Reshaping of EFL College Students' Writing Experience

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Abstract

Academic writing in English is a challenging task for EFL students despite of its increasing demand in higher education. Thus, the current study adapts the teaching/learning cycle (hereafter TLC) by Martin and Rose (2005) using a systemic functional linguistics genre-based approach, which consists of the Deconstruction, Joint construction, and Independent construction stages. Reflecting on the context of the present study, TLC is modified with an additional Deconstruction stage right after the Joint construction stage. This is called a second Deconstruction stage which analyzes the students' writing texts produced through the Joint construction stage. This study was conducted in a Korean university with 62 second -year novice student writers for 8 weeks. 32 students were taught through the modified TLC program and 31 counterparts were taught by a conventional bottom-up writing method. Both groups were taught by the same English teacher. For mixed methods research, data collection included written text data and reflection on a blog and email. A two-way ANOVA in SPSS revealed that the modified TLC was more effective than the conventional writing method to improve the students' expository essays, regardless of their previous writing competency. Furthermore, a mixed ANOVA using SPSS uncovered that the Joint constructions stage was the most effective phase to enhance the students' expository writing skill that had progressed via the four stages continually. Interestingly, however, the qualitative data supported that the students believed the second Deconstruction stage to be more useful to further develop their expository writing skill.

Keywords: systemic functional linguistics, genre-based instruction, teaching and learning cycle

Introduction

The ability to accomplish academic writing in English is generally considered as one of the hallmarks to be successful in a higher education. It is expected for college students in EFL context to be required to master academic writing skills for their successful academic achievement and professional job. Despite such an increasing demand of academic writing ability in higher education, it is a challenging task for EFL students. Furthermore, academic writing in English can be even a more problematic task for EFL students due to multifaceted reasons. Manchon (2009) argues that numerous factors such as incomplete target language competency and various sociocultural contexts, can cause more of a challenge for EFL students to master academic writing skills in English.

To overcome the limitations of L2 writers in the EFL context, genre-based instruction can be a useful pedagogical tool to boost the development of student writing skills. The genre-based approach teaches L2 students to be aware of the ways that different genres are structured by different linguistic resources and how to meet the goals of specific written tasks (Yasuda, 2011). Additionally, with a focus on reading as the central medium for attaining control of genres and scaffolding resources to produce target texts, systemic functional linguistic genre-based pedagogy in writing instruction can enhance the writing skill of L2 students (Martin & Rose, 2005).

Given this, systemic functional linguistics, also known as SFL, is a suitable theoretical framework for improving the novice L2 writers' writing competency. SFL has been used as an effective teaching tool in the English class for over 30 years in many ESL/EFL contexts to solve the natural language inequality of second language learners (Schleppegrell, 2004). Not surprisingly, in the EFL context, there is an educational inequality in terms of exposing students to various school genres, which hinders the students' ability to develop written skills effectively, and therefore to fulfil the purpose, audience and the lexico-grammar of the target genres in English. Martin (2009) explains that genre knowledge developed by SFL in relation to the lexis, grammar, and discourse structure should be taught in an explicit way for L2 students, so the students are conscious of them in the FL classroom where language and context cannot be integrated as one teaching unit and often resort to teaching traditional fixed rules and structures of the target language.

Literature Review

1. Systemic functional linguistics (SFL)

Genre has begun to be recognized as an essential element and central issue of second language writing. Hence, the notion of genre has taken on a crucial role in terms of the teaching of second language writing (Tardy, 2006). In particular, systemic functional linguistics (hereafter SFL), established by M.A.K Halliday (1978), who greatly contributed to theories of linguistics and education in Australia, have provided richly to text analysis, education and the concept of genre over the last 25 years (Bawarshi & Reiff, 2003). The definition of genre in a specifically systemic functional way is described by Martin in two ways. Firstly, "a genre is a staged, goal oriented, purposeful activity in which speakers engage as members of our culture" (Martin, 1984, p.25). Second, "genres are how things get done, when language is used

to accomplish them" (Martin, 1985, p. 250 cited in Askehave & Swales, 2001). Specifically, SFL concentrates on students from linguistically and culturally disadvantaged groups. Thus, SFL is a genre theory that will be critical to this research, as it can be regarded as the most suitable theoretical framework to be able to benefit L2 writers in terms of enhancing their writing competency.

By and large, SFL views language as functioning social context and culture (Hyon, 1996). In other words, proponents of SFL argue that language is fundamentally formed by particular aspects of the surrounding social context. Therefore, SFL interprets language use as a meaning making resources in context of the situation and culture (Coffin & Donohue, 2012). Context of the situation is formed by situational variables called register (Eggins, 2004). The variable that comprises register includes field (social activity), tenor (the interpersonal relationships among people using language), and mode (the part played by language in building communication), and they all have consequences for language choice (Christie, 2002). Register is sometimes viewed as a configuration of genres (Martin, 1992) that is at a level of context of culture (Gardner, 2012). As a result, when a genre is chosen for a particular purpose of communication, certain linguistic choices are made with respect to field, tenor, and mode (Christie, 2002), and are expressed through a limited number of functional stages of the text, taking place in particular sequences (Eggins, 2004).

