



Sudan University of Sciences and Technology

College of Graduate Studies

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Using Classroom Interaction to Enhance Academic Writing

**(A Case Study of Second Year Students at Sudan
University of Science and Technology – Collage of
Language)**

إستخدام التفاعل الصفّي لتعزيز الكتابة الأكاديمية

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Quranic Verse

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

قال تعالى:

(نَرْفَعُ دَرَجَاتٍ مَّن نَّشَاءُ ۗ وَفَوْقَ كُلِّ ذِي عِلْمٍ عَلِيمٌ)

صدق الله العظيم

سورة يوسف: الآية 76

Dedication

To my beloved parents, daughter, brothers, sisters, and to all my family members and friends as well.

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All praise and great thanks are due to Allah the Almighty who bestowed me with patience, perseverance and the means to make this study. First of all, my sincere gratitude and appreciation are due to Prof. Mahmoud Ali Ahmed Supervisor for his invaluable guidance great support and encouragement throughout the stages of this study.

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Abstract

This study aims at investigating the use of classroom interaction to develop academic writing. The researcher has adopted a descriptive analytical method. Two instruments have been used for collecting data relevant to the study. Namely questionnaire to teachers of English at some Sudanese universities and on observation to the second year students of English at Sudan University of Science and Technology, College of Languages. The study sample of questionnaire comprises (50) teachers whereas the observation comprises (10) students. The researcher applied SPSS program to analyze and verify the results. The results have shown that students' interaction can positively enhance writing topic sentences. Moreover, student interaction can potentially help in identifying and supporting sentences. Students' interaction in enhancing academic writing helps promote students' performance in class activities. The study has recommended that teachers should raise students' awareness about the importance of academic writing. Moreover, awareness about the importance of academic writing. Moreover, classrooms should be conducive so as to assist students in practicing academic writing. In addition, peer interaction in the classroom should be adopted among themselves to build confidence. Furthermore, classroom interaction should be adjusted among students to lead to better understanding. Some suggestions are also proposed for further studies.

Abstract

(Arabic version)

تهدف هذه الدراسة الي تقصي استخدام التفاعل الصفي لتطوير الكتابة الأكاديمية . و قد أتبع الباحث المنهج التحليل الوصفي ، وتم استخدام اثنين من الادوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة في أستبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية و أيضاً ملاحظة لطلاب السنة الثانية بكلية اللغات جامعة السودان للعلوم و التكنولوجيا . قد تم أختيار عينة بحجم (50) بالنسبة لأداء الدراسة الأولى و عينة بحجم (10) طالب للملاحظة و طبق الباحث برامج الحزم الأحصائية للعلوم الأجتماعية لتحليل و تأكيد النتائج ، و أتضح جلياً من خلال نتائج الدراسة أن تفاعل الطلاب يساعد في تميز الجملة الداعمة كما أن تفاعل الطلاب في تعزيز الكتابة يساعد في ترقية أداءهم في الأنشطة الصفية . و قدمت الدراسة عدد من التوصيات أهمها على قاعة الدراسة تكون ملائمة لكي تساعد الطلاب في تدريبهم للكتابة الأكاديمية . و أيضاً تفاعل الأنداد في أوساطهم أعطائهم ثقة النفس . علاوة على ذلك فإن التفاعل الصفي يجب أن يحفز وسط الطلاب مما يؤدي الي فهم أفضل ، و أيضاً قدمت بعض المقترحات للدراسة المستقبلية .

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Definition of the Study Terms

1- Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

2- Frequency of Writing is done regularly, but the frequency depends on the number of learners involved, the length of the class, the teacher's schedule, and the needs of the teacher and learners.

3- Length of Writing: some teachers initially set a minimum (e.g., three sentences) that learners must write, and after the process is in place, leave the amount of writing up to the learner. Learners should understand that long, polished pieces are not required.

4- Writing Instructions: Learners can be told that they will be participating in a continuing, private, written conversation with the teacher (or with another learner or group of learners, depending on the desired set up), who will write back regularly.

5- Writing Topics: Topics for dialogue journal writing may be left up to learners and evolve freely or may be shaped by curriculum topics and goals.

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. Each goal structure has its place (Johnson & Johnson, 1989, 1999). In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher decides which goal structure to implement within each lesson. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation.

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. The formal of cooperative learning two types formal and informal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson, Johnson, & Holubec, 2008). In formal cooperative learning groups the teachers' role includes.

By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. Explaining the instructional task and cooperative structure, monitoring

students' learning and intervening to provide assistance in completing the task successfully.

Assessing students' learning and helping students process how well their groups functioned.

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008).

Think-pair-share strategies is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

Benefits:

The Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

Create and use the strategy the teacher decides upon the text to be read and develops the set of questions or prompts that target key

Create and use the strategy:

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for

discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

1. **T** : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.
2. **P** : (Pair) Each student should be paired with another student or a small group.
3. **S** : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Variation:

Teachers can modify this strategy and include various writing components within the Think-Pair-Share strategy. This provides teachers with the opportunity to see whether there are problems in comprehension. Teachers can create a Read-Write-Pair-Share strategy in which students:

1. **R**: Read the assigned material;
2. **W**: Write down their thoughts about the topic prior to the discussions;
3. **P**: Pair up with a partner
4. **S**: Share their ideas with a partner and/or the whole class.

Using the Think –Pair – Share Technique:

In this strategy guide, you will learn how to organize students and classroom topics to encourage a high degree of classroom participation and assist students in developing a conceptual understanding of a topic through the use of the Think-Pair-Share technique.

Think –Pair-Share strategy designed to provide students will “food for thought” on a given topic, enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom

participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

Think – Pair –Share encourages a high degree of pupil response and can help keep students on task. Purpose of Think –Pair –Share providing “Think Time”.

- Increase quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- When students talk over new ideas, they are forced to make sense of these new ideas in terms of their prior knowledge.
- Their misunderstanding about the topic are often revealed (and resolved) during this discussion stage.
- Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
- Think-Pair-Share is easy to use on the spur of the moment.
- Easy to use in large classes.

Teacher resources Think – Pair – Share watch video clips of this method used in elementary and secondary classes. Think-Pair- Share in Math, Strategies for writing to learn - Think, Pair- Share and Think- Pair- Share in Comprehension.

1.1 Statement of the Study Problem

Cooperative learning and Think-Pair - Share techniques are two widely used tools across the globe. However, in Sudan they seem to be lacking or not intensively applied. Their fact is attributed to the nature of Sudanese students who are shy and inhibited. They prefer to work in their own.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

1. It is an attempt to investigate the effect of applying intensive academic writing on improving student's performance.
2. It is an attempt to find out the use of intensive academic writing enhances the students' performance in classroom setting.
3. It is an attempt to verify whether student's comprehension can be enhanced through the use of intensive academic writing.

1.3 Questions of the Study

This study sets out to answer the following questions:

- 1- To what extent can the application of intensive academic writing improve the students' performance?
- 2- To what extent can the use of intensive academic writing enhance the students' performance in classroom setting?
- 3- To what extent can the use of intensive academic writing enhance students' comprehension?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1. The application of intensive academic writing can effectively improve students' performance.
2. The use of intensive academic writing can positively enhance students' performance in classroom setting.
3. The use of intensive academic writing can significantly enhance students' comprehension.

1.5 Significance of the Study

The significance of this study stems from its attempt to bring up new insight into issue pertaining to use classroom interaction to enhance academic writing. This study covered the area of writing. It will help Students develop their occupational experience. It will help teachers to diagnose the points of weakness.

So, it is hoped that the results arrive at the future will help the curriculum designers to take the right decisions with regards to promoting the students in using academic writing, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

1.6 Limits of the Study

This study was limited to explore the use of classroom interaction to enhance academic writing. It hoped that will tentatively cover the academic year from (2016-2018). It was conducted at Sudan University of Science and Technology, College of Languages, and study sample was exclusively drawn from second year students at Sudan University of Science and Technology, College of Languages.

1.7 Methodology of the Study

The researcher has adopted the descriptive analytical methods. Questionnaire and observation are used as primary tools for data collection. A questionnaire was distributed to teachers of English in checking their point of view in terms of this issue. Observation was conducted to undergraduate students to diagnose the area of difficulties that encounter students who have experienced in this field.

1.8 Summary

This introductory chapter was concerned with presentation of statement of the study problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

CHAPTER TWO
LITERATURE REVIEW AND PRVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PRVIOUS STUDIES

2.0 Overview

This introductory paragraph shows the relevant literature review on using classroom interaction to enhance academic writing .This chapter is called chapter two which is divided into two parts; the first part is called theoretical framework and the second part is called previous studies.

2.1 Part One: Theoretical Framework

The English language has been taught as second language in all the Governmental schools so that it is very challenging to teach English in these schools. Moreover, in accordance with the globalization trend, English language has been instilled as a compulsory subject in curriculum for all the Governmental schools. English language learning in schools has always been linked with grammar, literature, exercises and drill activities that position teaching and learning a language as an educational activity that is related to the students' personal development in everyday lives. Now, interaction has totally influenced pedagogy as the new ways of teaching. With the growth of cooperative learning has spread so rapidly and become the new phenomenon among the students. Thus, interaction is primarily concerned with people who already know each other, and use the cooperative learning as one way of keeping their existing social connections alive, rather than for making new ones. The most popular cooperative learning is often associated with the broader context of learning process, cooperative learning ,which came to widespread

prominence towards the end of century . However, the growing popularity of cooperative learning as educational tool can be explained by research in this area. Some researchers have claimed that students' writing skills improve when they interacted together.

Nadzrah (2007) also found that interacted together let students compose writing blogs with specific purposes that can encourage them to enhance their writing in the language constructively .Moreover, it is assumed that interacted together can encourage the undergraduates to write more consecutively in the future.

Therefore, this study investigates the benefits of using interaction in EFL classrooms. It also reviews the advantages and benefits of using interaction in promoting students' writing skills in EFL classrooms. In order to facilitate the investigation regarding the effectiveness of students interacted together in promoting writing skills in EFL classrooms.

Developing a good command of written English is one of the abilities desired from university students in many parts of the world. However, in places where English is used as a foreign language students are often reported to be challenged by academic writing. To help them overcome this challenge, writing researchers and practitioners have suggested a number of instruction methods, among others, process writing Process writing is premised on the notion that a writing task follows a systematic and logical sequence which moves into a number of intertwining and iterative stages (Shulman, 2005). Applied to student writers, reflective practices consist of helping students to better understand the work of writing by examining their own beliefs and perceptions of writing so that they become aware of the multiple writing discourses required in various academic disciplines. This self-awareness and self-perception are thought

to lead students to think carefully and critically about the choices they make while performing academic writing tasks.

From there, students can develop into confident and competent writers (Fernsten&Reda, 2011). As for small group writing, it is often adopted as a method capable of helping students to engage actively in the learning process, to develop teamwork and interpersonal skills, to be exposed to different perspectives and to develop as lifelong learners (Barkley, Cross, & Major, 2005).

Of the three writing instruction methods, this study focuses on process writing while at the same time showing how it can effectively work in combination with the other two methods. In fact, process writing emphasizes the role of the individual student writer and their peers in making a successful final text. In addition to this peer collaboration, there is an element of reflection which enables student writers to look back and take stock of what they have achieved, the lessons learnt and the challenges still lying ahead. Thus, process writing subsumes reflective practice which can be accomplished either individually or collaboratively. In this study, the emphasis is on collaborative reflection. Process writing also stands out by its recursive nature: Most successful writers continually pass through the planning, drafting, revising and editing stages of their writing. This continual moving back to earlier stages is likely to lead to new ideas; critical reflection and deeper thinking which can eventually help improve the quality of the final text. The extent to which collaborative process writing can help address some of students' academic writing challenges is explored.

2.2 Role of Writing Academy

The academic writing is largely considered as a multifunctional tool in higher education teaching and learning situations. According to current research, it is mainly through writing that one's success at university is measured. Writing is used by the instructors to find out what students have understood and learned about a particular academic subject. Thus, it is a tool used to judge the quality of students' thinking and learning.

Given the critical role played by writing in the learning process, some researchers suggest that it should be taught across all academic disciplines (Nightingale, 2000; National Writing Project & Nagin, 2006). In essence, the recognition and integration of writing in all academic programs rests on the belief that "effective writing skills are important in all stages of life from early education to future employment. Besides, writing well is "of critical importance for success in a wide variety of situations and professions" (McNamara, Crossley, & McCarthy, 2010, p.58).

Traditionally, writing has been conducted and viewed as a solitary activity (Creme & Lea, 2008) focusing primarily on the final product and emphasizing sentence-level correctness. Nowadays, an effective and relevant writing instruction is the one which enables students to see writing as "a complex process composed of many different kinds of activities that eventually result in that product" (Nightingale, 2000, p.135). The same position on writing was articulated by Murray and Moore (2006:5) argues that effective academic writing is "a continuous process involving reflection, improvement, development, progress and fulfillment of various types and in varying measures" .

The recurrent feature in the modern perspective on writing is that it should primarily be seen as a set of processes which entail different stages of activities. These stages bear different names depending on the researchers but the most common ones are pre-writing, planning, drafting, reviewing, revising and editing. Although those writing stages apparently stand in a logical sequence, in the actual writing processes, writers do not move through them linearly but rather in a recursive manner (Myhill & Jones, 2007). This implies that at each point of the processes the writer may repeatedly return to earlier stages.

While moving through various stages of writing, writers have to read, consult written sources or just rely on their prior knowledge and experience. This prior knowledge and experience very often link with the socio-cultural context they grew up in which translates into a set of beliefs, values, norms and behaviors. All these elements confer the social nature of writing, which brings in the importance of collaborating with others while writing (Ivanič, 2004; Tynjälä et al., 2001).

To justify the relevance of collaboration in writing, Creme and Lea (2008) contend that “there are many parts of the writing process where it is enormously useful to get ideas and feedback from others” (pp.3-4). In practice, such writing stages as brainstorming, planning and organizing, drafting, peer reviewing and revising could be highly effective and beneficial when carried out in small groups. In sum, the more students are willing to work together in small groups on process writing, the more successful writers they are likely to become.

2.2.1 Positioning Students in Academic Writing Discourses

Researchers in academic writing pedagogy have identified three types of discourses into which students are positioned, namely the study skills

discourse, the academic socialization discourse and the academic literacies discourse. In the study skills discourse, also called remedial discourse, students are viewed as lacking the study skills necessary for success in academic and professional life. At university, these study skills can be taught independently, irrespective of their disciplines and later transferred to different contexts in which students need to write. As a result, students need to be taught generic or technical aspects of writing. The limitations of this approach are that it emphasizes the surface features of writing, such as grammar, spelling and punctuation and ignores the close relationship between writing and knowledge construction in various academic disciplines as well as the relationship between writing and student diversity (Ballard & Clanchy, 1988; Lea *Journal of Instructional Pedagogies & Street*, 1998; Lea & Street, 1999; Preece, 2010; Starfield, 2007).

In the academic socialization or anthropological discourse, students are exposed to the characteristics, textual norms and conventions and written genres of specific academic disciplines. In other words, students are portrayed as undergoing a process of acculturation into a homogeneous discourse community or new culture and writing is seen as a transparent medium for the representation of given disciplinary forms . Just like the study skills discourse, the limitation with the academic socialization discourse is that it may fail to recognize the language repertoires and perspectives that students bring with them into the academic community which could be used as a resource for learning (Lea & Street, 1998; Preece, 2010). .

In the academic literacies discourse, academic literacies are viewed as heterogeneous, diverse, contested social practices, shaped by interests and power relations, and are open to change (Starfield, 2007). In this

discourse, student writers and their instructors are viewed as adopting different identities and positions as they negotiate these contested practices, which construct meaning in a discipline rather than simply represent it. One of the merits of academic literacies discourse is that it recognizes the language repertoires and literacy practices that students bring with them into higher education and the need to assist them to develop their awareness of what is appropriate to a given setting (Preece, 2010). In terms of academic writing, what these diverse literacy practices imply is that successful meaning making possibly results from students' negotiated and collaborative efforts.

