Metacognitive Genre Awareness as Cognitive Tool for Improving Expository Essay in EFL: Using SFL Genre Based Instruction

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DECLARATION OF ORIGINALITY

I declare that the work described in this thesis was carried out by me and has not been submitted, in part or in full, to any other university or institution for any other degree. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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Abstract

The development of writing ability in EFL tertiary level college students depends on multicomponent elements. The body of genre research can shed light on the development of L2 writing in both an ESL and EFL context because teaching genre knowledge can also provide L2 writers with some sense of what they write, to whom they write, and for what purpose. As a result, genre-based writing instructions can benefit L2 student writers, especially in an EFL context, and help to build sufficient genre knowledge so they can then apply it to their own written contexts. The current study draws upon the notion of Systemic Functional Linguistics (SFL), which views language as a meaning making potential within a specific cultural context rather than a set of fixed rules or structures, and investigates how the genre-based approach framed by SFL can increase the expository writing skill of EFL students. This study was conducted in a Korean university with 62 second -year college students. In particular, the development of the writing ability in EFL college students was interpreted through the framework of metacognitive genre awareness. The progress of metacognitive genre awareness is a means to understand the development of the writing ability of EFL tertiary level college students. For mixed methods research, data collection relies on written text data, questionnaire and reflection on the blog and email. A two-way ANOVA and mixed ANOVA were computed in SPSS for findings of the current study, revealing that SFL genre based writing instruction was more effective than a conventional bottom-up writing method in terms of improving expository writing quality of the EFL tertiary level college students regardless of their previous writing competency.

"[L]anguage is social semiotic to symbolize the social system, thus creating as well as being created by it"

Halliday, 1978, p.183

Introduction

Writing is one of the central communicative frameworks of language in the modern world, particularly in an academic setting. Such academic writing can be the most challenging as it demands the most complicated forms of communication skills. Belcher and Hirvela (2001) mention that writing is equivalent to a problem-solving task or a game of chess. Celce-Murica and Olshtain (2000) also argue that the most difficult communication skill is writing, due to the demanding level of additional productive language control over other communication skills. Such challenging aspects can drive a number of students to face difficulties in producing written texts in accordance with the requirements of school curricular activities. The underdevelopment of writing skills can even decrease students' academic achievement or performance at university. Needless to say, the development of writing in the EFL context can be an even more painstaking process. This is due to less fully developed L2 language competency, less purposeful and need-driven tasks, as well as various sociocultural contexts (Manchon, 2009).

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. Hyland (2004) explains that genre-based writing instructions are explicit, systematic, needs-based, supportive, empowering, critical, and consciousness raising, all of which are significant advantages for L2 student writers. Thus, 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 the novice L2 writer. 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. The educational inequality 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.

Additionally, such explicit genre-based instruction should embrace the growing genre awareness of the students through analyzing different genre types regarding their purposes, the context, and organization of the discourse and patterns of lexico-grammar (Millar, 2011; Johns, 2011). Genre awareness refers to "developing rhetorical flexibility necessary for adapting their socio-cognitive genre knowledge to ever-evolving contexts" (Johns, 2008, p. 238). Put simply, raising genre awareness drives students to develop the rhetorical flexibility required for the target genre within given contexts. Such genre awareness is connected with metacognition. Negretti and Kuteeva (2011) identify that genre awareness is fundamentally metacognitive, so it can be described as ***metacognitive genre awareness***. This thesis adopts the concept of metacognitive genre awareness as created by Negretti and Kuteeva (2011). They define metacognitive genre awareness as an indication of "metacognitive processes that have their object knowledge of genre, discourse, and rhetorical aspects of academic texts."(Negretti and Kuteeva, 2011, p.98).

