

Application of Literature Circle in Teaching English Language Composition Writing in Nigeria

STELLA ADEBIMPE OKUESO, ADESOLA RASHIDAT ODENEYE
Tai Solarin College of Education, Omu-Ijebu, Ogun State, Nigeria

ADEWALE AMOS AJAO, SUNDAY JOHNSON OKUNNUWA
Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria.

Abstract. The learning of English as second language have been faced with several challenges among young learners in schools because of several factors ranging from dearth of teaching resources to adoption of traditional methodology by teachers. Composition writing is more challenging for students as the data available from West African Examination Council (WAEC) and National Examination Council (NECO) Results have revealed. The need for innovative strategies becomes inevitable, hence the adoption of literature circle for an improvement in teaching and learning of English composition writing. The study adopted a pre-test, post-test, control group, quasi-experimental design. Three groups were involved in the administration before and after the experiment. A sample of 100 students (56 males and 44 females) was selected using a simple random sampling technique, from two secondary schools of the local government. The instrument used for data collection was a Composition Writing Achievement Test (CWAT), Data collected were analysed using Analysis of Covariance (ANCOVA) to test hypotheses at 0.05 level of significance. Findings revealed that literature circles have significant effect on composition writing. Findings also showed a significant difference in the mean achievement between male and female students who were exposed to literature circles. The study recommended that teacher-education programmes should be redesigned to incorporate strategies that will help prospective teachers acquire skills that will enable them to help students develop sound writing skill. Also, Nigeria Educational Research and Development Council (NERDC) should emphasize that teachers embrace

innovative strategies such as literature circles while implementing the curriculum.

Keywords: Literature Circle, Composition writing, Teaching, English Language

1. Introduction

English is the official language in Nigeria, and the language of education, at least, effectively from the third year of primary education for any child in the country (Ayodele, 2001). The English language, according to Adetugbo (1997), is the most international and academic of all languages. It is the language in which most textbooks are produced (Armstrong, 2006). Besides being the recognized medium of communication in the administration of government businesses in a country with over four hundred indigenous languages, English language is the medium of instruction through which learners acquire knowledge and skills at all levels of education. To Carl (2004), proficiency in English language skills especially in writing in today's diverse society is the key to the world's proof of knowledge and universal culture and a gateway to success in the global economy.

However, in spite of the vital roles of the English language, most Nigerian students are unable to acquire proficiency in the skills of the language especially writing. Adeyemi (2014) observed that the poor performance of students in English Language could be connected to their inability to write effectively. This translates to abysmally low

performance of students in other subjects in both external and internal examinations.

Writing is a system of graphic symbols that can be used to convey meaning. Scholars of language education agreed that writing is a complex activity essential to the development of second language and foreign language learning (Adeyemi, 2014). It is a challenging task requiring much mental effort. In order to communicate our opinions and ideas, we engage in many conscious cognitive processes simultaneously which is sometimes difficult and an herculean task. We encode the meaning in our minds into words and sentences while also attending to grammar, vocabulary, coherence, audience, and appropriateness of the text for the task at hand. In some cases, we may struggle thinking out the meaning we want to share with our audience. This process becomes more challenging in second and foreign language situations where the writer has limited vocabulary, idioms, cultural knowledge, and less experience with L2 rhetorical strategies.

Writing is foundational to success in academics, in the work place and in the global economy. In an increasingly demanding world of literacy, the importance of ensuring students' proficiency in writing can never be overemphasized. The ability to write well, hitherto a luxury is now a dire necessity (Oyedele & Chikwature, 2016; Chaleila, & Garra-Alloush, 2019). Writing is vital to students' developing literacy skills. In light of this, teaching learners to write well should be top priority of a worthwhile educational system. Callagher (2006) observes that a school that "teaches its children the curriculum without concurrently teaching them how to write well is a school that has failed".

In the same vein, Aboderin (2005) noted that, in the secondary schools, students write poor essays in English Language with poor command of English Language and inability to write correct sentences as hall mark. The students do not know how to use correct tenses, punctuation and commit errors of concord and agreement. They are poor in spellings, do not know how to organize essays; express themselves and some cannot generate enough ideas. Adeyemi (2002), in his study on methods of teaching essay writing reported that, "It is disheartening to note that students are not performing well at primary and post primary school levels in English Language examinations. The worst hit aspect is the continuous writing". Adedeji (2004), reported that many employers have expressed great difficulty in obtaining clerks who can speak and write English correctly, he is of the opinion that the teaching of

English in the present day school produces students with limited command of English.

