysia. Serdang: Universiti Putra Malaysia Press.
- Glass, c., & Zygouris-Coe, v. (2005). Reciprocal teaching- predicting and questioning. *FOR-PD's Reading Strategy of the Month*, 1, 1-4. Doi:

<https://www.ocps.net/cs/services/cs/curreareas/read/IR/bestpractices/MR/Reciprocal%20Teaching-Predicting%20and%20Questioning.pdf>

- Glaser, B. G., & Strauss, A. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago, IL: Aldine.
- Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Piscataway, New Jersey: Transaction.
- Glaserfeld, E. (1989). Cognition, construction of knowledge, and teaching. *Synthese*, 80(1), 121-140
- Gea Valor, M. & Inigo Ros, M. (2009). *On the Dynamic Nature of Genre: A Diachronic Study of Bhurbs*. In: Hyland K., Diani G. (eds) *Academic Evaluation*. Palgrave Macmillan, London
- Göbel, K. & Helmke, A. (2010). Intercultural learning in English as foreign language instruction: The importance of teachers' intercultural experience and the usefulness of precise instructional directives. *Teaching and Teacher Education* 26, 1571–1582.
- Goodman, A. (2005). The middle school high five: Strategies can triumph. *Voices From the Middle*, 13(2), 12–19.
- Grabe, W. (2009). *Reading a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Grabe, W. (2003). *Reading and writing relations: Second language perspectives on research and practice*. In B. Kroll (Ed.), *Exploring dynamics of second language writing* (pp.242–262). Cambridge: Cambridge University Press:
- Grabe, W. & Kaplan, R. B. (1996). *Theory & Practice of Writing*. England: Longman.
- Grabe, W., & Kaplan, R. B. (2014). *Theory and practice of writing: An applied linguistic perspective*. Routledge Publishing.
- Graham, S., & Perin, D. (2006). *A meta-analysis of writing instruction for adolescent students*. Manuscript submitted for publication.
- Grasha, A.F. (1994). A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator. *College Teaching*, 42, 142-149.
- Greene, S. (1991). Mining Text in Reading to Write. *Journal of Advanced Composition*, 12(1), 151-170.
- Guba, E. G. (1990). *The paradigm dialog*. California: Sage Publications
- Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation*. San Francisco: Jossey-Bass Publishers.

- Gunderson, L., Odo, D. M., & D'Silva, R. (2011). *Second language literacy*. In E. Hinkel (Ed.), *Handbook of research in second language teaching*, 2, 472–487. New York, NY: Routledge.
- Hacker, D. J., & Tenent, A. (2002). Implementing reciprocal teaching in the classroom: Overcoming obstacles and making modifications. *Journal of Educational Psychology*, 94(4), 699-718. <http://dx.doi.org/10.1037/0022-0663.94.4.699>
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar (2nd ed)*. London: Edward Arnold.
- Halliday, M. A. K. (1985). *An Introduction to Functional Grammar (1st ed.)*. London: Edward Arnold.
- Halliday, M A K. (1978). *Language as Social Semiotic the Social Interpretation of Language and Meaning* London: Edward Arnold.
- Halliday, M.A.K. & Matthiessen, C.M.I.M. (2014). *Halliday's introduction to functional Grammar*. New York: Routledge Publishing.
- Hammond, J., & Macquarie University. (1992). *English for social purposes: A handbook for teachers of adult literacy*. Sydney, Australia: National Centre for English Language Teaching and Research, Macquarie University.
- Hamp-Lyons, L. & Heasley, B. (2006). *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: Cambridge University Press.
- Hashemi, M.R., & Babaii, E. (2013). Mixed methods research: Toward new research designs in applied linguistics. *The Modern Language Journal*, 97(4), 828-852.
- Henderson, K. D. (2016). *The effect of higher education classroom behavior management strategies on learning*. Unpublished doctoral thesis. U.S.A: Walden University.
- Henry, A. & Roseberry, L. R. (1998). An Evaluation of a Genre-Based Approach to the Teaching of EAP/ESP Writing. *TESOL Quarterly*, 32 (1), 147-156.
- Hertzog, M.A. (2008). Considerations in determining sample size for pilot studies. *Research in Nursing & Health*, 31,180-191.
- Hiew, W. (2012). English Language Teaching and Learning Issue in Malaysia: Learner's Perception via Facebook Dialogue Journal. *Journal of Arts, Science, and Commerce*, 3 (1), 11-19.
- Hirvela, A. (2004). *Connecting reading & writing in second language writing instruction*. Ann Arbor MI: The University of Michigan Press.
- Hitchcock, D. (2018). *Critical Thinking*. The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.). <https://plato.stanford.edu/archives/fall2018/entries/critical-thinking>

- Hodson, T. C. (1939). *Sociolinguistics in India, Man in India, XLX: 94*. Nida, Eugene A. 1949. *Morphology; The Descriptive Analysis of Words*. Ann Arbor: University of Michigan Press.
- Holton, J. A. (2007). The coding process and its challenges. In A. Bryant, & K. Charmaz (Eds.), *The Sage handbook of grounded theory*. (pp. 265-289). Thousand Oaks, CA: Sage.
- Hoon, T. B., Emerson, L., & White, C. (2006). Reforming ESL Writing Instruction in Tertiary Education: The Writing Centre Approach. *The English Teacher, 35*, 1-14.
- Hopkins, A. & A. Dudley-Evans (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes, 7*(2), 113-121.
- Horning, A. S. & Kraemer, E. W. (2013). *Reconnecting reading and writing*. Anderson, SC: Parlor Press and The WAC Clearinghouse.
- Hsu, J. (2004, May). *Reading, writing, and reading-writing in the second language classroom: A balanced curriculum*. Paper presented at the Annual International Conference on English Teaching and Learning in the Republic of China. Taichung, Taiwan. Doi: <http://www.eric.ed.gov/PDFS/ED492895.pdf>
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learner-Centered Approach*. Cambridge: Cambridge University Press. Doi: <http://dx.doi.org/10.1017/CBO9780511733031>
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor, MI: University of Michigan Press.
- Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.
- Hymes, D. (1972). On Communicative Competence. In J. B. Pride, & J. Holmes (Eds.), *Sociolinguistics: Selected Readings* (pp. 269-293). Harmondsworth: Penguin.
- Ibrahim, H. (2013). Power And Empowerment in the EFL Writing Classroom. *Research Journal of English Language and Literature (RJELAL), 1* (3), 260-274.
- Ibrahim, H. (2006). The Effect of Using the Reading for Writing Approach on Developing the Writing Ability of Egyptian EFL Learners and their Attitudes towards Writing. *Scientific methodologies in educational research, 1-28*.
- Ifantidou, E. (2014). *Pragmatic competence and relevance*. Amsterdam: John Benjamins Publishing Company.
- Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks? *Journal of Social Sciences, 38*, 185-195. Doi: <http://thescipub.com/journals/jss>
- Imran Ho-Abdullah. (1996). By ESL writers vs by native writers: A corpus analysis of native and non-native speakers' written English. *Deep South, 2*(3).