Metacognitive genre awareness can be developed by genre-based instruction. Negretti and Kuteeva (2011) insist that genre-based instruction can foster metacognitive genre awareness for students in reading and writing academic texts. In other words, the genre-based instruction enables students to pay attention to the appropriate aspects of target texts such as target discourse, discourse community and the rhetorical expressions in relation to objects of stylistic choice and the written text's underlying purpose. Yeh (2014) also claims that genre-based instruction can stimulate the metacognitive awareness of students, which assists them in applying genre knowledge into their own academic writing. The pilot research of metacognitive genre awareness by Kim (2014) in the spirit of the study of Negretti and Kuteeva (2011) also support the idea that genre-based reading and writing instruction enhances the metacognitive genre awareness of college students for improving argumentative writing skills in EFL contexts. Kim (2014) explains that understanding the role of metacognitive genre awareness in genre analysis tasks demonstrates positive correlation between the genre-based approach instructions and improvement in the writing skills of L2 students in EFL, which is still an underexplored area in the research of L2 writing development.

With this in mind, and drawing upon the pilot study by Kim (2014), the current study will continue to strive to investigate how genre-based instruction can foster the metacognitive genre awareness of L2 tertiary college students in an EFL writing to help them enhance their ability to compose expository essays in English. In this study, genre-based instruction is based on systemic functional linguistics (SFL), which is defined as SFL genre-based writing instruction (hereafter SGBWI) since SFL is considered to be the most appropriate genre theory for the development of EFL students' writing competency as aforementioned. Furthermore, this study sheds light on the writing development of EFL college students rather than language development. Therefore, this study does not focus on students′ use of language at a micro level, such as lexical diversity and lexical sophistication, but instead focuses on macro-level textual features written by students, including social purpose, generic stages and lexicogrammatical features based on the notion of SFL.

1. Literature Review

1.1. 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). Genre is defined as ways of using language that are abstract and socially recognized (Hyland, 2007). Essentially, "genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations" (Hyland, 2004, p.4). Basic definition of genre by Martin and Rose (2008) is a configuration of meanings which is realised through language and attendant communication′s modalities. Namely, genres are composed of meanings and meaning construe the genre, which is modelled as patterns of language patterns (Rose & Martin, 2012) Byram and Hue (2004) highlight that in the field of writing, genre can refer to a framework for language instruction, using examples of particular genres. It also means that the genre framework provides students with generalized and systematic guiding principles to produce written texts within a specific context.

Genre has been studied as a useful concept by many researchers in both L1 and L2 writing for sometime. Such research has revealed that there is a significant relationship between genres and the way people use language, including reading and writing literary and as well as nonliterary texts (Devitt, 2004). Recently, "views of genre have changed, shifting from a formalistic study of critics' classifications to a rhetorical study of the generic action of everyday readers and writers" (Devitt, 2004, p. 2). Such change has been contributed to by three different genre theories, including English for Specific Purposes (ESP), New Literacy Studies (NLS), and Australian Systemic Functional Linguistics (SFL) (Hyon,1999).

All three genre theories are based on linguistic traditions and all three have significantly different perspectives in terms of context, goals, and fundamental frameworks of instructions with regard to genre-based pedagogy (Hyon, 1996). The ESP theory pays particular attention to the needs of non-native speakers, mainly graduate students and professional, in terms of academic and linguistic aspects (Hyon, 1996). Swales is a notable contributor to ESP genre theory. Swales (1990) investigates the specific moves of the introductions of research articles, explaining them as a research space for denoting both the purpose and value of the research. However, NLS views genre more broadly as a social action (Miller, 1984). NLS also views literacy practices as situated social practice formulated by the relationship of power within and across specific institutional settings (Lea & Street, 2006). One of the major characteristics of NLS is a preference for using ethnography to linguistic methods

when analyzing texts, which results in detailed descriptions of academic and professional contexts involved in genres and the actions texts implemented within given situations (Gebhard & Harman, 2011). As a result, NLS scholars argue that it is impossible to teach genre in the classroom (Gee, 2004, Lankshear & Knoble, 2003 cited in Gebhard & Harman, 2011), and are not interested in students from non-English speaking backgrounds, which is a sharp contrast to ESP and SFL (Gebhard & Harman, 2011). The Sydney School approach to genre, namely SFL, was established based on the linguistic work of M.A.K Halliday (1978), who greatly contributed to theories of linguistics and education in Australia. 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). SFL in particular concentrates on students from linguistically and culturally disadvantaged groups. Thus, SFL 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 resource in context of situation and culture (Coffin and Donohue, 2012). Context of situation is formed by situational variables called register (Eggins, 2004). The variables that comprise register include 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. The study by Almond, Bishop, Hamill, Laing and Varcin (2007) also found that the SFL approach to the teaching of grammar is a powerful pedagogic tool to assist teachers in comprehending why culturally and socially disadvantaged students in secondary school and primary school, who are from non-English speaking background (particularly Pacific Island and Vietnamese populations) and experience disparities between everyday language and scientific language. Through implementation of the SFL approach, teachers can compensate for such disparities experienced by students via enabling them to realize the gap between what they know and what they necessarily have to know to accomplish school tasks, and even written tasks beyond, successfully. 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.