2.3 Group Work in Second Language Learning

Group work in second language classrooms involves frequent learner-learner interaction, providing the learners opportunities to learn from one another. Group work is consistent with the sociocultural approach, which views learning as a social process occurring through interaction among learners in situated contexts (Ortega, 2009). To complete a variety of tasks, learners must work collaboratively, and this highly cognitive process allows them to learn from one another.

Vygotsky's theory posits that learning can happen through interaction between two people, one being the expert and the other being the novice. Learners involved in group work can change the role of expert and novice as they all have different strengths and weaknesses. In this light, Vygotskian sociocultural theory of mind serves as the theoretical foundation for the group work I focus on in this study: collaborative writing and peer response (Lantolf & Appel, 1994).

2.4 Collaborative Writing

Although writing involves less interaction among second language learners than does speaking and listening, some researchers have studied the potential benefits of writing in pairs or groups, also known as collaborative writing, which involves learner-learner interaction. These research studies mainly paid attention to students' perspectives on collaborative writing and/or the effectiveness of writing in pairs or groups. The attitudes were positive in general, and grammatical accuracy was most frequently measured, although some studies also delved into content, structure, and other parts of writing, to examine the effectiveness of collaborative writing (Elola&Oskoz, 2010).

2.4.1 Student Perspectives on Collaborative Writing

A few studies in English as a Second Language (ESL) and Foreign Language (EFL) contexts show how students perceive collaborative writing. Storch's (2005) study, investigating how 23 intermediate ESL students viewed collaborative writing, showed that although the students' attitudes were mostly positive, a few students expressed concerns about writing in pairs. While the majority believed that collaborative writing offered those opportunities to share ideas, learn from each other, improve accuracy, and learn new vocabulary, some also revealed reservations about their low linguistic competency, which resulted in lack of confidence to provide feedback. In addition, not wanting to upset their peers' feelings, students reported that they were reluctant to provide feedback. In an EFL context, Shehadeh's (2011) findings supported the findings of Storch's (2005) study, with 16 out of 18 students expressing positive perspectives towards collaborative writing.

However, studies investigating student attitudes towards collaborative writing were not limited to ESL/EFL contexts. A recent study conducted by Fernandez Dobao and Blum (2013) looked into the attitudes and perceptions of collaborative writing of American students enrolled in Spanish as a foreign language class (SFL). The overall attitudes towards collaborative writing coincided with previous studies as most of the students perceived working both in pairs and groups positively. The only concern about pair work was the risk of having a partner who does not actively participate, whereas the reservation about group work was the possibility of some students contributing less. Unlike previous studies, this study also surveyed students' perceived effects of writing in pairs and groups. The results of the survey did not correspond to the students' attitudes towards group work, since only one third of them believed they benefited regarding content and organization and only about half of them reported that collaborative writing helped with the use of vocabulary and grammatical accuracy.

However, one wiki-based study with eight advanced Spanish learners from a mid-sized university in the US had a contrasting finding from the previous studies (Elola&Oskoz, 2010). The students preferred individual writing due to the freedom they were given to employ their personal styles, although they acknowledged that writing together could improve the accuracy, organization, and structure of their essays. This study is noteworthy because all the other studies reported that collaborative writing was positively perceived by most of the students. Students' different learning styles have to be acknowledged and the drawbacks have to be carefully considered when planning to implement collaborative writing into a language class. The other main focus of these

studies on collaborative writing is how effective writing in pairs or groups can be.

2.4.2 Effectiveness of Collaborative Writing

Along with the students' attitudes towards collaborative writing, some studies also measured the effectiveness of writing in pairs and/or groups, especially improvement of grammatical accuracy. Storch's (2005) findings suggest that pairs wrote shorter but more complex and accurate sentences compared to the individual writers. With a much larger sample size at a large research university in Australia, Wigglesworth and Storch (2009) investigated the differential effectiveness of pair writing and individual writing on fluency, complexity, and accuracy. Here, 48 pairs and 48 individual writers (144 in total), all of whom met the university's language requirement and the majority of whom were enrolled in postgraduate programs, completed one writing task. The results showed that although there was no significant effect on fluency and complexity, the pairs produced much more accurate texts than the individual writers. On the other hand, the findings of Shehadeh's (2011) study with EFL students reported that collaborative writing did not improve the linguistic accuracy, although there was some improvement in content, organization, and vocabulary.

However, the research participants were not limited to the learners of English. In a SFL context, Fernández Dobao (2011) studied 111 intermediate American students. Unlike most of the previous studies, which focused on pair vs. individual work, this study also included groups of four. Similar to other studies, collaborative writing produced shorter but more accurate texts.

Especially, the small groups produced grammatically much more accurate texts than not only the individual writers, but also the pairs. Language related episodes (Swain & Lapkin, 1998) were used throughout the interaction to improve the students' accuracy, although the texts they produced were shorter as they spent some time on discussing language. The conflicting findings in the research on collaborative writing suggest a need for more research into the approach, to which my study contributes. Along with collaborative writing, peer response is similar in its emphasis on students' having the competence to support each other's writing development.

2.5 Peer Response in L2 Writing

The effects of peer response, also known as "peer review," have been a topic of interest for numerous L2 writing teachers and researchers. Ferris and Hedgcock (2014:254) synthesized the research on peer response, listing different perspectives towards students engaging in peer review and its effects. They suggest that the theoretical underpinnings of peer response are threefold: it works well in "multi-draft composing process," it provides the learners with collaborative learning environment, which aligns with the social constructionist view, and it includes "the importance of interaction" in L2 development.

Lundstrom and Baker (2009) point out that Some of the practical benefits listed were the reviewers building revising skills for their own writing and writers having opportunities for more feedback from different perspectives. Lundstrom and Baker studied beginner and high intermediate students. Half of the students from each level were assigned to the receiver group, which only practiced revising sample student essays, and the other half were the givers, who practiced giving feedback. The results show that in the beginner group, the givers gained more than

the receivers, indicating that peer review develops the reviewers' own revising skills, from which they can benefit when writing their own essays. However, there was no significant difference among the intermediate students, suggesting that students' proficiency levels need to be considered when implementing peer feedback. Another advantage of peer feedback discussed by Ferris and Hedgcock was the additional feedback students can receive. The authors provided a list of suggestions to successfully implement peer response in L2 composition class, which may result in extra valuable feedback from different perspectives (e.g., peers). They argue though that without careful planning, peer response might not yield favorable results.

Peer response, however, is not without drawbacks. Some of the concerns addressed by Ferris and Hedgcock (2014:255) are that the feedback may not exceed the surface level, peers might provide incorrect feedback "either grammatically or rhetorically", and students might consider the teacher as the only reliable source. These concerns should be carefully considered and dealt with to make peer response more productive and effective, leading to improvement of students' writing skills. Because of the intense negotiation required in both collaborative writing and peer response activities, students' oral communication practices, particularly their language choices, are also a factor in researching group interaction.

2.5.1 Peer Feedback

First of all, peer feedback is suggested as pedagogy of providing more self-control to language learners (Mendonça and Johnson, 1994). The reason is that peer correction would provide more flexible and non-coercive decisions about whether the learners should adopt their peers' suggestions. In contrast, students would have less choice and usually have to follow the school's regulations and listen to their teachers' feedback.

The peer correction should be a more modern and democratic pedagogy concerning the self-determining and student-centered concepts, which make students, feel freer and more independent. In addition, replying to peer corrections and giving suggestions allow students to see similar problems and weaknesses in their own writing (Grabe & Kaplan, 1996). Based on the same topic, students would gain opportunities to read different formats of thinking and arguing. Also, they are able to self-evaluate through reading their peers' articles. Then, they can gain an idea of how much they should make progress in order to follow the whole class' learning pace. John Dewey (1859~1952) argues that the knowledge associated the real life is more valuable knowledge. Also, a democratic atmosphere in the classroom should be a more appropriate mode that respects students' willingness. Consequently, the researchers in this study argues that the language learners in Taiwanese universities should obtain their opportunity to learn writing in a humanized learning environment that takes factors of emotion, real world, and peers' interactive brainstorming into considerations.

From the 1970s, peer revision has been widely applied by writing teachers in first language . Also, this type of modernized pedagogy in early years was also applied in the second language classrooms. Based on the above studies, the peer feedback in first language and second language were both encouraged and applied four decades ago. Although these pedagogies had been discussed and executed for a long time, similar studies conducted for investigating and evaluating for their effectiveness were rarely found in Taiwan. Therefore, this study of peer revision in second language learning conducted at a University in Taiwan might be able to present as a significant model that would represent Taiwanese

students' characteristics and responses in learning through peer corrections (Bell, 1991; Hafernic, 1983; Hvitfeldt, 1986).

A lot of studies had been managed to investigate the effectiveness of peer feedback. Most of them revealed that peer readers can provide useful feedback (Caulk, 1994; Mendonça & Johnson, 1994; Rollinson, 1998). Also, the comments could be accepted either completely or partially (Rollinson, 1998). Hence, it was predicted by the researchers of this study, that the participants in this advanced writing course might also hold a positive attitude toward learning through peer's cooperation and interactions.

2.5.2 Corrective Feedback (CF)

Writing is not easy; writing in a second language (L2) is even more problematic as it demands a certain amount of the language background knowledge, how the language works in a composition, what are the necessary connectors to link the ideas, what are the appropriate words to direct the author's indications (Zacharias, 2007). Therefore, there have been lots of research done for years in relation to L2 writing aimed at minimizing the obstacles as well as promoting students' motivation in writing courses. One of such attempts is providing corrective feedback (CF) towards students' writings. However when and how or what different forms of CF are big concerns of not only teachers, who are directly involved in the classroom, but also language researchers. Besides, the effectiveness of CF is still a controversial issue for ages. Some of researchers repudiate the role of CF including Truscott, who was considered the typical author against the efficacy of CF in students' writing improvement in an article called "The case against

grammar correction in L2 writing classes” in 1996; while most of other research in the related literature support the application of CF in improving L2 writers’ accuracy. That is the reason why this case study has been conducted to contribute a voice to the existing literature and to examine the effectiveness of CF in learners’ writing development through an interview with an experienced writing teacher who usually applies CF in her teaching. This paper is going to look at some main points including (1) which main points of view are sitting in the related literature, (2) the participant’s background and her writing teaching experiences, (3) methodology and the reasons why certain types of questions were used in the interview, (4) findings and a critical analysis and comparison between the participant’s experience and ideas and previous research and (5) limitations, ethical consideration and what is withdrawn from the interview (Van Beuningen, De Jong, Kuiken, 2012) .

Yeh and Lo (2009) defined CF as the responses to the texts containing errors. The responses can be an indication where the errors are, what types of errors those belong to; a provision of correct form of the target language; metalinguistic information about the errors in both written or orally or any combination of these. CF, through the literature, can be categorized into three main types involving direct and indirect and combination of each of these two types with any metalinguistic information about students’ writing errors within two different manners including e-feedback (electronic feedback) and paper-based feedback (Tuzi, 2004; Yeh& Lo, 2009).

Initially, the debate about the effectiveness of CF in students’ writing improvement was sparked by Truscott (1996) when the author denied the role of CF towards learners’ writing accuracy development by

providing the evidence from his own studies, as well as from those of other researchers . All these research found no positive influence of CF on students' writing performance. Furthermore, one research (Fazio, 2001) even showed the harmfulness of CF on learners' writing accurateness.

However, most of other research up to now has illustrated the support for using CF in writing teaching because of its positive effects. Although these research were different in terms of participants' language proficiency level, for example upper intermediate level in Bitchener, the uses of preposition, simple past and definite article in Bitchener, the focus on different and the comparison among indirect CF, written metalinguistic explanation and a combination of written metalinguistic and oral form-focused in Ahmed (2012), all found optimistic influence of CF on students' writing performance at a certain level.

Yet, as Ferris (1999) stated, any conclusion about the effectiveness of CF should be withdrawn from a specific study in a specific context to avoid any premature assumption without supported evidence. That is the reason why this study has been carried out in the form of interviewing an experienced writing teacher who often gives CF to students' writing product to find out what her position in the effects of CF on learners' writing performance. The study will focus on answering the following questions:

- o Does the participant think CF can help to improve the students' writing accuracy performance?
- o What is the most effective CF type to her and her students? In which teaching situations?
- o Is there any drawback of CF towards students' writing accuracy?

o Does she has different or the same point of view with what is sitting in the literature and what leads to the differences or similarities?

2.6 Computer-Assisted Language Teaching and Learning (CALTL)

To optimize teaching and learning outcomes, computers have been increasingly applied in the teaching and learning of foreign languages in recent years (Beatty, 2003; Crook, 1994; Shang, 2007). Generally speaking, computer-assisted language teaching and learning (CALTL) demonstrates a number of features in the enhancement of foreign/second language (FL/SL) learning, such as more language functions, greater levels of participation (González-Bueno, 1998), reduced anxiety, and more motivation and interest and greater autonomy (Chang, 2005).

“Multimedia-enhanced CALTL is easily capable of creating learning situations of great fidelity or authenticity, both through the presentation of images of realia and through audio and video input that can present real world situations as realistically as television but with greater interaction” (Beatty, 2003, p. 22).

Crook (1994) claims that computer facilitated socially organized learning in the classroom rather than inhibited it. Chang’s (2005) study revealed that students learning within a web-based environment with self-regulated learning strategies became more responsible for their own learning, more intrinsically orientated and more challengeable. Computers could also promote interaction through at least some of the four skills (listening, speaking, reading and writing) by providing a platform for collaboration and cooperation (Bahrani, 2011; Hwu, 1997).

When it comes to writing in a FL, FL learners usually face greater challenges, which can be attributed to a lack of language skills, culture-specific behaviors, and difficulty in interpreting hedged and indirect language . Thus, both FL writing course instructors and learners often feel frustrated. Thus, as argued in Wold (2011), an effective instructional design model appropriate for online foreign language writing courses have not been found and designers of such a model should teach writing needs and should teach using a blended learning format (use of CALTL and traditional classroom teaching and learning) instead of solely using an online learning format. It should be the same with traditional FL writing courses.

In a key university in Beijing, blended learning had been continuously employed in the Academic English Writing (AEW) course, yet not attempts had been made to describe this learning environment or investigate its effectiveness and impact, the same as what Beatty observed (2003). To fill in the gap, the present paper describes and evaluates blended learning in this AEW course in the University in terms of course design, material development and presentation, assignment submission and grading, student involvement, teacher reflection, and student evaluation.

Along with the introduction of computers into classrooms, CALTL has been widely used in various fields to facilitate the teaching and learning of different aspects of foreign languages, among which the persuasive applications include word processing, games, corpus linguistics, computer-mediated communication, www resources, adapting other materials for CALTL, and personal digital assistants . These studies have predominantly revealed that CALTL motivates learners and

facilities learning. For example, Bush and Crotty (1991) compared videodisc instruction with traditional instruction and concluded that the use of videodisc exercises made practice inherently more meaningful than traditional text-based exercises. Montali and Lewandowski (1996) found that poor readers not only felt more successful with bimodal presentation, but were more successful in terms of comprehending content.

