

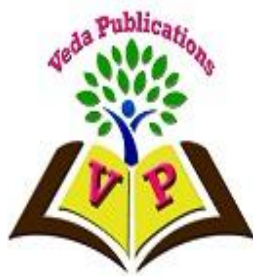


EXTENDED ABSTRACT



THE EFFECTIVENESS OF RECIPROCAL TEACHING OF READING STRATEGIES ON ESL STUDENT'S WRITING ENHANCEMENT: A GENRE- BASED CORPUS ANALYSIS

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(Universiti Utara Malaysia) Email: Habibi_hadis@yahoo.comdoi: <https://doi.org/10.33329/joell.6S1.6>**ABSTRACT**

Writing has consistently been considered as a big issue for ESL students to master. One of the most effective methods offered for improving students' writing skill is known as reciprocal teaching strategies (RTS) developed by Palincsar and Brown (1984). Since this interesting method and the perceptions towards it have not been paid too much attention by teachers, even by native speaking teachers, this study investigates the effect of reciprocal teaching of reading strategies on ESL students' writing improvement. A total number of 50 students from a selected school in Malaysia participated. They were divided into two main groups; the experimental group and the control group. Only the experimental group received the treatment though. Methodologically, this study employed a Quali-Quanti (mixed) research sequential design including 3 phases; pre-test, intervention, and post-test. During the pre-test, the participants were required to write about a given topic; in intervention stage, reciprocal teaching was taught to them; and through the post-test, the participants were asked to write about the same topic for another time. Data were collected and then analysed using 2 main software; Computer Assisted Corpus Analysis (for text/corpus analysis) and Nvivo 10 (for interviews' analysis). An observation was the other beneficial tool that helped the researcher of this study with data collection and data analysis. The outcome of the study, both quantitatively and qualitatively, revealed the positive impact of reciprocal teaching strategies on participants' writing skill after the intervention. The main contributions of this study include the suggestion of a new method of teaching and learning



writing with the aid of an uncomplicated and effective computer-based tool known as Computer-Assisted Corpus Analysis (CACA) developed by Manvender (2012, 2014). It is a contribution to Malaysia's Ministry of Education that has always been concerned with the English proficiency of Malaysian students.

Keywords: *Corpus analysis, ESL, reading strategies, reciprocal teaching strategies, writing skill.*