

**TEXTUAL ROLE AWARENESS IN THE IMPROVEMENT OF WRITING SKILLS OF
SENIOR SECONDARY SCHOOL STUDENTS IN NGURU, YOBE STATE, NIGERIA.**

BY

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DECLARATION

I hereby declare that, this thesis is my original work and the topic has never been submitted to any university or institution of higher learning for an academic award.


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APPROVAL

This thesis was supervised and approved by me as the supervisor required for the award of the degree of Master of Arts in English language.


.....

DR J. Kalema


.....

Date

DEDICATION

I dedicate this research work to the family of Alh. Baba Gaji Lawan Moyori, my beloved wife, children, brothers and sisters.

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LIST OF ABBREVIATIONS AND ACRONYMS

DV	Dependent Variable
ELF	English for Foreign Learners
ENG	English
ESL	English for Second Learners
ETC	Etcetera
FSP	Formed Sociolinguistic and Pragmatic
IV	Independent Variable
L1	First Language
L2	Second Language
MOE	Ministry Of Education
PLCC	Pearson Linear Correlation Coefficient
R	Relation
SPSS	Statistical Package of Social Science
SS	Senior Secondary
STD	Standard Deviation
US	United State
WAEC	West Africa Examination Council

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ABSTRACT

This study was conducted on textual role awareness in the improvement of writing skills of senior secondary school students' in Nguru, Yobe state Nigeria. The research was guided by the following objectives: i) to determine the level of awareness of different textual roles in students writing, ii) To determine the level of writing skills, and iii) to establish the relationship between textual roles awareness and improvement in the writing skill by students. In the conduct of the study, two secondary schools were selected from Nguru, Yobe state, Nigeria. The research design used was an experimental design. The data was collected using experimental tests involving pretest and posttest exercises. Simple Random sampling was used to select the respondents from the target population. In determining the level of awareness of different textual roles in students writing, the pretest results revealed that the mean value was $.2483 \pm .20583$ which was low while the posttest mean value was $.7133 \pm .21462$ which was high. Objective two, was to determine the level of writing skills, the mean value of the pretest was $.2820 \pm .36965$ is low while the posttest mean value was $.8720 \pm .15181$ is high. The third objective was to establish relationship between textual role awareness and improvement of writing skills, the Pearson Correlation Statistics revealed .453 sig. 2tailled which implied that there was a significant relationship between textual role awareness and improvement of writing skills of students. Based on the findings made by this study, the following recommendations were proffered; In order to improve on textual role awareness and writing skills, Schools' Managements should ensure that English teachers strictly follow the syllabus in teaching so that all aspects of different text structures such as Recipe, Narrative, Argumentative, Descriptive, Formal and Informal letters etc. are appropriately covered, the relevant teaching methods and materials such as textbooks and Teaching Aids should be employed by English teachers, teachers should consider students' previous knowledge so as to ensure that current knowledge is properly assimilated by the students (Schema Theory), finally, all teachers employed to teach English should be well qualified and tested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This research work focused on textual role awareness in the improvement of students' writing skills: of selected Government Secondary Schools in Nguru, Yobe state, Nigeria. In writing, knowledge of textual patterns/structure allows the writer to satisfy his/her reader with a natural English text structure expected to be familiar and within the norms of the reader. Since there is a high degree of consistency in the structural composition of a large number of texts that are used for communication, it is assumed that if learners of English as second language are sufficiently and overtly exposed to such structures, such learners' proficiency in the writing skills will be improved.

1.1 Background of the study.

Text is broadly described as follows; text is anything that is produced with the intent of conveying a meaning to an audience, incorporating both spoken and written act of communication, and associated use of images, visual and aural stimuli. Text under this definition can be literary or non-literary. They include any communicative device used to convey a message or idea for example: single image, film, voice recording, books, poetry and prose. These various types of texts make different demands on the readers, viewers or listeners.

Textual role awareness in writing is an integrated ability. It is a reproduction procedure that bases on student's various knowledge. It helps individual learners to engage in different forms of writing effectively which is one of the most important social communication abilities. Students with written expression difficulties are often seen as untidy, messy, slow and reluctant writers. For some students, English for First Learner (EFL) writing is a nightmare. Writing problems can have a significant impact on any student, as approximately 60% of the school day involves writing and majority of examinations depend on the ability to reproduce your thoughts on paper.

However, some students interviewed expressed that they are willing to write, but they don't know how to write, they don't know how to begin and they don't know how to express themselves in English. Their minds are empty when they try to write. They feel worried especially in the examination, Zhou Sui (2005).

In view of the above, every form of writing has its own peculiar structure/format. For instance, the structure/format used in writing a business letter is quite different with that of a love letter. In this, business letter has two addresses; that is the writers' and receiver's addresses; then it has a title, formal salutation, use of polite language and formal style. The body should be short and precise as well as formal conclusion where the writer's full name and signature will be reflected. While, a love letter (informal) has only one address that is the writers address, informal salutation (my dear, hello darling etc.). The body can be as long as the writer wishes, and the language is also informal where the writer is allowed to use language figuratively.

1.1.1 Historical perspective

Textual

Starting from the German concept of Textsorte as developed from the 1960s on words the present accounts is a first comprehensive attempt at charting the field for the history and present day situation of the English language. In text types, a designation is link with a more or less stable form which guides the writer's production as well as the reader's expectation, permitting one to recognized straight forward uses as well as deliberate misuses. Some two thousands of such designations and dates for first occurrences. The discussion then concentrate on selected types, which are seen as a special illustrative for English: book dedications, cooking recipes, advertisement, church hymns, lexical entries and jokes. Their functions and development over time are treated in correlation with their specific linguistics characteristics and adaptation to different period styles and social changes in the readership. The functional range of text types in tradition outside England and the consequences of the export of the English category are exemplified by history of Scot/Scottish English and English in India (Gorlach, 2013). The argument are accompanied by a lavish supply of textual excerpt and more than fifty pages of facsimiles, which are

especially relevant for insight drive from typographical features. A full bibliography are provided at the end.

Conceptual text

In conceptual writing, the idea or concept is the most important aspect of the work. When an author uses a conceptual form of writing, it means that all of the planning decisions are made before hand and the execution is a perfunctory affair. When a writer is asked to write a letter such as the ones alluded above, he must first of all conceptualize in his thoughts the kind of letter he is required to write. Such conceptualization will include some if not all the details given above. The more details such conceptualization is the better it is. This will include mental images about the structure of the task at hand as well as some information about the content to be presented in the text to be created.

It is after the conceptual text elaboration that a writer begins writing the actual text which is constructed in accordance to the norms and rules which writers generally conform to writing texts similar to the one on particular writer is trying to write.

McCarthy (1991:25) says “most texts display links from sentence to sentence in terms of grammatical features such as pronominalization, ellipsis and conjunction of various kinds. The various linguistic devices that we use to create a text should include the following: “coherence” or the way a sentence makes sense or ‘hangs together”, “cohesive markers” which create links across the boundaries of sentences and also chain together related items. But making sense of a text is also dependent on our interpretation of it which can also be done based upon our own personal schemata (our shared knowledge of a subject). As we process texts, we also recognize ‘textual patterns” which are manifested in functional relationships between the parts of a texts (phrases, clauses, or sentences as McCarthy 1991:28) calls them textual segments”.

Readers interpret the relationships between textual segments, questioning the text as it unfolds. This is aided by signaling devices which guide us in interpreting these relationships. Conjunctions or discourse markers signal relationships between segments of

a discourse. They organize and manage extended stretches of discourse helping to make the text cohesive and coherent.

Pincas (1962), was of the view that the use of language is the manipulation of fixed patterns, that these patterns are learned by imitation and that not until they have been learned can originality in writing occur in the manipulation of patterns or in the choice of variables within the patterns” (P. 186)

In essence, the controlled composition approach views writing as in the words of Rivers (1968), ‘the handmaid of the other skills’, which “must not take precedence as the major skills to be developed” (P.241) and must be “considered as a service activity rather than an end in itself” (P.258). It views learning to write as an exercise in habit formation. The writer is simply a manipulator of previously learned language structures. The reader is the English for Second Learners (ESL) teacher in the role of editor or proof reader not especially interested in quality of ideas or expression but primary concerned with formal linguistic features. The text becomes a collection of sentence pattern and vocabulary items, a linguistic artifact, and a vehicle for language practice. The writing content is the ESL classroom. There is a negligible concern for such matter as audience, purpose, culture, situation and discourse community.

The mid- sixties brought an increasing awareness of ESL students’ needs with regard to producing extended written discourse. This awareness led to discourse suggestions that controlled composition was not enough, that there was more to writing than building grammatical sentences, that what was needed was a bridge between controlled and free writing. This vacuum was filled by an approach built on sound notions borrowed from what is now known as the current traditional paradigm in first language composition and reinforced by Kaplan’s theory of contrastive rhetoric, in which Kaplan defined rhetoric quite narrowly as “the method of organizing syntactic units into larger pattern’ (1967:15) and suggested that second language writer “employ a rhetoric and a sequence of thought which violate the expectations of the native reader” (1966:4). In other words, first language interference was not limited to the sentence level, and therefore “more patterns drill, but at the rhetorical level rather than at the syntactic level’ (Kaplan 1967:15) was called for.

The central concern of this approach was the logical arrangement of sentences to form a paragraph and essay. The primary focus in this arrangement was paragraph development which included attention to paragraph element (notion of topic sentence, support sentence, concluding sentences and transitions), paragraph development (illustration, exemplification, comparison, contrast, partition, classification, definition, cause and effect).