- Ismail Shauki, N. B., & Kaur, M. (2018). Corpus-Based Study: Exploring The Frequency of 'Nouns' Used in Poetry Written by UiTM Undergraduates. *International Online Journal of Language, Communication, and Humanities*, 1(1), 32-44.
- Palpanadan, S. T., Ismail, F., & Salam, A. R. (2015). Evaluating Product Writing Approach in the Context of Malaysian Classrooms: A Conceptual Paper. *LSP International Journal*, 2(2), 1-6.
- Ito, F. (2011). L2 reading-writing correlation in Japanese EFL high school students. *The Language Teachers*, 35(5), 23-29.
- Jackson, H., (1985). *Discovering Grammar*. England: Pergamon Press Ltd.
- Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F. & Hughey, J. B. (1981). *Testing ESL composition: a practical approach*. Rowley, MA: Newbury House.
- Janopoulos, M. (1986). The Relationship of Pleasure Reading and Second Language Writing Proficiency. *TESOL Quarterly*, 20, 247-265.
- Jariah, M., & Laily, P. (1995). Project Oriented Research: Enhancing the Economic Contribution of Poor Rural Women. A report submitted to Japan International Cooperation Agency. (JICA).
- Jensen, L. (2001). *Planning lessons*. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. United States, Boston: Heinle.
- Jessen, R. J. (1978). *Statistical Survey Techniques*. Wiley, New York.
- Jin, L. & Cortazzi, M. (1998). Dimensions of Dialogue: large classes in China. *International Journal of Educational Research*, 29, 739-761.
- Joharry, A., & Abdul Rahim, H. (2014). Corpus Research in Malaysia: A Bibliographic Analysis. *Kajian Malaysia*, 32(1), 17-43.
- John, W. S. & Johnson, P. (2000), The Pros and Cons of Data Analysis Software for Qualitative Research. *Journal of Nursing Scholarship*, 32, 393-397.
- Johns, A.M. (2002, 2003). *Genre in the Classroom: Multiple Perspectives*, Mahwah, NJ: Lawrence Erlbaum Associates.
- Johns, A. M., Bawarshi, A., Coe, R. M., Hyland, K., Paltridge, B., Reiff, M. J., et al. (2006). Crossing the boundaries of genre studies: Commentaries by experts. *Journal of Second Language Writing*, 15, 234-249.
- Johns, A. (1991). English for specific purposes: Its history and contribution. In Celce-Murcia, M. (Ed). *Teaching English as a second or foreign language* (pp.67-77). Boston, MA: Heinle & Heinle.
- Johnson, D.E. (2013). Descriptive statistics. In Podesva, R.J. & D. Sharma, (Eds.), *Research Methods in Linguistics* (288-315). Oxford: Cambridge University Press.

- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.^[1]_[2]
- Jolliffe, D. (2007). Learning to Read as Continuing Education. *College Composition and Communication*, 58(3), 470-494.
- Jordan, R.R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*[M]. Cambridge: Cambridge University Press.
- Julious, S. A. (2005). Sample size of 12 per group rule of thumb for a pilot study. *Pharmaceutical Statistics*, 4, 287-291.
- Kachru, B. B. (2003). *Liberation Linguistics and the Quirk Concern*. In: SEIDLHOFER, B. (Ed.) *Controversies in Applied Linguistics*. Oxford: Oxford University Press, 19-33.
- Kachru, B. B. (1996). World English: Agony and Ecstasy. *Journal of Aesthetic Education*, 30(2), 135-155.
- Kachru, B. B. (1990). World Englishes and applied linguistics. *World Englishes*, 9(1), 3-20.
- Kachru, B. B. (1986). *The alchemy of English: the spread, functions, and models of non-native Englishes*. Oxford: Pergamon Press. Reprinted 1990, University of Illinois Press, Urbana, IL.
- Kachru, B. B. (1985). *Standards, codification and sociolinguistic realism: the English language in the outer circle*. In Quirk, R. and Widdowson, H. G. (1985), 11-30.
- Kachru, B. B. (1982). *Meaning in deviation: toward understanding non-native English texts*. In Kachru, (ed.), 325-50.
- Kanoksilapatham, B. (2003). *A corpus-based investigation of scientific research articles: Linking move analysis and multidimensional analysis*. Unpublished doctoral dissertation, Georgetown University.
- Kennedy, C. & Miceli, T. (2010). Corpus-Assisted Creative Writing: Introducing Intermediate Italian Learners to a Corpus as a Reference Resource. *Language Learning & Technology*, 14(1), 28-44.
- Khan, S. (1983). *The mothertonque of linguistic minorities in multicultural England*. (Ed: Stubbs, M. ve Miller H.) *Readings on language schools and classroom: contemporary sociology of the scholl*. UK: Routledge, 94-113.
- Khansir, A. & Dehghani, N. (2015). The Impact of Extensive Reading on Grammatical Mastery of Iranian EFL Learners. *Theory and Practice in Language Studies*, 5(7), 1501-1507. DOI: <http://dx.doi.org/10.17507/tpls.0507.25>
- Khodabakhsh, S., Jahandar, S. & Khodabandehlou, M. (2013). The Impact of Critical Thinking Tasks on Paragraph Writing Ability of Iranian EFL Learners. *Indian Journal of Fundamental and Applied Life Sciences*, 3 (3), 639-648.

- Kieser, M., & Wassmer, G. (1996). On the use of the upper confidence limit for the variance from a pilot sample for sample size determination. *Biometrical Journal*, 38, 941-949.
- King, J. A., & Stevahn, L. (2013). *Interactive evaluation practice: Mastering the interpersonal dynamics of program evaluation*. SAGE Publications, Inc. Doi: <https://www.doi.org/10.4135/978145226997>
- Kirby, D. L., & Crovitz, D. (2013). *Inside Out, Fourth Edition: Strategies for Teaching Writing*. Portsmouth, NH: Heinemann.
- Kirby, D.T., & Liner, T. (1981). *Inside Out: Developmental Strategies for Teaching Writing*.
- Kirmizi, F.S. (2009). The relationship between writing achievement and the use of reading comprehension strategies in the 4th and 5th grades of primary school. *Procedia-Social and Behavioral Sciences*, 1, 230-234.
- Kissau, S., & Hiller, F. (2013). Reading Comprehension Strategies: An International Comparison of Teacher Preferences. *Research in Comparative and International Education*, 8(4), 437-454. Doi: <https://doi.org/10.2304/rcie.2013.8.4.437>
- Klingner, J. K., & Vaughn, S. (1996). Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language. *The Elementary School Journal*, 96(3), 275-290.
- Knight, J. A. & Child, A. R. (2021). Teaching Students to Comprehend Cause and Effect Text Structure. *Michigan Reading Journal*, 53(3), Article 6.
- Koross, B.T., Indoshi, F.C. & Okwach, T. (2013). Perception of teachers and students towards methods used in teaching and learning of English writing skills in secondary schools. *International Journal of English Language and Linguistics Research*, 1(1), 32-38.
- Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, S. M. (2003). *Vygotsky's educational theory in cultural context*. New York: Cambridge University Press.
- Krashen, S. (1984). *Writing: Research, theory and applications*. Oxford: Pergamon Institute of English.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal*, 73, 440-464.
- Krashen, S. (2004). *The Power of Reading*. Portsmouth, NH: Heinemann.
- Kucer, S.B. (2005). *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings (2nd ED)*. Mahwah, NJ: Lawrence Erlbaum Associate.

