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The Integration of a Process-Genre Approach to Teaching Research Proposal Writing to English Masters Students At Public Sector University

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ABSTRACT:

Research writing has become the most difficult and challenging task and it has been observed that the students specifically in Pakistan have failed to develop research proposals even after finishing their research methodology courses (Hirano, 2014). The present experimental study addressed this critical issue of developing research ideas through innovative ways of teaching i.e., process genre approach. All four steps of process genre approach were incorporated in the development of research proposal step by step such as building knowledge of the field, modelling, joint construction of text, independent construction of text in teaching fourteen students of masters in English selected through purposive sampling. Power point presentations, samples of different research proposals and documents to support the process of developing research proposals for further guidelines were provided to students to develop their critical thinking in developing the blueprint of research ideas. As a result of operationalization of the process in the evaluation stage three raters scored the final drafts of participants to maintain inter-rater reliability. The means of the scores of participants' final drafts revealed that the process genre approach has successful pedagogical implications for teaching research proposal writing to postgraduates, as well as for learning and teaching research method modules, especially when accompanied by teacher support and guidance. Most of the participants achieved intermediate level of understanding research from the beginners' level at their initial phase of research. Lastly, it is recommended that the understanding of the development of research proposal genre should begin at the undergraduate level to overcome the challenges of developing write-ups such as topic selection, identifying and studying relevant themes or content according to the problem selected for research, finalizing research methodology selection gradually from the initial to the final draft

KEYWORDS: Process- Genre approach, Research proposal writing, one-shot case study, academic writing approaches.

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INTRODUCTION: Globalization has remarkably placed English as a strong medium of communication around the world (Crystal, 2003). As a result, it has become important to improve one's writing and speaking skills in English. Though writing is generally seen as one of the most difficult domains of second language (L2) learning, and many challenges in producing various sorts of texts have been documented among L2 learners (Flowerdew, 2002). Kareem (2013) investigated writing problems in students and stated that the majority of the writers have failed to understand the linguistic features and other important characteristics required for academic writing. In general, academic writing is seen as a complicated ability that must be combined with a variety of other learning styles, such as planning, drafting, organizing, editing, re-drafting etc. which develop cognitive ability.

Like other Asian countries, the importance of English language learning and teaching is continuously increasing day by day in Pakistan too due to its acceptance as a social, economic and geographical need (Alam,2013; Menhas , Mahmood, Tanchangya, Safdar & Hussain, 2019). Aside from gaining language speaking skills, many students are interested in ESL writing courses with varying degrees of language competence and learning methods. They are enrolled in several diploma or short-term courses to improve their writing skills.In addition, ESL learners have to meet the standards of writing skilsl not only for admission purposes but also for the completion of their undergraduate studies, notably in English language and literature. (Ajmal, 2015).

Similarly, Kim and Kim (2005, p. 68) researched in foreign language learning context that EFL learners commonly experience "time constraints in learning writing". Same is the condition for Pakistani students. Unfortunately, conventional language teaching methods have been employed in Pakistani curricula for a long time (Fareed, Ashraf & Bilal, 2016). Other ESL teaching approaches, such as memory, practice of structured grammatical formations, translation method, or teacher-centered atmosphere, actually inhibit cognitive process and individuality (Ajmal,2015). Teaching academic writing or research writing to ESL learners at the university level is a particularly difficult assignment since many teachers and students are unfamiliar with the process genre writing approach, which is a relatively new technique in the teaching learning process in Pakistan (Hasan & Akhand, 2010). Furthermore, the possibilities for the role and position of English Language in other ESL applications are not substantially different, especially in academic settings (Evans 2000).

To enhance writing abilities of learners in English language teaching, many genres such as poetry, fiction, nonfiction, and drama have been practicing at various educational levels for an extended period of time (Blicblau, McManus & Prince, 2009), but the major written text which has to be

practiced by students at Masters, MS and PhD level is the dessertation. Students are also required to publish journal research papers in addition to their study (RAs). All undergraduates, however, are novice to writing in the research framework (Bitchener & Basturkmen, 2006; Wang & Li, 2008).Before reaching final research work students develop research proposals or a plan to avoid any technical flaw in research. This plan is the base of whole research work. "The goal of a research proposal is to present and justify the need to study a research problem and to present the practical ways in which the proposed study should be conducted" (Krathwohl & Smith,2005). He further elaborated that research ideas include comprehensive literature reviews. The research paper must present compelling evidence why there is a necessity for the proposed investigation. A proposal, in addition to offering a justification, provides comprehensive methods for doing the research in accordance with professional or academic area standards, as well as a statement on predicted outcomes and/or advantages obtained from the study's conclusion.