Another focus was essay development, actually an expansion of paragraph principles to larger stretches of discourse. Addressed here were larger structural entities (introduction, body, conclusion) and organizational patterns (narration, description, exposition, argumentation), with exposition typically seen as the pattern most appropriate for use by university- level second language writer. The main objective of this approach, succinctly stated by Kaplan (1966) was “to provide the students with form within which he may operate” (P.20)

1.1.2 Theoretical perspective.

This research is based on schema theory of reading. Schema theory is an explanation of how readers use prior knowledge to comprehend and learn from texts (Rumelhart, 1980). The fundamental tenet of schema theory assumes that a written text does not, carry meaning by itself, rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously acquired knowledge is called the readers’ background knowledge (prior knowledge), and previously acquired knowledge structures are called schemata (Barrett, 1932 Adams and Collins, 1979, Rumelhart, 1980).

Recourse to background knowledge is not confined to reading alone. It is also applicable to writing. As long as patterns are discernible in a variety of text and as long as such patterns are learnable such patterns are the ones that are learned by writers and constitute pertinent background knowledge that a writer alludes to in creating similar but novel texts.

However, since schema has different types, this research will focus on only two types: formal and content schemata. Therefore, formal schema refers to background knowledge of the formal rhetorical organizational structures of different types of text (Shuyin, 2013). In other words, formal Schema refers to the knowledge of the way in which different genres are presented. With reference to Richards *et al.*, (2000, P.405), they pointed out that schema or macro-structure refers to the underlying structure which accounts for the organization of text or discourse. Different kinds of texts and discourse (e.g. stories, description, letters, report, poem etc.) are distinguished by the way in which topic, proposition and other information are linked together to form a unit. For example, the schema underlying many stories: story setting (state + state) + episode (events) + reaction. That is, stories consist of a setting in which the time, place, and characters are identified, followed by episodes leading towards a reaction. Different genres have different structures. Lack of such kind of knowledge also contributes to the problems in a writing.

However, formal schemata are learner's indispensable knowledge of the macro-structure of framework of a text. If a student is familiar with different genres and formats of different writings, it would be very easy for him to activate certain formal schemata stored in his brain according to given information. He is likely to make the right judgment of the language style and structure of the composition he is required to write. Thus, the development of the formal schemata can improve the automaticity of his writing significantly. Therefore, in the process of writing, the existence of relevant formal schemata can facilitate text planning, and in contrast, the absence of relevant formal schemata may result in a mass of words and expressions signifying nothing.

On the other hand, content schemata refers to "background knowledge of the content area of the text" (Shuyin, 2013). It contains conceptual knowledge or information about what usually happens within a certain topic, and how these happenings relate to each other to form a coherent whole. It is an open-ended set of typical events and entities for specific occasion. For example, schema for going to a restaurant would include information about services, menus, ordering dishes, paying the bills (giving a tip), and so on. Content schemata are largely culture – specific. Therefore, cultural schemata is usually categorized as content schemata.

As we can see from the above, writing is very important in our daily life. Teachers should do greater and harder work in order to improve students writing abilities. Writing can be difficult and time consuming for many students, but as any complex job, writing is easier if you have the right tools.

1.1.3 Conceptual perspective

Standard definition

Text is a stretch of language, either in speech or in writing that is semantically and pragmatically coherent in its real-world context. It can range from just one word (e.g. a “SLOW” sign on the road) to a sequence of utterances or sentences in a speech, letter, a novel e.t.c. (Nordquits, 2017). According to Beau Grande and Dressler (1981:3), a text ...” will be defined as communicative occurrences which meets seven standards of textually. The seven standards (Renamed as principles by De beau Grande in 1995) referred to cohesion, coherence, intentionality, acceptability, normativity, conceptuality and intertextuality.

Text linguistics is involved in the description of texts. The study of cohesion, for example, entails for certain knowledge of syntax, semantics (and on some levels of even morphology and phonology). While intentionality and acceptability cannot be studied without serious knowledge of pragmatics. Intentionality involves knowledge of information system as approach to language in the form of FSP is very much dependent on knowledge of sociolinguistics and pragmatics. While intertextuality has to do with the experience of previous text (literary and non – literary). Coherence can be regarded as the umbrella- term for all these aspects while a certain amount of psycholinguistics is also need in order to understand the communicative value of a text.

Awareness

To define awareness we can only use another word- consciousness, for example. Awareness means you are aware of something; it is oppose to inertness or non-awareness. What is opposed to inertness is that which not inert-awareness is.

Awareness, therefore, can be defined as what is manifest in all form of perception, in all form of knowing. Awareness is qualify by different objects. “When I say

“I am aware of the pot”, for example, there is pot awareness. Similarly when I say “I am aware of the cloth”, there is cloth awareness.

Whenever you are aware of something, that something become the qualifying for awareness. (Swamiji, www.avgsatsang.org/hhpsds/pdf/awareness access date 04-02-2018).

Writing

Writing referred to a literary communication – is one of the most important skills that are employed in the field of communication. It is defined as the art of communicating through written symbols (Kiwanuka, 2016). This is to say that writing is a medium of communication that represents language and emotion through the inscription or recording of signs and symbols. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics with added dependence of the system of signs or symbols. The result of writing is generally called text, and the recipient of the text is called a reader. Motivation for reading include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and formation of legal system. (Www.wikipedia access date 16th March, 2017).

Writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered for more or less exactly without the intervention of utterer (Daniel Peter and Bright Williams 1996)

Operational definition

Text

A text is any piece of writing that makes full sense and coherently organized by the writer such as a book, newspaper, poem, short stories, letter, report, magazine etc.

Awareness

Awareness is the ability to directly know and perceive, to feel, or to be cognizant of events. More broadly, it is the state of being conscious of something

Writing

Writing is a method of representing a language in visual or tactile form. Writing system uses sets of symbols to represent the sounds of speech and may also have symbol for such things as punctuation and numerical.

1.1.4 Contextual perspective

Taylor (1981), felt that, “writing is not the straightforward plan – outline writing process, that many believe it to be “ (P.P. 5-6) looked to first language composing process research for new ideas, assuming with Zamel (1982), that “ESL writers who are ready to compose and express their ideas use strategies similar to those of native speakers of English” (P. 203). The assumptions and principles of the approach were soon enunciated. The composing process was seen as a “non – linear, exploration and generative process whereby writers discover and reformulate their ideas as the attempt to approximate meaning” (Zamel 1983: 165). Consideration of the writer’s purpose and audience were deemed essential. Guidance through and intervention in the process were seen as preferable to control, that is, the premature imposition of organizational patterns, content, ideas and the need to communicate would determine form. In essence ‘the communication of ideas becomes primary, and the rest is truly peripheral” (Raimes1983: 259).

Translated into the classroom context, this approach calls for providing a positive, encouraging , collaborative environment, within which students, with ample time and minimal interferences, can work through their composing processes. The teacher’s role is to help students develop viable strategies for getting started (finding topics, establishing audience and purpose, generating ideas and information, focusing and planning structure and procedure for drafting (encouraging multiple drafts) and for revising (adding, detecting, modifying ideas, rearranging and editing with attention to vocabulary sentence structure, grammar and mechanics.

The alternative proposed involved a primary focus on academic discourse genres and the range and nature of academic writing tasks, aimed at helping to socialize the students into the academic context and thus “ensure that student writing falls within... (The) range....of acceptable writing behavior dictated by the academic community” (Harowits1986: 789)

1.2 Statement of the problem

The writing skills of many students in secondary schools need improvement while students' poor performance in English language and in academics has been blamed on their abysmally low proficiency in writing (Ibe, 2009). Writing skill difficulties are the most significant problems that affect most students learning English as a second or a foreign language. To be more specific in Nigeria, the recent past year report of the West African Examination Council (WAEC) in English language which coincided with that of Yobe State Teaching Service Board report on WAEC 2015 examination results, it reflected the inability of the students to develop a conceptual mental picture of what discourse is all about. It showed that lack of knowledge to demonstrate that different texts are meant for different patterns to convey a different idea is highly demonstrated. And if there is a lot of recurrence in the structure patterns of many texts, can students' writing be enhanced by more exposure to such recurrences? That is why this research work decided to find out how much of structure a student should know before embarking on writing.

Therefore, if this lingering problem is not address it will continue to negatively affect the learners of English language as a second or foreign language in their written communication and consequently it will affect the other aspects of language learning.

1.3 Purpose of the study

The main purpose of the study is to examine the relationship between textual role awareness and improvement of students' writing skills.

1.4 Objectives of the study

Specific objectives

1. To determine the level of awareness of different textual roles in students writing.
2. To determine the level of students writing skills.
3. To establish the relationship between textual roles awareness and improvement in the writing skill by students.

1.5 Research Questions

1. What is the level of awareness of different textual roles in students writing?
2. What are the level of students' writing skills?
3. What are the relationship between textual roles awareness and improvement of writing skill?

1.6 Research Hypotheses

Ho There is no significant relationship between textual role awareness and improvement in the writing skills.

1.7 Scope of the study

The scope of the study includes Geographical and Content scopes.

1.7.1 Geographical scope

The study was carried out in selected government secondary schools in Nguru, state Nigeria, West Africa.

1.7.2 Content scope

The content scope of the study focused on the step by step textual function role awareness with the aim of improving students' composition writing.