- Kuikka, L., Saloekkilä, P., Repo, S., & Ryyänen, O. P. (2017). Analyzing Students' Opinions about their Learning Environments and Study Approaches with Bayesian Modeling. *International Journal of Psychotherapy Practice and Research*, 1(1), 7-14.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage
- Langer, J. (1982). *The reading process*. In A. Berger & H. A. Robinson (Eds.), *Secondary school reading: What research reveals for classroom practice* (39-52). Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills.
- Lantolf, J. P., & Pavlenko, A. (1995). Sociocultural theory and second language acquisition. *Annual Review of Applied Linguistics*, 15, 108-24.
- Latendresse, C. (2004). Literature circles: Meeting reading standards, making personal connections, and appreciating other interpretations. *Middle School Journal*, 35(3), 13-20.
- Lehmann-Willenbrock, N., Chiu, M. M., Lei, Z., & Kauffeld, S. (2016). Understanding positivity within dynamic team interactions: A statistical discourse analysis. *Group & Organization Management*, 1-40.
- Lejardi, A., Muñoz, J., & Zuza, E. (2017). The importance of listening student's opinions to improve lecturing methodologies. *Edulearn Proceedings*, 162-167.
- Li, C., & Kam, W. (2011). *Mosston's reciprocal style of teaching: A pilot study in Hong Kong*. *New Horizon's in Education*, 59(2), 27-37
- Li, X., Chu, K. W., Ki, W. W., & Woo, M. (2012). Using a wiki-based collaborative process writing pedagogy to facilitate collaborative writing among Chinese primary school students. *Australasian Journal of Educational Technology*, 28(1), 159-181.
- Li, M. P. & Lam, B. H. (2013). *Cooperative learning*. DOI: <http://www.eduhk.hk/aclass/>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Lingzhu, J. (2009). Genre-based Approach for Teaching English Factual Writing. *Humanizing language teaching*, 2, 25-73, 15-42.
- Lichtman, M. (2010). *Qualitative research in education: A user's guide (2nd ed.)*. Thousand Oaks: SAGE Publications, Inc.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice (2nd ed.)*. San Francisco: Jossey-Bass.
- Long, M. H. (2005). Methodological issues in learner needs analysis. In M. H. Long (Ed.), *Second language needs analysis*. Cambridge, UK: Cambridge University Press (pp.19-76).

- Loranc-Paszylk, B. (2009). Integrating Reading and Writing into the Context of CLIL Classroom: Some Practical Solutions. *International CLIL Research Journal*, 1(2), 47-53.
- Low, E. L., & Azirah, H. (Eds.). (2012). *English in Southeast Asia: Features, policy and language in use*. Amsterdam: John Benjamins Publishing co. <http://dx.doi.org/10.1075/veaw.g42>
- Hamp-Lyons, L. (2011). *What is EAP*. Handbook of research in second language teaching and learning, 2, 89-105.
- Maarof, N., & Murat, M. (2013). Writing strategies used by ESL upper secondary school students. *International Education Studies*, 6(4), 47-55.
- Maghsoudi, M., & Haririan, J. (2013). The impact of brainstorming strategies Iranian EFL learners writing skill regarding their social class status. *Journal of language and linguistics*, 1(1), 60-67.
- Mandel, E., Osana, H. P., & Venkatesh, V. (2013). Addressing the Effects of Reciprocal Teaching on the Receptive and Expressive Vocabulary of 1st-Grade Students. *Journal 12 of Research in Childhood Education*, 27(4), 407-426. Doi:13 10.1080/02568543.2013.824526
- Manvender Kaur, Yasmin H-Z & Shamsudin (2012). A Computer-Assisted Corpus Analysis (CACA) of Professional Discourse. *In Sino-US English Teaching Journal*, 9.
- Manvender K. Sarjit S. (2014). *A Corpus-Based Genre Analysis of the Quality, Health, Safety and Environment work procedures in Malaysian Petroleum Industries*. Unpublished PhD Thesis: Universiti Teknologi Malaysia.
- Marks, M., Pressley, M., Coley, J., Craig, S., Gardner, R., DePinto, T., et al. (1993). Three teachers' adaptations of reciprocal teaching in comparison to traditional reciprocal teaching. *The Elementary School Journal*, 94(2), 267-283. Doi: 10.1086/461766
- Martin, J.R. (1998). *Mentoring Semogenesis: 'Genre-based' Literacy Pedagogy*, in F. Christie, (ed.) *Pedagogy and the Shaping of Consciousness: Linguistic and Social Processes*. London: Cassell. 123–155.
- Martin, W.E. & Bridgmon, K.D. (2012). *Quantitative and statistical research methods: From hypothesis to results*. U.S.A: Jossey-Bass, John Wiley & Sons, Inc. Publishing.
- Marzban, M. & Adibi, A. (2014). The Effect of Teaching Paragraph Structure Rules on Iranian Intermediate EFL Learners' Reading Comprehension Ability. *Theory and Practice in Language Studies*, 4(2), 387-394.

- Marzban, A., & Akbarnejad, A. A. (2013). The effect of cooperative reading strategies on improving reading comprehension of Iranian university students. *Procedia: Social and Behavioral Sciences*, 70, 936-942.
- McEnery, T. & Wilson, A. (1996). *Corpus Linguistics*. Great Britain: Edinburgh University Press.
- McEnery, T., & Z. Xiao. (2004). Swearing in modern British English: the case of fuck in the BNC. *Language and Literature*, 13(3), 235-268.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: evidence-based inquiry (7th ed.)*. Boston: Pearson.
- McNamara, D. S. (Ed.). (2012). *Reading comprehension strategies: Theories, interventions, and technologies*. Psychology Press.
- McNamara, D. S. (2009). The Importance of Teaching Reading Strategies. *Perspectives on Language and Literacy*, 34-40.
- Mertens, D. M. (2010). *Transformative mixed methods research*. *Qualitative Inquiry*, 16, 469-474.
- Michael, H. L. (2005). *Second Language Needs Analysis*. Cambridge Applied Linguistics, Cambridge University Press, 2005. <https://doi.org/10.1017/CBO9780511667299>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd ed.)*. Thousand Oaks, CA: Sage.
- Miller, C. R (1984). Genre as social action. *Quarterly Journal of Speech*, 70, 157-78, also published in A. Freedman and P. Medway (eds) (1994) *Genre and the New Rhetoric*. London: Taylor and Francis, 23-42.
- Mobasher, A. & Mohammad Ali, A. (2015). Exploring the Macrostructure of Management Forewords of Corporate Annual Reports. *International Journal of Applied Linguistics & English Literature (IJALEL)*, 4(1), 14-25.
- Moreau L. K. (2014). Who's Really Struggling? Middle School Teachers' Perceptions of Struggling Readers. *RMLE Online*, 37(10), 1-17.
- Morrow, N. (1997). The Role of Reading in the Composition Classroom. *JAC: A Journal of Composition Theory*, 17(3), 453-472.
- Morse, J., M. (2000). Determining sample size. *Qualitative Health Research*, 10(1), 3-5.
- Morse, J. M. (1994). *Designing funded qualitative research*. In Denzin, N. K. & Lincoln, Y. S., *Handbook of qualitative research (2nd Ed)*. Thousand Oaks, CA: Sage.
- Mosha, I., Ruben, R. & Kakoko, D. (2013). Family Planning Decisions, Perceptions and Gender Dynamics among Couples in Mwanza Tanzania: A Qualitative Study. *BMC Public Health*, 13, 523.