In view of the problem of poor performance in English language and most especially in writing skill, many reasons have been advanced for learners' inability to write good English but teacher related factors appear to be the most reverberating (Rog, 2007; Boscolo & Gelati, 2007; Muodumogu & Odey, 2006; Anizoba, 2004; Uzoegwu, 2005; Obi-Okoye, 2004; Dyson & Freedman, 2003). It could therefore be deduced that the poor achievement recorded by students in English language is traceable to inappropriate methodology used by the teachers (Mabekoje 2013). Teachers in the secondary schools are ill-equipped to handle writing and are therefore not comfortable teaching it. Oyetunde and Muodumogu (2009) opine that teachers do not teach writing because they do not know how to teach it. Writing as a result is the most neglected of the language skills and this has continued to have disastrous effect on students' achievement as proficiency in writing is critical to excellence in academics and in the work place. Many methods have been tried in teaching and learning composition writing, yet students' achievement is low hence there is need for continuous search for better and improved strategies by researchers and scholars in the field of language Education.

Therefore, it is imperative to familiarize students with new developments, procedures, techniques, and modern methods in all domains of life especially in teaching-learning situation to motivate, and encourage the students. Literature circle strategy is one of those innovative teaching strategies that can be employed to improve the teaching and learning of English composition.

Literature circle can be described as a form of group discussion. They are formed when group of reader gathered together to have in-depth talk about text they have read (Shoebottom, 2003). Daniels (2014) defines literature circle as peer-led discussion group whose members have chosen to read the same story, poem, articles or books. Within this group, students create their own reading or writing and meeting schedule while in a discussion about the book they are reading. Literature circle give students a chance to guide and direct their own learning as well as become reflective reader. In a school setting, literature circle is characterized by students who usually read a selection of literature on their own before they come to discuss it in small groups of four or six. The discussions are often guided by students' responses to a read text and not on the list of

questions from a teacher. Students who read a particular book come together to share ideas and discuss the book they have read. Because group members share their taught, feeling, impressions, personal connections, ideas and problems about the books, they naturally engage in intensive reading in order to participate effectively (Wilfong, 2009). It is a learner centered method of teaching and it create a conducive learning environment for students and it support the students' literary and literacy learning (Su &Huei Wu, 2016). The use of literature circle may increase quality talk, meaningful discussion, and critical thinking skills (Young, 2007; Balone, 2015) Literature circle motivate learners for reading and in that way improve their interactional skills in English (Bedel, 2011). Since literature circle might lead to greater achievement in continuous writing, this study therefore seeks to investigate the effects of literature circle on students' learning outcomes in writing English compositions.

Apart from teachers' method of teaching writing skill, gender is another factor that can affect students' performance in school subjects including English. The study therefore aimed at determining the extent to which gender of students are significant moderator variable in achievement having been exposed to this strategy.

2. The Concept of Composition

The literary meaning of "compose" is "to form by putting together". A composition is a form of writing that involves putting together of ideas you have on a subject matter in a written form. Composition is basically meant for the purpose of communicating ideas or passing information, meaning that it involves the ability to think and be creative.

Composition writing is very essential among the communication skill. It is very important, for a literate person can't do without as part of day to day activities especially in a formal setting. The composition writing could be in form of narrative, argumentative, expository and descriptive.

Writing as an art is a natural skill of individuals which is also the graphic aspect of communication. Before an art could start, there should be an overall planning. A good composition must have a shape and must be planned with a good outline as a guide. There is no composition without a purpose which may include; to inform, to interpret, and to persuade while the three major quality of good writing; economy, simplicity and clarity should not be overlooked.

It is very important to note that the content, form and the tone of any piece of writing should correspond with the purpose it is meant to serve. e.g official letters like application letter, introduction letter, reference letter, memos and etc. are usually straight forward, short, clear and simple. They normally follow a formal procedure while a letter to any member of a family or friend will use an informal procedure by using carefree language and more relaxed. A long essay speeches, minutes of meetings, public announcement and others also have their own format of writing to suit their purpose.