1.8 Significance of the study

The study is of paramount importance to students because it will help in improving their skill in written communication. For teachers, it will help them to produce more productive students in writing skills. However, the outcome of the research will help parents in yielding positive result for their long term investment. Moreover, writing skills are essential components of literacy skills which need to be efficiently utilized in order to participate in our literate societies. Effective writing skills are as well needed for students to be academically competent as writing promotes learning.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is present the theoretical review, conceptual frame work, literature review, related studies and summary of the gap identified. This will be conceptualized under the objectives of the study and based mainly on the two selected government secondary schools in Nguru, Yobe Statge, Nigeria.

2.1 Theoretical Review

The study focused on the schema theory proposed by Barlett (1932).

2.1.1 Schema Theory

Every student comes into the classroom with different reading and writing abilities and many students come to college under prepared for its reading and writing demands. Schema theory explains how students read, write and identifies how they can become better readers and writers.

A schema (Plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory. It is sort of framework, or plan or script. Schemata are created through experience with people, objects and events in the world. When we encounter something repeatedly, such as restaurant, we begin to generalize across our restaurant experiences to develop an obstructed, generic set of expectations about what we will encounter in a restaurant. This is useful, because if someone tells you a story about eating in a restaurant, they don't have to provide all of the details about being seated, giving their order to serve, leaving a tip at the end etc. because your schemata for the restaurant experience can fill in the missing details.

Schema can be seen as the organized background knowledge, which lead us to expect or predict aspects in our interpretation of discourse. (Barlett 1932) believed that our memory of discourse was not based on straight reproductions, but was constructive. This constructed process uses information from the encounter discourse together with

knowledge from past experience related to the discourse at hand to build a mental representation.

According to Modern Schema Theory, schemata can be categorized in to three types; content schemata, linguistic schemata, and formal schema.

Content Schemata: refer to the background knowledge of the content area of a text or the subject of a text, talks about, such as knowledge about people, the world, culture and the universe (Shuyin, 2013). In other words, content schemata refers to the familiarity of the subject matter of the text. They include every day knowledge, cultural knowledge and domain-specific knowledge. For example, the knowledge about driving a car, the history of china, the mid – autumn day in China, the English subject and so on. Content schemata is an element of the individuals' cultural orientation, and while culture influence all aspects of life, it undoubtedly has a major impact on all components of learning process (Al- Issa, 2006).

Anderson et al. (1977), have defined three functions of the content schemata. First of all, content schemata provide the basis for filling the gaps in a text: no message is ever totally explicit and schema permits a coherent interpretation through inferential elaboration. Secondly, Schemata include the individuals' interpretation of ambiguous messages. Thirdly, content Schemata are constructed on the correspondence between the things known (the existed Schemata) and the given message.

Linguistic Schemata: Linguistic Schemata refers to learners' prior linguistic knowledge and linguistic competence. In other words, linguistic Schemata refers to the knowledge of a language about phonetics, vocabulary and grammar etc. Linguistic schemata are the foundation of commanding content schemata and formal Schemata. Without linguistic Schemata, one would not able to activates relating content schemata and formal Schemata according to the given information, let alone language output (speaking and writing). If a second language learner wants to activate his relating Schemata, he has to have certain language competence (Shuyin, 2013).

Therefore, it is understandable that we have placed much emphasis on linguistic knowledge in our traditional English writing teaching. However, the unduly neglect of the other two

types of Schemata (content Schemata and formal Schemata) usually undermine our writing. Language proficiency is one of the main indicators of linguistic schemata.

Formal Schemata: Formal Schemata refers to “background knowledge of the formal, rhetorical organization structures of different texts” (Shuyin, 2013).

In other words, formal Schemata are “background knowledge about differences among rhetorical structures, such as differences in genre, differences in the structure of fables, simple stories, scientific texts, newspaper articles, poetry and so forth” (Eisterhold, 1988). There are also other terms of formal Schemata, such as rhetorical structure and discourse structure, macro-structure and genre schema. Compare with the two Schemata, the formal Schemata offer less power in the reading procedure (Carrel, 1984). However, formal Schemata are a learner’s indispensable knowledge of the macro- structure or frame work of a text. If a student is familiar with different genres and formats of different writings, it would be very easy for him to activate certain formal Schemata stored in his brain according to given information. He is likely to make a right judgment of the language style and structure of the composition he is required to write. Thus, the development of the formal Schemata can improve the automaticity of his writing significantly. Therefore, in the process of writing, the existence of relevant formal schemata can facilitate text planning and in contrast, the absence of relevant formal schemata may result in a mass of words and expression signifying nothing.

2.1.2 The Role of Grammar in Improving Student's Writing

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences (Bevely Ann Chin 2000). However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn

how to transfer their knowledge of grammatical concepts from oral language to written language.

Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write—and read—with greater competence and confidence. (Bevely Ann Chin, 2000).

2.1.3 Strategies that teachers use to teach grammar in the context of writing

Grammar instruction is most naturally integrated during the revising, editing, and proofreading phases of the writing process. After students have written their first drafts and feel comfortable with the ideas and organization of their writing, teachers may wish to employ various strategies to help students see grammatical concepts as language choices that can enhance their writing purpose. Students will soon grow more receptive to revising, editing, and proofreading their writing. In writing conferences, for example, teachers can help students revise for effective word choices. As the teacher and student discuss the real audience(s) for the writing, the teacher can ask the student to consider how formal or informal the writing should be, and remind the student that all people adjust the level of formality in oral conversation, depending on their listeners and the speaking context. The teacher can then help the student identify words in his or her writing that change the level of formality of the writing. (Bevely Ann Chin, 2000).

To help students revise boring, monotonous sentences, teachers might ask students to read their writing aloud to partners. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are." Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision. (Bevely Ann Chin, 2000).

Teachers can help students edit from passive voice to active voice by presenting a mini lesson. In editing groups, students can exchange papers and look for verbs that often signal

the passive voice, such as was and been. When students find these verbs, they read the sentence aloud to their partners and discuss whether the voice is passive and, if so, whether an active voice verb might strengthen the sentence. The student writer can then decide which voice is most effective and appropriate for the writing purpose and audience. (Bevely Ann Chin, 2000).

Teachers can help students become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. For example, one person in the group might proofread for spelling errors, another person for agreement errors, another person for fragments and run-ons, and another person for punctuation errors. As students develop increasing skill in proofreading, they become responsible for more proofreading areas. Collaborating with classmates in peer editing groups helps students improve their own grammar skills as well as understand the importance of grammar as a tool for effective communication. (Bevely Ann Chin, 2000).

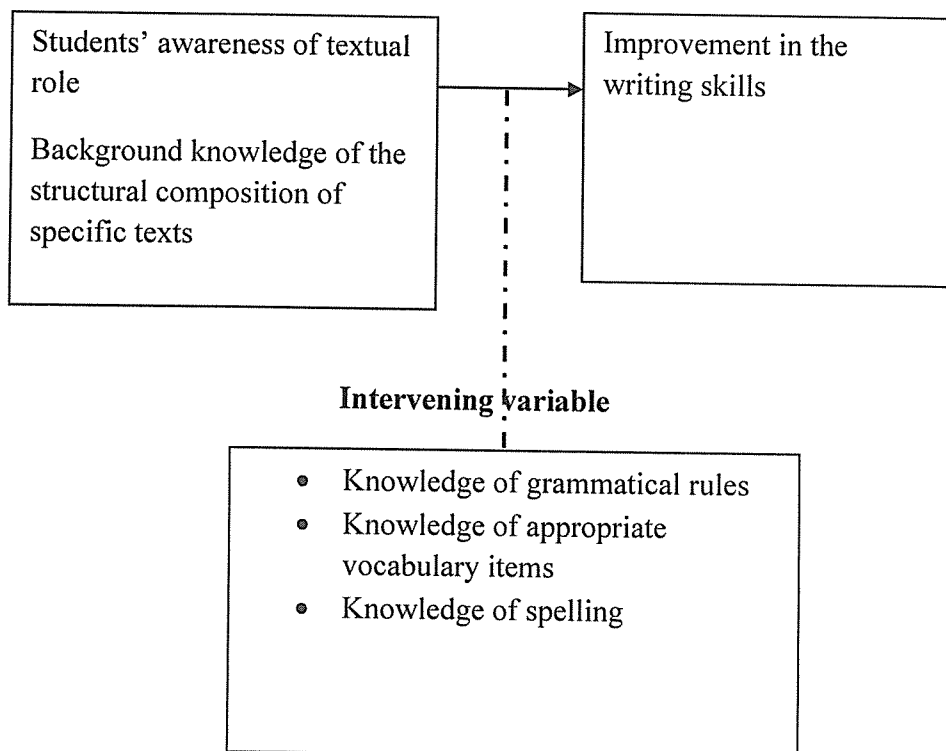
As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms naturally into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing. Strategies such as writing conferences, partnership writing, grammar mini lessons, and peer response groups are all valuable methods for integrating grammar into writing instruction. (Bevely Ann Chin, 2000).

2.2 Conceptual framework

Students' improvement in the writing skill entirely depends on how much they have been exposed to the textual role. Before one can write effectively he needs to have the adequate knowledge of different textual functions. However, the background knowledge (mental picture) of the structural composition of specific texts will enable one to have a good improvement in his/her writing skills. This is demonstrated below in form of a diagram.

Independent variable (IV)

Dependent variable (DV)



2.3 Related literature

2.3.1 The role(s) of different texts in writing

Text are broadly described as follows; texts are anything that is produced with the intent of conveying a meaning to an audience, incorporating both spoken and written acts of communication, and the associated use of images and visual and aural stimuli; texts under this definition can be literary or non-literary. They include any communicative device used to convey a message or idea, for example: single image, film, voice recording, books, poetry and prose.