In addition, the research proposal, the first stage of thesis preparation, is a key component in the success of postgraduate study (Wang and Yang 2012). Many postgraduates, however, find it difficult to create and write a strong proposal (Chatterjee-Padmanabhan and Nielsen 2016; Son and Park 2014; Wang and Yang 2012). Although postgraduates require assistance during the proposal stage in order to pursue thesis writing, not all of them receive beneficial guidance from supervisors in how to design and write research proposals since they are believed to be competent of writing their theses (Cotterall 2011). Furthermore, today's rising number of postgraduates from different cultural and linguistic backgrounds in many higher educational environments places an increasing burden on supervisors (Kumar and Aitchison 2017; Odena and Burgess 2017). The process method, according to Rusinvoci (2015), highlights the significance of a recursive sequence of pre-writing, drafting, assessing, and editing.

It has been observed in past years that not only at other educational levels but even at masters' level, students have less experience of producing an academic text in a particular genre i.e. how it should be presented both with structurally and linguistically appropriateness for a group of academic reviewers, periodical subscribers, and assessors (Hyland, 2008).This drawback is more prominent especially if the scholars are from Non-English linguistic communities and are unable to achieve the academic standards (Cadman, 1997; SUT, 2002). Likewise, no such prominent researches have been conducted to address the problem of research proposal development specifically through any specific pedagogy. The majority researchers took other dimensions to cater the problem (Arifani, 2016; Agesta, & Cahyono, 2017; Belmekki & Sekkal, 2018; Phichiensathien, 2018; Saeed, M. A., Mohammed H. Al-Ahdal, A. A., & Al Qunayeer, 2020; Zhang, 2018). The

purpose of this study is to employ a process genre approach and observe its effectiveness at masters' level in developing research proposals. This process is to be completed with the mutual collaboration of teacher and student. All steps of this approach are gradually implemented to get the final draft of research writing.

Objective

To observe effectiveness of process-genre approach (all stages) in developing research proposal at masters' level.

Research Question

How much process-genre approach (all stages) is effective in developing research proposal at masters' level?

Literature Review: Academic writing is considered as an important domain and gradual process to develop not because of its importance in education but also in other social and economic circumstances. It is thought to be an instant medium to communicate with a large number of people. For effecting ideologies and thoughts of people writing should be logical, organized and rich in linguistic competence. Zamel (1983, p.165) described that the whole writing procedure has been seen as a "non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning". However, to achieve this purpose many techniques have been processed to develop students' understanding and command towards the writing process, not specifically for natives but also for second language learners. Acknowledging the importance of writing Ajmal (2015) also discussed in his study that in past few years different approaches have been implemented to develop ESL writing in students. Similarly, Raims (1983) claimed "there is no single answer to the question of teaching writing in ESL classes". According to Myhill and Locke (2007), the many approaches of instructional writing is used to enhance writing skills in ESL students which majorly emphasize on product are primarily split into three key categories: text-oriented, writer-oriented and reader-oriented. But the overall outcome and the major focus of students' writing or product is to get the attention of readers.

Moreover, writing is a complicated process (Ajmal, 2015) so many approaches have been designed to less burdened teachers and to produce competent writers to fulfil academic requirements. The approaches previously practiced for writing development were process approach, product approach and the genre approach. Later on, for teaching writing in EFL classroom, the genre approaches took over the attention of adherents in past 10 years (Swales 1990, Tribble 1996: 37-57, Gee 1997). Brief overview of these approaches has been explained below.

The product Approach: This was a conventional approach in which pupils were motivated to imitate, copy and transform the model texts provided by the teacher (Nunan,1999). Pincas (1982) provided a more explicit

description of this approach. She discussed that writing primarily is based on linguistic knowledge with integration of appropriate application of vocabulary, syntax, and other coherent devices.Four stages were involved in learning writing in this approach i.e. familiarization, controlled writing, guided writing and free writing. The familiarization stage's aim is to make learners aware of certain textual characteristics. In the second and third writing sections, the individuals solitarily practice the learned styles till they are able to produce independent text as letter, story or essays in the free writing stage (Pincas,1982).