- Moussaoui, S. (2012). An Investigation of the Effects of Peer Evaluation in Enhancing Algerian Students' Writing Autonomy and Positive Affect. *Procedia - Social and Behavioural Sciences*, 69, 1775 – 1784.
- Moya, S., & O'Malley, M. (1994). A portfolio assessment model for ESL. *The Journal of Educational Issues of Language Minority Students*, 1-16.
- Mudhhi, S. & Hussein, R. (2014). A Corpus-based Study of Conjunctive Adjuncts in the Writings of Native and Non-native Speakers of English. *English Linguistics Research*, 3(2), 18-32. Doi: <http://dx.doi.org/10.5430/elr.v3n2p18>
- Murray, D. M. (1978). Write before Writing. *College Composition and Communication*, 29(4), 375-381.
- Murray, D. M. (1972). Teach writing as a process not product. *The Leaflet*, 71, 11–14.
- Musa, N.C., Lie, K.Y., & Azman, H. (2012). Exploring English Language Learning and Teaching in Malaysia. *GEMA Online Journal of Language Studies*, 12(1), 35-51.
- Neale, S. (2000). *Genre and Hollywood*. New York: Routledge.
- Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders*, 4(1) 53–62.
- Nesi, H., Gardner, S., Thompson, P. & Wickens, P. (2007). *The British Academic Written Corpus*. Oxford: OUP.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches*. London: Pearson Education Limited, Publishing.
- Newby, P. (2014). *Research Methods for Education, 2nd edition*. New York: Routledge, Taylor & Francis Group Publishing.
- Nodoushan, M. (2012). A Structural Move Analysis of Discussion Sub-genre in Applied Linguistics. *Open Journal Systems*, 1-12.
- Nunan, D. (1999) *Second Language Teaching and Learning*. Boston, MA: Heinle & Heinle.^[1]
- Nunan, D. (1989). *Hidden agenda: The role of the learner in program implementation*. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 176–187). New York: Cambridge University Press.
- Nystrand, M. (1986). *The Structure of Written Communication: Studies in Reciprocity Between Writers and Readers*. Orlando, FL: Academic
- Ochs, E. (1993). Constructing social identity: A language socialization perspective. *Research on Language and Social Interaction*, 26, 287-306.

- Oczkus, L.D. (2010). *Reciprocal teaching at work: Powerful strategies and lessons for improving reading comprehension (2nd ed.)*. Newark, DE: International Reading Association.
- Oczkus, L.D. (2005). *Reciprocal teaching strategies at work: Improving reading comprehension, grades 2–6 [DVD]*. Newark, DE: International Reading Association.
- Oczkus, L. D. (2003). *The four reciprocal teaching strategies*. In *Reciprocal teaching at work: Strategies for improving reading comprehension (pp. 13-28)*. Newark, DE: International Reading Association.
- Osborne, A, (1941). *Applied imagination*. Scribner
- Osborn, A. (1963). *Applied imagination: Principles and procedures of creative thinking*. New York: Scribner's.
- O'Toole, J. & Beckett, D. (2013). *Educational research: creative thinking and doing* (Second edition). Oxford University Press, South Melbourne, Victoria.
- Oxford, R. (1994). *Language learning strategies: UN updates ERIC Digest, ERIC Digest*. ERIC clearinghouse and linguistic Washington DC
- Serpil Özdemir (2018). The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text Summarization Success. *Universal Journal of Educational Research*, 6(10), 2199 - 2209.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and policy in mental health*, 42(5), 533–544. Doi:10.1007/s10488-013-0528-y
- Palincsar, A. S. (1998). *Social Constructivist Perspectives on Teaching and Learning*. In J. T. Spence, J. M. Darley, D. J. Foss (Eds.), *Annual Review of Psychology* (pp. 345–76). Palo Alto, CA: Annual Reviews.
- Palincsar, A. S., & Klenk, L. (1992). Fostering literacy learning in supportive contexts. *Journal of Learning Disabilities*, 25 (4), 211- 225.
- Palincsar, A. S. (1986). *Reciprocal teaching*. In *Teaching reading as thinking*. Oak Brook, IL: North Central Regional Educational Laboratory.
- Palincsar, A. S., & Brown, A. L. (1985). *Reciprocal teaching: Activities to promote read(ing) with your mind*. In T. L. Harris & E. J. Cooper (Eds.), *Reading, thinking and concept development: Strategies for the classroom*. New York: The College Board.
- Palincsar, A. S. & Brown, A. L. (1984). Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction*, 1 (2), 117-175.

- Palpanadan, S. T., Ismail, F., & Salam, A. R. (2015). Role of model essays in developing students writing skills in Malaysian schools: A review of literature. *Mediterranean Journal of Social Sciences*, 6(2), 56-61.
- Paltridge, B. (2001). *Genre, text type and the English for Academic Purposes (EAP) classroom*. In A. M. Johns (Ed.), *Genre in the classroom*. Mahwah, NJ: Erlbaum.
- Park, K., & Lu, X. (2015). Automatic analysis of thematic structure in written English. *International Journal of Corpus Linguistics*, 20(1), 81-101.
- Parson, L. (2016). Are STEM syllabi gendered? A feminist critical discourse analysis. *The Qualitative Report*, 21(1), 102-116.
- Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.
- Pavione, C. N., Avelino, B. C. & de Souza Francisco, J. R. (2016). 'Factors that Influence the teaching learning process from the perspective of accountancy students: Analysis at a higher education institution in Minas Gerais,' *Revista de Educação e Pesquisa em Contabilidade*, 10(2): 192-215.
- Pearson, P. D., & Fielding, L. (1991). *Comprehension instruction*. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research: Volume II* (pp. 815-860). White Plains, NY: Longman Publishing.
- Pichler, H., & Hesson, A. (2016). Discourse-pragmatic variation across situations, varieties, ages: I don't know in sociolinguistic and medical interviews. *Language & Communication*, 49, 1-18.
- Pilonieta P., & Medina AL. (2009). Reciprocal teaching for the primary grades: "We can do it, too!" *The Reading Teacher*, 63(2):120-129.
- Plakans, L. (2009). The role of reading strategies in integrated L2 writing tasks. *Journal of English for Academic Purposes* 8, 252-266.
- Plakans, L. (2008). Comparing composing processes in writing-only and reading-to-write test tasks. *Assessing Writing*, 13, 111-129.
- Polio, C. (2012). How to research second language writing. In A. Mackey & S. Gass (Eds.), *Research Methods in Second Language Acquisition: A Practical Guide*, (139-147). London: Blackwell Publishing.
- Poorsoti, S. & Davatgari, H. (2016). Effect of Extensive Reading on Grammatical Accuracy and Fluency of EFL Learners' Writing Performance. *Journal of Applied Linguistics and Language Research*, 3(2), 188-201.
- Pour-Mohammadi, M., Abidin, Z. M. J., & Cheong, L. F. (2012). The effect of process writing practice on the writing quality of form one students: A case study. *Asian Social Science*, 8(3), 88-99.