1.2 Teaching/learning cycle

 The SFL approach has put great effort into developing genre-based pedagogy for socially disadvantaged primary and secondary school students as well as adult migrants in English schools who are dispossessed of English ability (Martin, 2009). These groups have been the main focus of SFL genre pedagogy research and so macro-genres were established based on the needs of students in Australian culture to accomplish their school work (Johns, 2003). As a result, the research agenda of SFL in Australia has delved into ELLs (English language learners) in elementary, secondary and language schools for new immigrants (Christie & Martin, 1997; Harders & Macken-Horarik, 2008; Martin, 2000; Martin & Rose, 2005, Rose & Martin, 2012; Unsworth, Astorga & Paul, 2002). 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), emphasizing the role of interaction and guidance in learning to read and write 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) (see Figure 1). The definitions of three phases of teaching/ learning cycle by Martin and Rose (2005) are as follows;

   Deconstruction stage- At the initial stage, a model text of the target genre, which the students are supposed to read and write, is introduced to students (e.g., expository essay) by teachers. Then, the teachers explain and help the students 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. The main goal of this phase is to guide students in establishing knowledge about genre while simultaneously building knowledge of the field, which will be used for writing. Also, at this point, it is important to teach the students to develop a shared metalanguage for talking about language, expressing the established knowledge about genre and sharing precise meanings in texts.

   Joint Construction stage- The most distinctive features of this stage are the application of the concepts of Vygotsky. Vygotsky (1978), a Russian psychologist, proposes that cultural and psychological tools are mediated to construct knowledge collaboratively with other people within the social contexts with which they belong. Collaboration with 'more capable others' brings students to zones of proximal development, able to learn new knowledge and skills (Vygotsky, 1978). Given this, in the Joint Construction, 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. The teacher, as a scaffolder in this stage, is expected 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. Other collaboration activities can include role play, rehearsing, and discussion in pairs or small group as kind of shared experience with other students in the class.

Independent Construction stage- This is the final stage of the teaching/learning cycle. Here, students are expected to be ready to produce the target text independently. The role of teacher as scaffolder in this stage is gradually diminished so students have more opportunities to create the target text independently based on linguistic knowledge acquired through previous stages.
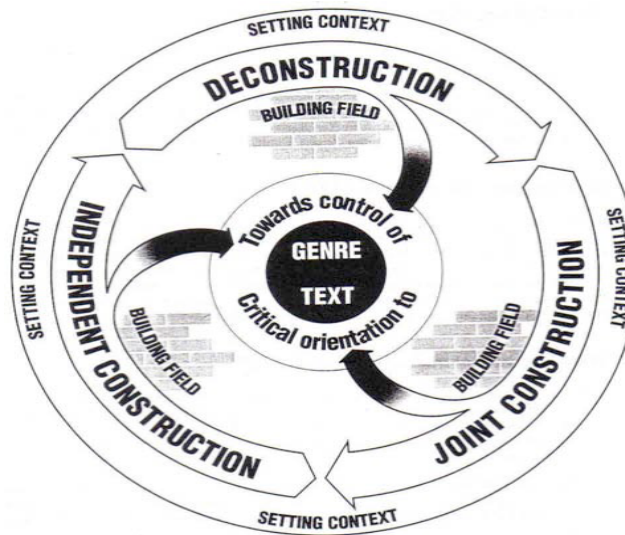

Figure 1: Teaching /learning cycle (from Martin & Rose, 2005, p, 252)