Additionally, the product method to writing generally entails presenting a sample text that is then debated and critiqued. Learners create a comparable or parallel text based on this model text. Although this may appear to be a mechanical activity, learners can uncover the structure of the provided speech, its linguistic characteristics, and how its thoughts are structured (Klimova, 2014). Likewise, based on the idea that regards texts as autonomous objects, the product approach sees writing as a textual product, a logical and consistent arrangement of components arranged according to a set of principles. Writing, as a textual product, may thus be examined and defined independently of settings or authors. This is because texts have a structure that consists of words, phrases, and sentences that are organized in an orderly fashion, and writers may encode their intended meanings by following to a set of rules that governs the arrangement of these components (Samsudin, 2015).

The process Approach :Goldstein and Carr (1996) emphasized on the recursive procedure of writing. According to them the process approach includes many processes, such as audience definition, resource management, planning, drafting and revising, editing and evaluating. These activities are collectively called process approaches. It is a cyclic but unconscious process with an exercise of linguistic skills and writing development under teachers' supervision (Badger &White, 2015). This approach, on the contrary, concentrates on the process, or how a text is created, rather than the outcome. The weakness of the process method was noted by Hyland (2003). He said the process approach doesn't have a major impact on understanding towards the nature of writing and the way writing is taught. It only deals with the outcome which can be revised at any stage where required.

Moreover, the process method, according to Stanley (1993), views all writing as a creative act that takes time and positive feedback to be done properly. In process writing, the instructor moves away from being someone who assigns a writing subject to students and then gets the final output for revision without intervening in the writing process. Steele (1992) characterizes the process method as concentrating more on the many classroom activities that encourage language development, such as

brainstorming, group discussion, and re-writing. Similarly, the process method, according to Rusinvoci (2015), highlights the significance of a recursive sequence of pre-writing, drafting, assessing, and editing.

The Genre Approach: The term "genre" is etymologically derived from the French language and means "shape" or "type." The term 'genre,' which is also used in Biology research, originally meant 'genus,' referring to the categorization of flora and animals (Stokes, 2006).This indicates that the early notion of genre is to identify a species based on its usual comparable traits (Dirgeyasa, 2015). According to Martin (1999), genre is a communicative activity with an aim. Swales (1990) then defines genre as a communication event in which individuals have a set of communication goals. By referring to the two points above, it can be stated that genre is a process of communication that has a specific purpose (goal oriented) for its participants in a specific communication event owing to a certain social context.

The genre approach turned the traditional notion and brought forward writing as a social activity. This approach includes a variety of writing within different social contexts or genres such as letters, research articles, journal articles etc. (Flowerdew,1993). Three different stages in genre approach were identified by Dudley-Evans (1997) while writing. Initially, the teacher introduces and analyzes a model of a specific genre, after which learners manipulate relevant language forms through several activities and, eventually, compose a relevant text.

All above discussed three approaches were criticized and received conflicting reviews (Tribble, 1996). Caudery (1995) testified that teaching ESL through the above discussed approaches resulted into a habit of embracing teaching methodologies on an intensive level. The drawbacks of these approaches began to appear gradually and it was felt that these writing teaching approaches will not solve every classroom problem and each method has its own set of regulations. According to Hyland (2003, p. 24), the process approach "assumes all writing utilizes the same process." Likewise, in genre approach, Hyland argued that "it can lead to over attention to written products" and "learners may be too dependent on teachers" (Nordin & Mohammad, 2006, p. 79). So, by combining all above discussed approaches Badger and White (2000) introduced a Process Genre approach.

Process Genre Approach: It is an interdisciplinary method to writing instruction that combines the strengths of process and genre approaches. A more concentrated usage of text models without needing to discard aspects of other techniques is one of the benefits of such an approach. This method is based on a model proposed by Badger and White (2000, p. 159). Badger and White further elaborated that It comprises the provision of a setting in which learners are assisted in identifying the purpose, as well as considering