- Presmeg, N. C. (2006). *Research on visualization in learning and teaching mathematics*. In A. Gutiérrez & P. Boero (Eds.), *Handbook of research on the psychology of mathematics education: Past, present and future* (pp. 205-235). Rotterdam, The Netherlands: Sense Publishers.
- Pressley, M. (2002). *Reading instruction that works: The case for balanced teaching (2nd ed.)*. New York, NY: The Guilford Press.
- Puri, A., & Kaur, S. (2013). Effect of bottom-up approach of English language teaching on metacognitive reading awareness. *International Journal of Innovative Research and Development*, 2, 337-345.
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3, 24-31.
- Reed, M. & Michaud, C. (2010). *Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages*. University of Michigan Press.
- Reichenberg, M., & Löfgren, K. (2014). An intervention study in grade 3 based upon Reciprocal Teaching. *Journal of Education and Learning*, 8(2), 122-131. <http://dx.doi.org/10.11591/edulearn.v8i2.214>
- Renau Renau, M.L. (2016), "A review of the traditional and current language teaching methods", *International Journal of Innovation and Research in Educational Sciences (3) 2*, 82-88.
- Rezaei, M. M., Jafari, S. M., & Younas, M. (2014). Iranian EFL students' writing anxiety: Levels, causes and implications. *English for Specific Purposes World*, 42(15), 1-10.
- Reznitskaya, A., Anderson, R. C., & Kuo, L. (2007). Teaching and learning argumentation. *Elementary school journal*, 107(5).
- Révész, A. (2012). Coding second language data validly and reliably. In A. Mackey & S. Gass (Eds.), *Research Methods in Second Language Acquisition: A Practical Guide*, (203-221) London: Blackwell Publishing.
- Richard, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Robinson, O. C. (2014). *Sampling in Interview-Based Qualitative Research: A Theoretical and Practical Guide*. <http://dx.doi.org/10.1080/14780887.2013.801543>
- Rogerson, C., & Scott, E. (2010). The fear factor: how it affects students learning to program in a tertiary environment. *Journal of Information Technology Education: Research*, 9(1), 147-171.
- Römer, U. & Wulff, S. (2010). Applying corpus methods to written academic texts: Explorations of MICUSP. *Journal of Writing Research* 2, 99-127.

- Roscoe, J.T. (1975). *Fundamental Research Statistics for the Behavioural Sciences, 2nd edition*. New York: Holt Rinehart & Winston.
- Roseberry, R.L. (1995). A Texture Index: Measuring Texture in Discourse. *International Journal of Applied Linguistics*, 5(2): 205-223.
- Rosenshine, B. & Meister, C. (1993). Reciprocal Teaching: A Review of 19 Experimental Studies. *Center for the Study of Reading*, 1-51.
- Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research*, 64(4), 479-530.
- Rothery, J. (1996). "Making Changes: Developing an Educational Linguistics". In R. Hassan and G. Williams (Eds.), *Literacy in Society* (pp. 86-123). London: Longman.
- Sabouri, H., Zohrabi, M., & Vafa, A. (2014). Genre-Based Approach to Teaching Writing in EFL Context. *International Journal of Applied Linguistic Studies*, 3(1), 01-07.
- Saini, M. & Shlonsky, A. (2012). *Systematic synthesis of qualitative research: Pocket guide to social work research methods*. London: Oxford University Press.
- Salehi, H., Asgari, M., Amini, M. (2015). Impacts of the Extensive Reading Texts on the Writing Performance of Iranian EFL Pre-University Students. *Asian Journal of Education and e-learning* 3 (4), 306-316.
- Samson, J. F., & Collins, B. A. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Washington, DC: Center for American Progress. http://www.americanprogress.org/issues/2012/04/teachers_ell.html
- Sankoff, D. (1982). *Sociolinguistic Method and Linguistic Theory*. In Cohen L. J, Los., J, Pfeiffer, H., & Podewski, K. P. (Eds.), *logic, methodology, philosophy of science VI*, 677-689. Amsterdam: North Holland.
- Sanmuganathan, K. (2014). Impact of L1 on ESL (English as a Second Language) Writings of the Undergraduates of University of Jaffna.
- Saunders B, Sim J, Kingstone, T, Baker, Sh, Waterfield J, Bartlam B, Burroughs H, & Jinks, C. (2017). Saturation in qualitative research: exploring its conceptualization and operationalization. *Cambridge Journal of Evidence-Based Policing*, 52(4), 1893–1907.
- Saunders, M., Lewis, P. & Thornhill, A. (2007). *Research Methods for Business Students*, 4th Edition, Essex: FT Prentice Hall.
- Schreiber, L. M., & Valle, B. E. (2013). Social Constructivist Teaching Strategies in the Small Group Classroom. *Small Group Research*, 44(4), 395–411. Doi: <https://doi.org/10.1177/1046496413488422>

- Seale, C. 1999. *The quality of qualitative research*. London: Sage Publications Ltd. p. 87-105.
- Seifoori, Z., Mozaheb, M. A., & Beigi, B. A. (2012). A Profile of an Effective EFL Writing Teacher (A Technology-based Approach). *English Language Teaching*, 5(5), 107-117.
- Sekaran, U. (2010). *Research Methods for Business: A Skill-Building Approach*. 4th Edition, John Wiley & Sons, UK.
- Sekaran, U. (2004). *Research Methods for Business: A Skill-Building Approach (4th ed)*. New York: John Wiley & Sons, Inc.
- Sekaran, U. (2003). *Research Methods for Business: A Skill-Building Approach*. 4th Edition, John Wiley & Sons, New York.
- Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed.). Chichester, UK: John Wiley & Sons Ltd.
- Sekaran, U., & Bougie, R. (2013). *Research Methods for Business: A Skill-Building Approach*. 6th Edition, Wiley, New York.
- Setyowati, L., & Sukmawan, S. (2019). Authentic materials for teaching writing: A critical look. *International Journal of Language Education*, 3(2), 68-77.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75.
- Sidek, H. M. (2012). EFL textbook analysis: A case study. *Language and Literacy*, 14(3), 27-45. <https://doi.org/10.20360/G2HP4J>
- Silverman, J. C. (2007). Epistemological beliefs and attitudes toward inclusion in pre-service teachers. *Teacher Education and Special Education*, 30(1), 42-51.
- Silverman, D. (2013). *Doing qualitative research: A practical guide, 4th edition* London: Sage Publications Limited.
- Sinclair, J. McH. (2005). *Corpus and text: Basic principles*. In Wynne, M. (ed.), *Developing linguistic corpora: A guide to good practice*. Oxford Text Archive.
- Sinclair, J. McH. (ed.) (2004). *How to Use Corpora in Language Teaching*. Amsterdam: John Benjamins.
- Singh, C. K., Singh, A. K., Razak, N. Q., & Ranvitar, T. (2017). Grammar Errors Made by ESL Tertiary Students in Writing. *English Language Teaching*, 10(5), 16-27.
- Starks, H. & Trinidad, S. B. (2007). Choose Your Method - A Comparison of Phenomenology, Discourse Analysis, and Grounded Theory. *Qualitative Health Research*, 17 (10), 1372-1380.