Composition is basically to serve the purpose of communicating ideas, it is therefore important for the writer to avoid ambiguity and vagueness, to let the language be straight forward and simple. When writer have more than one topic sentence to explain, it should be broken into different paragraphs, one for each of the main point or ideas. Each paragraph must follow a logical sequence and should be coherence. Therefore, writers should not allow their write ups to fail as a piece of communication but rather get to the meaning they wish to express.

2.1 Methods of Teaching Composition

There is need to improve student's writing skills by making use of appropriate teaching method which will help the students succeed inside and outside the classroom. Effective writing is a vital component of students' literacy achievements, and writing is a critical communication tool for students to explain their thought and opinions, describe ideas and events, and analyze information. In fact, writing is a long life skill that plays an important role in post secondary success across academic and vocational disciplines. Sengupta (2000) notes that methods teachers used in writing instruction have measurable effects on the quality of the students' written products. Archibald (2001) also observes that teaching has an effect on the students' ability to reflect on their writing and to produce more effective and appropriate texts in second language. In addition, Tangpermpoon (2008) asserts that teaching writing skills to L2 students is a challenging task for teachers because developing this skill takes a long time to realize the improvement.

3. Literature Circles

With independent reading being such a significant part of the learning process in middle and high school, students must be able to comprehend what they are taking in. As students progress through school, the difficulty of text increases greatly. The expectation is no longer learning to read but reading

to learn. However, many students have not yet made that transition and are frequently frustrated by the fast pace and are being left behind. Journaling, identifying main ideas and details, asking questions, working in groups and discussion can positively affect those who struggle with comprehension. Another way to increase comprehension for all students is to use literature circles in class. Literature circles are similar to book clubs where small groups get together to discuss a text that has been read (Wilfong, 2009). Literature circles put students in charge of content and conversation instead of teachers. Members bring their own insights and inquiries to the group and discuss these items together (Brabham & Villaume, 2000). While using literature circles is most commonly used with fiction, they can also be applied to picture books with young children, poems, textbooks, newspaper articles, and other types of non-fiction (Brabham & Villaume, 2000, Wilfong, 2009). However, Daniels (2002) states that in order for the strategy to work with expository texts, the text must keep students' interest and have some elements of plot woven in to allow students to question and develop opinions. Typical expository texts found in textbooks are too fact-driven to promote active discussions. Using literature circles can be extremely powerful and do more than just allow students to talk about texts. They promote trust and respect for the opinions of others and give students ownership of their own thinking (Clarke & Holwadel, 2007; Whittaker, 2012). Brabham and Villaume (2000) make a case for the incorporating literature circles into any classroom:

- Literature circles are important because they promote active and thoughtful stances toward reading, including making predictions, constructing visual images, creating connections to personal experiences and other texts, monitoring reading and whether it makes sense, solving word- and text-level problems in flexible ways, summarizing as they go, arguing with the author, and evaluating content and writing style.
- Literature circles can be effective for improving reading comprehension and the enjoyment of reading which could boost motivation (Whittaker, 2012).

The design of literature circles has changed as they have been researched more and more over time. Many circles are set up with students each having their own role to prepare for discussion. According to Burns (1998) and Daniels (1994), the most common roles include someone who summarizes the text that

was read, a student who creates questions over the text and generally leads discussion, another person to find and discuss new vocabulary words, someone to make connections from the text to the real world, and a student that illustrates an important or meaningful part of the text (as cited in Brabham & Villaume, 2000; Wilfong, 2009). However, roles in literature circles should be designed to promote literary discussion; discussion should not rely on the role sheets. In one of his many articles on literature circles, Daniels (2006) states that using role sheets can be great tools to guide students through the literature circle process when first introduced, but using them should be temporary.

4. Statement of the Problem

The rate at which secondary school students fail English language has been linked to their inability to logically express their thought in a written mode. Besides, low language proficiency arising from defective knowledge of English writing skill among students of English as a second language contributes to persistent decline in students' performance across school subjects. It has been repeatedly reported and recorded by WAEC and NECO that students fail. English language primarily because the act of writing composition has remained almost perpetually poor and the score allotted (50%) to writing is very high such that, as soon as student fail this part, failure in the entire examination is certain. Various methods and strategies being employed by classroom teachers and educational practitioners to tackle this problem have not produced satisfactory results as observed in the various national examination results over a long time requiring more attention.