These various types of texts make different demands on the readers, viewers or listeners. Thus, they are open to various interpretations based on the context in which they are written and received. The texts used in this course give students the opportunity to understand them according to their form, content, purpose and audience and through the social, historical, cultural and workplace contexts that produce and value them. (A: language and literature subject guide, Ibo, 2011).

Text Patterns are words or phrases embedded in texts which help to indicate — or signal — the organizational features of the text and indicate to the reader where the text may be “heading.” Signals, in combination with the context of their use, determine text structure-not signal alone (Vacca and Vacca, 1989).

According to Beau Grande and Dressler (1981:3) a text...."will be defined as communicative occurrence which meets the seven standards of textuality. The seven standards (Renamed as principles by De beau Grande in 1995) referred to cohesion, coherence, intentionality, acceptability, informativity, contextuality and intertextuality. When studying these standard principles it becomes clear that a very broad knowledge base or (generally applied) linguistic is involved in the description of texts.

The study of cohesion for example, entails for certain knowledge of syntax, Semantic (and on some levels of even morphology and phonology). While intentionality and acceptability cannot be studied without serious knowledge of pragmatics. Intentionality involves

knowledge of information systems as approach to language in the form of FSP is very much dependent on knowledge of socio linguistics and pragmatics.

While intertextuality has to do with the experience of previous text (literary and nonliterary). Coherence can be regarded as the umbrella- term for all these aspects while a certain amount of psycholinguistics is also need in order to understand the communicative value of a text.

Cohesion

Cohesion describes the ways in which components of the sentences of a text i.e. the words we actually hear and use, are mutually connected (grammatically and lexically). According to Halliday and Hassan (1976), cohesion exists “where the interpretation of any item in the discourse requires making reference to some other items in the discourse”. De Beau Grande and Dressler (1981:3) comment is this regarded that the “..... Surface components depend upon each other according to grammatical forms and conventions, such that cohesion rests upon grammatical dependences”. This means that the syntactic knowledge of a language user plays an important part in constructing these relations.

Halliday and Hassan, in *Cohesion in English* (1976: 13) generally accepted as the standard work on cohesion – describe it by saying that the “concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as text” and that this concept is systematized by means of five different categories “which provide a practical means for describing and analyzing texts. Each of these categories is represented in the text by particular features. Repetition, omission, occurrences of certain words and constructions which have in common the property of signaling that the interpretation of the passage in question depends on something else. If that “something else” is verbally explicit, then there is cohesion”. The above mentioned categories are: reference, substitution, ellipsis, conjunction and lexical cohesion.

Reference: as cohesive device has to do with the introduction of a new item in the text and the subsequent referral to that same item by means of another item, usually a shorter form (popularly referred of as a ‘pro-form’). Pronouns, demonstrative comparatives, a variety of lexical construction, even adverts and adjectives are used for this function. The effect of

reference lies in the retrieval of information (referential meaning) from somewhere else in the sentence or in a neighboring sentence by using one of the grammatical devices mentioned above Halliday and Hasan (1976)

Substitution: A substitute is basically used ‘in the place’ of another word or phrase to prevent repetition of the same word or phrase. This also enables the text to be shortened. Different types of substitution can be distinguished, e.g. nominal substitution, verbal substitution and clausal substitution Halliday and Hasan (1976)

Ellipsis: Elements in sentences are physically deleted/omitted because the writer believed that the reader will insert the missing elements on his or her own as the sentences is used (Donnelly 1994: 103). In this case, the pressure is on the reader or listener to make the cohesive link. As in the case of substitution different types of ellipsis can be distinguished, e.g. nominal ellipsis, verbal ellipsis and clausal ellipsis.

Conjunction: Mainly conjunctions and adverbs are used to connect propositions in neighboring sentences according to certain semantic relations (e.g. additive, adversative, causal and temporal) between the propositions. The conjunctive marker “provides the reader with clue as to how the writer perceives the statement to be related” i.e. how he or she thinks the reader should understand the text.

Lexical cohesion: refers to semantic relation (such as synonymy, antonyms, collocation) created by specific lexical items. Knowledge of semantic structures is necessary in order to understand this types of cohesion

Coherence

Coherence is probably the main component of any form of textual study because, if a text is not fully understood a “good” text was not produced. It is the aim and task of text linguistics research to try to determine what makes one text “acceptable and another one “unacceptable”. It is fairly difficult to establish what precisely makes a text ‘coherent’. However, to my mind, the description put forward by Neubert and Shreve (1992), provides a very useful definition: “A coherent text has an underlying logical structure that acts to guide the reader through the text” so that ‘it sticks together’ as a unit” (Hatch, 1992) and

creates the feeling that a text hangs together, that it makes sense and is not just a jumble of sentences” (McCarthy, 1991).

Intentionality and acceptability

Beau Grande and Dressler (1981), opines that intentionality and acceptability are generally regarded as a ‘pair’ of principles. In any text there is a producer who has the intention to produce a sound piece of information to a receptor. The receptor, on his or her part needs to be willing to accept the proffered text as a communicative text. In order to do this, both producer and addressee have to adhere to the pragmatic cooperative principle which states that one has to make the maximum effort to enable a piece of intended communication to be a success. Knowledge of pragmatic principles therefore makes this aspect of textuality ‘work’ or not.

Informativity

Informativity broadly has to do with the way in which parts of the text have communicative value. For example: a definite expression like, “the man with the golden gun” has more communicative value than a pronoun like he/him. Knowledge of informativity systems (as put forward by the functional sentence perspective with the aid of the concept of “communicative dynamism”) as well as knowledge of the informativity value of syntactic expressions are essential here (Grande and Dressler, 1981).

Contextuality

Contextuality focuses on the very important role that context plays in any form of communication. Tracks (1995), is quite emphatic in this regard when he states that “every text-that is everything that is said and written-unfolds in some context of use”. This in effect means that in every situation in which language is used, the quality and effect of the communication is determined by the contextual knowledge shared by the participants. This aspect of language use is studied in the disciplines of pragmatics and sociolinguistics. Pragmatics focuses on what the participants in a discourse intend to accomplish through the use of language (what speech act is performed in a given setting) and sociolinguistics aims to determine the role knowledge of the participants (as human beings and in the environment they function as such) plays in the success of a communicative occurrences.

Intertextuality

According to Beau Grande and Dressler (1981), intertextuality is the least linguistic principle of all the principles of textually. This principle usually has to do with the study of literature and it literally means that the information and understanding of one text will be influenced by the structure of another text similar to it. If for example you read a poem it will be reasonable to expect of you to understand that poem if you have read other poems in the past. This is why newspaper is accepted as a newspaper because of past experience with the genre of newspapers, etc.

2.3.2 Determining students level of writing skill

Writing in the traditional approaches to language teaching and learning, was considered a secondary skill. Therefore, it received relatively little attention compared to speaking, reading, and listening. Leki (1992), Matsuda (2001, 2003), and Silva (1997), claimed that the dominant teaching method during the 1950s put an undue focus on oral rather than written proficiency. Theories such as those incorporated in the audio-lingual method dominated the pedagogy of ESL classes especially in 1950s and early 1960s. So writing was not given much emphasis in the syllabus. Accordingly, little attention has been paid to the development of students' EFL writing abilities. Part of the problem, according to Camps (1994), lies in the fact that in many EFL contexts, such as in Spain, there is no solid tradition in the teaching of L1 writing skills, whose learning has been often left to the students themselves. Most of the syllabuses in the field of EFL/ESL are concerned with developing students' speaking, listening, and reading abilities, but not with writing. This is confirmed by Kress (1993), who states that the number of books on learning reading is vast; by contrast there are few books on learning how to write.

The situation did not remain as such for a long time. In the early 1960s, as reported by Fujieda (2006), large numbers of foreign students entered higher education in the U.S. at this stage, L1 composition instructors perceived major differences in writing between L1 and L2 learners. These differences rekindled interest in teaching writing to non-native speakers. Along with this, a consideration of +pedagogical approaches to L2 learners developed. The differences in teaching writing between native and non-native speakers resulted in controversial issues. Writing teachers became critical of how to teach writing

in English to ESL learners. Matsuda (1998, 1999, and 2003), argues that writing pedagogy is divided into L1 and L2 issues to draw a division between composition studies and L2 studies.

Since writing is a very important element in the continuum of proper literacy, it needs to be treated in such a way that it enables students to better express their thoughts through the written form of language. Unless EFL/ESL teachers and experts appreciate the importance of writing, no progress will be achieved in this respect. Of course, the job of teachers and EFL/ESL experts is to consider this fact. Matsuda (2001, 2002) contends that writing should imply an advanced and extensive language technique. Learners need to be well-prepared so that they can deal with writing properly. Leki (1992), adds that learners are required to have fundamental knowledge to produce full composition with paragraphs.

Previous research has shown that EFL/ESL students experience serious difficulties in the composing process. One of these difficulties is how to produce a well-connected and coherent piece of writing. In order to help students understand the importance of producing a unified and solid piece of writing many researchers conducted studies in this respect. According to Abdellah (2000), Sudanese university students were not able to make correct use of written discourse properties, which eventually reduces the overall writing quality. He adds that the average writing of student was characterized by a variety of coherence breaks such as misleading paragraph division and irrelevance. This result coincides with the findings of Olatejo (2006), who found that Nigerian ESL students were unable to use cohesive devices. This made their writing appear incomprehensible. This was because they were not able to use cohesive devices in writing despite the instruction they received on English for six years. Olatejo went further suggesting that the students were not exposed to the essentials of the English language. As such, they were not to blame for their failure to use cohesive devices properly. To overcome this problem, we suggest explicit instruction on the use of cohesive devices in writing.