- Stoller, F. L., & Robinson, M. S. (2013). Chemistry journal articles: An interdisciplinary approach to move analysis with pedagogical aims. *English for Specific Purposes*, 32(1), 45-57.
- Sitko, N. J. (2013). *Designing a qualitative research project: Conceptual framework and research questions*. Indaba Agricultural Policy Research Institute.
- Shank, G. (2002). *Qualitative Research. A Personal Skills Approach*. New Jersey: Merrill Prentice Hall.
- Slavin R. E. (1996). Research on Cooperative Learning and Achievement: What We Know, What We Need to Know. *Contemporary Educational Psychology* 21, 43–69.
- Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice (2nd ed.)*. Boston: Allyn & Bacon.
- Slavin, R. E. (1977). Classroom reward structure: An analytic and practical review. *Review of Educational Research*, 47, 633–650.
- Slavin, R. E. (1990). IBM's Writing to Read: Is it right for reading? *Phi Delta Kappan*, 72, 214-216.
- Slavin, R. E., Hurley, E. A., & Chamberlain, A. M. (2003). *Cooperative learning and achievement*. In W. M. Reynolds & G. J. Miller (Eds.), *Handbook of psychology*, vol 7: educational psychology, pp. 177-198. Hoboken, NJ: Wiley.
- Sönmez, Y., & Erkam Sulak, S. (2018). The effect of the thinking-aloud strategy on the reading comprehension skills of 4th grade primary school students. *Universal Journal of Educational Research*, 6(1), 168–172. doi: 10.13189/ujer.2018.060116
- Spörer, N., Brunstein, J. C., & Kieschke, U. (2009). Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching. *Learning and Instruction*, 19(3), 272-286. <http://dx.doi.org/10.1016/j.learninstruc.2008.05.003>
- St John, W. & Johnson, P. (2000). The pros and cons of data analysis software for qualitative research. *Journal of Nursing Scholarship*, 32, 393–397. doi: 10.5539/etl.v10n5p16
- Stevens, R. J., Madden, N. A., Slavin, R. E., & Farnish, A. M. (1987). Cooperative integrated reading and composition: Two field experiments. *Reading Research Quarterly*, 22, 433–454.
- Strenglass, M. (1986). *Writing Based on Reading*. In B. T. Peterson (Ed.), *Convergences: Transactions in Reading and Writing* (151-162). Urbana, IL: NCTE.
- Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. *The Reading Teacher*, 64(8), 620–625.

- Stubbs, M. (1980). *Language and Literacy: The Sociolinguistics of Reading and Writing*. London: Routledge and Kegan Paul.
- Stubbs, M. (1996). *Text and corpus analysis: Computer-assisted studies of language and culture* (p. 158). Oxford: Blackwell.
- Swales, J. M. (2004). *Research genres: Explorations and applications*. Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/CBO9781139524827>
- Swales, J. M. (1984). *Research into the structure of introductions to journal articles and its application to the teaching of academic writing*. In R. Williams, J. Swales, & J. Kirkman (Eds.), *Common ground: Shared interests in ESP and Communication Studies* (pp. 77-86). Oxford, UK: Pergamon.
- Swales, J. (1981). *Aspects of article introductions*. Birminham: Language Studies Unit, University of Aston.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. (2002). *Integrated and fragmented worlds: EAP materials and corpus linguistics*. London: Longman, Pearson Education.
- Swales, J. (1991). Discourse analysis in professional contexts. In Grabe, W. et al. (eds.) *Annual review of applied linguistics, 11*, 103-14.
- Swales, J.M. (1974). *Notes on the Function of Attributive en-participles in Scientific Discourse*. Papers for Special University Purposes No.1 ELSU, University of Khartoum.
- Tabatabaei, O., & Assefi, F. (2012). The effect of portfolio assessment technique on writing performance of EFL learners. *English Language Teaching, 5*(5), 138.
- Tagliamonte, S.A. (2012). *Variationist sociolinguistics: Change, observation, and interpretation*. London: A John Wiley & Sons, Ltd., Publication.
- Takala, M. (2006). The effects of reciprocal teaching on reading comprehension in mainstream and special (SLI) education. *Scandinavian Journal of Educational Research, 50*(5), 559– 576. doi:10.1080/00313830600953824
- Tan, D. (1998). *On improving College English Students' reading Proficiency at Fujian Normal University*. (Published dissertation, University of Southern California).
- Tangpermpoon, T. (2008). Integrated Approaches to Improve Students Writing Skills for English Major Students. *ABAC Journal, 28*(2). <http://www.journal.au.edu/abac>
- Tavakoli, H. (2012). *A dictionary of research methodology and statistics in applied linguistics*. Tehran: Rahnama Press.

- Taylor, J., (2012). "Students' and Teachers' Perceptions of Physical Education". Theses Bachelor Honours. Paper 10. http://research.avondale.edu.au/theses_bachelor_honours/10
- Taylor, S.J., Bogdan, R., DeVault, M.L. (2016). *Introduction to qualitative research methods: A guidebook and resource, 4th edition*. U.S.A: John Wiley & Sons, Inc.
- Thang, S. M., Ting, S. L., & Mohd Jaafar, N. (2011). "Attitudes and motivation of Malaysian secondary students towards learning English as a second language: a case study". *The Southeast Asian Journal of English Language Studies*, 17 (1), 40-54.
- Thirusanku, J., & Md Yunus, M. (2014). Status of English in Malaysia. *Asian Social Science*, 10(14), 254-260. <https://doi.org/10.5539/ass.v10n14p254>
- Thirusanku, J., & Yunus, M. M. (2012). Malaysian English the key to Malaysia. *Proceedings of the National Research & Innovation Conference on Social Sciences for Graduate Students*, 529-550.
- Thirusanku, J., & Melor, M. Y. (2012). The many faces of Malaysian English. International Scholarly Research Network. doi: 10.5402/2012/138982
- Thompson, I. (2013) The Mediation of Learning in the Zone of Proximal Development. *Research in the Teaching of English*, 47 (3), 247-276.
- Thompson, G. (2014). *Introducing functional grammar, 3rd edition*. New York: Routledge Publishing.
- Thornbury, S. (1999). *How to Teach Grammar*. Harlow: Longman
- Tickoo, M. (1994). When is a language worth teaching? Native languages and English in India. In R. Khoo, U. Kreher and R. Wong (Ed.), *Towards global multilingualism: European models and Asian realities*. Clevedon, Avon, Eng.; Philadelphia, Pa, 29-43. Multilingual Matters.
- Tonon, G. (2015). Integration of qualitative and quantitative methods in quality of life studies. In G. Tonon, (ed.), *Qualitative Studies in Quality of Life: Methodology and Practice*, (53-61). London: Springer Publishing.
- Tracy, A. (2009). *Analysis of ESL Teacher Endorsement Effects on English Language Learners' Student Achievement and English Language Acquisition*. University of Kentucky Doctoral Dissertations.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. U.S.A: Blackwell Publishing.
- Treece, E. W., & Treece, J. W. (1982). *Elements of research in nursing* (3rd ed.). St. Louis, MO: Mosby.