Such particular language choices of writers in SFL genre use are related to three main kinds of functions to create meanings within a text and emphasize the relationship between social contexts and textual realizations. (de Oliveria & Lan, 2014). For SFL theorists, then, "all texts can be described in terms of both the functions they serve and how component elements are organized to express these functions". (Johns, 2003, p. 27). The functions can be categorized into three main kinds of meanings simultaneously within contexts. These functions are known as metafunctions and include ideational, interpersonal and textual meanings (Halliday, 1994). These meatafunctions are realized by the grammar of the language (Sharma & Buxton, 2015).

Predictably, in SFL, various elementary genres are related sequentially through common patterns of lexicogrammar. Christie and Martin (1997) highlight that the distinctive characteristic of the SFL model of genre is systematically correlated with context through a pattern of lexico-grammatical and rhetorical features. This central feature of SFL can be particularly supportive in improving the writing skills of EFL students who are not aware that language resources, including lexicogrammar, linguistic features, and context, are interrelated to each other since, traditionally, teaching language in the EFL classroom seems to be difficult to relate to language within context due to multiple factors, including limited instruction time and language policy related to university entrance exams. Therefore, the way an L2 writer can build up fundamental language resources is to learn to understand an SFL perspective of genre and in turn the writer can apply it to produce a well-formed written text.

2. Teaching and Learning Cycle (TLC)

Socially disadvantaged primary and secondary school students as well as adult migrants in English schools, who are dispossessed of English ability, have been the main focus of SFL genre pedagogy research (Johns, 2003; Martin, 2009). For this

pedagogical approach, the SFL scholars and researchers apply a range of linguistic choice depending on genre and register into a practice of reading and writing classes with Vygotskian concepts of learning. This pedagogical approach is called the teaching/learning cycle, which is viewed as one of the most salient features of SFL pedagogy produced by SFL scholars (Feez, 2002; Martin & Rose, 2005). This cycle aims to expand meaning-making repertoires of students by supporting them with models, explicit instruction, and critical analysis of authors, so students can make their own semiotic choices as they read and produce academic texts in school (Gebhard & Harman, 2011).

This study adapts the teaching/learning cycle by Martin and Rose (2005), highlighting the role of interaction and direction in reading and writing texts. The teaching/learning cycle consists of three phases including Deconstruction, Joint Construction, and Independent Construction. This approach can help teachers support students in learning to write school texts effectively (Martin & Rose, 2005) The definitions of three phrases of TLC by Martin and Rose (2005) are explained in Table 1.

Table 1: Three Stages of Teaching and Learning Cycle (TLC)

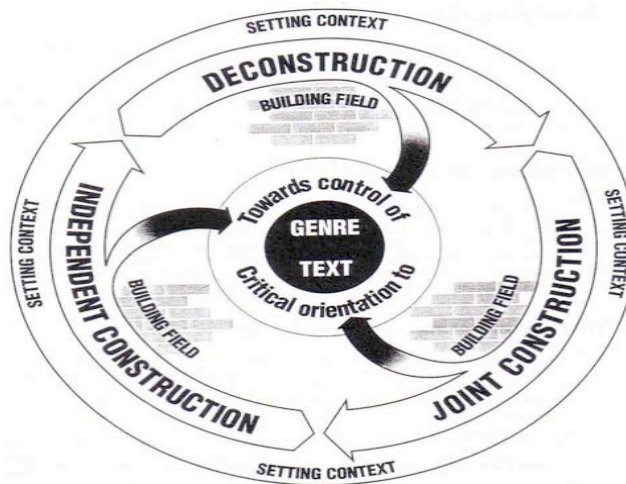| Three Stages of Teaching/Learning Cycle (TLC)			
	Deconstruction stage	Joint Construction stage	Independent Construction stage
Contents of TLC	Introducing a model text of the target genre, to deconstruct the model texts using demonstration, modeling, and discussion in terms of purpose of the target text, text structure or stages, and typical language aspects of the target genre	Teachers and students write the target genre together to produce co-constructed texts that are similar to the model texts that were analyzed during the Deconstruction stage.	students are expected to be ready to produce the target text independently.
The main goal of Each Stage	to guide students in establishing knowledge about genre	to help students transfer from using everyday language to the academic language of school by paying extra attention to text structures that emphasize purpose, stages and other language features.	to create the target text independently based on linguistic knowledge acquired through previous stages.