Studies also revealed that some students avoid the use of cohesive devices in writing and others overuse them. This makes their writing appear awkward. Part of the reasons behind the difficulties students face in this respect resides in the teachers' ignorance of the

importance of coherence and cohesion. Therefore, the studies recommend that teachers should first appreciate the importance of coherence and cohesion and then endeavor to raise students' awareness of them when writing in English.

Writing has always been seen as an important skill in English language acquisition. This importance is due to the fact that it reinforces grammatical structures and vocabulary that educators strive to teach their students. It is the area in which learners need to be offered adequate time to develop their writing skill, therefore more time should be devoted to it in classrooms containing ELLs so that they will be prepared to effectively communicate in real life as well as academic situations (Ismail, 2007). Exposing them to the writing process itself through various venues is an excellent way to reach this goal. Additionally, writing skills can be developed when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Ismail, 2007). Because one of the main goals of ESL students is to learn to produce a well-thought-out piece of writing, a specific writing program must be in place in order to meet the needs of these learners. After careful evaluation of the literature, it was found that numerous researchers discovered the need for ESL students to be exposed to a variety of genres, strategies, and methods in order to succeed in the writing of English.

2.3.3 The relationship between textual roles awareness and improvement in writing skill by students

A writing script is organized under three main parts; namely: introduction, main body and conclusion. In writing, we state our thesis statement in the introduction. The thesis statement is our main idea, focus or point of view. In the main body, we usually elaborate on our statement by adding details, such as facts, examples, descriptions, illustrations, reasons, causes, effects, comparisons, and contrasts. In short we show our reader that there is a basis for statements that we made. Our supporting details may be paragraphs; such as: paragraph one, two, e.tc, depending on the length of the writing (Raimes, 1983). In the conclusion, we sum up the main point and suggest possible measures, remedies or solutions. We also relate the need to recognize the problem in an argumentative writing. We also emphasize the use of the right schema in a composition, meaning, there is a topic or lead sentence in each paragraph to link to the previous paragraphs to the next and

subordinate sentences as support to the lead sentences (Sesman, 2008, Heffernan and Lincoln, 1994 and Parady, 2008).

Writing is a lesson type in which pupils learn the skills of continuous writing. For example pupils learn how to plan and organize ideas in a logical communicative manner. It is in a composition lesson where teaching and learning of the skills of communication through writing is done Luangala (2004), Heffernan and Lincoln, (1994). In his definition of what composition is, Sutton (1972:1) says “whenever we put words together in such a way that they pass our meaning to a person for who it is intended, we are doing composition: we put words in two ways in speech and writing. So any time we speak or write, we are really doing composition. Composition writing is therefore, the skills of communicating through writing (MOE 1996).

A written composition may not be quite so simple. A writer has to imagine that he or she is speaking to somebody as he or she is writing. For success in writing, one should apply the golden rule of writing which says: imagine the person you are writing to is with you and write the words as you would have spoken then (Ibid:1) composition writing is merely putting down on paper, the conventional symbols of the writing system that presents utterances one has in mind. It is also a presentation or purposeful selection and organization of ideas, facts and experiences. Simply put, composition writing is much more than an exercise in transcription or copying (Heffernan & Lincoln, 1994). Zahra (2014), in a study of importance of text structure awareness in promoting strategic reading among English for First Learners (EFL) That text structure knowledge has been recognized as efficient strategy that enhance reading comprehension. Also the results demonstrated that metacognitive awareness of text structure and overt teaching of textual features facilitate students’ reading comprehension.

2.3.4 The different types of writings

According to Tarigan *et al.* (2008) paragraphs and essays can be written in different types or styles. A writer will choose a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect s/he wants to have on the reader. Generally speaking, there are four types of writing, though normally these types are

mixed together. **Narrative:** The narrative paragraph or essay tells a story, just like a narrator in a play (though it should be a true story, unlike a short story or a play). Narrative writing is best used to illustrate the "personal developmental path" a person (often yourself) has taken to reach a particular point in his/her life. As a result, it is normally written in a first person point of view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome. This is the core of any narrative form of writing, be it a paragraph, an essay, or a story). In an essay, it usually means a single incident/anecdote, where the narrator experiences some brief challenge that is met and (hopefully) survived. This "overcoming" should in turn lead to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. You need a (brief) establishment of setting, an explanation of the challenge, and the resolution of this challenge. In other words, you need a plot.

Descriptive: Descriptive writing paints a picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like -without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment, and it will use many rich and vivid adjectives and adverbs. So, as a writer, you should make the reader long to smell the rich essence of the trees, the haunting call of the wolves, or the rank odour of the sewer... if that's what you're writing about! Descriptive paragraphs and essays are usually written in the first person point of view, and are much more emotional and personal than expository writing. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.

Expository: Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in the third person. Nevertheless, you can use "I" in your expository writing if the focus is on

external, neutral descriptions and explanations, rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on our emotional responses as we perceive the world at one point in time.

Persuasive: This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the author understand other sides of the topic so that the strongest information to counter the others can be presented. You may present these opposing points of view, but they must be summarized at the beginning and then quickly refuted (to refute something means to show it is false or not particularly important). If you're not sure how to do this, then simply stick to your side of an argument. While persuasive writing attempts to prove your point of view, it's usually written in an objective, third person point of view; such a stance helps demonstrate your objectivity. It should be noted that "argumentative" writing is said by some to be more rational and empirical (i.e. based on facts), whereas "persuasive" writing will often use emotional appeals to manipulate the reader's sympathy. However, most writing experts view the two terms as synonymous; few essays are so coldly dispassionate that they will not use strong and loaded language to win an argument, and analytic facts are always a good way to persuade the reader of one side over another.

Therefore, to communicate effectively in written form, a good knowledge about the paragraph development will help the writer to achieve his/her intention depending on the type of writing one is dealing with. A paragraph as a group of sentences that work together in unity to explain an idea. It can also be described as a group of sentences that work to develop a unit of thought (Kiwauka, 2016). Therefore, a paragraph is a collection of related sentences dealing with a single topic: learning to write good paragraphs will help you as a

writer stay on track during your drafting and revision stages. Good paragraphing also greatly assists your readers in the following piece of writing. You can have fantastic ideas, but if those ideas are not presented in an organized fashion, you will lose your readers (and fail to achieve your goals in writing). Therefore, in writing a good paragraph has the following elements:

Unity

The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence: Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges: The same idea of a topic is carried over from sentence to sentence, successive sentences can be constructed in parallel form.

Topic sentence: A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

Adding information

If you need to discuss several points, present a set of ideas or arguments, or describe a sequence of events. In such cases, you may want to show that you are adding another point. We describe some of the most useful ways of adding information, and we give advice about using them. (MED for Advanced Learners Second Edition 2007).

Using the adverb “in addition”

You can use “in addition” simply to add a new argument of new information. It can be used; at the beginning of the sentence, followed by a comma:

After the election, we asked whether the parties should change their leaders, their policies, or bot. **In addition**, we asked about voting preferences.

Inside the sentence, enclosed by commas: All students of French are required to take the language unit each year and, **in addition**, to choose an integrated programmed of study from other units.

Using the determiners '**other**' and '**another**' or the adjectives '**further**' and next.

You can use the determiners 'other' or 'another' to introduce an additional items.

Using the preposition 'in addition to' and 'besides'.

A number of propositions can be used to add new information. The most frequent of these is 'in addition to', which introduces the point to which you want to add something new. It can be followed by a noun or by a verb in the -ing form:

In addition to imitation, there are a number of other procedures designed to give the therapist some degree of control over the child's language production (MED, 2007).

In addition to' imposing its own needs on the medium advertising has immense ideological implication.

You can use 'besides' in the same way, but it is less frequent than in addition to in academic writing and professional reports.

'Moreover' and 'further more'

Are typically used at the beginning of the sentence, followed by a comma, but they sometimes occur within the sentence, usually enclosed by commas. (MED 2007).

2.3.5 Summary of the Gap

Many researchers undertook various studies on essay writing. Among those are Sidambi (2011), conducted a research title, The Teaching Composition Writing in Zambian high school, his finding based on lesson observation, Ahmed (2011), conducted a research with title, students problems with cohesion and coherence in EFL Essay Writing in Egypt, focused on the organizational problems that Egyptian students and teachers of English

encounter, when they write an English Essay. Therefore his findings revealed that students encounter some problems in the cohesion and coherence of EFL essay writing. Similarly, Zahra et al (2014), conducted a research title; the importance of text structure awareness's in promoting strategic reading among EFL Readers. Their findings results demonstrated that Metacognitive awareness of text structure and over teaching of textual features facilitate students reading comprehension.

Consequently, none of these researchers considered the role of textual awareness in the improvement of writing skills of senior secondary Schools in Nguru, Yobe state, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research Design, Target Population, Sample size, Sampling Technique, Research instruments, Validity and Reliability of the instruments, Data collection procedure, Data analysis, Ethical consideration and Limitation of the study.

3.1 Research design

The researcher used quantitative approach. Experimental research provide a systematic and logical method for answering the question, “If this is done under carefully controlled conditions, what will happen”. Experimenters deliberately and systematically manipulate certain stimuli, treatments or environmental conditions and observe how the conditions or behaviors of the subject is affected or changed Amin (2005). However, this research design is more appropriate in carrying out this study. Therefore, Nonequivalent group’s pre-test-post-test experimental exercises were done. In this regards, students were given a test before the intervention (pre-test). However, the same test items were given to the students after the intervention. Eventually, the impact of the intervention was analyzed.