The use of technology has also long been introduced to complement traditional writing classes .

developed an online collocation aid for EFL writers in Taiwan, aiming at detecting and correcting learners' miscollocations attributable to L1 interference. Relevant correct collocation as feedback messages was suggested according to the translation equivalents between learner's L1 and L2. The system utilized natural language processing (NLP) techniques to segment sentences in order to extract V-N collocations in given texts, and to derive a list of candidate English verbs that shared the same Chinese translations via consulting electronic bilingual dictionaries. After combining nouns with these derived candidate verbs as V-N pairs, the system made use of a reference corpus to exclude the inappropriate V-N pairs and singled out the proper collocations. The results showed that the system could effectively pinpoint the miscollocations and provide the learner with adequate collocations that the learner intended to write but misused and that this online assistant facilitated EFL learner-writers' collocation use. Shang (2007) examined the overall effect of using email on the improvement of writing performance in aspects of syntactic complexity, grammatical accuracy and lexical density and investigated the relation between the number of email exchanges

and writing performance. Data collected from 40 non-traditional EFL students enrolled in an intermediate reading class at a university in Taiwan showed that students made improvements on syntactic complexity and grammatical accuracy, that exchanging email messages with their peers at least four times might have a greater overall improvement on their writing performance, and that the email approach was a positive strategy that helped improve students' foreign language learning and attitudes towards English. Thus the researcher suggested designing an effective email task to enhance foreign language writing development and attitudes.

2.7 Blended Learning

Even so, as argued in Wold (2011), an effective instructional design model appropriate for online foreign language writing courses have not been found and designers of such a model should teach writing needs and should teach using a blended learning format instead of solely using an online learning format. It should be the same with traditional foreign language writing courses, because blended learning have been found to offer a process-oriented environment for collaboration, communication, confidence building, and better attitudes about writing that does not exist when working exclusively online (Chih-Hua, 2008; Clark & Olson, 2010; Colakoglu & Akdemir, 2010).

Blended learning, as defined by Thorne (2003, p. 2), "blends online learning with more traditional methods of learning and development". Kupetz & Ziegenmeyer (2005) referred to blended learning as "the purposeful arrangement of media, methods and ways of organizing learning situations through combining traditional media and methods with e-learning elements and possibilities" (pp. 179-180). As claimed by Neumeier (2005), blended learning consists of six parameters: (1) mode,

(2) model of integration, (3) distribution of learning content and objectives, (4) language teaching methods, (5) involvement of learning subjects (students, tutors, and teachers), and (6) location. Among these six parameters, the two major modes are face-to-face and CALTL. The mode which guides learners and where they often spend most of the time is called the lead mode; sequencing and negotiation of content is also done in the lead mode. The face-to-face phases are often obligatory while some online activities may not be (Neumeier, 2005). Giving learners this flexibility assumes that students are autonomous and will be responsible for their own learning (Grgurović, 2011).

Empirical studies on blended learning in language classes fall into comparison. The former examines the effectiveness of blended learning by comparing blended instruction (face-to-face together with CALTL instruction) with traditional instruction (face-to-face without CALTL instruction); and the latter investigates blended learning program design and implementation, and attitudes towards blended learning held by teachers and students. The blended learning classes in all the studies combined two modes: face-to-face in the classroom and CALTL in the computer lab or student home via CALTL programs, Learning Management Systems (LMS), and the web, sometimes in conjunction with computer-mediated communication tools. Some studies made use of CALTL technology features to set deadlines for exercises so students would complete them in a timely manner (Scida & Saury, 2006). Some studies showed that the learners improved their proficiency in a language skill (usually speaking and reading) because they could practice it both in the CALTL mode and face-to-face mode (Bañados, 2006; Barr et al., 2005). Some studies revealed that students needed more support from the instructor in addition to a more detailed schedule of

assignments and deadlines (Chenoweth et al., 2006). In some studies, some students observed that lessons and exercises were not connected or that the distribution of learning content was not parallel and thus dropped out of the blended learning class (Adair-Hauck et al., 1999; Green & Youngs, 2001; Stracke, 2007). Nineteen Asian students studying at an American university participated in Grgurović's (2011) study on the technology-enhanced blended-learning model in an ESL class in which the use of online CALTL materials delivered through a commercially available LMS. The results indicated that the model successfully integrated modes and distributed learning content and that online speaking and pronunciation activities added value to instruction. The study also showed that the teacher's presence and assistance given to students during labs allowed for more individualized instruction than the teacher could provide in the classroom. In addition, the teacher participant believed that working on online materials in the lab helped less attentive students control their learning better than in the classroom.

Although blended learning has gained wide preference in recent years in recent years, it has not been well applied in writing courses or not much research has been done on blended learning in writing courses (Wold, 2011). The few research in this area has indicated that blended learning creates a supportive and motivating environment for learners and enhances their independent writing skills in terms of quality and quantity (Kupetz & Ziegenmeyer, 2005; Thorne, 2003). Hence, more research is called for to better understand and use blended learning in FL/SL writing courses.

2.8 What Are Dialogue Journals?

Dialogue journals are written conversations in which a learner and teacher (or other writing partner) communicate regularly (daily, weekly, or on a schedule that fits the educational setting) over a semester, school year, or course. Learners write as much as they choose on a wide range of topics and in a variety of genres and styles. The teacher writes back regularly, responding to questions and comments, introducing new topics, or asking questions. The teacher is primarily a participant in an ongoing, written conversation with the learner rather than an evaluator who corrects or comments on the quality of the learner's writing. Topics for or types of writing may be specified to enhance the curriculum, and some correction may be given by the teacher, but the primary goal of the writing is communication.

The first documented use of dialogue journals was in the 1980s with sixth grade students, both native and nonnative English speakers, in California. Many teachers, however, report having communicated with their adult learners through journal writing before this. They are now used in many different educational settings--with adults and children, with native and nonnative English speakers, in many different languages, and in teacher and volunteer training programs (Peyton & Staton, 1996).

The following example, excerpted from dialogue journal entries written by an adult learner and her teacher, illustrates the nature of the writing and ways it can fit into the larger curriculum. This interaction, which continues for over a month, occurred when "Elizabeth" (a pseudonym) responded to a comment by the teacher about the health of her child. Elizabeth wrote at length about the fact that the child had been born prematurely. This led to discussion in class about health care, prenatal

care, and women's issues generally, and to this written interaction about "Sami" (a pseudonym), Elizabeth's son.

As this example illustrates, learners can write in dialogue journals about topics that are important to them in the genres and styles matched to their needs and abilities. The writing may include descriptions, narratives, complaints, or arguments with supporting details, as the topic and communicative purposes dictate. It does not need to be constrained by teacher- or curriculum-established topics or by a preset schedule of topics and genres that must be covered in sequence. Sometimes it might focus on personal and family concerns and interests, at others on academic or work-related issues. In this example, the journal writing grew out of a theme (personal and children's health) that the class was working on together. In other cases, topics raised in the journal can lead to themes that the class then pursues together. (See McGrail, 1996, for an example.)

There is no initial pressure for learners with limited literacy skills to write. They may begin their journal work by using a few words or by drawing pictures, with the teacher drawing pictures in reply, perhaps writing a few words underneath or labeling the pictures. Learners may also dictate their entries to the teacher, an aide, or another learner who writes them down, writes a reply, and reads the reply aloud. The move to writing and reading letters, words, and longer texts can be made when learners are ready. (As cited in Holt, 1995, for discussion of ways to work with adult learners with limited literacy.) In classes focusing on native language literacy, the writing can be done in the learners' native languages. The move to English can occur in line with course goals and learner readiness, or, if the goal of the course is native language development and the teacher is proficient in the language, the journal interaction can continue in the language throughout the course.

Because the teacher is attempting above all to communicate with the learner, the teacher's writing is roughly tuned to learners' language proficiency levels. In most cases, overt error correction is not done in the journals. This is one place where learners may write freely, without focusing primarily on form and correctness. There are many other opportunities-on extended assignments for which multiple drafts are written and commented on-in which teachers and learners can focus on correct form.

2.9 What Are the Benefits of Extended Contact Time with Learners?

Teachers have very little time to spend with individual learners, and dialogue journal writing extends that time. This time can not only build strong personal and intellectual ties, but it can also give learners access to the knowledge of a member of the new language and culture, and to the teacher, detailed knowledge about the learner's strengths and needs. The writers, may, for example, write about the learner's native culture and language, problems adjusting to the new culture and educational and employment opportunities and procedures in this country. Through this relationship, the learner has regular opportunities to reflect on new experiences and emerging knowledge and to think through with another individual ideas, problems, and important choices.

Management of classes with learners of varying language, ability, and interest levels. All learners, no matter what their language or literacy levels, can participate in the dialogue journal activity to some extent, from the first day of class. Because learners' dialogue journal entries give continual direct and indirect feedback about what they understand in class

as well as about their language progress, the teacher receives information that can lead to individualized instruction for each learner.

Assessment of learner needs and progress. Having learners write about what they want to learn and why is an excellent way for teachers to conduct needs assessments. Learners can respond in the journal to questions like, "Where do you use English?" "What language skills (reading, writing, speaking, listening, use of vocabulary, use of grammar) are you interested in developing?" and "Where are you having the most difficulty with English?" (See Bello, 1997; Weddell & Van Duzer, 1997 for ideas.) The writing itself, of course, gives teachers valuable information about what learners know and are able to do in writing. If learners agree, specific dialogue journal entries can be included in a portfolio to demonstrate progress.

2.10 Facilitation of Language Learning

The primary focus of dialogue journal writing is topics and issues of interest to learners rather than correct form. The teacher's written language serves as input that is modified to, but slightly beyond, the learner's proficiency level; thus, the teacher's entries can provide reading texts that are challenging but also comprehensible, because they relate to what the learner has written. Beyond the modeling of language form and structure, the teacher's writing also provides continual exposure to the thought, style, and manner of expression of a proficient English writer. As learners continue to write and read the teacher's writing, they are likely to develop confidence in their own ability to express themselves in writing. Many teachers using dialogue journals report that the learners' writing becomes more fluent, interesting, and correct over time, and that

the writing done in dialogue journals serves as the basis for other writing (McGrail, 1996).

2.11 What Are the Challenges of Writing Correctness?

Some teachers and learners worry if the form of the learners' writing is not perfectly correct. There are a number of ways in which writing form and correctness can be taken into consideration without interrupting the communication or distracting from the meaning. The teacher can point out to learners that his or her response to their writing in the journal can serve as a model of correct English usage and show them how to compare this model with their own writing. For example, if a learner writes, "Yesterday class go library look at picture books," the teacher might respond with, "Yesterday our class went to the library to look at picture books for parents to read with their children. Did you find some books that you want to read with your children?" The teacher might also add a "grammatical P.S." to the end of the message and let learners know that they can check that area for corrections. For example, "Yesterday we go." "Yesterday we went." "I have four sons, two daughters." "I have four sons and two daughters."

The teacher might also conduct a brief class lesson on spelling, grammatical, or stylistic errors that are commonly made in the journals of several class members or discuss these in individual conferences with learners.

Even with these nonintrusive methods of "correcting," it is important to let learners know that their errors are not being pointed out because they are expected to write perfectly. They are expected to write meaningfully, and their journal writing provides a context for examining the form of

their writing, if that is appropriate and helpful. Learners often want explicit correction; working out ways in which to provide correction in the journal or during class can be an important component of the dialogue journal process.

2.12 Time to Respond to Learners' Writing

Many teachers find it difficult to find time to read and respond to learner entries. To address this, some teachers respond during class while learners are writing or working on an assignment or test. Some respond regularly but not to all entries, or to some classes and not others, or to different classes at different times. Some create writing groups among learners who write and respond to each other, with the teacher entering in from time to time. Teachers who have been successful with dialogue journals have worked out ways to manage the process (see Peyton & Staton, 1996), and they report that the time is well spent. The knowledge they gain about learners' interests and problems and the feedback they receive about ongoing work and activities serve as the basis for planning and instruction.

Writing that is overly personal. The writing of some learners may become more personal than the teacher feels comfortable with. Issues of privacy, confidentiality, and self-disclosure should be worked out clearly with learners so that they and the teacher are comfortable. Of course, if a learner reveals information about situations that may be harmful to anyone in the class or program, this information must be reported and dealt with. (As cited in Mlynarczyk, in press, for discussion of levels of privacy and confidentiality of the writing; Peyton, 1996, for further discussion of ways to address challenges generally.)

2.13 What Are the Logistics of Materials?

Dialogue journals may be exchanged on paper in bound, easily transportable notebooks or electronically. Teachers and learners in programs with access to computers may exchange computer disks or interact through e-mail. E-mail and listserv messages allow for group as well as one-on-one interactions.

2.13.1 Frequency of Writing

The writing must be done regularly, but the frequency depends on the number of learners involved, the length of the class, the teacher's schedule, and the needs of the teacher and learners. Most teachers prefer to give learners time to write during class—at the beginning as a warm-up, at the end as a wind-down, or before or after a break as a transition—or the teacher may let the learners choose a time for writing in their journals. Ten to fifteen minutes is usually adequate to read the teacher's entry and write a new one.

2.13.2 Length of Writing

Some teachers initially set a minimum (e.g., three sentences) that learners must write, and after the process is in place, leave the amount of writing up to the learner. Learners should understand that long, polished pieces are not required.

2.13.3 Writing Instructions

Learners can be told that they will be participating in a continuing, private, written conversation with the teacher (or with another learner or group of learners, depending on the desired set up), who will write back regularly. The mechanics of when to write, when to turn the journals in or

give them to the writing partner, and when they will be responded to and returned should also be worked out.

2.13.4 Writing Topics

Topics for dialogue journal writing may be left up to learners and evolve freely or may be shaped by curriculum topics and goals (see Bello, 1997; Mlynarczyk, in press, for ideas). If needed or desired, the teacher might suggest one or two possible topics, hand out a list of ideas, or lead the class in brainstorming topics together. The class might also create a list of vocabulary related to a topic, which learners can then use in their journal writing. If the class is working on a particular theme (such as health), journal topics might relate to and expand on that theme. Writing might also respond to a stimulus such as a piece of music, a photograph or drawing, a field trip, a movie, a piece of literature (a story or a poem), or other types of writing (newspaper articles, essays, writings of other learners).

Journal partners do not have to be teachers. Learners can write with each other, with program tutors or aides, or with other classes of learners (e.g., adult learners who are more proficient in English and more familiar with U.S. culture; see, for example, Strever & Newman, 1997). The teacher or writing partner should enter into the journal interaction as a good conversationalist, an interesting writer, an engaged listener, and a colleague. The goal is to be responsive to topics and concerns, to ask questions, to introduce topics, and to write about oneself. Teacher entries that simply echo what the learner wrote or that ask a lot of questions can stifle rather than promote interaction.

Finally, everyone involved should relax and enjoy the writing. For many teachers, reading and writing in dialogue journals is one of the best parts of their instruction—a wonderful time to reflect, find out about the people with whom they are spending the term or year, and think together with learners about where their work is taking them.

2.14 Changes in Educational Technology

Educational technology can be any tool that helps to deliver and to receive information between the educator and learner (Humes & Raisner, 2010). It is always changing because both education and technology are evolving and this can be seen clearly through the brief history of changes in educational technology that has led to mobile learning.

In the early 19th century, education was restricted mostly in the classroom where teachers rely on different methodologies and theoretical conceptualisation. Slowly, technology was introduced where teachers incorporate radios, overhead projectors, and silent films as part of their teaching tool. Technology started to develop fast when the television was invented in the 1940s, where learning started to become more visual and interesting. By the 1950s, headphones became popular to promote second language learning. Soon, in the 1970s, the use of tapes as a school software was found to be useful in enhancing speaking and listening skills.

Computer was a game changer in education technology however it was not used for educational purposes until the late 1960s (Gündüz, 2005) as the ratio of computers to students is very low. Only in the beginning of 1980s could computers be found in many schools in developed countries and by this time, computer assisted language learning (CALL) software is

also available on the market (Gündüz, 2005). CALL allowed learning to become more student-centred as students can access computers at home to do further research and study what they want at their own pace.

The integration of information and communication technologies (ICT) was then developed as Ybarra and Green (2003) noted that students need further language support in learning languages. ICT cover a range of technologies and are used to communicate, create, disseminate and manage information (Melor et al., 2013).