Figure 1: Teaching /learning cycle (Based on Martin & Rose, 2005, p, 252)

TLC can benefit students by an exclusive teaching process of reading and writing. First, that is, TLC helps students to view the whole text to be linked with particular linguistic aspects as one component to focus, while the traditional grammatical instruction only underscores teaching an individual sentence. (de Oliveira & Lan, 2014). Second, TLC focuses on a "visible pedagogy" that can be essential to any writing class instruction based on this approach and is a clear instruction method to students in relation to learning and assessment (Delpit ,1988).

Besides, TLC has been employed to not only elementary and secondary school in America to support the progression of the academic writing of L2 learners (Gebhard & Harman, 2011; Schleppegrell, 2000, 2004; Schleppegrell, & O'Hallaron ,2011; de Oliveira & Lan,2014), but also be applied to EFL settings such as Japan (Lin, 2006), and Hong Kong (Firkins, Forey & Sengupta, 2007). Recently, in South Korea, TLC has been recognized as an effective and practical teaching tool in writing class for college students. For example, Park (2012) investigated 9 college students 'development of writing expositions and measured their writing in relation to the growth of text length, text structure, and proper use of grammatical devices during the writing class based on TLC. The result revealed that the TLC within the genre-based approach improved students' ability to produce exposition writing.

These findings suggest that the TLC is a useful pedagogical framework for the EFL novice writer to be able to improve their writing skills. This is because the pedagogical implication based on the TLC includes explicit writing instruction, so it can empower the L2 student writers who are not familiar with writing in English and do not have adequate writing knowledge in English. TLC introduces the manner in which texts work and are shaped within a specific cultural context, so it can be particularly helpful for L2 learners in writing target texts. To put simply, TLC explicitly informs L2 writers as to the structure of the text of the target genre (Brisk, 2011; Brisk & Zisselsberger, 2011; Gebhard, Harman, & Seger, 2007; Schleppegrell, 2004 cited in Pavlak, 2013).

Similarly, Humphrey and Dreyfus (2012) demonstrate that the Embedded Literacy Support (ELS) based on SFL is effective for the EFL master students majoring applied linguistic at the University of Sydney to transit their writing skill from writing

short IELTS essays to more complex interpretive essays. However, TLC in the EFL class is still not as prevalent as in Australia. Therefore, it would be worthwhile to investigate if students, particularly college students, in EFL can enhance their writing skills through TLC classes, and how they might benefit from such an explicit and innovative teaching methodology when learning writing in the class of their educational institution.

Research questions

1. Does SFL genre-based instruction (hereafter SGBWI) assist in the writing of texts among college students in the EFL context more successfully than metalinguistic instruction (hereafter MI) in terms of the genre-generic features of the expository essay regardless of the students' previous writing competency?
2. If then, in which stage does the students' writing competency progress the most effectively through the four stages of the modified teaching and learning cycle (hereafter MTLC)?

Research Method

   1. Context of study and participants

The context of the current study was the naturalistic setting of two English writing classes for 8 weeks at the university in South Korea. The students were second-year university students with a low-advanced level of English language proficiency. For 8 weeks, each class participated in the English writing class for 100 minutes per week. The classes were taught in both Korean and English. The writing classes of this university was one of the general education subjects for second year students. The same teacher taught both classes. The entire number of students in the intact classes was 80 (n=40+40=80). However, 18 students did not agree to participate in the current study, thus, the genuine number of the students in present study was 63 students, which was 32 students in SGBWI and 31 students in MI. Every student majored in nursing, and 6 of them were male students. They were all Korean by ethnicity and nationality. This meant that all students of the current study could be regarded as homogenous group, having the same mother language and similar cultural backgrounds.

   2. Syllabus design and tasks

At the beginning of both classes, the purpose and process of the study were explained to the students by the class teacher. To explore the impact of SFL genre-based writing instruction (SGBWI) on enhancing expository writing skills of EFL college students, the first class was taught by SGBWI that highlighted genre features of the expository text for 8 weeks. On the other hand, the second class was taught by metalinguistic instruction (MI) that emphasized vocabulary, grammar, syntax and paragraph structure for 8 weeks (see Table 2 below).