3.1.1 Method of Intervention

After the conduct of the pretest exercise on the respondents, an intervention in the form of teaching was given to the respondents in order to prepare them for a posttest exercise. Thereafter, the respondents were taught different types of texts, such as recipe writing, formal and informal texts, and essay writings such as Narrative, descriptive and argumentative essay. The teaching was done in two weeks. After the teaching exercise, an experimental test was conducted on the respondents where they were asked to answer some questions from what they were taught with the aim of determining the impact of the intervention on their academic performance. The impact was determined by comparing the results of the pretest and posttest exercises.

3.2 Sampling Method

The Researcher applied the Simple Random Sampling Technique. This was done by labelling pieces of papers with ‘Yes’ and ‘No’. The number of pieces of papers labelled

yes tallied with exact number of the respondents needed by the researcher. Therefore, those who picked “Yes” were the ones who participated in the research as respondents.

3.2.1 Target Population

The Target population of this research was 200 Senior Secondary year three students (SS III) of the two Selected Government Schools: Government College Nguru which is located at local government head quarter while, government secondary school Kumagannam is located at a village near the city but both schools are in the same local government. Below is the table showing the population of the students:

Table 1: Students’ population of the two selected schools

S/N0	Schools	Target population	Sample size
1	Government College Nguru	120	60
2	Government Secondary School Kumagannan Via Nguru	80	40
TOTAL		200	100

3.2.2 Sample Size

The researcher defined the sample size by using the Slovene’s formula as follows;

n=sample size

N=population size e= level of significance =0.05

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{200}{1 + 200(0.05^2)}$$

$$n = \frac{200}{1 + 200(0.0025)} \quad n = \frac{200}{1 + 0.5} \quad n = \frac{200}{2} \quad n = 100$$

Therefore, the sample size for this study is 100.

3.3 Research Instrument.

The researcher used Experimental method to assess the students' performance by giving them Pre-test. This means that the students were given test by the researcher before the intervention. After that, the researcher taught them (students) and conducted a Post-test exercise to determine the extent at which English composition writing was improved.

3.4 Validity of the instrument.

The test items conducted were presented to five (5) experts (academics) to assess the relevance of each item involved in measuring the research objectives.

3.4.1 Reliability of the Instrument

In order to ascertain the reliability of the instrument, a Test Retest Method was conducted at a regular interval of two weeks and the two results were compared. The results of the Test Retest exercise were found to be the same so, the instrument was considered to be reliable.

3.5 Data Collection

The researcher collected an Introductory Letter from the Department of Education Foundation, Kampala International University and proceeded to the selected secondary schools. On arrival, the researcher introduced himself to the school authorities of the respective schools where their maximum cooperation was solicited. Then the principal of each school assigned one among the teachers of the school as my research assistant. At the beginning each of these research assistant introduced me to the staff of the school. Then after, we went to the classes where he introduced me to the students. At that moment I explained to them where I come from and the reason why I visited their school. This helped the researcher a lot in collecting all the necessary data during the exercise.

3.6 -Data Analysis

The statistical description that is mean, standard deviation and Pearson linear correlation coefficient were used in analyzing the data. This means that statistical technique was used in describing and determining the levels between variables. In this regards, after the data collected from the field, sorted out and coded to have the required quality, accuracy and

completeness, it was entered into the computer using the statistical package for social science (SPSS v. 16) for analysis.

3.7 Ethical Considerations

This refers to the compliance of the ethic of the research. In the account of this, the respondents were given due respect throughout the exercise and at the same time had the liberty to decide to participate in the exercise or not. In this study measures were taken to ensure confidentiality of the information provided by the respondents. In ensuring that the provision of the respondents' names and that of their school were not indicated on the test question, all findings in the research were presented in the generalized manner. Then, authors whose work used in study were cited and acknowledge in the reference list. However, permission was given to the researcher by the principals of the schools before the commencement of the data collection.

3.8 Limitation of the study

The time frame would not allow the research work to be carried out for a long period of time. As a result, it covered a small portion of the study areas which is the selected two government secondary schools of Nguru, Yobe State, Nigeria.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter contains data presentation, analysis and interpretation in accordance with the set objectives of the study. In addition, the chapter describes the data analysis of the variables involved, as they are reflected in the objectives. The chapter also presents the findings of the study which was conducted to determine the textual roles awareness in the improvement of the writing skills of senior secondary school students: in Nguru Yobe state, Nigeria.

The study was guided by the following objectives;

1. To determine the level of awareness of different textual role among the students.
2. To determine the level of writing skills of students
3. To establish the relationship between textual roles awareness and improvement in the writing skill of the students.

4.1 Determining the level of awareness of different textual role(s) in students' writing. (Pretest and posttest)

Table 2: Descriptive Statistics on recipe text, narrative text and formal and informal text

	N	Mean	Std. Deviation	Interpretation
textual role pretest	100	.2483	.20583	Low
textual role posttest	100	.7133	.21462	High

Source: Field survey, 2017

Table 2 above shows the performance in pre and post test to determine the level of level of awareness of different textual roles in students' writing.. A total number of 100 respondents were tested; the results revealed that, in pretest the mean value was (.2483) and the standard deviation (std) was (.20583). Statistically, the mean value was low. Similarly, with regards to the post test after the intervention, the above table also revealed that the mean value was (.7133 \pm .21462). Statistically, the values were high. Therefore, it can be concluded that there was a positive

improvement in the performance of the students as a result of the intervention made. The mode of the intervention given was clearly described in chapter three.

4.2 To determine the level of writing skills of the students

Table 3: Descriptive Statistics on students' writing skills

	N	Mean	Std. Deviation	Interpretation
writing skills pretest	100	.2820	.36965	Low
writing skills posttest	100	.8720	.15181	High

Source: field survey, 2017

The Table reveals the results of the second objective of the study which was to determine the level of writing skills of the students. The pretest results in the descriptive statistics, the mean value was (.2820) while the standard deviation (.36965). Besides, the posttest results in the descriptive statistics, the mean value was (.8720±.15181). Base on the findings presented in the tables above, the alternate hypothesis was accepted meaning that there was significant improvement in the students writing skills when interventions are made.

4.3 To establish the relationship between textual role awareness and improvement of writing skill by students

Table 4: Correlations for pretest and posttest

Correlations

		PRETEST SCORES	POSTTEST SCORES
PRETEST SCORES	Pearson Correlation	1	.453**
	Sig. (2-tailed)		.001
	N	100	100
POSTTEST SCORES	Pearson Correlation	.453**	1
	Sig. (2-tailed)	.001	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 above shows the results of the third objective which was to establish a relationship between textual role awareness and improvement in the writing skills of students. The results revealed that there was a significant relationship between textual role awareness and improvement of writing skills among the students as signified by the PLCC correlation result of .453 (Correlation is significant at the 0.01 level (2-tailed)).

4.4 Grading for awarding marks on textual awareness

The marking scheme was made with emphasis to textual awareness for recipe writing, narrative essay, formal and informal texts writing which attracted more marks than others. In the analysis, the following symbols were used as shown in the table six below as grading marks.

Table 5: Grading for awarding marks

TEXTUAL ROLE		WRITING SKILLS	
R1	Recipe writing	W1	Narrative essay
R2	Process of recipe writing	W2	Steps of writing an essay
F1	Informal letter	W3	How to conclude an essay
F2	Formal letter	W4	The purpose of introduction in writing an essay
F3	Features of formal and informal letter	W5	Purpose of background knowledge in writing
F4	Function of formal and informal letter		

Data was coded using the following symbols;

1 = pass

0 = fail

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction

This chapter discusses the summary, conclusion and recommendation based on the findings of the study in relation to the research questions of the study.

5.1 summary of the findings

The study was conducted to determine the textual role awareness in the improvement of the writing skills of senior secondary students: in Nguru, Yobe State, Nigeria. This was done through the laid down objectives of the study which included;

1. To determine the level awareness of different textual role in students writing.
2. To determine the level of students writing skills.
3. To establish the relationship between textual roles awareness and improvement in the writing skill by students.

To achieve these objectives, experimental tests on textual role awareness and improvement of writing skill were conducted using pretest and posttest.

5.1.1 Level of awareness of different textual roles in students' writing

As evidently revealed in table 2 above, in pretest of textual role awareness in students writing was very low with a mean value of .2508 and standard deviation .22417. The table also revealed the results of posttest after intervention with mean value of .5342 and standard deviation .30274 which were statistically high. The findings indicated that the intervention had a positive impact on the learners' performance. This agrees with the findings of Chinwe and Catherine (2016) in a research titled "Improving students' achievement in essay writing". The findings also agreed with the findings in earlier researches of Anizoba (2004), Bos (2008), Jibowo (2010) and Komolafe and Yara (2010). All these studies report a positive effect on students' writing when teachers adopt an interactive strategy in teaching essay writing. Bos (2008), stressed that the process approaches hold a lot of Promise for the development of writing skills.

It is also in conformity with the findings of Yenni (2014), in his study "The students' genre awareness and their reading comprehension of different text types" where he found out that, due to the limited scope of this study, the interpretation of the relationship between students' genre

knowledge and their reading comprehension mandates caution. The results of this study showed an indication of a tendency of knowledge about genre and the ability to comprehend a text relationship. The students' inability to understand a writer's point of view of an exposition and a discussion text, for instance, is apparently related to their difficulty in understanding the generic structure of the corresponding genres. This means that genre awareness does help students understand a text.