Based on a study by Nomass (2013), there are numerous numbers of ICT that can be used in the teaching and learning process and it is divided by all the four skills. For instances, ICT such as using computers, CD players, computer reading based-programs, multimedia software, browsing the Internet, electronic dictionaries, and many more can be used to assist learners. However, ICT is still not fully developed due to limited infrastructure and the high cost to get internet access in some developing countries (Melor et al., 2013).

There are many forms of ICTs, but among all, mobile devices are thought to be a more suitable tool for advancing education (Valk et al., 2010) as almost 90% of students under the age of 18 has access to mobile technology. Thus it only makes sense for educational technology to turn to mobile assisted language learning (MALL). This is supported by Sharma & Kitchens (2004) as cited in Norazah et al (2010) stating that the change is unavoidable as mobile technologies provide many unique facilities. Samsiah et al. (2013) also mentioned that MALL is rapidly growing because learners can have access to it anywhere and anytime without the monitor of educators, making learners more autonomous. This proves to be an advantage as Suneetha (2013) said that the experience of being independent can encourage students to continue their

learning process by themselves for future purposes. However, some researchers doubt its effectiveness as the excitement of using mobile devices may be short-term (Samsiah et al., 2012). Furthermore, not all learning activities are suitable to be used with mobile devices. All the same, mobile learning can be a positive feature because classroom context alone cannot meet the students' needs in language learning (Surina & Kamaruzaman, 2009, as cited in Ehsan et al., 2014).

Mobile learning is now very much part of the educational technology and can be used in many different subjects. Mobile learning has also proved to be effective to enhance language skills (Azar & Nasiri, 2014) even in writing based on several past studies.

2.14.1 Mobile Assisted Language Learning (MALL)

Before going into the potentials of mobile learning in writing, this study would like to cover the definition and features of MALL in education. In general, MALL means learning with the aid of handheld technologies like mobile phones, PDAs, iPods, iPads and other similar devices which could have an impact on language learning (Valarmathi, 2011; Suneetha, 2013; Azad Ali, 2014).

Laptops are not advisable to use in a MALL context based on Viberg and Grönlund (2012) as only "lightweight" devices are being used. Even though mobile learning and MALL is commonly known as the same thing, Valarmathi (2011) noted that MALL is actually a subset of both Mobile learning (m-learning) and Computer Assisted Language Learning (CALL). This subject was also mentioned by Kukulska-Hulme and Shield (2008) as cited in Gholami and Azarmi (2012); they said that "MALL differs from CALL in its use of personal, portable devices that

enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use” (p. 4).

Mobile learning has several features that are useful in our digital society which benefits the students in many ways. Here are some of the features listed below:

1) Mobility

The size and weight of mobile technology differs from one another yet it can be moved and carried easily. The devices’ portability enable learners to use it anytime and anywhere; even outside of classrooms and lecture halls like in cafes, hobby stores, cars and more (Sharples et al., 2005; Norazah et al., 2010).

2) Ubiquity

Mobile devices can be seen everywhere and it seems that everyone is using it, even in third world countries like Iraq and Iran. This is supported by Samsiah et al. (2013) who said that mobile devices are considered as an international phenomenon where even kids as young as 2 years old already know how to use it.

3) Wireless Networking

Smart phones now combine the functions of phone, camera and multimedia wireless computer. This is one of the most significant features as it allows learners to have limitless internet connection without the help of any other device or wiring. This convergence allows new conceptions of lifelong learning (Sharples et al., 2005).

4) Interactivity

Mobile learning promotes interactivity as it allows learners to interact with each other without worrying of the distance through several different

applications. Communication among learners is important as it is a form of education (Norazah et al., 2010).

5) Accessibility

The concept of accessibility can be used by teachers to enhance pedagogical activities in their lessons (Samsiah et al., 2013). Accessibility also let learners to revisit and reflect on acquired knowledge to form a new kind of knowledge (Norazah et al., 2010). Not only those, learners are able to direct their process of learning as they can access and create information by themselves (Suneetha, 2013). Besides that, accessibility enables learners to get information almost immediately to answer specific questions.

6) Privacy

Many individuals have their own mobile devices thus there is no need to share. The learners are able to access their data by themselves without feeling ashamed of their current level of learning. Additionally, learners will interact more with their device due to sense of privacy (Samsiah et al., 2013). This is supported by Zhang (2003) who said that the privacy of these devices will make learners feel safe and motivated.

Even among ESL learners in Malaysia, evidence show that tertiary students have a positive perception of MALL (Ehsan et al., 2014). Additionally, based on the definition and feature, MALL can be beneficial to learners when incorporated into writing activities. Although there might be some challenges in terms of size, durability and sustainability, the educator can make use of mobile devices by using the right pedagogy. This is true as mobile devices should be seen as an extension and not replacing the existing teaching and learning tools (Samsiah et al., 2013).

2.14.2 Pedagogical Advantage in Mobile Learning

When an educator uses any kind of technology ineffectively, students would learn in a passive way which could bring a negative outcome. Therefore, Gilakjani et al. (2013) proposes that a pedagogy or theory framework is needed when using technology “to model their instruction with” (p. 49). Norazah et al. (2010) also agrees saying that technology-based media are required to use learning theories.

Mobile devices could also use the same technique to ensure learning is done successfully. Before going in pedagogical views that can be used in MALL, it useful to know the factors contributing to effective learning:

- 1) Learner centered: It is developed from students’ own knowledge and skill; enabling them to think based on their previous knowledge.
- 2) Knowledge centered: The learning process comes from validated knowledge that was taught inventively by using different methods.
- 3) Assessment centered: The learners are assessed accordingly based on their ability and the assessment is able to offer diagnosis and further guidance.
- 4) Community centered: An effective learner will form a community to share knowledge and support those who are less able in their studies. (National Research Council, 1999, as cited in Sharples et al., 2005)

These factors can be matched with many different kinds of learning approach that are used in MALL. According to Thomas (2007) as cited in Supyan et al. (2012), there are few types of learning that can be used as foundation when implementing mobile devices into learning. First is

behaviorisms this approach offers feedback and reinforcement which can be facilitated by certain applications in the devices. Second is constructivism— this approach needs a lot of simulations, uses various media, and immersive environments. All of these can be provided through mobile devices. The third approach is situated learning where students learn in the environment that is relevant to the field of study. Due to mobile’s portability feature, learners can search for answers or information while still in context. Lastly, collaborative learning can also be used as it promotes creating and sharing student and teacher resources. This fits mobile devices best as it is both accessible and ubiquitous; enabling learners to record and share instantly with each other.

Samsiah et al. (2013) also highlighted these approaches: 1) Blended learning—this is where students learn with the educator face-to-face and online; which is perfect, for students can interact using their mobile devices or even carry out assignments after class session. 2) Interactive learning—this type of learning can also be supported by mobile devices as it can be used as an instrument for people to interact with. The engagement with the device can go on different levels enabling the learning process. 3) Experiential learning—due to the device’s mobility, learners can find a relationship between school and other activities. This is a form of informal learning and it can be brought into the classroom for further learning.

2.14.3 Problem-Based Learning

This type of learning happens when the learners constantly study and work with the content to solve a problem given by the teacher. Learners can use mobile devices for their mobility, accessibility and wireless network to solve the problems.

However, among all types of pedagogy, based on the factors for effective learning, Sharples et al. (2005) mentioned that these findings complement the social-constructivist approach where learners construct their own knowledge through experience and by reflecting on their background knowledge (Gilbert, 2010). Sharples et al. (2005) continued saying that “it comprises not only a process of continual personal development and enrichment, but also the possibility of rapid and radical conceptual change.” (p. 3). Dawood (2013) also thinks that mobile learning is best with constructivism as it promotes the full potential of technologies to enhance learning.

Another model of instruction which is gaining attention is flipped learning. According to Lage et al. (2000) as cited in Bishop and Verleger (2013), flipped classroom is “inverting the classroom where events that have traditionally taken place inside the classroom now takes place outside the classroom and vice versa.” (p. 32).

This approach is very much student-centered learning based on Cognitive and Social Constructivism. By moving the content delivery outside of the classroom time, students can use the time in class to discuss in smaller groups and engage in other meaningful activities (Bishop & Verleger, 2013).

Educators are able to vary their mobile activities based on these pedagogies mentioned so that they cover all types of learning styles in writing classes.

2.14.4 Issues Faced in Academic Writing

One of the greatest challenges for tertiary students is to face academic writing. This form of writing is usually serious in nature and students need to further explain their arguments to a specified discourse. Based on

their course, tertiary students have to take academic writing as a subject in order to gain the requisite academic writing skills and better prepare for their dissertation paper. It is also taken for course assessment purposes or for the publication of academic papers (Lai, 2010).

Due to this matter, it is important to know what are the issues faced in this subject matter. Caldwell (2012) mentions a few problems faced by foreign students when writing academically. The first problem is the lack of knowledge students have about academic writing conventions. Their compositions are usually formatted incorrectly, contain grammatical and spelling errors, lack of punctuation, the sentences are not varied and as a whole, their writing is not organized properly and lack of clarity. However, Lai (2010) pointed out that lack of organization and clarity in academic writing is also a problem among native English students. This is because the difficulty in academic writing is not due to lack of language skills, but lack of proper training in logical thinking skills (Lai, 2010).

Many fail to provide a clear focus in their writing because when reasoning in academic writing, it has to be more careful and comprehensive. Students need to know what the logical steps are before reaching the conclusion; which is why logical thinking is important for they need to connect the ideas correctly and form a coherent argument (Lai, 2010).

Caldwell (2012) also highlighted plagiarism as a major problem because students do not know how to cite properly and unknowingly commit plagiarism. Another problem faced is told by Lai (2010) where students have limitation when expressing ideas and thoughts in English. This is true especially for those whose English is of second language or foreign language. Students who excel orally in English are also a problem for

they think that by excelling in conversational skills, they are able to produce good writing.

However, it is important to note that not all issues in academic writing come from the students. Caldwell (2012) explains that there is no one consistent method that is best to academic writing. Thus, teachers and educators need to develop their own curriculum and instruction to meet the needs of their students which could lead them to teach with an unclear objective. This in turn would cause students to not meet their needs in academic writing.

Another issue when it comes to educators is how they do not have enough time to give valuable feedback or instruction to help students improve. Since there is no one method in teaching academic writing, it is helpful to know the various approach used in writing classes to create more activities using mobile devices.

2.15 Approaches to Academic Writing Skills

Academic writing can be taught using normal approaches for writing classes by adapting its information. These approaches can be used as different tasks in academic writing to deepen students' understanding.

2.15.1 The Product Approach

According to Wahlstrom (2006), product approach is when teachers give students prewritten sentences or paragraphs where they will practice certain skills like changing past to present tense. This technique helps students to avoid error and after reaching certain proficiency, students are able to express ideas of their own (Catramado, 2004). This approach focuses on students' accuracy rather than their fluency in language when writing (Bachani, 2011).

2.15.2 The Free-Writing Approach

This approach focuses on students' writing quantity and not their quality (Bachani,2011). Teachers will ask their students to write freely on a given topic without worrying about the grammar and spelling. Students' product gets little or no correction as teachers want the content and fluency to come first (Whalstrom, 2006). However, based on Catramado (2004), before students can write freely on a given topic, they have to go through four stages of writing: familiarization, controlled writing, guided writing and finally free writing.

2.15.3 The Paragraph-Pattern Approach

This approach focuses on organization. This approach is based on the principle that communication is organized and constructed depending on the culture the student's language belong to (Catramado, 2004; Whalstrom, 2006). Teachers will ask students to do exercises that teach students on how to organize larger chunks of writing into paragraph units (Bachani, 2011). Wahlstrom (2006) added that in order to write fluently, students need to analyze paragraphs in the target language and practice it.

2.15.4 The Grammar-Syntax-Organization Approach

This approach focuses on forms and message where students need to work with several aspects of writing simultaneously. In order to do so, students need to know grammar, syntax, vocabulary, and organization to convey the message they want to express. Bachani (2011) also says that students are trained to pay attention to organization while work on necessary grammar and syntax.

2.15.5 The Communicative Approach

This approach focuses on the purpose of writing and the audience. Teachers will ask students to focus on two questions: Why am I writing this and who will read it? (Wahlstrom, 2006). Students also need to read their peers' work and based on instruction, they either respond, summarize or make comments as feedback (Catramado, 2004).

2.15.6 The Process Approach

The focus of this approach is on the process of writing. Teachers want their students to realize that what they write at first can still be improved and the content may change (Whalstrom, 2006). Bachani (2011) says that students are trained to generate ideas for writing, to think of a purpose, audience, and so on. However, since it is quite a long process, teachers use this approach depending on the time they have in class and the proficiency of the group of students they are working with (Catramado, 2004).

2.15.7 Genre Based Approach

This approach focuses on a certain genre which students need to use later on in their lives. The teaching is focused on the language and discourse features of a particular text and the context in which the text uses (Kamrul & Moniruzzaman, 2010). This approach is considered as an extension of the product-oriented approach because students have to study a wide variety of writing patterns (Tangpermpoon, 2008). However, Hasan and Akhand(2010) say that this approach pays less attention to the

learner's expression which is disadvantage to achieve creativity and critical thinking.

These approaches only touch the basics of writing and not academic writing itself. According to Ganobscik-Williams (2006), there are three main approaches which educators can use to tackle academic writing in higher education. Many tertiary students especially those in the first year, are not aware that the study skills they have developed from schools are not sufficient to meet their needs in university as secondary education only prepares them to excel in public examinations (Alston,2008). It is also important to note that these three approaches are not mutually exclusive but instead, they sum up each other (Lea & Street, 1998, as cited in Zhang, 2011).

2.15.8 Skills Model

Ganobscik-Williams (2006) said that this model involves the teaching of writing skills where the student or the educator build a support system based on what the student is struggling with. This approach helps students to cope with the demands in a university context by teaching the 'study skills' they do not have and fix the problem by giving support outside of the subject discipline (Alston, 2008). Zhang (2011) says that "emphasis is given to atomized skills, surface language, grammar and spelling" (p. 41). However, Lea and Street (1998) as cited in Alston (2008) criticised this approach because it based only on the students' deficit and nothing else.

2.15.9 Socialization Model

This approach assumes that students will develop knowledge and skills in their chosen discourse by being immersed in the culture of higher education (Ganobscik-Williams, 2006). This means that the model

assumes that students will learn the needed writing skills by being uncalculated into the university culture (Alston, 2008).

It also perceives that students can reproduce a particular academic discourse without any difficulty after much social interaction and participation (Zhang, 2011). This model is linked with the study skills model where the support settings given are built through inducting students into the language and techniques of academic writing (Alston, 2008). However, Ganobscik-Williams (2006), says that it cannot be assumed that students will simply understand the language of a complex discourse. This is true especially for students with weak English.

2.15.10 Academic Literacies Approach

Literacy is a term used when there is a sense of confidence and fluency when doing a specific task. Academic literacies refer to the same idea but within the university setting where communication is the key to success (Ganobscik-Williams, 2006). Lea and Street (2006) as cited in Zhang (2011), says that the academic literaciesperspective sees writing as a social practice and is different within genre, context and culture. Zhang (2011) continued by saying that this model does not see students' deficit but instead emphasizes on students struggle to make sense of the variety and specificity of writing discourse. This means that learning takes place through writing and that writing is not the product of learning (Alston, 2008).