Table 2: Research Plan of Both Classes (SGBWI & MI) for 8 Weeks

	Research Plan	
	Two Different Type of Writing Instructions	
Time period	SGBWI	MI
Week 1	• Pre-test Topic: Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion.	
Week 2	Deconstruction stage	Metalinguistic explanation for the model text focusing on vocabulary, grammar and a basic sentence Students practice writing a basic sentence
Week 3	Deconstruction stage	Metalinguistic explanation for the model text focusing on vocabulary, grammar and a complicate sentence. Students practice writing a complicate sentence
Week 4	• The first test Topic: Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion.	
	Joint construction Stage	Metalinguistic explanation for the model text focusing on vocabulary, grammar and a compound sentence. Students practice writing a compound sentence

Week 5	Joint construction Stage The second Deconstruction Stage	Students practice writing a compound sentence Metalinguistic explanation for writing a paragraph, so the teacher explains a topic sentence related to the target text. Students practice recognizing the topic sentence from the model text and other sample texts Students practice writing the topic sentence
Week 6	• The second test Topic: Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion	
Week 7	Independent Construction Stage The writing topic was same as the pre, first and second posttest.	Metalinguistic explanation for writing a paragraph, so the teacher explains supporting sentence related to the target text. Students practice recognizing the supporting sentence from the model text and other sample texts Students practice writing the supporting sentence Students practice writing paragraphs using topic and supporting sentence to produce the target text within a topic same as the model text.
Week 8	• The final test Topic: Social media, such as Facebook and Twitter, do not report the news. Instead, they provide opportunities to meet or stay connected with friends. Discuss the advantages or disadvantages of social media in our modern lives. Decide whether social media are beneficial or harmful. Support your point of view with reasons and examples.	

Figure 2 below shows the modified teaching and learning cycle based on TLC by Martin and Rose (2005) in teaching English writing for the novice writers of the current study. As seen in Figure 2, the teacher should consider 'the notion of setting context' as an important element for the students to understand within the given

specific genre (that is, expository essay). The students are also required to have the concept of field (for example, what is going on in the text?) throughout each of the four phases, in order to foster their knowledge of the content and context of particular texts. Critical orientation to the text can be realized by the students when learning suitable linguistic resource within a specific genre. The modified teaching and learning cycle (hereafter MTLC) had one more deconstruction stage, namely 'the second deconstruction stage'. This was because it was impossible to provide individualized corrective feedback for each student in the class. Thus, the second deconstruction stage was the replacement of the feedback based on the written production of the Joint construction stage.
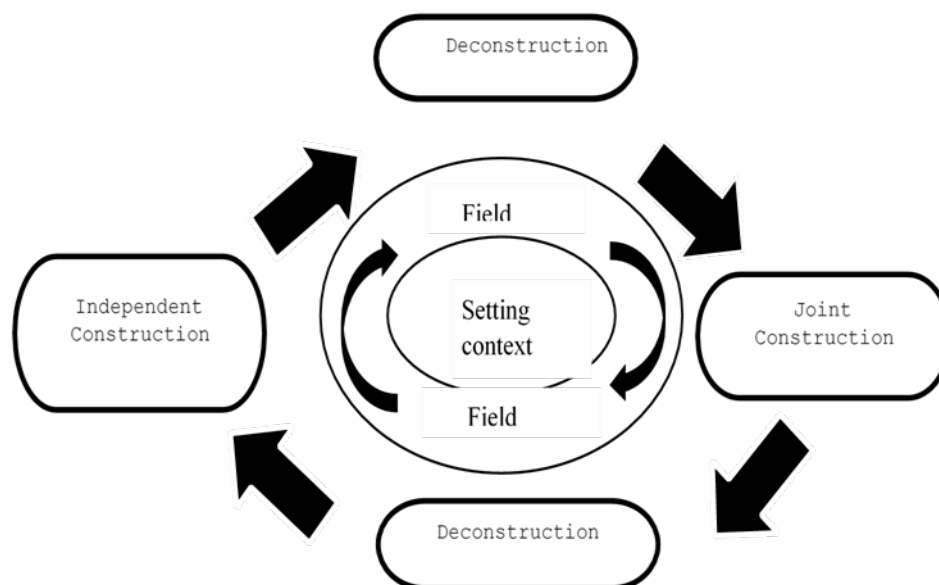

Figure 2: Modified teaching and learning cycle (MTLC)

3. Data sources and collection

Methodologically, the data of the current study was collected from multiple sources since this study used a mixed method research approach, combining both qualitative and quantitative methods. At the macro-level, the main source of the data of the study relies on quantitative data. As the primary quantitative data, expository essays written by students were collected at four points for the 8 weeks. The collected written data was rated based on analytic scoring rubric by Yoshimura (2009) with modification in accordance with the theoretical framework of SFL.

At the micro-level, the data came from qualitative data, which were reflections on the internet blog and email. In this study, students were asked to write their personal opinions anything about each writing class on a blog that was open only for the writing classes of this study. Alternatively, they were given the option of emailing their opinions to the researcher directly. Students' reflections on the blog or by email after each class were helpful to recognize students' opinion regarding the writing instruction.