the field, method, and tone of the text. Moreover, this approach deals with the writing process in social situations. It highlights that a piece of literature always has a certain function that is related to a specific scenario. In teaching writing to ESL learners, the teacher needs to replicate some situations and assists learners in identifying the purpose as well as other characteristics of the social environment writers should use multiple skills i.e. inducing knowledge related to grammar, vocabulary, organizing ideas, appropriate use of genre while drafting. Teachers should be skilled for different genres for producing better linguistic outcomes. In addition, Kim and Kim (2005) characterized it as a hybrid method, essentially a blend of models from both the process-based approach and the genre-based approach that proved to be more effective for producing a text in a recognizable genre.
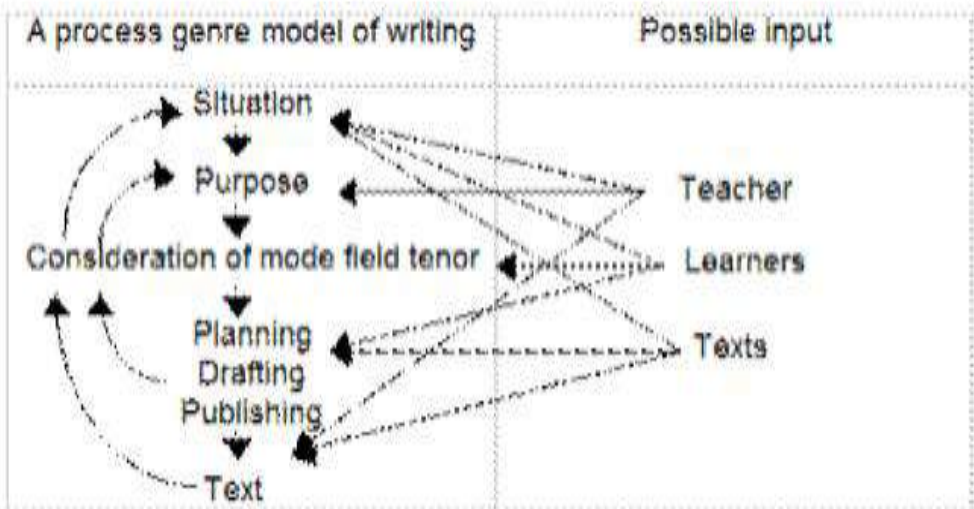
through studying a range of related exts, students are prepared to predict the structural elements of the genre (Yan, 2005). Before writing learners surely need to be aware of the subject which will be considered to be discussed and written later (Emilia, 2008, p. 25).

Additionally, Emilia (2012) also indicated that the learners should provide with few practices to develop linguistic skills pertinent to the issue, such as administering a listening exam or reading comprehension tasks containing specific words related to that particular genre and expressing ideas verbally through discussion to introduce pupils to the subject in context. Summarizing all, students are exposed to a wide range of genre reading passages to provide awareness about the use of specific language structures in the writing. Moreover, as a guide to individual writing, students might be introduced to the construction of a writing plan in the form of mind-mapping or outlines from sample texts.

2. Modelling: This stage is considered to make learners aware of features of

a specific genre or to provide pupils with additional information on the text type they are learning i.e., "stages of the genre and its key grammatical and rhetorical features" (Hyland, 2007, p. 132). The exposure of different varieties of content related to the genre for students makes them competent in text arrangement (schematic structure) to achieve the goal (Yan, 2005) and also provides them proficiency to apply correct linguistic features of the genre. Furthermore, Hammond, (1990, cited in Emilia, 2008, p. 27) explains that in this stage teaching is bilingual and categorical because of the manipulation of genre-specific technical learning resources such as schematic structure and linguistic characteristics that must be addressed in both native and target languages (Emilia, 2012).

At this juncture, teachers must scaffold students' faults and errors. while going through their linguistic and grammatical competence within the required genre writing. So, the teachers should teach keeping professional attitude, aptitude and ethics as their priority.

3. Joint Construction of Text : Yan (2005) discusses that the objective of this part is "to produce a final draft which provides a model for students to refer to when they work on their individual compositions" in the independent construction stage.

In this stage, writing is practiced in a similar manner as through a process-based approach, where students work together to develop their first draft, either in groups or with instructor assistance. Students tend to produce multiple drafts by activating their prior knowledge to the topic and brainstorm the ideas and organizing them to generate the final draft.

The teacher provides feedback to pupils on their writing after they have completed joint-writing projects (Emilia, 2010; 2012). Besides teachers' feedback peer-work can also support them to evaluate their writing products. During this stage, teachers gradually reduce their involvement in students' writing and serve as a prompter, resource provider, and tutor (Harmer, 2007). Joint collaboration of teachers and students bridges the experience and knowledge to move towards the final destination.