2.16 Part Two: Previous Studies

According to Grace (2009) handled an Investigation into Effectiveness of Peer Feedback. Copious researches argue the effectiveness of peer-correction in writing courses. Also, Coit (2004) mentions using peer feedback for correcting articles through a student-centered environment is

a beneficial pedagogy to extend learners' academic-style writing practice. Therefore, this study focused on investigating effectiveness of peer feedback from communal, cognitive, cooperative and pedagogical perspectives. This study also argues that it is English writing teachers' obligation and responsibility that they should ensure their writing learners compose articles in an atmosphere where they can learn from their peers cooperatively. According to Coit (2004), "Based on theories in collaborative learning and social cognitive development, peer review has assumed an important role in both L1 and L2 writing classrooms." (p. 902) when students are authorized to take on the role of the editor for their peer's papers to carry out the correction process, they seem to be more confident and motivation-stimulated in their writing courses. In order to achieve this significant goal of releasing students' anxiety and raising their confidence in their writings, this study associated with peer correction was conducted and demonstrated at a required writing course assigned by the Department of Foreign Languages and Literature, a National University in Taiwan, Republic of China. During eight weeks of writing training and peer feedback activities, seven volunteers out of sixteen 16 English majors provided their feelings of the selected pedagogies in their advanced writing course in three credits. The results of this study revealed that most participants believed that peer feedback positively assisted their learning in English writing.

Relatedly, Joy (2000) tackled Dialogue Journals: Interactive Writing to Develop Language and Literacy Teachers of adults often wish that they had more time to communicate with the learners in their classes-to learn about their backgrounds, interests, and needs; to share experiences and information; and to track and document learners' developing knowledge and abilities. The need to communicate is intensified with adults learning

English as a second language (ESL). They bring to the classroom extensive life experience and proficiencies in different languages and cultures. At the same time, they may have limited literacy skills in their native language, have had little or no schooling in their country, and have suffered trauma in their transition from their native country to the United States (Isserlis, 2000), all of which affect their learning. If they are new arrivals to the United States, they are adjusting to a new way of life at the same time that they are learning a new language and beginning to function in a new educational or work setting. It is with these learners that one-to-one communication is crucial-as part of a larger ongoing adjustment process and as a way for teachers to get to know them, understands their levels of knowledge and language skills, and addresses their particular language and literacy needs.

Many teachers of adults learning English have found dialogue journals, interactive writing with a teacher or other individual, to be an important part of their classes. Dialogue journals not only open new channels of communication, but they also provide natural contexts for language and literacy development. When adult learners write with their teachers, they have opportunities to use English in a supportive, nonthreatening interaction with a proficient English speaker who has knowledge of life in the United States. Because the interaction is written, it allows learners to use reading and writing in purposeful ways and provides a natural, comfortable bridge to other kinds of writing.

Dialogue journal writing is consistent with a learner-centered curriculum orientation, in which learners write to express themselves, to make sense of their own and others' experiences, and to develop their abilities (Auerbach, 1999; Isserlis, 1996). This type of writing can also be an important component of a critical inquiry approach (Van Duzer & Florez,

1999), as learners and teachers think critically together about texts and events that affect them and respond in writing.

Accordingly, Arlina (2015) tackled Potential of Mobile Learning in Teaching of ESL Academic Writing. The potentials of mobile learning in teaching academic writing skills for ESL students are explored in this paper. Although there have been studies on MALL to improve writing skills, academic writing was never really touched. Few aspects are covered like the changes in educational technology, defining MALL, identifying issues in academic writing by ESL students, approaches used in academic writing and pedagogical approaches used in MALL. Through the discussions, it is proved that mobile learning can be integrated into academic writing by using it with several writing approaches which complements the pedagogical advantages in mobile devices. Based on past studies and the discussion, it can be concluded that the potential of mobile learning in teaching ESL academic writing is high.

Relatedly, Melormd (2015) handled using blogs to promote writing skill in ESL classroom. This study provides details on the motivational factors for using blogs as an essential tool to promote students' writing skills in ESL classrooms. The study aims to discuss how using blogs maybe integrated into classroom activities to promote students' writing skills as well as polishing their skills. It would also illustrate the features offered in blogs as well as the motivational essence that is attached to the blogs. To achieve the aim of the study, a semi-structured interview protocol was used to collect the required qualitative data. The findings of the study would serve as an insistent reminder that the blogs which have been clearly underlined in the

curriculum should be re-orchestrated more effectively again by the teacher so English as a Second Language(ESL).

According to Changho (2014) states that learning a second language in a communicative environment involves a variety of pair or group work. Depending on the learning situation, group work could be useful or challenging for a teacher to implement (McDonough, 2004). To understand the students' perspectives on collaborative writing and peer feedback, I conducted classroom action research in a Writing and Presentation Skills class at a mid-sized university in Thailand. The students completed one writing assignment and gave a related presentation for each project. To complete three projects in eight weeks, they worked on a variety of tasks in groups. I examined the students' perspectives on the collaborative writing tasks they were engaged in, the (mis)match between their perception and written performance, and their use of L1 with the goal of completing the writing tasks.

Multiple forms of qualitative and quantitative data were collected for this action research. Pre- and post-questionnaires, student reflective journal entries, and post interviews provided me with the insights into their perspectives on collaborative writing, peer response, and their use of L1. Using inductive coding following the nature of action research, I selected themes and focal students. Student interviews were also partially transcribed focusing on content. Finally, I analyzed focal students' pre- and post-writing tests through complexity, accuracy, and fluency measures to observe how their perspectives and their actual learning coincide with each other. Findings show that although most students perceived group work positively, they faced some challenges, including differing proficiency levels within groups, difficulty in decision-making processes, and relationships with their peers. This study suggests that

teachers need to listen to the student's voice and address their concerns when implementing and adapting collaborative writing and peer response.

Relevantly, Meihua (2013) tackled blended Learning in a University EFL Writing Course: Description and Evaluation. Though blended learning had been continuously adopted in an Academic English Writing course (AEW) in a key university in Beijing, no attempts had been made to describe this new learning environment or investigate its effectiveness and impact. To fill in the gap, the present paper describes and evaluates blended learning in this AEW course in terms of course design, material development and presentation, assignment submission and grading, student involvement, teacher reflection, and student evaluation. Results showed that the students highly appreciated and benefited from the blended learning employed in the course in varying ways: it helped increase student-student and student-teacher interactions, reduce or even eliminate communication anxiety, motivate them to become (more) independent and autonomous learners, and enhance their academic English writing ability, and so on.

In addition to Faustin Mutwarasibo handled supporting the development of students' academic writing through collaborative process writing. The study examines how undergraduate university students in Rwanda experience collaborative process writing as an instruction method capable of helping them improve their academic writing abilities in English. It involved 34 second-year students, divided into 12 small working groups. The data were collected by means of group interviews carried out in English after all groups finished writing an argumentative essay using the collaborative process writing method. In their responses, students maintained that they still experienced some writing difficulties in English in connection with planning, organization, cohesion and coherence and

grammar. However, by combining collaborative process writing with the reflective exercises and classroom reporting strategies introduced by their instructor, students were enabled to spot persistent writing difficulties and plan a course of action to tackle them. Given the tangible learner-focused benefits that are likely to accrue from the implementation of the method, the study suggests that more practice be initiated by the instructors so that students become aware of those benefits.

Relevantly, Thi Kim (2015) handled different forms of corrective feedback and their effects on L2 students' writing accuracy. This case study made an investigation on different forms of corrective feedback and their effects on L2 students' writing accuracy with the aim of, firstly, contributing a voice in the existing related literature and, secondly, finding out an experienced writing teacher's point of view towards this technique by an in-depth interview with her who has taught English as a second language. The interview was carefully recorded, transcribed and analyzed. The results have shown that she supported the application of corrective feedback in teaching writing skill because it was really helpful in her classes in different manners for different levels of students' language proficiency. She applied different forms of corrective feedback including direct, indirect, metalinguistic explanation and the combination of all these in her different writing classes. Based on the present study's findings, it is suggested that students can benefit from their teachers' using of corrective feedback in the way that corrective feedback helps them to improve not only their language accuracy, but also their presented ideas and that teachers need to be flexible in applying this technique depending on at which level of language proficiency their students are and which education environment they are in to promote its highest effectiveness.

2.17 Summary

This chapter has been concerned with the presentation of theoretical framework of the study, reporting the relevant literature review on using classroom interaction to enhance academic writing. It has focused on the definitions of writing, collaborative writing, student perspectives on collaborative writing and effectiveness of collaborative writing.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter has discussed the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study has adopted the descriptive analytical method. Two instruments were used as primary tools for data collecting methods in this study (questionnaire for teachers, observation checklist for students).

3.1 Tools of the Study

The researcher has adopted two tools to collect the information of this study. The first tool includes the questionnaire which was given to 50 teachers of English language at some Sudanese Universities whom were selected randomly. The second tool was observation checklist which was given to second year students of English at Sudan University of Science and Technology - College of Languages.

3.1.1 The First Tool (Questionnaire)

The first tool is a questionnaire which was distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of research identifies the researcher. It uses likert 5-point scale (strongly agree, agree, uncertain, disagree and strongly disagree). A questionnaire was designed based on the questions of the study. The questions of the study were turned to statements that provide

suggested answers from the teachers at university level were supposed to select the option which correspond to their responses.

3.1.2 The Second Tool (Observation Checklist)

The second tool was an observation checklist which contained ten items. The items correspond directly to the questions of the study. The observation checklist was distributed to second year students of English at Sudan University of Science and technology, College of Languages. The answers of the observation checklist were treated statistically for the purpose of findings. The aim of observation is to diagnose the area of difficulties that encounter second year students in using classroom interaction to enhance academic writing. The researcher himself and his colleagues conducted and collected the responses by using smart phone-recorder.

3.2. Subject of the First Tool (Questionnaire)

The populations for this study are university staff members at some Sudanese universities. The researcher used the simple random sampling to select the population of the study. The following table and figure show the number of distributed questionnaire, the number of received questionnaire with full-required information and percentages.

3.3The Sample of the First Tool (Questionnaire)

The study sample respondents differ according to the following characteristics:

- The respondents according to their age:
(Less than 25 - {26 – 35} – {36- 45} – {46- 60} above 60)
- The respondents according to gender:
(Male, Female).

- The respondents according to Academic qualifications:
(PhD, M.A, B.A, Dip)
- The respondents according to their experience years:
({1-5 years} - {6-10 years} {11-15 years} - {above 15 years}).

3.4 Population of Second Tool (Observation Checklist)

The subject for this study is second year students at Sudan University of Science and Technology- College of Languages, the researcher used the simple random sampling to select the population of the study, whom were sixty (10) students.

3.5 The Sample of the Second Tool (Observation Checklist)

The sample of the second instruments were (10) students of English at University of Science and Technology- College of Languages. Who are exposed to classroom interaction, they were only ten items which it measures the aspects of academic writing.

3.6 Pilot Study

Introduction

Nunan (1992-145) points out that all research instruments should have piloting phase. Bell (1993-48) also believes that, “all data gathering instrument should be piloted to test how long it takes recipient to complete them to check that all questions and instructions are clear and enable you remove any items which do not yield usable data”.

A pilot study for the observation was conducted before collecting the results of the sample. It provides a trail run for the test, which involves testing the wordings of question, identifying ambiguous question, testing the techniques used to collect data, and measuring the effectiveness of

standard investigation to respondents. In order to achieve these purposes, two different instruments used: observation check list and questionnaire. To ensure these tools validity and reliability, the reseacher has conducted deliberately chosen sample for observation check list which is consists of (5) subject. For questionnaire, the reseacher randomly shosen sample which is cosists of (10) subject.

3.7 Validity and reliability of the research Tools

3 .7.1 Validity of the Questionnaire

By examining the validity for the study questionnaire and validation of its statements according to the layout and illustrations, the questionnaire was judged by four Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire was reasonable in terms of items . In this case , the researcher revised all amendments, and some of typing mistakes on his questionnaire have been corrected.

3.7.2 Statistical Reliability and Validity of questionnaire

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cranach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (15) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
.81	15

3.7.3 Validity of Obsevation Check list

In order to check the apparent validity for the study test and validation of its statements according to the formulation and explanation, the questionnaire was checked by four Ph.D. holding referees who were specialists in the study field. Some of the referees made some suggestions, and others still confirmed that the test was suitable. In any

way, the researcher studied all suggestions, and some corrections on his test have been made.

3.7.4 Reliability of Observation Check list

The test is reliable when it gives consistent result if it is reapplied in the same conditions Brown and Rogers (2002: 241). The researcher piloted the tools to calculate the reliability of the oral diagnostic test.

Statistical Reliability of the Test

Cronbach's Alpha	N of Items
.75	10

The above table shows the reliability of the test which was 0.75 .That means if we redistribute the test gain the percentage of the same results

3.8 Summary

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tools, including population, sample, validity and reliability of each instruments.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 50 respondents who represent the teachers' community in Sudanese Universities, College of Languages and observation which was given to 10 respondents who represent third year students of English at Sudan University of Science and Technology, College Languages.

The Responses to the Questionnaire

The responses to the questionnaire of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

Analysis of Students' Questionnaire

The researcher distributed the questionnaire on determined study sample (60), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

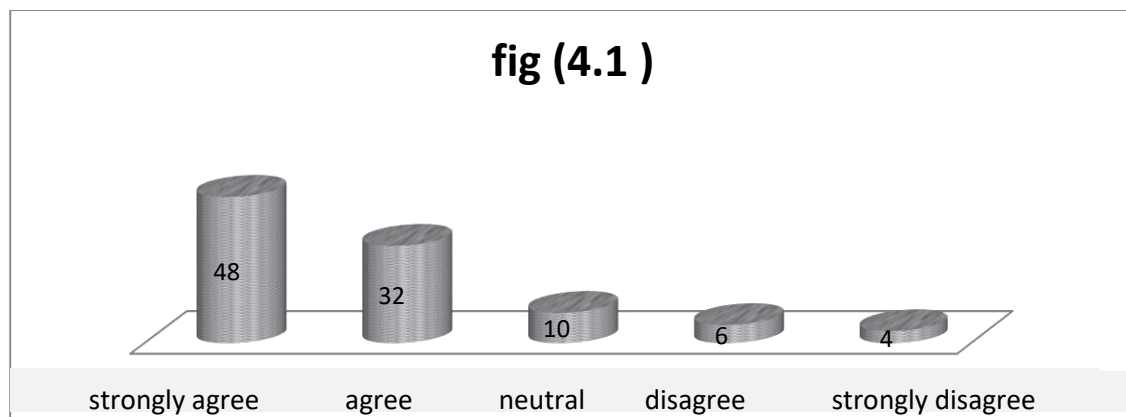
Hypothesis (1): The application of intensive academic writing can effectively improve students' performance.

Statement (1): Students' interaction can significantly develop academic paragraph writing.

Table No (4.1)

The Frequency Distribution for the Respondents' Answers of item (1)

Valid	Frequencies	Percentage
Strongly agree	22	44
Agree	18	36
Neutral	6	12
Disagree	2	4
Strongly disagree	2	4
Total	50	100



It is clear from the above table and figure (4.1) show that there are (22) participants in the study sample with percentage (48.0%) strongly agreed with "Students' interaction can significantly develop academic paragraph writing." There are (18) participants with percentage (36%) agreed with that and (6) participants with percentage (12%) were neutral and (2) participants with percentage (4%) disagreed. Whereas (2) participants with (4%) are strongly disagreed. This demonstrates that students should

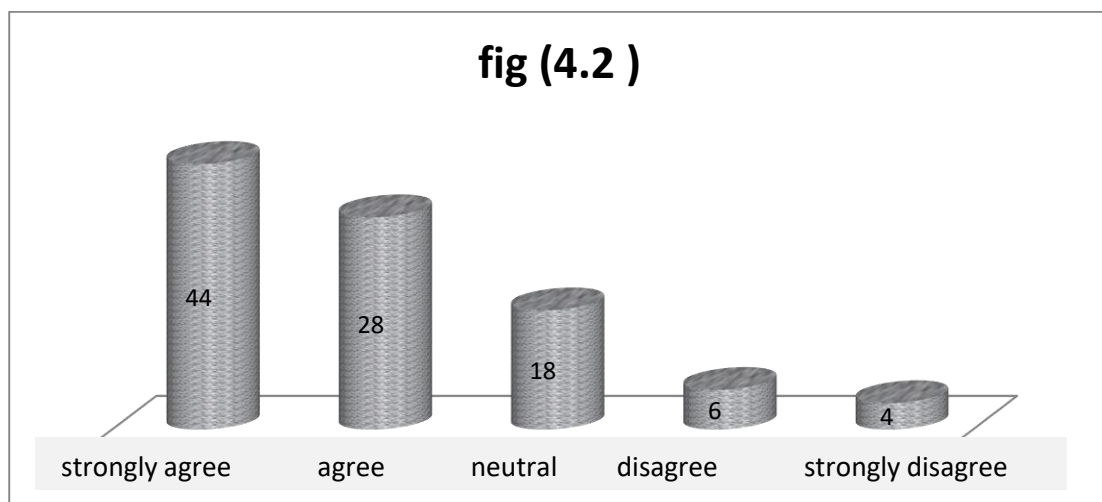
be well- trained and developed as so to enhance academic paragraph writing.