4. Data analysis

To investigate the first research question, descriptive quantitative analysis was directed on the writing scores of the final test of students in SGBWI and MI using SPSS statistical software. A two-way ANOVA was computed to compare the differences in the outcomes of the students' final test. A two-way ANOVA is performed when looking at the effects of more than one independent variable and their interaction (Elliott & Woodward, 2007). Also, mixed ANOVA, which is a mixture of between-groups and a repeated measures variable (Field, 2013), was computed by means of SPSS 22 to examine the second research question. "Mixed ANOVA compares several means when there are two or more independent variables, and at least one of them has been measured using the same entities and at least one other has been measured using different entities" (Field, 2013, p.615). Qualitative analysis of students' reflections on the blog and email were a complement to the quantitative analysis for the second research question.

Result

1. Research Question 1: Does SGBWI assist in the writing of texts among college students in the EFL context more successfully than MI in terms of the genre-generic features of the expository essay regardless of the students' previous writing competency?

Different types of writing instruction might contribute to the improvement of the writing competency of the expository essays of EFL college students. The data collected from each participant included the differences in the writing scores of their expository essays. The study was performed in two different, randomly distributed English writing classes. Hence, the independent-samples t-test using SPSS 22 was computed initially to compare how students in both groups differed when writing expository essays. As seen in Table 3, this difference was not significant t (61) = -.083, p=.919, and represented a very small effective size, d= 0.02. Cohen (1992) suggests effective size: d=0.2 (small), d=0.5 (medium) and d=0.8 (large). Thus, on average, students from both groups can be regarded as homogeneous groups for the purpose of this study. Despite the given statistical result, five students could not reach the scores of 20 out of 60 in the pre-test, whereas the remainder of the participants did achieve scores of 20 out of 60 in the pre-test. Such differences in this study were categorized into two groups, named '20' and 'less than 20'. The two given groups were then treated as another factor in the current study.

Table 3: Independent Samples t-test for Pre-test Score of Students between SGWBI and MI

	Type of Instructions					
	SWBWI (*n*=32)			MI (*n*=31)		
Pre-test	M SD		SD	M	t-test	Sig(two tailed)
	19.38	2.00	19.42	2.26	-.083	.919

* p<0.05, ** p<0.01, *** p<0.001

The study was supposed to test the improvement of expository writing competency of EFL college students whose prior expository writing score was either 20 or less than 20 out of the 60 total marks, in two separate classes that were instructed according to SGBWI (n=32) and MI (n=31) respectively by the same teacher. A two-way analysis of variance (ANVOA) using SPSS 22 was computed to test the impact of the two independent variables, which included the type of instruction and previous writing competency on the students' writing score of the final test at the end of the study (2x2 ANOVA). The types of instruction included two levels (SGBWI and MI) and previous writing competency, which consisted of two levels as well ('20' and 'less than 20').

Table 4: Descriptive Statistics for Achievement of Writing Competency of Expository Essay by Instructional Type (IT) and Previous Writing Competency (PWC)

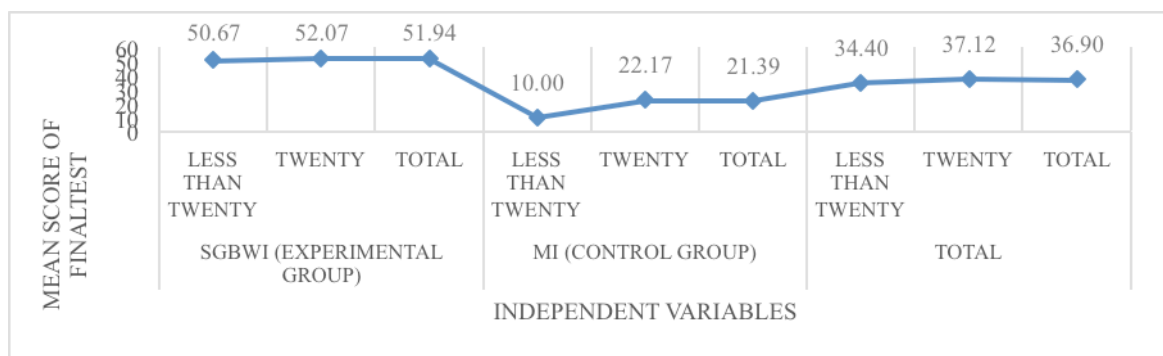| Variable	SGBWI (n=32)			MI (n=31)			Total		
	N	M	SD	n	M	SD	N	M	SD
Less than 20 (n=5)	3	50.67	7.57	2	10.00	0.00	5	34.40	22.91
20 (n=58)	29	52.07	4.20	29	22.17	4.65	58	37.12	15.70
Total	32	51.94	4.45	31	21.39	5.42	63	36.90	16.16

Figure 3: Line Graph for Achievement of Writing Competency of IT and PWC

Table 4 above provides a summary of the descriptive results for the achievement of writing competency of expository essays by instructional type (IT) and previous writing competency (PWC), which is also plotted in a line graph (see Figure 3 above). It shows that the students obtaining a score of 20 in the pre-test (M=37.12, SD=15.70) gained a slightly higher score in the final test compared to the counterpart students obtaining scores of less than 20 in the pre-test (M=34.40, SD=22.91). Furthermore, Table 5 below shows that there was a significant main effect of the level of previous writing competency on the improvement of the final writing score, $F (1, 59) = 9.94$, p=0.003, η^2=.144, ω^2 =0.011.