4. Independent Construction of Text : At this stage, the picture becomes clear in students' minds and they are able to write individually and independently without any teachers 'guidance or involvement. Topics are decided with the mutual understanding of teacher and students or the relevant genre topic can be chosen freely by the students. Independent construction by students results in producing final drafts. Teachers are always there to support students but pretend as silent features. The process of revision and conference from peers and teachers is mobilized throughout the whole procedure. Readers become active and analytical because of the crucial revising stage. The writing process, as described by Badger and White, is the primary focus in this stage (2000). So, drafting occurs several times, students analyze and evaluate their writing till their final writeup so

Students might have their writing published in the classroom or school magazine (Emilia, 2012). This approach's entire procedure is cyclical, which means that both teachers and students can travel backwards or forwards to the required phases (cyclical) till the achievement of the final draft.

Strengths and Weaknesses of Process Genre Approach: This approach's process includes an explicit framework for decision-making and assessment. There are two significant benefits. First, this method encourages critical self-evaluation in the learner, followed by textual analysis connected to language awareness, which is basically "enhanced consciousness and sensitivity to the forms and functions of language". (Carter, 2003: 64). The primary goal of the process genre-based approach is for learners to be able to detect and respond to the similarities and differences that exist between different types of genres in order to comprehend their meaningful usage and diversity of genres. A feeling of text shape is developed, but it is not imposed on the student. Beside this advantage one of the drawbacks is that due to the dominance of the teacher-agenda in the consultation sessions with the learners, learner awareness is not instilled (Johns, 2003, p. 204).

 Second advantage which is dealt by process genre approach is the easy modification of recursive writing while reviewing and drafting stages.it enhances the necessary writing skills compulsory in the synthesis of many genres. Positive collaboration between the learner and the instructor is included into the cycle of activities in the process genre approach to achieve the target. In this approach broad and in-depth understanding towards different genres imprints on learners' minds.

However, there are few more limitations of this approach i.e. cognitive creativity might be affected due to prescribed genre writing, at times high probability of teacher centeredness is possible. A complex process of writing could create boredom, anxiety and fatigue in students. Though number of activities are introduced gradually in this approach, grammar and vocabulary are taught inductively (Rodgers,2001) but reconstruction of drafts again and again during this approach surely can delimit the writing skills of students. Grammatical and lexical competency can be affected or limited due to re-drafting. There might be low standard outcome as a result of continuous process with certain boundaries. In case of time limit for certain genres, the result could not be as effective or up to the standardized level as required according to genre.

 Reseach proposal and its importance into research method courses: A higher degree research proposal (RP) is a paperwork that informs people about the research you want to pursue as part of your higher degree studies (Dunleavy, 2003). Many institutions require all applicants for admission to Higher Degree Research (e.g., Masters, EdD, and PhD) to submit an RP.

This is an abbreviated version that will be between 3 and 5 pages long.
In short, the RP educates others about what you want to study, why it is essential to do it, how you will do it, any legitimate values you may need to address, the resources you will require, how long it will take you, and how you will fund it (Kivunja, 2016). Its particular goals are as follows:
To express your research subject
To identify your research topic and explain how you plan to answer it.
To emphasize the significance of your planned study and how it will contribute to the field.
To illustrate how it fits into and contributes to what is already known
To explain your complete research strategy and how you intend to carry it out;
To give an overview for your dissertation; and to pique the interest of academics who may be your supervisors.
Parts of comprehensive Research proposal: Kivunja (2016) elaborated following parts a research proposal consists of:
 Introduction
Defining Research Topic
Background, Context and Problem Articulation
4 Significance of the study
Scope, aims and objectives
Literature Review
 Research Question
 Theoretical Framework
Methodology April
 Research Plan and Time-frame
Thesis Plan
References
Research design: The experimental research i.e. One-Group Pretest–Posttest Design was carried out in the implementation of this approach to see its effectiveness. It is a research design in which participants are given the same assessment measures before and after receiving a treatment or being exposed to a condition, with such measurements used to evaluate if there are any changes that may be ascribed to the treatment or condition (Knapp, 2016). In pre-test individuals were asked to develop research proposal according to their prior knowledge. Later on, in post-test another draft of research proposal was developed and considered as the final outcome for the evaluation of their learning process of students. The research proposals developed by the students were assessed through standardized rubrics to evaluate the novice, intermediate or expert levels of research proposals. Inter-rater reliability was incorporated by two research experts in the data analysis procedure to re-assess the proposals and to maintain validity of assessment and scores. Interrater dependability is the

degree to which the scores of various judges are proportionate when represented as deviations from their averages (Tinsley and Weiss ,1975). In reality, this indicates that one evaluated individual has the same relationship to other evaluated individuals, even though the actual figures used to describe that relationship differ from judge to judge.