The findings of this study align with what Veel and Coffin (1997) advocated about the role of genre awareness. They mention some examples through which they implicitly state that genre awareness helps learners in reading comprehension because they can manipulate the knowledge in several aspects of reading such as understanding the general ideas from the structure of a text, locating certain information they want to find, and understanding how one point is related with another.

Another discernible point is the relationship between the students' difficulties in answering questions about some language features of a genre and their problems in answering some comprehension questions. For example, many of them had problems in understanding a piece of information in a text of Explanation as they were not able to understand the cohesive devices employed by the writer. This finding is in line with a study conducted by Negretti and Kuteeva (2011) which revealed the fact that only a few of their study participants developed knowledge about pragmatic aspects such as language and rhetorical choices. Butt (2000) also discusses extensively how speakers (i.e. here including writers) manipulate language to make meaning and convey it to their readers. This is what readers have to learn through understanding genres.

5.1.2 To determine the level of students' writing skills.

The results revealed the second objective which is to determine the level of writing skill, the pretest results in descriptive statistics with the mean of $(.2820 \pm .36965)$. Besides, the posttest results in the descriptive statistics, the mean value was $(.8720 \pm .15181)$. Basing on the finding of the table, the alternate hypothesis which state that more active engagement in writing will improve the writing skills of the students. The findings agree with Aragón Jiménez, Claudia Esmeralda (2013) with Title An Analysis Of The Writing Skill Difficulties Of The English Composition I Students at the Foreign Language Department Of The University Of El Salvador, the finding confirms that

Most English Composition I students have difficulty applying some writing techniques such as mapping and editing because they do not know what those techniques are about due to the fact that students did not have a previous explanation about them.

They also found out that according to the strategies applied by teachers for the classroom activities and assignments, they agreed that besides providing the students a specific topic to write about, it is necessary to assist them in developing arguments that are sensible to another reader's views and counter-arguments. That means to create good compositions students and teachers have to work together. As professionals, teachers must encourage their students to be creative and find their own topics and organization for their texts.

The finding also in line with Jenny and Feng (2015) Effective strategies for improving writing skills of elementary English language learners. They implement the techniques used with the experimental group. . The finding shows that improvement will be achieved in writing skills after intervention using the following techniques; creating an environment conducive for ESL writers, preparing students to write, scaffolding instruction, technology and journal writing.

5.1.3 The relationship between textual roles awareness and improvement of writing skills

Table 4.4 above shows the results of third objective which was to establish a relationship between textual role awareness and improvement in the writing skills by students. The results revealed a significant relationship between textual role awareness and improvement of writing skills among the students (.453 at sig. level of 0.001 2-tailed). It could be seen that the students' scores had significantly improved after given the intervention. This means that they performed better than they did before because they got sufficient knowledge of textual role from the lessons given to them confirming the fact that there is a great relationship between the two variables (textual role awareness and improvement in writing skills). This is in agreement with Zahra (2014) in a study of importance of text structure awareness in promoting strategic reading among English for First Learners (EFL) That text structure knowledge has been recognized as efficient strategy that enhance reading comprehension. Also the results demonstrated that Meta cognitive awareness of text structure and overt teaching of textual features facilitate students' reading comprehension.

The study also agrees with Elhabiri (2013), in his research title; teaching the writing skill through literary text, finding revealed that in analyzing students' essays, it can be noted that students face certain difficulties at both form and content levels. Some of them did not perform well in their writing essays before and after reading the literary text. Moreover, they roughly produced the same mistakes that are often related to spelling and grammar. A great number of students complained that their least favourite skill was writing, because they find it hard to generate ideas and organize them into a coherent text. Moreover, it was noticed that many EFL students do not feel confident with their sentence structures i.e. they mostly feel afraid of making mistakes. Additionally, EFL students also commonly find difficulties on word choice or vocabulary, articles, use of the plural/singular forms of nouns, spelling, prepositions, punctuation marks, agreement between the subject and the verb, and verb tense. Findings of the study also revealed that there are a number of factors and contexts lying behind students' low achievement in writing. They face a number of challenges such as, lack of motivation and lack of self- confidence in writing essays, which affect their development in English writing.

5.2 The Theory of Schema

The study is also in line with the theory of formal Schemata which refers to "background knowledge about differences among rhetorical structures, such as differences in genre, differences in the structure of fables, simple stories, scientific texts, newspaper articles, poetry and so forth" (Carrel and Eisterhold, 1988). There are also other terms of formal Schemata, such as rhetorical structure and discourse structure, macro-structure and genre schema. Compare with the two Schemata, the formal Schemata offer less power in the reading procedure (Carrel, 1984). However, formal Schemata are a learner's indispensable knowledge of the macro- structure or frame work of a text. If a student is familiar with different genres and formats of different writings, it would be very easy for him to activate certain formal Schemata stored in his brain according to given information. He is likely to make a right judgment of the language style and structure of the composition he is required to write.

Thus, the development of the formal Schemata can improve the automaticity of his writing significantly. Therefore, in the process of writing, the existence of relevant formal schemata can facilitate text planning and in contrast, the absence of relevant formal schemata may result in a mass of words and expression signifying nothing.

5.3 Conclusion

In conclusion, the study was conducted on textual role awareness in the improvement of writing skills of senior secondary school students in Nguru, Yobe state, Nigeria. However, in pre-test of textual role awareness of different texts by students with a mean value of $.2508 \pm .22417$ low. The study also revealed the results of post-test after intervention with mean value of $.5342 \pm .30274$ which were statistically high. The findings indicated that the intervention had a positive impact on the learners' performance. Similarly, the second objective was to determine the level of students writing skill, the pre-test results in descriptive statistics with the mean value of $(.2820 \pm .36965)$ was low. Besides, the post-test results in the descriptive statistics, the mean value was $(.8720 \pm .15181)$ was high. Basing on the finding, more active engagement in writing will improve the writing skills of the students. The third objective was also to establish a relationship between textual role awareness and improvement in the writing skills by students. The results revealed $.453$ sig $0.001(2\text{-tailed})$. Therefore, it implies that there was a significant relationship between textual role awareness and improvement of writing skills. Thus, if students are well familiar with the step by step structures of writing texts, their writing skills will also improve as shown by the increase in the students' scores after intervention (posttest).

5.4 Recommendations

Based on the findings of the study, the following recommendations were offered:

Based on the findings made on objective one, it is thus recommended that

- Schools' Managements should ensure that English teachers strictly follow the syllabus in teaching so that all aspects of different text structures such as Recipe, Narrative, Argumentative, Descriptive, Formal and Informal letters etc. are appropriately covered.
- The relevant teaching methods and materials such as textbooks and Teaching Aids should be employed by English teachers
- Teachers should consider students' previous knowledge so as to ensure that current knowledge is properly assimilated by the students (Schema Theory).
- Finally, all teachers employed to teach English should be well qualified and tested.

Similarly, based on the findings made pertaining objective two of the study, the following recommendations are proffered:

- Schools' Managements should ensure that English teachers strictly follow the syllabus in teaching so that all aspects of writing skills such as listening, pre-writing, spelling etc. are appropriately covered.
- The relevant teaching methods and materials such as textbooks and Teaching Aids should be employed by English teachers
- Teachers should consider students' previous knowledge so as to ensure that current knowledge is properly assimilated by the students (Schema Theory).
- Finally, all teachers employed to teach English should be well qualified and tested.

Findings made on objective three of this study also call for the following recommendations:

- The study revealed a very significant relationship between textual role awareness and the improvement of writing skills among students hence, it is recommended that English teachers should be encouraged to evaluate students' writing skills with particular emphasis on textual role of different texts.
- Students should be made to understand the relevance and importance of the role of the different texts on their writing skills such as grammar, spellings, punctuations etc.

5.5 Recommendations for further research

This research only studied the level of students' awareness with regards to different texts as well as the relationship between textual role awareness on the improvement of writing skills among students, thus, it is recommended that further research should be conducted to study why students face difficulties in English writing to find out is it as a result of low awareness with regards to textual role awareness or as a result of other factors.

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**APPENDIX I
EXPERIMENTAL TEST**

SUBJECT: ENGLISH LANGUAGE

SECTION A: ANSWER ALL QUESTIONS

HOW TO PREPARE VEGETABLE RICE

1. Heat the oil in skillet, add onion, carrot, celery and red pepper, cook 5 minutes tender, add broth; bring to boil,
- a) Complete the above text.
- b) Identify the name of the above text.
- c) Characterize the features of the text.

SECTION B

a) Dear Aisha

My name is Ahmad and I am 15 years old. I live in Abuja with my mum, dad and brother. We have 2 cats. They are called Bubble and Squeak. Do you have any pets? Bubble likes to hunt. He is always bringing home bats mice!

My favorable hobby is music. I play piano and Violin. I also like reading and films. I hope you will write to me soon Aisha.

Sir,

b) I humbly apply for the above mentioned post in reference to your advertisement that appeared in the New Vision of 19th January, 2017.

I am a Nigerian aged 25 years old, currently pursuing a Bachelor's degree in English Language Open University. Currently I am in my last semester and my graduation is set for 22nd June 2017. I will be in position to teach and perform duties allocated to me effectively, since I will have completed the course. I will be very grateful if my application meets your utmost consideration.

Questions

- i. Identify the type of each of the above mentioned letter.
- ii. Identify the features of each of the above letter
- iii. What function each of the letter performs.