Table 5: Two Way ANOVA Summary for Achievement of Expository Writing Competency by Previous Writing Competency (PWC), Instruction Type (IT) and their Interaction (PWC * IT)

Source	SS	df	MS	F	Sig	partial η^2
PWC	204.23	1	204.23	9.94	.003	.144
IT	5518.31	1	5518.31	268.48	.000	.820
PWC * IT	128.56	1	128.56	6.26	.015	.096
Error	1212.67	59	20.55			

* p<0.05, ** p<0.01, *** p<0.001

The descriptive results also show that students instructed by SGWBI (*M*=51.94, *SD*=4.45) outperformed students instructed by MI (*M*=21.39, *SD*=5.42) as seen in Table 4. There was a significant main effect of different types of writing instruction on the improvement of expository writing competency, $F(1, 59) = 268.48$, *p*=0.000, η^2=.820, $\omega^2 = 0.340$ (See Table 5).

More importantly, there was a significant interaction between the level of previous writing competency and the different types of writing instruction, on the improvement of expository writing competency, $F(1,59) = 6.26$, *p*=0.015, η^2=.096, $\omega^2 = 0.007$. The final expository writing score of students in SGBWI was similar to the group of students who achieved less than 20 in PWC (*M*=50.67, SD=7.57) and the counterpart students who achieved 20 (*M*=52.07, SD=4.20). However, the final expository writing scores of students in MI were different depending on their expository writing score in the pre-test, which shows students whose score of PWC was 20 (*M*=22.17, *SD*=4.65) outperformed counterpart students whose score of PWC was less than 20 *(M*=10.00, *SD*=0.00). Therefore, it can be suggested that the effect of previous writing competency in the expository genre is significantly different between SGBWI and MI. More specifically, MI could not overcome the differences of previous writing competency of students as much as SGBWI could.

2. Research question 2: If then, in which stage the students' writing competency was progressed the most effectively through four stages of the modified teaching and learning cycle (MTLC)?

Four different writing tests were conducted in both classes (SGWBI and MI) over 8 weeks, and the outcome of their writing scores was compared statistically to investigate the second research question. A two-way 2 (type of instruction: SGWBI or MI) x 4 (four different writing tests) mixed ANOVA with repeated measures on four different writing scores was performed using SPSS 22. It was conducted to compare the effect of two different types of instruction over four different writing scores of expository essays based on a sequence of time over the course of 8 weeks Over time, there has been a difference in terms of students' level of expository writing competency between SGWBI and MI. In the first test, the mean score of SGBWI *(M*=30.56*, SD*=7.22*)* was much higher than the one of MI *(M*=19.35*, SD*=2.50*)*. Such differences in mean scores between SGBWI and MI have been increased in the second test and the final test. In the second test, the mean score of SGBWI (*M*=43.19, *SD*=4.40) was twice of its MI counterpart (*M*=20.32, *SD*=3.98). In the final test, the

mean score of SGBWI (*M*=51.94, *SD*=4.45) was even higher than that of MI (*M*=21.39, *SD*=5.42). Thus, it can be suggested that SGBWI was the much more effective writing instruction than MI, through all of the stages.

Table 6: Descriptive Statistics of the Effect of SGWBI and MI on Four Expository Writing Tests

	Pre-test		First test		Second test		Final test	
	SGBWI	MI	SGBWI	MI	SGBWI	MI	SGBWI	MI
M	19.38	19.42	30.56	19.35	43.19	20.32	51.94	21.39
SD	2.00	2.26	7.22	2.50	4.40	3.98	4.45	5.42
N	32	31	32	31	32	31	32	31

The main effect of group, different type of writing instruction (SGWBI and MI), impacts on improving expository writing competency when ignoring the effect of time. Table 8 indicates that there was a significant main effect of the different type of writing instruction (group) on expository writing scores at four different tests, F (1, 61) = 380.35, p=.000, r=0.999.