Statement (2): Students' interaction can positively enhance writing topic sentence.

Table No (4.2)

The Frequency Distribution for the Respondents' Answers of item (2)

Valid	Frequencies	Percentage
Strongly agree	22	44
Agree	14	28
Neutral	9	18
Disagree	3	6
Strongly disagree	2	4
Total	50	100



It is noticed from the above table and figure (4.2) display that there are (22) participants in the study sample with percentage (44.0%) strongly agreed with "Students' interaction can positively enhance writing topic sentence." There are (14) participants with percentage (28%) agreed with that, and (9) participants with percentage (18%) were neutral, and

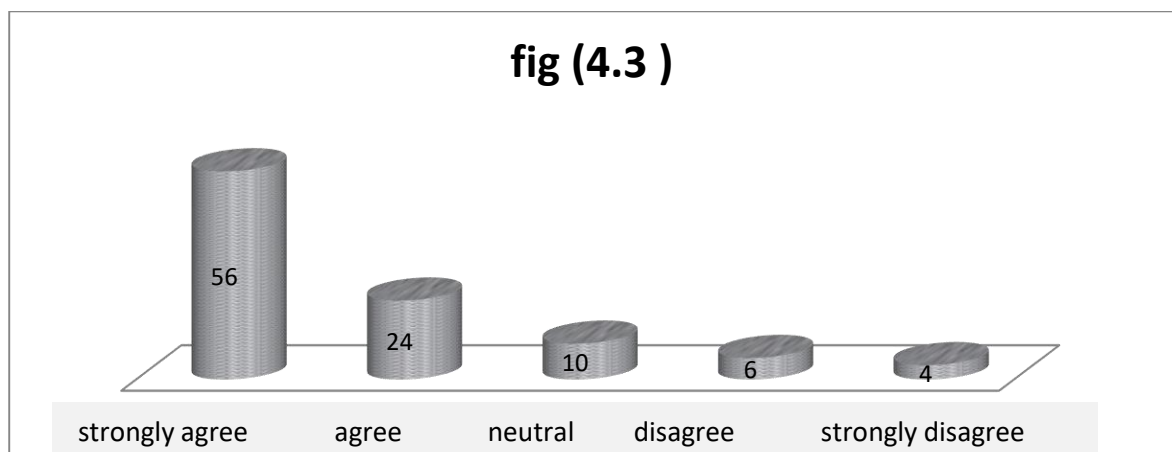
(3) participants with percentage (9%) disagreed. While (2) participants with (4%) are strongly disagreed. This justifies that students should be well-trained in developing writing topic sentence.

Statement (3): Students' interaction can potentially help in identifying writing supporting sentence.

Table No (4.3)

The Frequency Distribution for the Respondents' Answers of item (3)

Valid	Frequencies	Percentage
Strongly agree	28	56
Agree	12	24
Neutral	5	10
disagree	3	6
Strongly disagree	2	4
Total	50	100



It is obvious from the above table and figure (4.3) point out that there are (28) participants in the study sample with percentage (56.0%) strongly agreed with "Students' interaction can potentially help in identifying writing supporting sentence ". There are (12) participants with

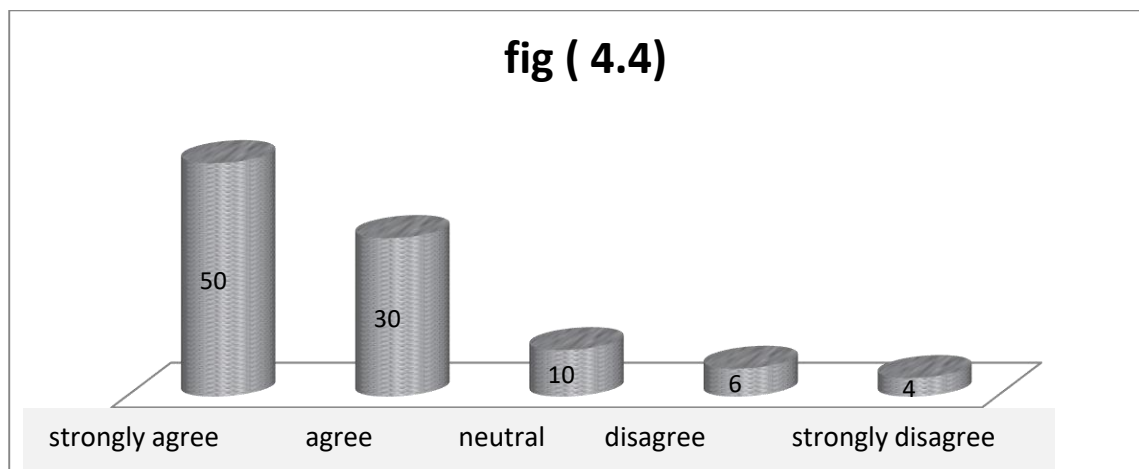
percentage (24%) agreed with that, and (5) participants with percentage (10%) were not sure that, and (3) participants with percentage (12%) disagreed. while (2) participants with (4%) are strongly disagreed. This proves that students should be trained in recognizing writing supporting sentence.

Statement (4) Students' interaction in terms of peer evaluation helps in understanding the English language content to enhance academic writing.

Table No (4.4)

The Frequency Distribution for the Respondents' Answers of item (4)

Valid	Frequencies	Percentage
Strongly agree	25	50
agree	15	30
Neutral	5	10
disagree	3	6
Strongly disagree	2	4
Total	50	100



It is observed from the above table and figure (4.4) show that there are (25) participants in the study sample with percentage (50.0%) strongly

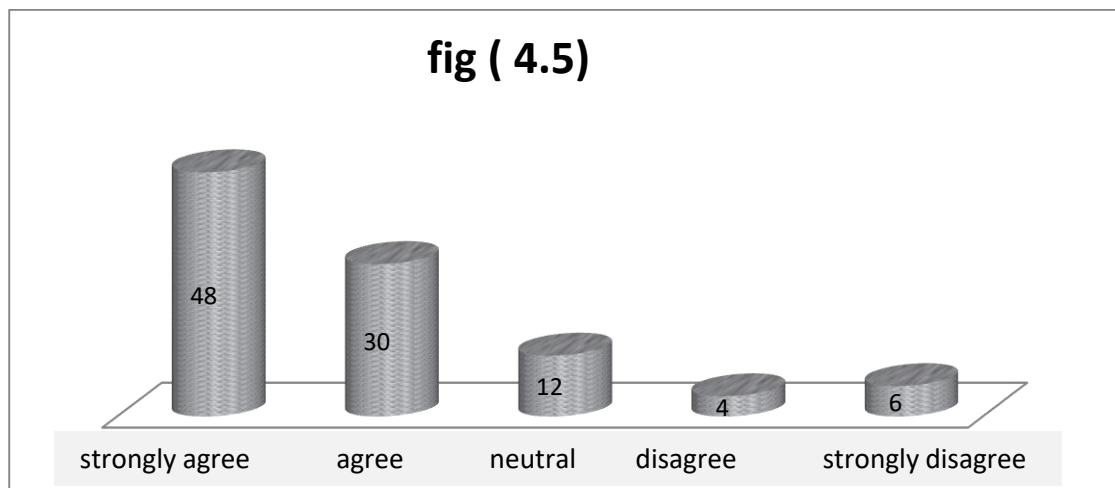
agreed with " Students' interaction in terms of peer evaluation helps in understanding the English language content to enhance academic writing ". There are (15) participants with percentage (30%) agreed with that and (5) participants with percentage (10%) were neutral, and (3) participants with percentage (6%) disagreed. Whereas (2) participants with (4%) are strongly disagreed. This indicates that students should understand academic writing.

Statement (5): Students' interaction in terms of self-evaluation helps in identifying the best level of students.

Table No (4.5)

The Frequency Distribution for the Respondents' Answers of item (5)

Valid	Frequencies	Percentage
Strongly agree	24	48
Agree	15	30
Neutral	6	12
Disagree	2	4
Strongly disagree	3	6
Total	50	100



It is clear from the above table and figure (4.6) display that there are (24) participants in the study sample with percentage (48.0%) strongly agreed with "Students' interaction in terms of self-evaluation helps in identifying the best level of students". There are (15) participants with percentage (30%) agreed with that and (6) participants with percentage (12%) were neutral and (2) participants with percentage (4%) disagreed. While (6) participants with (12 %) are strongly disagreed. This confirms that students should develop writing skills.

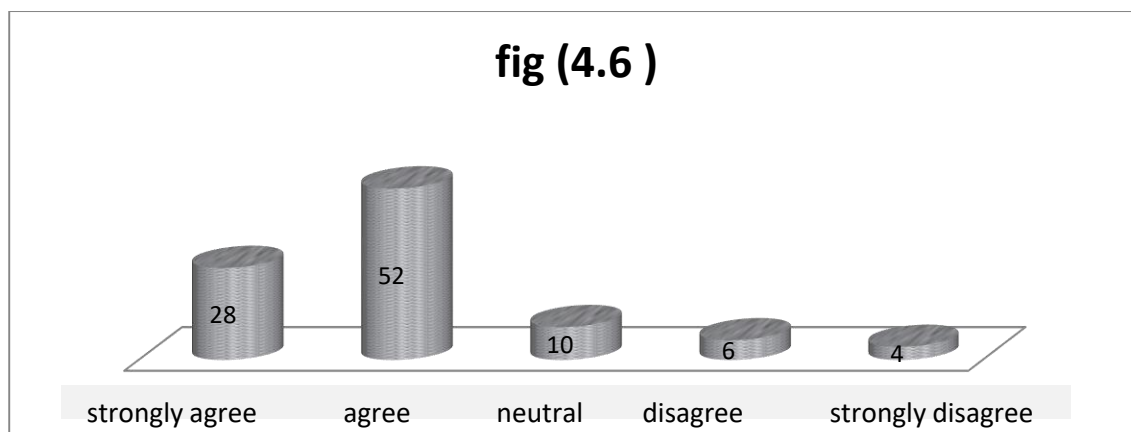
Hypothesis (2): The use of intensive academic writing can positively enhance students' performance in classroom setting.

Statement (6): Classroom should be conducive so as to help students in practicing academic writing.

Table No (4.6)

The Frequency Distribution for the Respondents' Answers of item (6)

Valid	Frequencies	Percentage
Strongly agree	14	28
Agree	26	52
Neutral	5	10
Disagree	3	6
Strongly disagree	2	4
Total	50	100



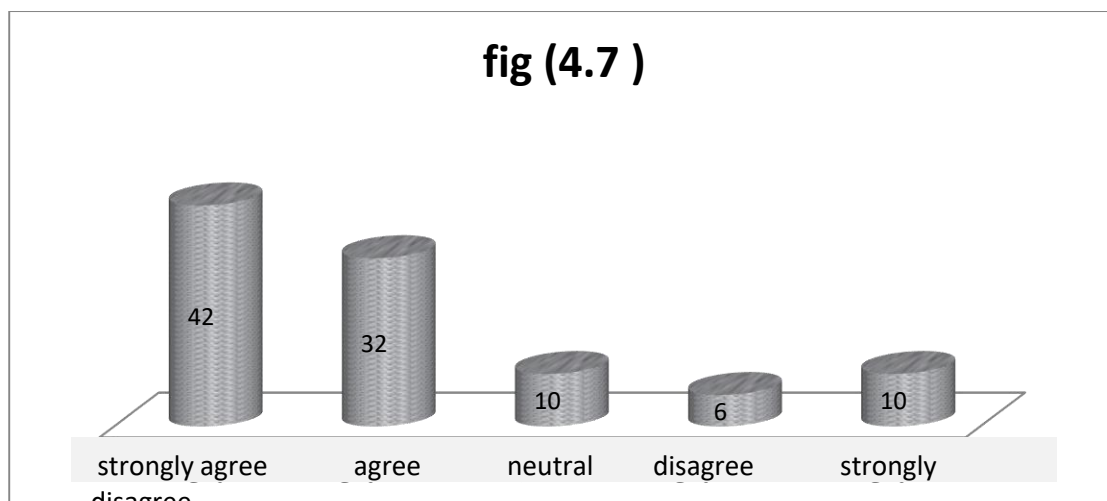
It is noticed from the above table and figure (4.6) show that there are (14) participants in the study sample with percentage (28.0%) strongly agreed with "Classroom should be conducive so as to help students in practicing academic writing. ". There are (26) participants with percentage (52%) agreed with that and (5) participants with percentage (10%) were neutral, and (3) participants with percentage (6%) disagreed. While (2) participants with 4 % are strongly disagreed. This demonstrates that classroom should well-prepared in terms of aids.

Statement (7): Students' interaction in enhancing academic writing help to promote students' performance in class activities.

Table No (4.7)

The Frequency Distribution for the Respondents' Answers of item (7)

Valid	Frequencies	Percentage
Strongly agree	21	42
agree	16	32
Neutral	5	10
disagree	3	6
Strongly disagree	5	10
Total	50	100



It is clear from the above table and figure (4.7) display that there are (21) participants in the study sample with percentage (42.0%) strongly agreed with "Students' interaction in enhancing academic writing help to promote students' performance in class activities". There are (16) participants with percentage (32%) agreed with that and (5) participants with percentage (10%) were neutral and (3) participants with percentage (6%) disagreed. Whereas (2) participants with (4 %) are strongly disagreed. This demonstrates that students should be well-prepared in classroom activities.

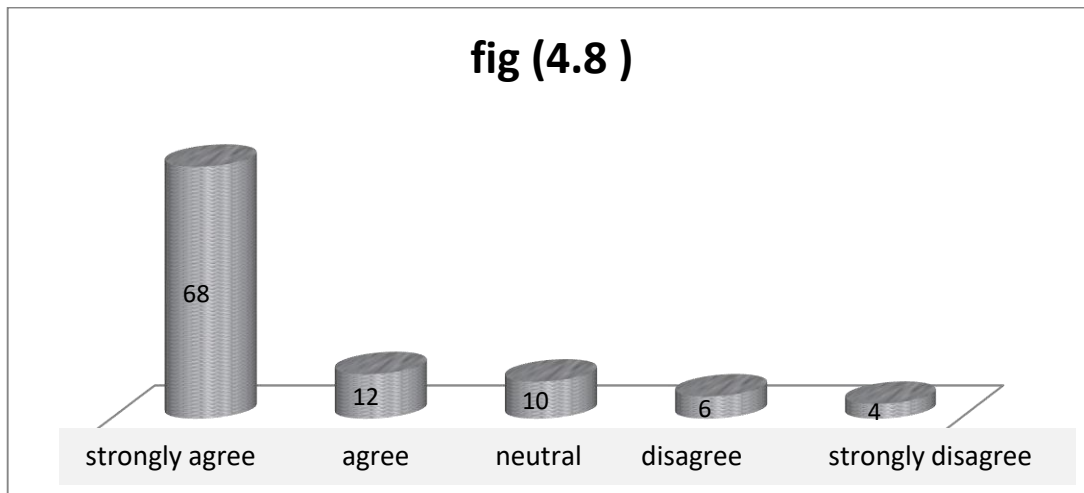
Statement (8): Students' interaction in improving academic writing helps to achieve lesson objectives.