Diverse of studies have been carried out to proffer a lasting solution to mass failure in composition writing in English language. For instance, Sengupta (2000) investigates the effects of revision strategy instruction on L2 secondary school learners. Adeyemi (2014) examines the effects of writing process methods on students' performance in English composition while Agbenge (2016) studies how cooperative learning strategies influence the Junior Secondary School Students' achievement in writing. None of these researches uses Literature circle strategy in their work; in exemption to Agada (2019) who examines the effect of Literature Circle on literacy achievement of senior secondary school students.

This problem of poor performance in writing that has remained unabated, has been attributed to the methodology and strategies teachers utilize in classroom instructional procedure. Considering the importance of writing in education and human

development, it becomes imperative to seek an effective method of teaching writing to complement the existing strategies in order to improve students' performance in writing composition in secondary schools.

This study, investigated the effects of literature circle on students' learning outcomes in English compositions writing as well as examined the extent to which gender of students are significant moderator variable in achievement after been exposed to this strategy.

5. Hypotheses

Ho₁ There is no significant difference in the mean post-test achievement scores of senior secondary students exposed to Literature circle strategy in composition writing.

Ho₂ There is no significant difference in the mean post-test achievement scores of male and female senior secondary students exposed to Literature circle strategy in composition writing.

Ho₃: There is no significant interaction effect of treatment and gender on the post-test mean achievement scores of senior secondary students in composition writing.

7. Result of findings

The hypotheses were tested using inferential statistics involving the analysis of covariance at 0.05 level of significance. The sequence of the presentation and interpretation is in accordance with the hypotheses formulated.

Sample Distribution according to Instructional Strategy strategy level

	Frequency	Percent	Valid Percent	Cumulative Percent
LC exp.	50	50	50	68.2
conv control	50	50	50	100.0
Total	100	100.0	100.0	

Sample Distribution according to Gender

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
female	56	56	56	49.2
Valid male	44	44	44	100.0
Total	100	100.0	100.0	

Hypothesis One: There is no significant difference in the mean post-test achievement scores of senior secondary students exposed to Literature circle strategy in composition writing.

Table 1: Analysis of Covariance for difference in the mean post-test achievement scores of senior secondary students exposed to Literature circle strategy in composition writing.

Tests of Between-Subjects Effects

Dependent Variable: Post Test

6. Methodology

A pre-test, post-test quasi experimental design was adopted in this study. A purposive sampling technique was used to select two secondary schools from the local government area. Simple random technique was used to assign the schools to experimental and control group. Fifty (50) S.S. 2 students from each of the two schools served as the sample for the study making a total of one hundred (100) students (44 males and 56 females). Both experimental and control groups were given a pre-test and post-test. However, only the experimental group was exposed to literature circles. The control groups remained under the conventional teaching. This study used composition Writing Achievement Test (CWAT) for data collection. The CWAT was adapted from WAEC English past question for the year 2019. Data collected were analyzed using Analysis of Covariance (ANCOVA) because it enables the researchers to compare the means gains of the groups investigated while the effect of intervening variables or extraneous variables was reduced.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3306.250 ^a	1	3306.250	436.757	.000
Intercept	8408.890	1	8408.890	1110.818	.000
Group	3306.250	1	3306.250	436.757	.000
Error	741.860	98	7.570		
Total	12457.000	100			
Corrected Total	4048.110	99			

a. R Squared = .817 (Adjusted R Squared = .815)

Table 1 present the analysis of covariance (ANCOVA) showing significant difference in the mean post-test achievement scores of senior secondary school students exposed to Literature circle strategy in composition writing. The result presented above indicate a significant outcome (i. e. $F = 436.757$; $p < 0.05$). This outcome implies that there is significant effect of strategies in composition writing. In essence, there is a significant variability in the effect of strategy on students exposed to Literature circle strategy in composition writing. Hence the null hypothesis is hereby rejected. In effect, there is a significant difference in the mean post-test achievement scores of senior secondary school students exposed to Literature circle strategy in composition writing.

Hypothesis Two: There is no significant difference in the mean post-test achievement scores of male and female senior secondary students exposed to Literature circle strategy in composition writing.