Table 7: The Effect of Different Type of Instruction on Expository Essays

Test of Between-Subjects Effects

Source	SS	df	MS	F	Sig
Group	4104.20	1	4104.20	380.35	.000***
Error	658.23	61	10.78		

* p<0.05, ** p<0.01, *** p<0.001

Mauchly's test indicates a violation of the assumption of sphericity, which should be checked in the mixed ANOVA (Field, 2013), and pairwise comparisons using the Bonferroni method were performed to follow a significant overall test result. According to Mauchly's test, the main effect of times significantly violates the assumption of sphericity, $x^2(5)$ =22.09, p=.001, thus Greenhouse-Geisser corrected tests are reported (ε=.805). This is because the F-value for the main effect of time and its interaction with group, which is the between-groups variable, should be corrected for violation of sphericity (Field, 2000).

Table 8: Time effects and its interaction with group in ANOVA with corrected *F*-values

Tests of Within-Subjects Effects

Source		SS	df	MS	F	Sig
Time		10848.67	2.42	4492.65	327.93	.000***
Time*Group	Greenhouse-Geisser	8489.40	2.42	3515.63	256.62	.000***
Error(Time)		2017.10	147.30	13.70		

* p<0.05, ** p<0.01, *** p<0.001

As seen in Table 8 above, the results show that the main effect of time was significant $F_{(2.42, 147.30)} = 327.93$, $p=.000$, $r=0.998$, implying that the improvement of the expository writing score was significantly affected by time when the effect of group was ignored. What is more compelling is that there was a significant interaction effect between time and group, which was instruction type, $F_{(2.42, 147.30)} = 256.62$, $p=.000$, $r=0.998$ (see Table 8 above). This effect indicates that expository writing competency differed in SGWBI and MI for the 8-week periods. In other words, students from each group (SGWBI or MI) respond differently to the outcome of expository writing across four different times.

Additionally, pairwise comparison based on estimated marginal means using the Bonferroni method indicates that at the overall level ($p=.000$) the mean difference between first test and second test ($M=6.80$) was the highest followed by pairwise comparison between pre-test and first test ($M=5.56$) and between second test and final test ($M=4.91$) (see Table 9 below). Such results can also be visualized in the bar graph. (see Figure 8 below).

Table 9: Pairwise Comparisons of Writing Tests

| | Pairwise Comparisons | | |
	Between pretest & first test	Between first test & second test	Between second test & final test
Mean differences	5.56	6.80	4.91
Sig	.000***	.000***	.000***

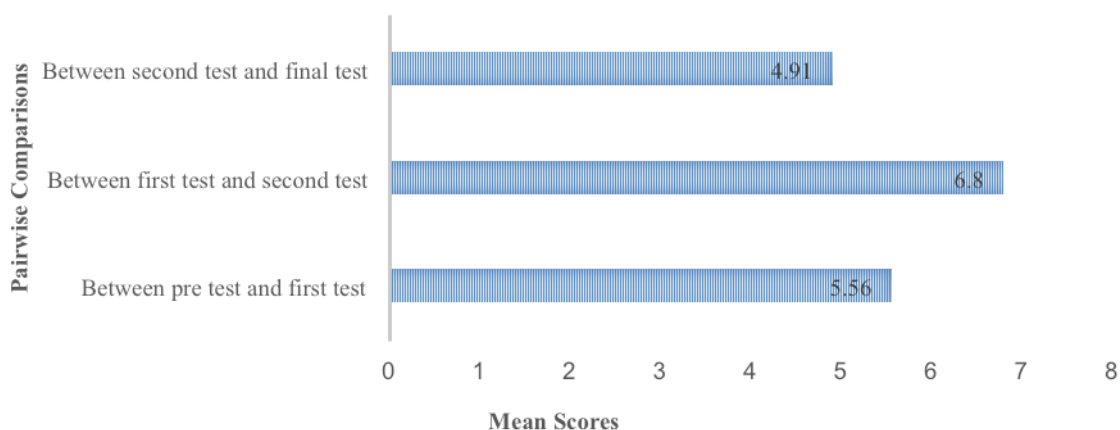* p<0.05, ** p<0.01, *** p<0.001

Figure 4: Mean Differences of Pairwise Comparisons among Four Expository Writing Tests

2.1 Qualitative research result

Students in both SGBWI and MI were required to write their reflection after each class through either email or blog. A number of students in SGBWI (n= 19) mentioned that the second Deconstruction stage was very helpful for them to understand genre and register including lexicogrammar in relation to expository

essays. Additionally, they also stated that after they experienced writing the expository essay through Joint construction stage, it was much more comprehensible about the target text and their weakness in terms of writing the expository essay.

Discussion and Conclusion

The current study has demonstrated that SFL genre-based writing instruction (= SGBWI) enables EFL college students' expository writing skills regardless of their previous writing score. In the current study, we adapted the teaching/learning cycle by Martin and Rose (2005) with modifications via recurrence of the Deconstruction stage right after the Joint Construction stage, which this study labelled the second Deconstruction stage (see Figure 2). The rationale for this modification will be explained later in the discussion.