The three sequential stages of the teaching/learning cycle provide a unique and effective teaching method of reading and writing to students. First, that is, it teaches students to view the whole text as being linked with specific linguistic features as one unit in focus, which contrasts to the traditional grammatical instruction that merely emphasizes teaching an individual sentence. (de Oliveira & Lan, 2014). Second, one of the more compelling aspects of teaching/learning cycle is that it aims to be a "visible pedagogy", a feature that can be regarded as indispensable to any writing class pedagogy based on this approach. Delpit (1988) defines visible pedagogy as an instruction method that is clear to students in terms of learning and assessment, which contrasts with the process approaches' invisible pedagogy. In addition, Martin (1999) argues that the concept of visible pedagogy in the teaching/learning cycle approach is significantly influenced by the role of the teacher in the class. In other words, the teacher in a teaching/learning cycle class should take an interventionist role to make the whole writing class visible, or explicit, to all students. Carr and Curren (1994) also note that instruction methods being able to foster an explicit awareness of the main principles of the class can considerably benefit students in terms of improving their writing skills since, in an academic writing class, it is important for students to understand the main object

of the learning program and the definition of academic writing and its genre (Drury & Webb, 1991).

The teaching methodology based on the teaching/learning cycle has been applied to not only elementary and secondary schools in Australia, but also to one school in America, supporting the development of the academic writing of ELLs (Gebhard & Harman, 2011; Schleppegrell, 2000, 2004; Schleppegrell, & O'Hallaron ,2011; de Oliveira & Lan,2014). For example, de Oliveira and Lan (2014) present a case study investigating one Korean fourth grade male student in elementary school who struggled with writing science experiments, particularly procedural recounts. He was classified as a Limited English Speaker (LES) and had just been integrated into a mainstream class. Thus, a modified teaching and learning cycle, emphasizing ways of incorporating genre-based pedagogy into science writing teaching, was implemented to help the teacher assist the student to have a familiarity with school science genres.

Notable element of the given genre study is to develop a model text based on the one of the student's texts from the same class prior to the genre work, rather than a sample text out of class. This is because such a model text can reflect the writer's language choice and organization of structures in the same classroom where the participant has experience with his target writing work. Namely, the model text developed from the text of another student of the same science class should more closely embrace the context of culture and registers that the participant should acquire to produce the target text. Therefore, it has a stronger function to actualize such mandated language features of the target text to the participant in comparison to any other sample texts originating from outside of class. This selection of model text can be explained through the lens of SFL by Schleppegrell (2006, p.144);

"Learning a new language is a way of expanding one's meaning potential to new contexts, so a focus on contexts of meaning is crucial for developing language to advanced levels. By identifying the linguistic resources that are functional for meeting the expectations of particular tasks, learners' movement into more effective use of those resources can be charted and scaffolded. Such an approach enables us to focus on language development related to the contexts in which students will use the language they are learning"

It also has begun to be employed in EFL contexts. In the EFL contexts, there is now a growing body of evidence to suggest that genre-based pedagogy framed by SFL can increase the development of academic writing among EFL college students. For example, Chaisiri (2010) implements a teaching /learning cycle as part of a 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. Of fundamental importance to this study is that after the Independent Construction stage, peer editing and teacher feedback are considered crucial factors in the students' writing process, which is in accordance with the perception of teachers whose thinking is to emphasise peer and teacher feedback to improve the writing competency of students. Drury (2004) also emphasizes student concepts or the learner's position and concepts of teacher are important factors to take account of in the teaching and learning cycle.

Moreover, recently, in South Korea, the teaching /learning cycle 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 the teaching and learning cycle. The result revealed that the teaching/learning cycle within the genre-based approach improved students' ability to produce exposition writing.

These findings suggest that the teaching/learning cycle 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 teaching / learning cycle 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. The teaching/learning cycle 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 it simply, the teaching /learning cycle 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 masters level students majoring in Applied Linguistics at the University of Sydney to transit their writing skills from writing short IELTS essays to more complex interpretive essays. However, the teaching/learning cycle 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 teaching/learning cycle classes, and how they might benefit from such an explicit and innovative teaching methodology when learning writing in the

class of their educational institution.