Table 2: Analysis of Covariance for difference in the mean post-test achievement scores of male and female senior secondary students exposed to Literature circle strategy in composition writing.

Tests of Between-Subjects Effects
Dependent Variable: Post Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	162.759 ^a	1	162.759	4.072	.046
Intercept	8435.244	1	8435.244	211.030	.000
Gender	162.759	1	162.759	4.072	.046
Error	3877.261	97	39.972		
Total	12313.000	99			
Corrected Total	4040.020	98			

a. R Squared = .040 (Adjusted R Squared = .030)

Result in table 2 above revealed a significant outcome ($F = 4.072$, $p < 0.05$). This outcome implies that there is a significant difference in the mean post-test achievement scores of male and female senior secondary students exposed to Literature circle strategy in composition writing. Hence, the mean post-test achievement scores of senior secondary students exposed to Literature circle strategy in composition writing is gender sensitive. Hence, the null hypothesis two is hereby rejected.

Hypothesis Three: There is no significant interaction effect of treatment and gender on the post-test mean achievement scores of senior secondary students in composition writing

Table 3: Analysis of Covariance for interaction effect of treatment and gender on the post-test mean achievement scores of senior secondary students in composition writing

Tests of Between-Subjects Effects
Dependent Variable: Post Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3324.900 ^a	3	1108.300	147.232	.000
Intercept	8165.120	1	8165.120	1084.694	.000
Gender	17.017	1	17.017	2.261	.136
Treatment	3086.778	1	3086.778	410.063	.000
Treatment * Gender	1.292	1	1.292	.172	.680
Error	715.120	95	7.528		
Total	12313.000	99			
Corrected Total	4040.020	98			

a. R Squared = .823 (Adjusted R Squared = .817)

Table 3 present the analysis of covariance (ANCOVA) showing the interactive effect of treatment and gender on the post-test mean achievement scores of senior secondary students in composition writing. The findings above indicate a none-significant outcome (i. e; $F = 0.172.P > 0.05$). This outcome implies no significant variability. Hence, the null hypothesis is hereby retained. In effect, there is no significant interaction effect of treatment and gender on the post-test mean achievement scores of senior secondary school students in composition writing.

8. Discussion of Findings

Finding of this study reveals that students who were exposed to literature circles have higher mean gain in their writing composition test than those who were exposed to conventional method. This finding agrees with the findings by Nnamani and Oyibe (2016) and Daniel (2018). Daniels (2018) reported that students who engaged in literature circles made more gain in writing composition than their counterparts who are not so engaged. This is because literature circles provide students the opportunity to engage in interactive book talks in a very natural way. Thus, students are able to secure a connection between the stories they read and their life experiences leading to a better understanding of what is written. The result also confirms Adeyemi's (2014) finding which shows that proficiency in writing occurs when group members share their thoughts, feelings, impressions, ideas and problems about the concept they are to write about. The results of this study further showed that there was a significant difference between the achievement of male and female students taught writing composition via literature circles. This implies that the mean post-test achievement scores of senior secondary students exposed to Literature circle strategy in composition writing is gender sensitive. The finding confirms Agada (2019) finding which reports a significant difference between the achievement of male and female students taught reading comprehension via literature circles. In the same vein, it corroborates Oyibo (2014) who's finding reports significance of difference in the mean achievement scores of male and female students. Contrary to this, the result runs contrary to the findings of Abdu (2012) and Agbenge (2016). These studies reported that there was no significant effect of gender on students' achievement in language skills when learner friendly methods were adopted.

9. Conclusion and Recommendations

This study was undertaken to find out the effect of literature circles on students' achievement in writing

composition. It also attempted to find out the effect of the programme on gender. The result of the study revealed that literature circles have significant effect on students' achievement in writing composition. Results of the study also showed a significant difference in the achievement of male and female students who were exposed to literature circles.

Based on the findings derived from this study, it can be concluded that, literature circles have been successfully used to improve students' achievement in writing composition. This study lends credence to the notion that literature circles have significant effects on students writing composition ability. Therefore, English language teachers should consider literature circles as a learning programme in teaching writing composition. Teacher-education programmes should be redesigned to incorporate strategies that will help prospective teachers acquire skills that will enable them to help students develop sound writing skill. Workshops, seminars and symposia should be organized by ministry of education and other concerned bodies for teachers on the application of literature circles in teaching composition writing. Nigeria Educational Research and Development Council (NERDC) should emphasize that teachers embrace innovation strategies such as literature circles while implementing the curriculum.