The finding of this study supports the main purpose of the teaching/learning cycle established by Martin and Rose (2005), which is to improve the literacy skills of literally disadvantaged students in schools of Australia such as students from a non-English speaking background and low socio-economic class. This can be explained by that SFL register and genre analysis help students to connect between the character of divers texts and their contexts of use by applying clusters of lexicogrammatical aspects within the three metafunctions. This allows students to produce texts in relation to specific meanings based on contexts of situation and culture respectively (Gardner, 2012).

The present study agrees with the SFL researchers' arguments regarding the positive relationship between genre-based writing instruction and the development of the academic writing of L2 learners in K-12 school contexts in Australia (Christie & Derewianka, 2008; Martin & Rose, 2007) and North America (Brisk & Zisselsberger, 2010; Schleppegrell, 1998; Schulze, 2011; Harman, 2013; de Oliveira & Lan, 2014). Most of all, these previous studies have emphasized the important role of instruction in terms of the development of the writing skills of the target genre for L2 students. Such arguments are also verified by the present study's the comparative analysis of final expository writing scores of students between the two different types of writing instruction (see Table 4 & 5). It means that the two different styles of writing classes show remarkable differences in terms of the final expository writing scores.

In the EFL context, Chaisiri (2010) implements a teaching /learning cycle as part of SFL genre-based pedagogy when teaching writing in a university context in Thailand for 8 weeks with a two-and a half-hour weekly class. This implementation revealed the effectiveness of such pedagogical tools in terms of assisting students to learn how to write and improve their writing competency when applied to the formulation of in-class student writing comprised of four text types, including recount, instruction/process, explanation, and argument.

Surprisingly, the findings of the present study suggest that just the Deconstruction stage itself did not help students comprehend the fundamental concepts of the lexicogrammar of the expository genre. Consequently, they failed to recognize these concepts in the written texts, leading to the same result as for those students instructed by the metalinguistic explanation on the same model text. This assumption is supported by the increase of writing scores after the Joint and Independent

Construction stages as displayed by the results of the second test and final test (see Figure 4).

In particular, in the current study, the Deconstruction stage was implemented one more time following the Joint Construction stage, for the purpose of giving feedback to the whole class. This is named the second Deconstruction stage. It was implemented because, in the present study, it was found that giving written feedback to each student individually put the teacher under the pressure of limited time and imposed serious workload issues. Nonetheless, crucially, feedback should be provided in any writing instruction class for L2 writers. Bitchener and Ferris (2012) explain that the major goal of written corrective feedback is to enable L2 student writers to develop awareness, knowledge, and strategic competence which can accumulate writing skills, thus enabling students to monitor their own writing more effectively. Additionally, as aforementioned, the students expressed their desire for corrective feedback via blog or email. Lantolf and Thorne (2006 cited in Wigglesworth & Storch, 2012) point out "language learners play an important role in their own learning, and they are the agents who, in the case of feedback, will ultimately decide whether or not to accept the feedback, and whether or not they consider it worth engaging with at a deeper level thus making it more likely that they will retain it." (pp.92-93). Additionally, the qualitative result of the present study proves that such feedback via the second deconstruction stage was regarded as the most important stage of MTLC by the students.   Such feedback on reading and writing tasks notifies both teacher and student in relation to what extent students can control the target genres within the specific contexts (Taylor & Drury, 1996).

The teaching and learning cycle in the present study focuses on the contextual differences faced by EFL college students from English-speaking countries in terms of mastering the expository essay writing in English. Holliday (1994) argues that English language teaching originating in Britain, Australasia and North America cannot meet the needs of students of other countries due to cultural differences. Thus, it is unfair and culturally inappropriate to directly apply the teaching / learning cycle developed by Martin and Rose (2005) to the present study. The modified teaching and learning cycle of the current study is a culturally appropriate way to instruct EFL college students to overcome their language barrier to produce expository essays in English effectively.

This study also includes some potential limitations. In future, using corpus research analysis methods can be applied since it can demonstrate more precise strengths and weakness of EFL colleges students in relation to writing expository essays in English. Also, the reflections of the students in the blogs and emails should be analyzed using NVivo in the future study.

So far, this study has discussed the advantage of SFL genre-based writing instruction (SGBWI) and how such writing instruction can improve the writing ability of EFL college students. According to Tardy (2012), "
as genre theory and research continue to mature within second language writing studies, they promise to offer a unique and valuable lens for exploring L2 writing development" (p.186). Therefore, it is obvious that SFL genre-based writing instruction (SGBWI) is an effective pedagogical tool to improve the writing competency of EFL college students. Also, this study has demonstrated that modified

teaching and learning cycle, which includes the second Deconstruction stage, enables EFL college students to develop their expository writing competency.

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