Table No (4.8)

The Frequency Distribution for the Respondents' Answers of item (8)

Valid	Frequencies	Percentage
Strongly agree	34	68
Agree	6	12
Neutral	5	10
Disagree	3	6
Strongly disagree	2	4

Total	50	100
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It is obvious from the above table and figure (4.8) show that there are (34) participants in the study sample with percentage (68.0%) strongly agreed with "Students' interaction in improving academic writing helps to achieve lesson objectives ". There are (6) participants with percentage (12%) agreed with that and (5) participants with percentage (10%) were neutral and (3) participants with percentage (6%) disagreed. and (2) participants with (4 %) are strongly disagreed. This justifies that the improvement of academic writing should achieve objectives.

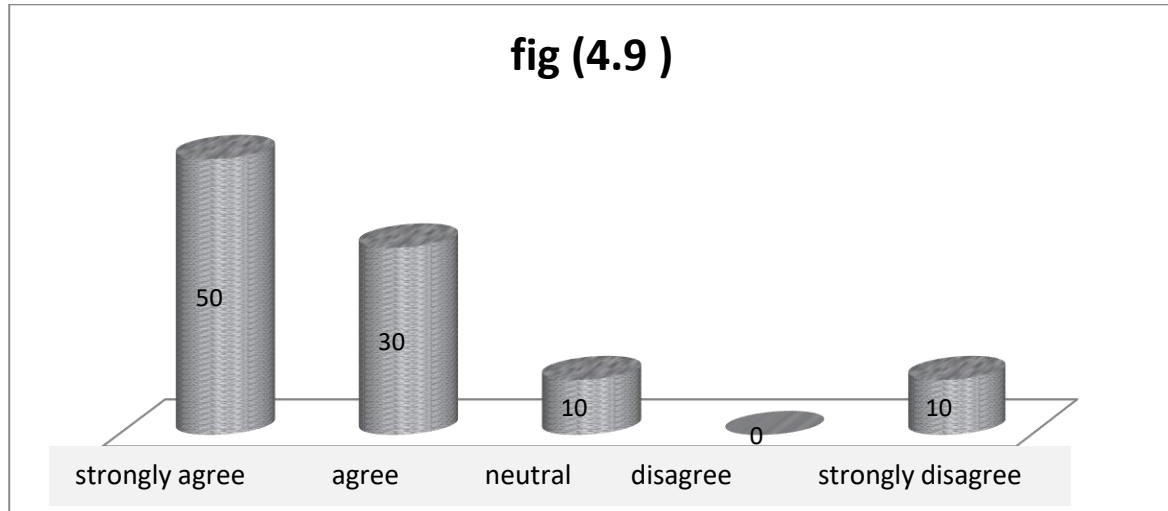
Statement (9): Students' interaction in enhancing academic writing assists in giving adequate explanation.

Table No (4.9)

The Frequency Distribution for the Respondents' Answers of item (4.9)

Valid	Frequencies	Percentage
Strongly agree	25	50
agree	15	30
Neutral	5	10
disagree	0	0

Strongly disagree	5	10
Total	50	100



It is observed from the above table and figure (4.9) display that there are (25) participants in the study sample with percentage (50.0%) strongly agreed with "Students' interaction in enhancing academic writing assists in giving adequate explanation." There are (15) participants with percentage (30%) agreed with that and (5) participants with percentage (10%) were neutral. While (5) participants with (10 %) are strongly disagreed. This demonstrates that students should use academic writing to develop their skills.

Statement (10): Students' interaction in promoting academic writing helps to show some innovation and creativity.

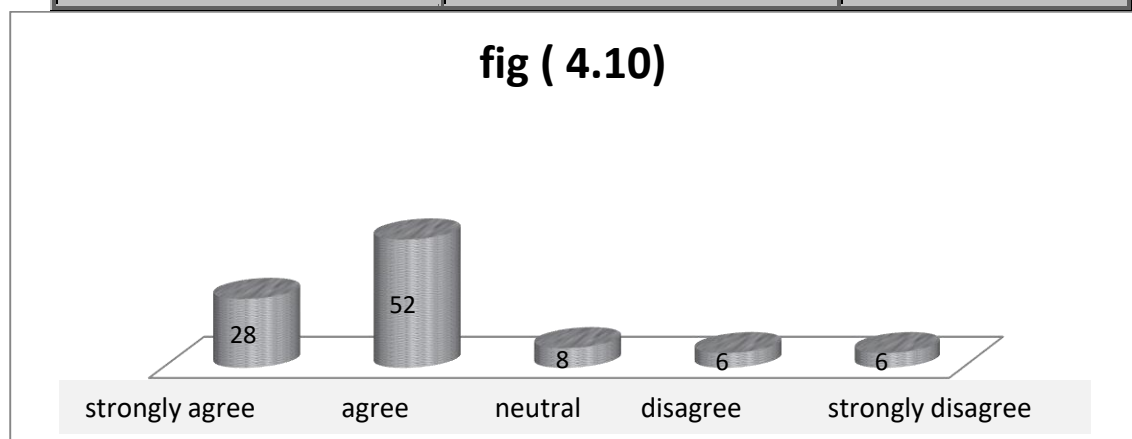
Table No (4.10)

The Frequency Distribution for the Respondents' Answers of item (10)

Valid	Frequencies	Percentage
Strongly agree	14	28
agree	26	52

Neutral	4	8
disagree	3	6
Strongly disagree	3	6
Total	50	100

fig (4.10)



It is noticed from the above table and figure (4.10) show that there are (14) participants in the study sample with percentage (28.0%) strongly agreed with "Students' interaction in promoting academic writing helps to show some innovation and creativity. ". There are (26) participants with percentage (52%) agreed with that and (4) participants with percentage (10%) were neutral, and (3) participants with percentage (6%) disagreed. Whereas (3) participants with (4 %) are strongly disagreed. This indicates that students should be creative in writing techniques.

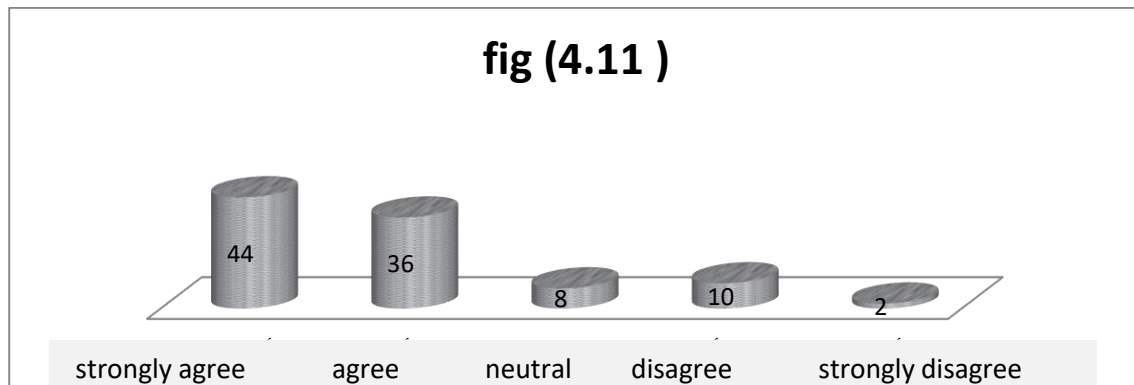
Hypothesis (3): The use of intensive academic writing can significantly enhance students' comprehension.

Statement (11): Students' interaction in developing academic writing assists to cope with academic basic needs.

Table No (4.11)

The Frequency Distribution for the Respondents' Answers of item (11)

Valid	Frequencies	Percentage
Strongly agree	22	44
agree	18	36
Neutral	4	8
disagree	5	10
Strongly disagree	1	2
Total	50	100



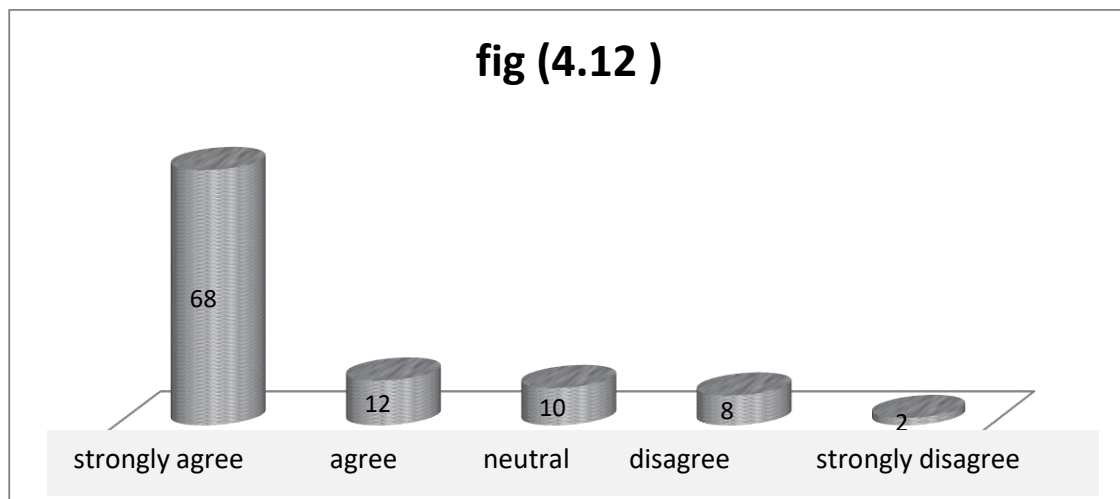
It is clear from the above table and figure (4.11) display that there are (22) participants in the study sample with percentage (44.0%) strongly agreed with "Students' interaction in developing academic writing assists to cope with academic basic needs ". There are (18) participants with percentage (36%) agreed with that and (4) participants with percentage (8%) were neutral and (5) participants with percentage (10%) disagreed. and (1) participants with (2 %) are strongly disagreed. This justifies that students should develop academic basic needs.

Statement (12): Students' interaction in improving academic writing promotes activities.

Table No (4.12)

The Frequency Distribution for the Respondents' Answers of item (12)

Valid	Frequencies	Percentage
Strongly agree	34	68
agree	6	12
Neutral	5	10
disagree	4	8
Strongly disagree	1	2
Total	50	100



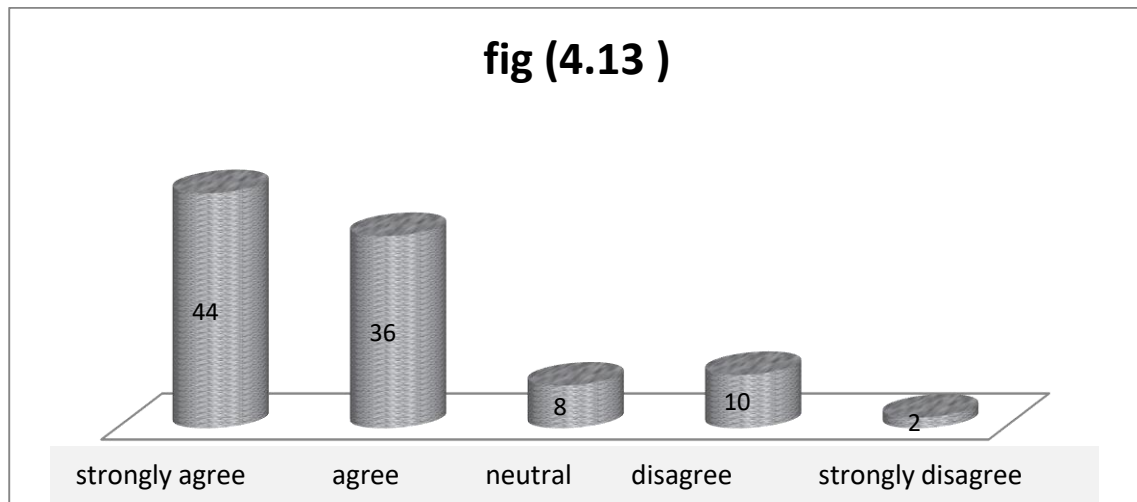
It is clear from the above table and figure (4.12) display that there are (34) participants in the study sample with percentage (68.0%) strongly agreed with "Students' interaction in improving academic writing promotes activities.". There are (6) participants with percentage (12%) agreed with that and (5) participants with percentage (10%) were neutral and (4) participants with percentage (10%) disagreed. While (1) participants with (2 %) are strongly disagreed. This proves that students should be well-trained so as to develop writing activities.

Statement (13): Students' interaction in promoting academic writing helps in providing qualified teachers.

Table No (4.13)

The Frequency Distribution for the Respondents' Answers of item (13)

Valid	Frequencies	Percentage
Strongly agree	22	44
Agree	18	36
Neutral	4	8
Disagree	5	10
Strongly disagree	1	2
Total	50	100



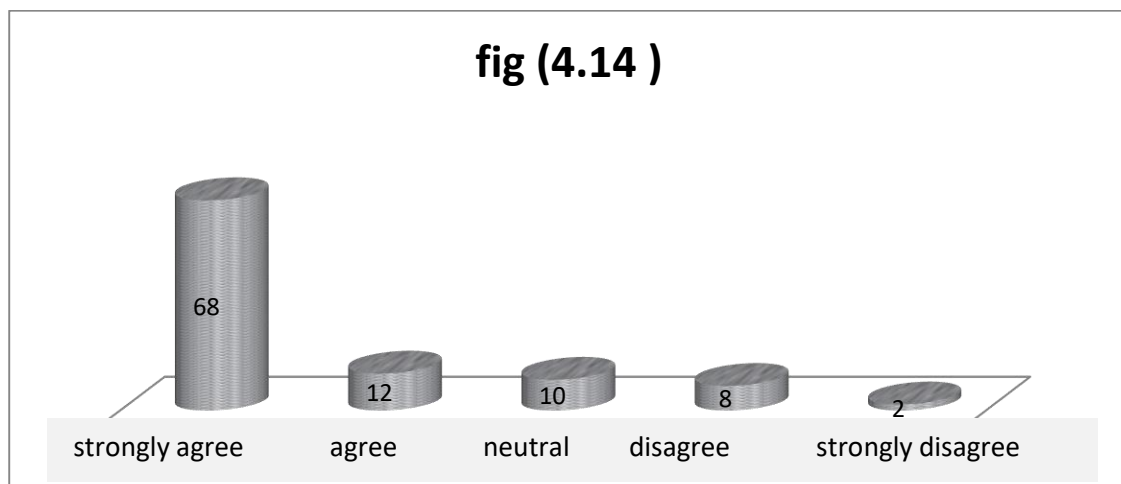
It is observed from the above table and figure (4.13) display that there are (22) participants in the study sample with percentage (44.0%) strongly agreed with "Students' interaction in promoting academic writing helps in providing qualified teachers". There are (18) participants with percentage (36%) agreed with that and (4) participants with percentage (8%) were neutral and (5) participants with percentage (10%) disagreed. While (1) participants with (2 %) are strongly disagreed. This demonstrates that students should develop academic writing.

Statement (14): Students' interaction in enhancing academic writing helps to apply educational policies.