Population : The students of M.A. English from literature & Linguistics and ELT departments were selected from public sector university in Karachi. They were heterogeneous in age, culture and educational backgrounds.

Sampling: Thirteen students of M.A (English literature & Linguistic, ELT) 3rd semester in Spring 2020 were sampled out through purposive sampling techniques to process experimental research design. These students were assigned research methodology subject in which they have to develop research proposal for their thesis submission in fourth semester.

Tools: PowerPoint presentations, samples of different research proposals and documents for further guidelines for extensive study were provided to students to develop their critical thinking.

Methodology

The Operationalization of Process-Genre Approach in the Classroom: Before teaching research proposal steps through process-genre approach to the students they were motivated to develop a draft of research proposal based on their prior knowledge which was considered as pre-test. Afterwards, analyzing their draft following steps were taken to develop their knowledge.

Preparation, Building knowledge of the field and modelling stages: In the initial stage students were familiarized to specific genre through power point presentations and for developing critical understanding of students towards the components e.g. Introduction, literature review, research designs, research methodologies, instruments, sampling, in-text citation, references in APA/MLA etc. which are required in this genre i.e. research proposal was explained in the series of lessons. Groups of pupils were formed and reading material was assigned to the students as an activity and they were encouraged to analyze its features critically. Their queries were resolved through answering their questions which helped them to develop text structure awareness to write proposals. Research problems were finalized and statements were generated through mutual discussion. They were asked to search relevant research articles or dissertations to enhance their understanding towards their own research problems. Further guidelines were also provided to them through e-mails to enhance their knowledge in this domain. The continuous supervision and group collaboration guided students to produce their proposals step by step.

Joint construction stage: At this stage the teacher motivated students to share their ideas towards research writing. The rough drafts were generated.

There was an active interaction between students and teachers to overcome the hurdles and complexities while writing. They were asked to complete and submit their work through e-mails for editing and evaluation purposes to the teacher. The drafts were examined and sent back with comments to do corrections suggested by the teacher. The guidance process was further carried through telephone calls and independent discussion in the classroom.

Independent construction stage: Students were requested to submit their final drafts in hard copy form for evaluation.

Evaluation Stage: The students were marked out of 25 by three raters and qualitative statements were added to their drafts according to the quality of their work. Total 25 marks with the help of expert opinion, were divided into 3 categories i.e. below 10 for novice, 10-19 for intermediate and 20 or above for experts. Mean scores of proposals scored by three raters were calculated to maintain inter-rater reliability. The assessment was done against standardized rubrics developed to mention novice, intermediate or expert research proposal developers. The standardized rubrics were majorly based on title, introduction, Uniqueness of Project, Experimental Details or Theoretical Analysis, Timeline, Conclusions and Summary, References, Organization of the Proposal and Writing Mechanics.

Results and Discussion

Table 1 : Mean of Scores

S.No	Rater 1	Rater 2	Rater 3	Mean
RP_1	6.5	6	6	6
RP_2	6	5.5	5	5.5
RP_3	15.5	10.5	12	13
RP_4	17	18.5	18	18
RP_5	11.5	11	11	11
RP_6	10.5	9.5	10	10
RP_7	12	12	11	12
RP_8	18.5	15	17	17

RP_9	18.5	20.5	19	19
RP_10	13	10.5	12	35.5
RP_11	18.5	16	16	17
RP_12	18	16	16	17
RP_13	13	10.5	11	11

The mean of the scored (Table 1) showed that three of the students among 13 scored till 10 hence, achieved novice level. 9 of the students among 13 scored from 11-19, declared at intermediate level and only one student among 13 scored above 20 and achieved expert level, according to research proposal rubrics (see Appendix A). Majority of the students were declared as intermediate researchers by calculating mean of scores marked by raters. These results were almost similar to the findings of Reonal (2015). The students who appeared weak in academic writing were fail to write objective reality, description and method. These findings were similar to the researchers of Wang and Yang (2012) and Saeed and Ghazali (2018). They analyzed that student found it challenging to develop transparent and exact research aims and questions, as well as research issue statements. Participants of the research study were also identified at novice level with organizational skills, word usage and sentence fluency. In their writings background studies on the issue were provided, but the problem to be solved was not described and the specifics were not explained to non-specialists. Furthermore, the majority of the procedures, methods, instruments, and special precautions were presented, however many were missing, faulty, or not sequential along with intext citation and references. Likewise, during the initial phase of title selection, which is usually a difficult phase (Wang and Yang 2012; Pringle Barnes and Cheng 2018), it was observed that students were more interested in topics that had been researched extensively and had a large number of research articles to support their content and methodology.