APPENDIX II EXPERIMENTAL TEST

SUBJECT: ENGLISH LANGUAGE

SECTION B ANSWER ALL QUESTIONS

READ THE ESSAY AND ANSWER THE QUESTIONS THAT FOLLOWS

FRUSTRATION AT THE AIRPORT

I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.

This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any signs. Where was check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late!

I tried to ask a passing businessman for help, but my words all came out wrong. He just scowled and walked away. What had happened? I had been this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the terminal, and the passengers came out carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.

I dragged my enormous suitcase behind me and followed the group. We finally reached the elevator. Oh, no! They all fit in it, but there was not enough room for me. I watched in despair as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned and gazed at all the buttons. Which one could it be? I pressed button 3. The elevator slowly climbed up to the third floor and jerked to a stop. A high, squeaking noise announced the opening of the doors, and I looked around timidly.

Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my plane. Just then an elderly airport employee shuffled around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I related my predicament. He smiled kindly, and led me down a long hallway. We walked up some stairs, turned a corner, and, at last, there was customs! He led me past all the lines of people and pushed my luggage to the inspection counter.

When I turned to thank him for all his help, he was gone. I will never know that kind man's name, but I will always remember his unexpected courtesy. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

QUESTIONS

- a) Identify the type of the above text.
- b) Characterize the features of the text.
- c) Identify five transition words/ sentence from the text.
- d) What is the thesis statement of the text?

SECTION C: SELECT APPROPRIATE ANSWER FROM THE OPTION A TO C.

- 1. Narrative is
 - A. Comparing and contrasting stories
 - B. A detailed chronological stories
 - C. A detailed biography
- 2. What is the first step you should take when writing a narrative?
 - A. Write your conclusion
 - B. Choose an interesting topic
 - C. Think of thesis statement
- 3. What sums up the story?
 - A. Conclusion
 - B. Introduction
 - C. Body
- 4. What should the introduction do?
 - A. Hook the reader
 - B. Argue the topic
 - C. Give details of the topic
- 5. What contains background information and the thesis?
 - A. Conclusion
 - B. Introduction
 - C. Body

APPENDIX IIIA: TRANSMITTAL LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

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E-mail: admissions@kiu.ac.ug
Website: www.kiu.ac.ug

College Of Education, Open and Distance E-Learning
Office of the Principal

8th May, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANISATION.

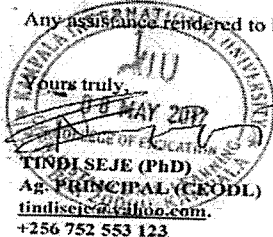
With reference to the above subject, this is to certify that **Mr. BABA GAJI ZANNAH** Reg. No. **1161-07086-04376** is a bonafide student of Kampala International University pursuing Master of Art in English Language.

He is currently conducting a field research entitled, "Textual role Awareness in the improvement of Writing Skill; A Case study of selected Government Secondary Schools in Nguru, Yobe State Nigeria.

This area has been identified as a valuable source of information pertaining to his research project. The purpose of this letter therefore is to request you to avail him with the pertinent information as regards to his study.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.



Yours truly,

XLK
V.P Admin

*Allowed the
researcher to conduct
his research.*

**VICE PRINCIPAL
ADMIN
GOVT. COLL. NGURU
DATE 15/5/17 SIGN. [Signature]**

"Exploring Heights"

APPENDIX IIIB: ACCEPTANCE LETTER



GOVERNMENT SECONDARY SCHOOL KUMAGANNAM

Via Nguru - Yobe State

Motto: Seeking for Knowledge is Compulsory



Our Ref:..... Your Ref:..... Date: 3rd July, 2017.

To Whom It May Concern

Sir/Madam

LETTER OF RECOMMENDATION

I write to commend the effort of Mr. BABA GAJI ZANNAH, a student from Kamfala International University who is conducting a research titled: "THE TEXTUAL ROLE AWARENESS IN THE IMPROVEMENT OF WRITING SKILLS".

The Questionnaires were distributed to both academic staff and students, in an anticipation to improved their research and writing skills performances. Indeed it yielded a fruitful outcome at the end of his endeavour.

We thank the organizers for the research work and the researcher in-particular for giving us opportunity to benefits from the research work.

Yours Faithfully,

PRINCIPAL
GOV. SEC. SCHOOL
KUMAGANNAM
DATE:

Kabiru Zakariyya.
Principal

**Appendix iv: pretest-TEST AND POST TEST DATA ON TEXTUAL ROLE
AWARENESS AND IMPROVEMENT OF WRITING SKILLS (SCORE 1=PASS
0=FAIL)**

		PW5	text	skills	text1	skills1
1	0	0	0.33	1.00	1.00	0.60
2	1	1	0.00	1.00	1.00	0.80
3	1	1	0.00	0.00	0.67	1.00
4	1	1	0.00	0.00	0.50	1.00
5	1	1	0.33	0.20	0.67	1.00
6	1	1	0.50	1.00	0.50	1.00
7	1	0	0.33	1.00	0.67	0.80
8	1	0	0.50	0.60	0.50	0.80
9	1	0	0.00	0.40	1.00	0.80
10	1	0	0.67	0.20	0.50	0.80
11	1	1	0.33	0.00	0.83	1.00
12	1	1	0.33	0.40	0.83	1.00
13	1	1	0.17	0.20	0.83	1.00
14	1	1	0.17	0.60	1.00	1.00
15	0	0	0.50	0.00	1.00	0.60
16	1	1	0.17	0.00	1.00	0.80
17	1	1	0.17	0.00	0.67	1.00
18	1	1	0.00	0.00	0.50	1.00
19	1	1	0.17	0.80	0.67	1.00
20	1	1	0.50	0.00	0.50	1.00
21	1	0	0.33	0.00	0.67	0.80
22	1	0	0.00	1.00	0.50	0.80
23	1	0	0.17	0.20	1.00	0.80
24	1	0	0.50	1.00	0.50	0.80

25	Score		0.00	0.40	0.83	1.00
	1	1				
26	1	1	0.00	0.60	0.83	1.00
27	1	1	0.33	1.00	0.83	1.00
28	1	1	0.50	1.00	1.00	1.00
29	1	0	0.50	0.80	0.33	0.80
30	1	1	0.00	0.60	0.33	1.00
31	1	1	0.33	0.60	0.83	1.00
32	1	0	0.17	0.00	0.83	0.80
33	1	0	0.00	1.00	1.00	0.80
34	1	1	0.33	0.00	0.83	1.00
35	1	1	0.33	0.60	1.00	1.00
36	1	1	0.33	0.20	1.00	1.00
37	1	1	0.33	0.00	1.00	1.00
38	1	0	0.00	0.60	0.83	0.80
39	1	0	0.17	0.00	1.00	0.80
40	1	1	0.33	0.00	0.67	1.00
41	1	1	0.00	0.00	0.67	1.00
42	0	0	0.33	0.00	0.50	0.60
43	1	1	0.50	1.00	0.50	1.00
44	1	0	0.50	0.00	0.33	0.80
45	1	1	0.50	1.00	0.33	0.60
46	0	0	0.17	0.40	0.67	0.40
47	0	1	0.50	0.60	0.67	0.40
48	1	1	0.33	0.00	0.50	1.00

49	1	1	0.50	0.00	0.83	1.00
50	1	0	0.50	0.00	0.67	0.80
51	0	0	0.17	0.00	0.67	0.40
52	1	0	0.83	0.00	0.50	0.80
53	1	1	0.50	0.00	0.67	1.00
54	1	1	0.33	0.00	0.83	1.00
55	1	0	0.33	0.00	0.33	0.80
56	1	0	0.33	0.00	0.67	0.80
57	1	0	0.17	0.00	0.50	0.80
58	1	1	0.00	0.00	0.83	1.00
59	1	1	0.00	0.20	0.67	1.00
60	1	0	0.00	0.00	1.00	0.80
61	1	0	0.33	0.00	0.67	0.80
62	1	0	0.00	0.00	0.83	0.80
63	1	0	0.17	0.00	0.83	0.80
64	1	0	0.00	0.00	0.67	0.80
65	1	1	0.33	0.00	0.83	1.00
66	1	0	0.50	0.20	0.83	0.80
67	1	0	0.00	0.00	0.17	0.80
68	1	0	0.00	0.00	0.17	0.80
69	1	0	0.00	0.00	0.67	0.80
70	1	1	0.00	0.00	0.67	1.00
71	1	0	0.50	0.20	0.50	0.80
75	1	0	0.00	0.20	0.33	0.80
76	1	1	0.17	0.00	0.33	1.00
77	1	0	0.00	1.00	0.83	0.80
78	1	1	0.50	0.60	0.50	1.00
79	1	1	0.33	0.60	0.83	1.00
80	1	0	0.33	0.00	1.00	0.80
81	1	1	0.50	0.60	0.83	0.80
82	1	1	0.50	0.00	0.67	1.00
83	1	1	0.33	0.00	0.83	1.00
84	1	0	0.00	0.00	0.83	0.80
85	1	0	0.50	0.00	1.00	0.80
86	1	0	0.17	0.00	0.67	0.80
87	1	0	0.17	0.60	0.67	0.80
88	1	1	0.17	0.80	0.67	1.00
89	1	1	0.67	0.60	0.83	1.00
90	1	1	0.33	1.00	0.67	1.00

95	1	1	0.17	0.20	0.83	1.00
96	1	1	0.00	0.00	0.83	1.00
97	1	1	0.00	0.00	1.00	1.00
98	1	1	0.00	0.00	1.00	1.00
99	1	1	0.00	0.00	0.33	0.60
100	0	0	0.33	0.00	0.67	0.40



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