Table No (4.14)

The Frequency Distribution for the Respondents' Answers of item (14)

Valid	Frequencies	Percentage
Strongly agree	34	68
Agree	6	12
Neutral	5	10
Disagree	4	8
Strongly disagree	1	2
Total	50	100



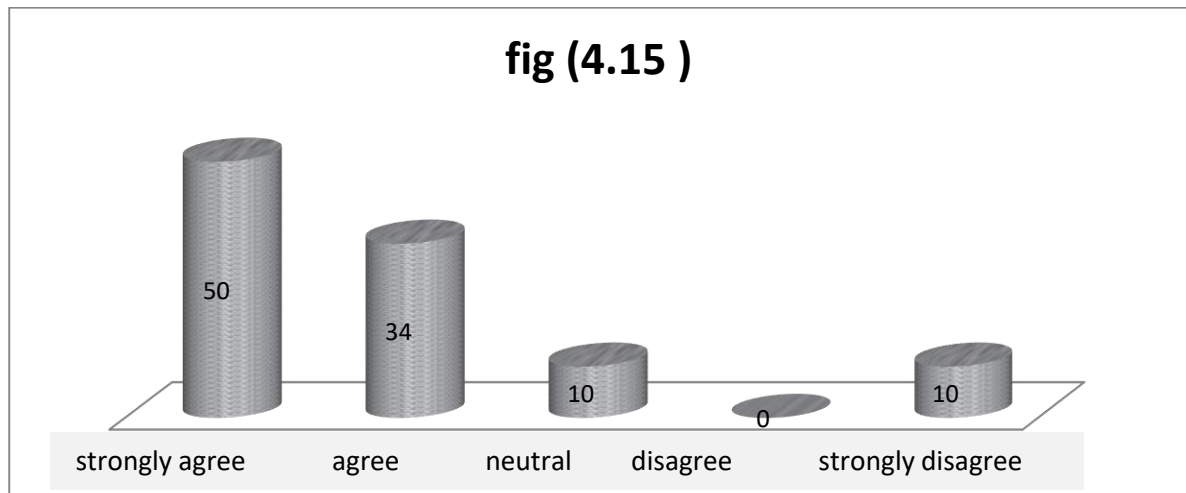
It is noticed from the above table and figure (4.14) that there are (35) participants in the study sample with percentage (70.0%) strongly agreed with "Students' interaction in enhancing academic writing helps to apply educational policies ". There are (6) participants with percentage (12%) agreed with that, and (5) participants with percentage (10%) were neutral, and (4) participants with percentage (8%) disagreed. While (1) participants with (2%) are strongly disagreed. This confirms that students should enhance academic writing.

Statement (15): Students' interaction in improving academic writing help to grasp receptive skills.

Table No (4.15)

The Frequency Distribution for the Respondents' Answers of item (15)

Valid	Frequencies	Percentage
Strongly agree	25	50
agree	15	30
Neutral	5	10
disagree	0	0
Strongly disagree	5	10
Total	50	100



It is clear from the above table and figure (4.15) display that there are (25) participants in the study sample with percentage (50.0%) strongly agreed "Students' interaction in improving academic writing help to grasp receptive skills". There are (15) participants with percentage (30%) agreed with that and (5) participants with percentage (10%) were neutral. Whereas (5) participants with (10 %) are strongly disagreed. This justifies that students should understand the receptive skills.

4.3 Test of the Study Hypotheses

To answer study questions and check its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problems “using classroom interaction to enhance academic writing”. To do that, we will give five degrees for each answer "strongly agree", four degrees for each answer “agree”, three degrees for each answer” neutral", two degrees with each answer “disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about study hypotheses.

Results of the First Hypothesis:

The First Hypothesis in this study States the Following:

“The use of intensive academic writing can positively enhance students’ performance in classroom setting.”

The objective of this hypothesis is an attempt to investigate the effect of applying intensive academic writing on improving student’s performance.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table (4.16) testing the first hypothesis of the study

No	Statement	mean	SD	Chi square	p-value
1	Students' interaction can significantly develop academic paragraph writing.	2.4	0.7	26	0.000
2	Students' interaction can positively enhance writing topic sentence.	2.4	0.5	24.9	0.000
3	Students' interaction can potentially help in identifying writing supporting sentence.	2.3	0.8	24	0.000
4	Students' interaction in terms of peer evaluation helps in understanding the English language content to enhance academic writing.	2.9	0.6	24.4	0.000
5	Students' interaction in terms of self-evaluation helps in identifying the best level of students.	2.6	0.4	26	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction can significantly develop academic paragraph writing.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Students' interaction can positively enhance writing topic sentence.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction can potentially help in identifying writing supporting sentence.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction in terms of peer evaluation helps in understanding the English language content to enhance academic writing.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Teacher who teaches in Arabic influences my

pronunciation of words in Eng Students' interaction in terms of self-evaluation helps in identifying the best level of students.

Results of the Second Hypothesis:

The second hypothesis in this study States the following:

“The use of intensive academic writing can positively enhance students’ performance in classroom setting.”

The objective of this hypothesis is an attempt to find out the use of intensive academic writing enhances the students’ performance in classroom setting. .

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

This indicates that our first hypothesis is accepted.

Table (4.17) Testing the Second Hypothesis of the Study

No	Statement	mean	SD	Chi square	p-value
1	Classroom should be conducive so as to help students in practicing academic writing.	2.6	0.8	27	0.00
2	Students' interaction in enhancing academic writing help to promote students' performance in class activities.	2.4	0.9	25.7	0.001
3	Students' interaction in improving academic writing helps to achieve lesson objectives.	2.4	0.5	35	0.008
4	Students' interaction in enhancing academic writing assists in giving	2.4	0.7	25	0.00

	adequate explanation.				
5	Students' interaction in promoting academic writing helps to show some innovation and creativity	3.0	0.8	27	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Classroom should be conducive so as to help students in practicing academic writing. "

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction in enhancing academic writing help to promote students' performance in class activities.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondent who agreed with the statement “Students' interaction in improving academic writing helps to achieve lesson objectives.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students' interaction in enhancing academic writing assists in giving adequate explanation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (27.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students' interaction in promoting academic writing helps to show some innovation and creativity.

Results of the Third Hypothesis:

The third hypothesis in this study States the following:

“The use of intensive academic writing can significantly enhance students' comprehension.”

The objective of this hypothesis is an attempt to verify whether student's comprehension can be enhanced through the use of intensive academic writing.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's question, and for all questions. We compute the mean, standard deviation, chi square and p-value which is the most central tendency measures, that is used to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers. This indicates that our second hypothesis is accepted.

Table (4.18) Testing the Third Hypothesis of the Study

No	Statement	mean	SD	Chi square	p-value
1	Students' interaction in developing academic writing assists to cope with academic basic needs.	2.7	0.6	24	0.00
2	Students' interaction in improving academic writing promotes activities.	2.5	0.4	22	0.00
3	Students' interaction in promoting academic writing helps in providing qualified teachers.	2.4	0.7	26	0.000
4	Students' interaction in enhancing academic writing helps to apply educational policies.	2.4	0.5	24.9	0.000
5	Students' interaction in improving academic writing help to grasp receptive skills.	2.3	0.8	24	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (23.0) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction in developing academic writing assists to cope with academic basic needs.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (12) question was (22.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction in improving academic writing promotes activities.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (13) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction in promoting academic writing helps in providing qualified teachers.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (14) question was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement "Students' interaction in enhancing academic writing helps to apply educational policies.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (15) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students' interaction in improving academic writing help to grasp receptive skills.

This indicates that our third hypothesis is accepted.

4.5. The Responses to the Observation

The responses to the observation of the 10 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each question in the observation is analyzed statistically and discussed. The following table will support the discussion.

4.5.1 Analysis of Students' Observation

P: Positive

N: Negative

Statement s	Statemen t One		Statemen t Two		Statemen t Three		Statemen t Four		Statemen t Five	
	P	N	P		P	N	P	N	P	N
10										

Frequencies	2	8	7	3	6	4	4	6	8	2
Percentages	80%	20%	70%	30%	60%	40%	60%	40%	80%	20%

Question One

The table above illustrates the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (80%). This justifies that pair work interaction to enhance academic writing helps in developing students' auto correction.

Question Two

The table above illustrates the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (70%). This justifies that group work interaction to enhance academic writing helps in distributing chances among the students.

Question Three

The table above illustrates the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (60%). This justifies that Interactions through games improve students' team work spirit to enhance academic writing.

Question Four

The table above illustrates the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were negative which are represented by the

percentage (40%). This justifies that interaction through the role-play helps students to overcome fear barriers.

Question Five

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (80%). This justifies that informal motivation encourages students to improve their performance.

Statement	Statement Six		Statement Seven		Statement Eight		Statement Nine		Statement Ten	
10	P	N	P	N	P	N	P	N	P	N
Frequency	8	2	6	4	7	3	7	3	8	2
Percentage	80%	20%	60%	40%	70%	30%	70%	30%	80%	20%

Question Six

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (80%). This justifies that true interaction among students to enhance academic writing helps in motivating the students.

Question Seven

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the

percentage (60%). This justifies that interaction among students develops their imagination to enhance academic writing helps in matching students' basic academic needs.

Question Eight

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (70%). This justifies that interaction to enhance academic writing helps in promoting the badly needs of activities.

Question Nine

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (70%). This justifies that interaction to enhance academic writing helps in promoting the students' self-confidence.

Question Ten

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the statements and shows that most of the sample answers were positive which are represented by the percentage (80%). This justifies that interaction to enhance academic writing helps in achieving the out puts.

Discussion

To sum up, the findings of this chapter revealed that all sections justify 'the Need for interaction to enhance academic writing' was highly rated by the teachers.

We can say there was a consensus of opinions in favor of the interaction to enhance academic writing helps in developing English language

content as well as interaction to enhance academic writing of English language helps in identifying the best level that matches students' basic academic needs and providing qualified teachers.

The neutral responses, however, show irregularity and unexpected and unexplainable instability of the respondents' uncertainty in the all hypotheses.

The responses to all statements in terms of interaction among students enhances academic writing. All statements are positive in these sections were either strongly agreed to or only agreed to.

The percentages of the negative responses were less significant for interaction to enhance academic writing, but higher for the teachers.

All teachers agreed to the all statements of the sections "interaction among students enhances academic writing". The undecided responses, however, showed small differences.

The majority of the respondents were in favor of the need for the interaction to enhance academic writing. A very large majority of the respondents agreed on:

- a. the importance of helping the teachers to acquaint with interaction to enhance academic writing;
- b. the fact that interaction to enhance academic writing increases awareness of teachers' interaction to enhance academic writing ;
- c. the urgent need for interaction to enhance academic writing especially for explaining and understanding of the difficult areas in English language activities;
- d. Necessity that for English teachers know their interaction to enhance academic writing abilities.

When the teachers were compared among themselves, no statistical significant differences were perceivable which stated that the teachers have no opportunity for interaction to enhance academic writing.

However, the teachers confirm that interaction to enhance academic writings should be one of the main mediam of improving students' performance, they were in favor of the use of interaction to enhance academic writing in teaching the target language so as to reach the maximum efficiency in understanding English language in terms of interaction to enhance academic writing.

4.6 Summary

This chapter has covered the data analysis of the study which is about using classroom interaction to enhance academic writing. This is done through a questionnaire to the teachers and observation to the second year students. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

Academic writing has been described as the most difficult aspects of productive skills for EFL learners. This study sheds light on EFL writing which is considered to be one of the crucial topics in the field of Linguistics. It varies regarding to its kinds of academic writing, collaborative writing, peer response in L2 writing and persuasive collaborative writing. Obviously, writing is overlapped in general. The researcher attempted to outline a roadmap to investigate classroom interaction in enhancing academic writing. To fulfill the purpose of the study, the researcher applied two tools, namely questionnaire and observation check list. When one diagnoses area of difficulties, it becomes easier to cure the remedy as soon as possible by using the best strategy and technique. This chapter includes the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1. Main Findings

The results of this study explore speaking difficulties faced by undergraduate students in developing linguistic performance. The results indicated that these difficulties vary regarding the speaking strategies. Researcher has summarized following findings:

1. Students' interaction can significantly develop academic paragraph writing.

2. Students' interaction can positively enhance writing topic sentence
3. Students' interaction can potentially help in identifying writing supporting sentence.

4- Students' interaction in enhancing academic writing help to promote students' performance in class activities.

5- Students' interaction in improving academic writing helps to achieve lesson objectives. .

6- Students' interaction in enhancing academic writing helps to apply educational policies.

5.4. Conclusion

The scholars have seen that the English language has been taught as a foreign language in all governmental schools so that it is very challenging to teach English in these schools. In accordance with the globalization trend, English language has been instilled as compulsory subject in curriculum for all the governmental schools. English language learning in schools has always been linked with grammar, literature, exercises and drill activities that position teaching and learning a language as an educational activity that is related to the students' personal development in everyday lives.

Now, interaction has totally influenced pedagogy as the new ways of teaching. With the growth of cooperative learning has spread so rapidly and become the new phenomenon among the students. Thus, students' interaction is primarily concerned with people who already know each other, and use the cooperative learning as one way of keeping their existing social connections alive, rather than for making new ones. The most popular cooperative learning is often associated with the

broader context of learning process, cooperative learning, which came to widespread prominence towards the end of century .

However, the growing popularity of cooperative learning as educational tool can be explained by research in this area. Some researchers have claimed that students' writing skills improve when they interacted together. It has been also found that interacted together let students compose writing with specific purposes that can encourage them to enhance their writing in the language constructively. It is assumed that interacted together can encourage the undergraduates to write more consecutively in the coming years.

Therefore, this study investigates the benefits of using interaction in EFL classrooms. It also reviews the advantages and benefits of using interaction in promoting students' writing skills in EFL classrooms. In order to facilitate the investigation regarding the effectiveness of students interacted together in promoting writing skills in EFL classrooms.

5.2. Recommendations

This study has explored the use classroom interaction to enhance academic writing.

In the light of the results of the present study, the following recommendations are presented. Those seem to be relevant to EFL students, English teachers and university stakeholders:

1. Classroom should be conducive so as to help students in practicing academic writing.
2. Peer interaction should be adopted among the students to give them self-confidence.

3. Classroom' interaction should be adopted among the students to help them better understanding.

5.3. Suggestions for further Studies

The present study presents the following suggestions for further research:

1. The impact of academic writing on developing EFL learners' linguistic competence.
2. Investigating difficulties Encountered by EFL students in developing writing essay.
3. Model of writing strategies for EFL learners

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APPENDIX

APPENDIX (A)

Teachers' Questionnaire

Dear/ Teacher

This questionnaire is part of a PhD study entitled “Using Classroom Interaction to Enhance Academic Writing”.

I would be thankful for your assistance by applying your opinion about the questionnaire statements. For doing so, please **Put “√” in front of your choice**. Your assistance is highly appreciated.

Part One:

1- Age:

- (a) Less than 25 (b) 25-35 (c) 36-45
 (d) 46-60 (e) 60 above

2- Gender:

- (a) Male (b) Female

3- Qualifications

- (a) Ph.D. (b) M.A (c) B.A (d) High Dip

4- Years of experience as language teacher:

- (a) 1-5 (b) 6-10 (c) 11-15 (d) 16 -above

Part Two:

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Students' interaction can significantly develop academic paragraph writing.					
2	Students' interaction can positively enhance writing topic sentence.					
3	Students' interaction can potentially help in identifying writing supporting sentence.					
4	Students' interaction in terms of peer evaluation helps in understanding the English language content to enhance academic writing.					

5	Students' interaction in terms of self-evaluation helps in identifying the best level of students.					
6	Classroom should be conducive so as to help students in practicing academic writing.					
7	Students' interaction in enhancing academic writing help to promote students' performance in class activities.					
8	Students' interaction in improving academic writing helps to achieve lesson objectives.					
9	Students' interaction in enhancing academic writing assists in giving adequate explanation.					
10	Students' interaction in promoting academic writing helps to show some innovation and creativity					
11	Students' interaction in developing academic writing assists to cope with academic basic needs.					
12	Students' interaction in improving academic writing promotes activities.					
13	Students' interaction in promoting academic writing helps in providing qualified teachers.					
14	Students' interaction in enhancing academic writing helps to apply educational policies.					
15	Students' interaction in improving academic writing help to grasp receptive skills.					