- Upton, T. A. & Connor, U. (2001). Using computerized corpus analysis to investigate the text linguistic discourse moves of a genre. *English for Specific Purposes*, 20(4), 313-329.
- Upton, T. A. & Cohen, M. A. (2009). An approach to corpus-based discourse analysis: The move analysis as example. *Discourse Studies*, 11(5), 585–605.
- Ur, P. (2016). *Grammar practice*. In E. Hinkel (Ed.), *Teaching English grammar to speakers of other languages* (pp. 109-127). New York: Routledge.
- Vaismoradi M., Bondas T., & Turunen H. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Journal of Nursing & Health Sciences*, 15, 398-405.
- Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Harvard university press.
- Vygotsky, L. (1978). Interaction between learning and development. *Readings on the development of children*, 23(3), 34-41.
- Wang, C. (2013). A Study of Genre Approach in EFL Writing. *Theory and Practice in Language Studies*, 3(11), 2128-2135.
- Yoon, A. & Hirvela, A. (2004). ESL student attitudes toward corpus use in L2 writing. *Journal of Second Language Writing*, 13, 257–283.
- Yoon, H. (2008). More Than a Linguistic Reference: The Influence of Corpus Technology on L2 Academic Writing. *Language Learning & Technology*, 12(2), 31-48.
- Yoon, H. & Jo, W. (2014). Direct and Indirect Access to Corpora: An Exploratory Case Study Comparing Students' Error Correction and Learning Strategy Use in L2 Writing. *Language Learning & Technology*, 18(1), 96–117.
- Wallis, S., & Nelson, G. (2001). Knowledge discovery in grammatically analysed corpora. *Data Mining and Knowledge Discovery*, (5) 4, 305–335.
- Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics (7th ed.)*. USA: Wiley-Blackwell.
- Watanabe, Y. (2006). A needs analysis for Japanese high school EFL general education curriculum. *Second Language Studies*, 25(1), 83-163.
- Watson, S. (2005). The importance of the pedagogy process. *Nebula*, 2(2), 141–152.
- Weddel, K. S., & Duzer, C. V. (1997). *Needs assessment for adult ESL learners*. ERIC Digest. Washington, DC: National Clearinghouse for ESL Literacy Education. (ED No. 407 882).

- Welsh, E. (2002). Dealing with Data: Using NVivo in the Qualitative Data Analysis Process. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 3(2).
- Wen, Q. F., Wang, L. F. & Liang, M.C. (2009). *Spoken and Written English Corpus of Chinese Learners (SWECCCL)*. Beijing: Foreign Language Teaching and Research Press.
- West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27(1), 1–19.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centered approach*. Cambridge, England: Cambridge University Press. Doi: <https://doi.org/10.1017/CBO9780511733031>
- Widdowson, H., G. (1978). *Teaching Language as Communication*. ERIC Digest. Washington, DC: National Clearinghouse for ESL Literacy Education.
- Williams, J. (2010). "Taking on the Role of Questioner: Revisiting Reciprocal Teaching". *The Reading Teacher*, 64 (4), 278–281. Doi: 10.1598/RT.64.4.6.
- Willig C. (2013). *Introducing qualitative research in psychology, 3rd edition*. New York: Open University Press.
- Wong, L.-H., Chen, W., Chai, C.-S., Chin, C.-K., & Gao, P. (2011). A blended collaborative writing approach for Chinese L2 primary school students. *Australasian Journal of Educational Technology*, 27(7), 1208-1226. <http://www.ascilite.org.au/ajet/ajet27/wong-lh.html>
- Woodrow, L. (2014). *Writing about quantitative research in applied linguistics*. U.S.A: Palgrave MacMillan Publishing.
- Yang, W. (2012). A Study of Students' Perceptions and Attitudes towards Genre-based ESP Writing Instruction. *Asian ESP Journal*. 8(3), 50-73.
- Yang, Y. F. (2010). Developing a reciprocal teaching/learning system for college remedial reading instruction. *Computers & Education*, 55, 1193-1201.
- Yuen Fook, C., Sidhu, G. K., Kamar, N., & Abdul Aziz, N. (2011). Pre-Service Teachers' Training in Information Communication and Technology for the ESL Classrooms in Malaysia. *Turkish Online Journal of Distance Education*, 11(3), 97-108.
- Zamel, V. (1987). Recent Research on Writing Pedagogy. *TESOL QUARTERLY*, 21(4), 697-715.
- Zamel, V. (1982). The Process of Discovering Meaning by Vivian. *TESOL Quarterly*, 16(2), 195-209.
- Zikmund, William G., Barry J. Babin, Jon C. Carr & Mitch Griffin (2013). *Business Research Method*. South-Western Centrage Learning, Mason, Ohio, U.S.

Zou, B., & Peng, W. (2013). A corpus-based study of the use of vocabulary in academic writing. *Glasgow*, 10-13.



APPENDICES

Appendix A

Taylor's Students' and Teachers' Perceptions of Physical Education

1. Give five words that you think describe P.E.
2. How does P.E. make you feel?
3. Do you think P.E. is currently helping students stay healthy? How could it be adapted to achieve this goal?
4. Do you think that being involved is an important part of P.E.?
5. Is moving an important part of P.E.? Why/why not?
6. Explain your thoughts about the timing of P.E.? Timing includes:
 - a. Timetable
 - b. Times per week
 - c. Time during the day
 - d. Amount of time spend during each session
7. Do you see P.E. as a social subject?
8. What are the positive and negative „things“ regarding the social aspect of P.E.?
9. If you could, what changes would you make to the way P.E. is taught?
10. Do you think the way you exercise now affects your life as an adult?
11. What is the biggest benefit of P.E.?
12. Do you think that P.E. gives you a brain break?