References

- Abdu, B. O. (2012). The Influence of Gender on Secondary School Students' Academic Performance in South-West, Nigeria, *Journal of Social Sciences*, 31:1, 93-98,
- Aboderin, R.E. (2005). *To Be a Teacher: Cases, Concepts and Observation Guides*. New York; Randon House
- Adedeji, K.J. (2004). *Global Perspectives on Teacher Education*. Wallingford: Triangle Books
- Adetugbo, A. 1997. *Communicative English and Study Skills*. Lagos. University of Lagos, Press.
- Adeyemi, F.O. (2002). *The Effective Primary Classroom*. London: David Fulton Publishers Ltd.
- Adeyemi, E. (2014). *The Effect of Writing Process Method on Students' Performance in English Composition*. Unpublished PhD Thesis, University of Nigeria Nsukka.
- Agada, B. E. (2019). Effect of Literature Circles on Literacy Achievement of Senior Secondary School Students' in Oju Local Government Area. An Unpublished Undergraduate Project Submitted to the Department of

- Curriculum and Teaching, Benue State University, Makurdi.
- Agbenge, A. (2016). *Effect of Cooperative Learning Strategies on Jss1 Students' Achievement in Writing in Makurdi Local Government Area of Benue State*. An Unpublished Undergraduate Project, Benue State University, Makurdi.
- Ayodele, S. (2001). *The Use of English in Educating Nigerian Youths: From the Problem to the Solution*. Ibadan. Powerhouse Press Publication.
- Chaleila, W. & Garra-Alloush, I. (2019). The Most Frequent Errors in Accademic Writing: A Case of EFL Undergraduate Arab Students in Israel. *English Language Teaching* 12.7.120-138
- Callagher, D. (2006). *An Overview of Writing Assessment: Theory, Research, and Practice*. Urbana, ILL: National Council of Teachers of English.
- Daniels, A. (2018). *Literature Circles: Voices and Choice to Book Clubs and Reading Groups (2nd. Ed.)* Portland ME: Stenhouse
- Mabekoje, O.O. (2013). Effects of Jigsaw, Number-Heads-Together and Group Investigation Cooperative Strategies on Senior Secondary School Students' Learning Outcomes in English Grammar. A Ph.D Thesis submitted to the Dept. of Teacher Education, University of Ibadan.
- Nnamani, S.C. & Oyibe, O.A. (2016). Gender and Academic Achievement of Secondary School Students in Social Studies *British Journal of Education*.4 (8) 72-83
- Oyedele, V. & Chikwature, W. (2016). English Composition Writing Skills at Ordinary Level and its Effects on Students' Performance in Three day Secondary Schools in Mutare District, Manicaland. *European Journal of English, Linguistics and Literature*. 3.1. 60-74
- Oyetunde, O. and Muodumogu, F. (2009). *Factors Inhibiting the Learning of Mathematics Evaluation in Africa*. A Book Published in Honour of E.A Yoloeye. Ibadan: Stirling-Horden Publishers (Nig.) Ltd. 177
- Oyibe, O. A. (2014). Effect of Self-Directed Instructional Method on Secondary School Students' Achievement in Social Studies. An Unpublished Ph. D Thesis, Ebonyi State University, Abakaliki.
- Sengupta, S. (2000). An Investigation into the Effects of Revision Strategy Instruction on L2 Secondary School Learners. *System*. 28 (1), 97-113.
- Shoebottom, K. (2003). *Teaching and Research Writing*. Harlow, England: Pearson Education.
- Su, Y. & Huei Wu, K. (2016). How Literature Circles Support EFL College Students' Literary and Literacy Learning in Children and Adolescent Literature Course. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*. 7.3. 1-6
- Tangpermpoon, T. (2008). Intergraded Approaches to Improve Students' Writing Skills for English Major Students. *ABAC Journal*. 28. 1-9.
- Wilfong, G. (2009). An Experiment in the Relationship of Types of Written Feedback to the Development of Second-language Writing Skills. *The Modern Language Journal*, 75, (3), 305-313.