Almost all of the participants failed to choose or adopt appropriate ideas based on the findings of Son and Park (2014) and Chatterjee-Padmanabhan and Nielsen (2015) studies (2016). Along with it the authenticity of research design is a crucial component and the backbone of research proposals, which was identified inaccurate similar to the findings of Pringle Barnes and Cheng (2018) investigation.

Intermediate scores of participants also showed that the process genre approach enabled majority of the students to gain an understanding of the writing genre's purpose and structure through causal relationships, classification, and process, as well as the procedures of rewriting, drafting, revising, and editing, and to apply that understanding in the creation of a research proposal. Title, Introduction, Problem, Uniqueness of Project, Experimental Details or Theoretical Analysis, Timeline, Conclusions and Summary, References were almost appropriate in the draft. The write-up contained mistakes, but they were not distracted. Their writing addressesd the uniqueness of the research but showed adequate support for the claim of uniqueness. Moreover, writing the literature review is also an important element of the research proposal writing process. The participants completed a range of activities during the teaching process, which included searching and reading research papers for ideas, summarizing them for later use in their study, and grading their literature reviews.

Conclusively, developing a research proposal is a complex and time-consuming procedure. Although the process genre method assisted students in improving their learning process by using multimedia, more practice and time are needed to improve their research abilities and the students' performance in writing academic texts (research proposals) improved as a result, especially in the areas of organization, sentence fluency, and speech. Limitations and Recommendations: There are numerous limitations to the study that need be addressed in future research. First and foremost, the focus of this study was solely on learning research proposal drafting. As a result, future study may concentrate on the function of additional research-related activities (e.g., critique/critical reports) in improving research technique course learning. Despite evidence indicates research proposal writing provides postgraduates with important pedagogical assistance in research method learning, this should not be a barrier to considering alternative research-related activities in research method courses. Furthermore, it should not be assumed that such an approach is applicable in all contexts; rather, it was designed to assist postgraduates in learning how to draft research proposals prior to receiving approval from their supervisors.

It is recommended to develop understanding of the pedagogical challenges to instructors that arise from incorporating process genre approach in research proposal writing to provide the best practices for assisting postgraduates with their research learning. The understanding of the research proposal genre should start from the undergraduate level to overcome the challenges of developing write-ups. Future studies are suggested with bigger sample size and including more institutions. In this study, we used the instructor's comments on the postgraduates' proposal drafts as data; however, we only used it to identify difficulties in research proposal writing that indicate students' research method learning

deficiencies. This information may be utilized to create and implement new pedagogies by curriculum devlopers, teachers, course developers and students. Although the instructor's input on the postgraduates' proposal drafts was utilized as data in this study and was used it to indicate students' deficiencies in research method learning. A thorough examination of such feedback in future study would indicate how instructors' feedback formulation influences how students learn about research techniques through research proposal drafting.

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Appendix A

Objective	Novice (1)	Intermediate (2)	Expert (3)	Total =10
Title and Title Page	Missing the title, author's name, or affiliation	Contains all components, but has misspelling or improper placement	Follows "ACS Guidelines for Preparing	2
		OR	a Research Report": A single cover page includes a title which reflects content and emphasis of the project described in the report and includes essential key words; includes author's name on a separate line after the title followed	
		Title has little to do with the project cotent or emphasis	by the author's affiliation (institution supporting the research), and possibly the origin of the report.	