13. Does P.E. have an effect on your self-esteem?
14. What do you think is the difference between P.E., fitness and sport?
15. What are your thoughts on technology and how it affects concentration levels?
16. What subjects do you think should be taught at school?
17. Do you think that doing P.E. helps you improve in other academic subjects?
18. Explain what you think the term „Brain Energy“ means?
19. How does P.E. affect your energy levels?
20. Do you think that P.E. should be combined with other subjects? (Integration)
21. Does P.E. increase or decrease your sense of belonging?
 - a. If so, to what?



UUM
Universiti Utara Malaysia

Appendix B

PILOT INTERVIEW QUESTIONS WITH PARTICIPANTS

1. What do you think of writing?
2. Which part of writing do you find the most complicated? Why?
3. Do you think grammar plays a significant role in better writing? If yes, why?
4. How does grammar make you feel?
5. Do you think reading strategies can help you improve your writing especially grammar?
If yes, how?
6. Does your teacher use reading strategies in writing classes? If yes, how often?
7. Have you ever heard of Reciprocal Teaching Strategies?
8. Do you think RTS can be beneficial for you to improve your writing skill? If yes, why?
If no, why?
9. Did you enjoy the method of RTS?
10. What did you like the most about RTS?
11. Which strategy or strategies did help you improve your writing/grammar the most?
How?

APPENDIX C

INTERVIEW QUESTIONS WITH THE PARTICIPANTS BEFORE THE INTERVENTION

1. What do you think of writing?
2. Which part of writing do you find the most complicated? Why?
3. Do you think grammar plays a significant role in better writing? If yes, why?
4. How does your teacher usually teach grammar?
5. Do you think reading strategies can help you improve your writing/grammar? If yes, how?
6. Does your teacher use reading strategies in writing classes? If yes, how often?
7. Have you ever heard of Reciprocal Teaching Strategies?
8. Do you think RTS (Reciprocal Teaching Strategies) can be beneficial for you to improve your writing skill? If yes, how? If no, why?

Appendix D

INTERVIEW QUESTIONS WITH PARTICIPANTS AFTER THE INTERVENTION

1. What do you think of grammar?
2. Do you think RTS can be beneficial for you to improve your grammar skill? If yes, how?



Appendix E

CONSENT TO BE A RESEARCH SUBJECT

Introduction

This research study is being conducted by Hadis Habibi to determine how reciprocal teaching strategies influence ESL students' grammar enhancement.

Procedures

The participants of this study and their English teacher will be asked to complete two semi-structured interviews. Questions will include details about their social learning, demographics and their own personal views and feelings about the effectiveness of reciprocal teaching on participants' grammar development.

Risks/Discomforts

There are minimal risks for participation in this study. However, you may feel emotional discomfort when answering questions about personal beliefs.

Benefits

You will be introduced to a new and interesting way of grammar improvement. This method also benefits you to get hired quickly in the future. It is hoped that your participation will help the researcher learn more about how social influences affect attitudes toward pedagogical issues.

Confidentiality

All information provided for this study will remain confidential and will only be reported as group data with no identifying information. All data including interviews will be kept in a secure location and only those directly involved with the research will have access to them. After the research is completed, the interviews will be destroyed.

Compensation

Participants will receive 5 extra credit points in English programme for participating in interviews. For those who do not wish to participate in the research, 5 extra credit points can be earned by reading an article and providing a summary of that article.

Participation

Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without jeopardy to your class status, grade or standing with the school.

Questions about the Research

If you have questions regarding this study, you may contact Hadis Habibi at +601112396913, habibi_hadis@yahoo.com

I have read, understood, and received a copy of the above consent and desire of my own free will and volition to participate in this study.

Signature:



UUM
Universiti Utara Malaysia

Date:

Appendix F

Hsu's Questionnaire

SECTION I-- PERSONAL ACADEMIC BACKGROUND: (Please answer your questions based on your learning experience in your *schooling before graduate*)

17. Personal information

- a. Please provide the names of the institutions of your teaching setting currently or formerly (L1 or L2 or both) and how many years you have involved in that setting.
- b. Your position(s)
- c. Courses title(s) taught

18. In your own opinion, does reading come before writing or writing come after reading in your L1 experience? (Recall the very beginning when you first sensed these 2 skills.)

19. How is the same process taking place while you are learning an L2?

20. In L1 (and L2) learning, what did you normally do if encountering difficulty in reading a text?

21. In L1 (and L2) learning, how was the same problem handled when writing a text?

22. In your L1 schooling (k-12, college), were writing and reading taught separately or altogether?

23. How was L2 writing and reading dealt in your academic training? Were they treated separately as that of your L1 learning?

SECTION II—TEACHER PREPARATION: (Please answer your questions based on your learning experience in your *Teacher*)

8. Were (Are) you required to take any courses, such as “Teaching reading,” “Teaching writing,” or “Teaching literacy,” related to the teaching of these two skills (R & W)? (Please list course title, and all related courses you took or are taking dealing with these 2 skills in you Master program or Ph.D. program.)

9. As an L1 or L2 teacher, what position will you take while teaching reading and writing:

1. Reading and writing should be taught separately in two separate courses.
2. Reading and writing should be taught together within one course.
3. Reading, writing, and reading & writing, should be all dealt in 3 different courses.
4. Others. (Please state your choice and explain why you think so.)

10. As an L1 or L2 teacher, based on the position you just chose, what are the advantages and disadvantages of your position?

11. In your L1 or/and L2, what makes you a better reader? 12. In your L1 or/and L2, what makes you a better writer?

Appendix G

Data Collection Consent Letter



AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel.: 604-928 5266/5269/5298
Faks (Fax): 604-928 5297
Laman Web (Web): <http://ahgs.uum.edu.my>
Email : ahgservices@uum.edu.my

UUM/CAS/AHSGS/95233
August 7, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/ THESIS

This is to certify that **Hadis Habibi (matric number: 95233)** is a full time graduate student in Doctor of Philosophy (Applied Linguistics) 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.

"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"
"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully


AHMAD MUJAHIED BIN ABD. GHANI
Senior Principal Assistant Registrar
p.p. Deah
Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix H

Form of Consent

This form is intended to seek your permission to participate in an interview. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I agree to participate in an interview session that will be conducted by Hadis Habibi. I am well informed about the purpose of the interview. I am fully aware that the interview session is taped recorded and confidential.

Name:

Signature:

Date:



UUM
Universiti Utara Malaysia

Appendix I

Form of Validation

This form is intended to verify interview transcriptions. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I have proofread the interview transcription given to me. I have agreed and approved the interview transcription.

Name:

Signature:

Date:

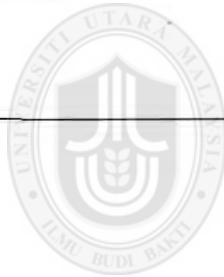


UUM
Universiti Utara Malaysia

Appendix J

Interview Questions with the English Teacher

1. What do your students think about writing/grammar?
2. How do you usually teach writing/grammar?
3. Do you usually use reading strategies in your writing classes? If yes, how often?
4. Are you familiar with RTS of reading? Can RTS improve students' grammar/writing skill?



UUM
Universiti Utara Malaysia