Introduction	Provides background research into the topic, but does not describe the problem to be solved; fails to explain details to non-specialists.	Provides background research into the topic and describes the problem to be solved.	Provides background research into the topic and summarizes important findings from the review of the literature; describes the problem to be solved; justifies the study; explains the significance of the problem to an audience of non-specialists. Earlier research is appropriately referenced.	2
	Does not include reference and discussion of earlier research pertinent to the project.	References most earlier research in the area.		
Problem	Does not address the problem or the extent to which the proposed research will resolve the problem.	Addresses the problem but may sometimes digress; does not completely address how completely the research problem will be solved in the time allotted.	Addresses the problem with clarity and addresses how completely	2
			the research problem	
			being addressed will be solved	
Uniqueness of Project	Does not address the question of uniqueness of the research problem.	Addresses the uniqueness of the research but may not show adequate support for the claim of uniqueness.	Describes clearly how the researcher knows that the proposed research is unique.	2
Experimental Details OR Theoretical Analysis	1) Presents most of the procedures, techniques, instrumentation, special precautions, but several are missing, flawed or not sequential.	1) Presents most of the procedures, techniques, instrumentation, special precautions, but lacks one or two details or contains one or two flaws. Lacks one or two references of sources for procedures or instrumental methods to be utilized.	1) Succinct, clear description of the laboratory procedures, techniques, instrumentation, materials to be used and special precautions to be taken. References sources for procedures and instrumental methods to be utilized.	2
		OR	OR	
	1) Presents most of the theoretical or	1) Presents most of the theoretical or	1) In proposals for theoretical work,	

	mathematical analysis, computer programs, but lacks some details. Has steps but some are missing or not sequential.	mathematical analysis, computer programs, but lacks some details or contains some flaws.	proposes sufficient theoretical or mathematical analysis to enable derivations and numerical results to be checked. Cites computer programs to be utilized from public domain. Describes new computer programs in outline form.	
	2) Proposed data collection procedure will not answer the question, does not control relevant variables, or uses other inappropriate methodology.	2) Proposed data collection procedure includes one or two flaws and is not carefully planned.	2) Proposed data collection procedure follows accepted standards and is carefully planned.	
	3) Plan incorporates no control studies. 4) Plan does not address possible criticisms of the experimental plan and limits of the method to be employed. 5) Serious safety/ethical/ environmental issues are ignored sources for procedures or instrumental methods to be utilized.	3) Plan incorporates inappropriate or inadequate control studies.4) Incomplete consideration of possible criticisms of the experimental plan, consequences, and limits of the method to be employed. 5) Serious safety/ethical/ environmental issues are addressed incompletely.	3) Plan incorporates appropriate control studies. 4) Plan considers possible criticisms of the experimental plan and addresses them. 5) Serious safety/ethical/ environmental issues are addressed	
Timeline for Specific Research to Be Accomplished in One Semester	Does not outline the specific work to be accomplished in the time available.	Provides timeline for most of the work to be done, but Is not specific enough to gauge whether the project will	Provides timeline for the specific work to be done in the time allotted.	2

		be completed in the time allotted.		
			Clearly delineates how the proposed research extends previous research or starts a new area of research.	
Conclusions and Summary	No explanation of how the project extends previous research or starts a new area of research.	Rambling or incomplete delineation of how the project extends previous research or starts a new area of research.		2
References	More than two literature references are incomplete or not properly numbered within text of the paper.	One or two literature references are incomplete or not properly numbered within text to the paper.	All literature references are included with reference superscripts in order of appearance in the paper. All references are cited in one of the fomats described in The ACS Style Guide or standard journals. Formats are not mixed. Each reference contains complete information [authors,	2
	OR	OR		

	Format of more than two literature references are incorrect or incomplete.	Format of one or two literature references are incorrect or incomplete.	journal or book title, year, volume, page (also, editors, publisher, place of publication for books)]	
	OR	OR		
	No references are included.	One or two literature references significant to the paper are missing.		
	OR			
	Neglects important sources or uses too few.			
		Lacks one of the sections of the paper: Title, Introduction, Problem, Uniqueness of Project,	Includes:	
Organization of the Proposal	Lacks two or more of the sections of the proposal:	Experimental Details or Theoretical Analysis, Timeline, Conclusions	Title, Introduction, Problem, Uniqueness of Project, Experimental Details or Theoretical Analysis, Timeline, Conclusions and Summary, References.	2
	Title, Introduction, Problem, Uniqueness of Project,			
	Experimental Details or Theoretical Analysis, Timeline, Conclusions and Summary, References.		Parallels method of scientific reasoning: Defines problem, creates a hypothesis, devises an experiment to test the hypothesis, conducts experiments, predicts conclusions.	
Writing Mechanics	Paper has many errors that obscure meaning or add confusion.	Paper has errors but they don't represent a major distraction.	Paper is free or almost free of errors of grammar, spelling and writing mechanics.	2