1.3 The Expository genre in SFL

A number of SFL scholars define 'the expository genre' as the production of semantic reasoning and logical arguments to present the writer's point of view and support it with evidence and examples in a coherent and cohesive written formulation (Jenkins & Pico, 2006; Schleppegrell, 2000, 2004). Schleppegrell (2000) argues that the expository essay is the most essential academic writing genre for higher education. Generally, in the EFL context, the expository genre also seems to be the most necessary text type for college students to master. This is, because the expository essay is an essential part of the writing tasks of most international language tests such as IELTS and TOEFL, that are required for EFL students when they hope to enroll in a higher degree or embark on a more prosperous occupation. However, creating a balanced and well-developed argument for expository essays is difficult for second language students (Schleppegrell, 2000).

Most written texts are composed of a distinctive beginning, middle and end. Such characteristics are viewed from a functional perspective as 'generic stages' and the combination of the relevant generic stages is referred to as 'generic structure', or 'schematic structure' (Coffin, Donohue & North, 2009). This overarching structure is alternatively known as '***macrostructure***' (Van Dijk, 1980). The introduction stage of the expository essay is supposed to embrace a thesis statement that is developed and elaborated on by examples and arguments in the body of the text, and the main points of the argument are summarized and evaluated in the conclusion stage (Van Dijk, 1980; Schleppegrell, 2004; Martin, 2009). The macrostructure of the expository essay is configured in an array of foreshadowing, arguing, and summing up (Schleppegrell, 2004) or thesis, arguments and reinforcement of thesis (Martin, 2009). In particular, it can be presumed that macrostructures are structures of discourse, namely, the meaning of words or sentences (Van Dijk, 1997). In other words, a macrostructure is viewed as a unit of meaning. In the EFL context, this is especially problematic since it is not an easy task for novice writers to realize and convey the semantic expressions comprising macrostructures when writing expository essays (Schleppegrell, 2004).

Macrostructure is constructed by the particular language choices of the students. As explained previously, each genre is composed of its own features of register, including grammatical and lexical choices, chosen with the specific purpose of meeting the target genre, a task mainly accomplished by social experience and opportunity. As a result, knowledge of the linguistic features of the expository essays is a crucial gate keeper for students to be

able to realize ″linguistic resources that are functional for expository writing in terms of their roles in realizing

field, tenor, and mode in ideational, interpersonal, and textual choices.″ (Schleppegrell, 2004, p95). Schleppegrell

(2004) points out the functional grammatical features of expository writing and these are presented in Table 1.

The ideational metafunction includes the language resources for displaying knowledge to represent the world.

Ideational resources are represented by abstract nominal groups, expanded nominal groups, verbs that link

nominal structures, and vocabulary choices for appropriate collocations and transitivity. The interpersonal

metafunction includes the language resources for realizing authoritativeness through impersonality,

nominalization and relational process, stance, and control of modality. Textual resources include the grammatical

features that structure texts. These include thematic choices, clause-combining, high-lexical density, conjunctive

resources, and resources to shift from abstract to concrete.

Table 1) Grammatical Features Functional for Expository Writing adapted by Schleppegrell (2004) p. 94

Ideational Resources that Display Knowledge	- Abstract nominal groups that name arguments - Expanded nominal groups that condense information - Verbs that link nominal structures to construct abstractions and generalizations - Technical and abstract vocabulary used with appropriate collocations and transitivity
Interpersonal Resources that Realize Authoritativeness	- Declarative mood and third person to realize impersonality - Nominalization and relational processes that enable evaluation - Resources for presenting stance, including control of explicit and implicit objective options for attributing commitment to a proposition - Control of modality and other resources for attitudinal meaning
Textual Resources that Structure Text	- Thematic choices that structure information so that key points are highlighted - Clause-combining choices that enable condensation of information - High lexical density through grammatical metaphor - Use of conjunctive resources to create cohesive links - Resources for shifting from abstract to concrete in presenting and arguing for a thesis

1.4 Metacognitive genre awareness

It is claimed that ″genres are both social and cognitive″ (Johns, 2008, p.239). Likewise, Hyland (2003b) notes

that genres are at the juncture of the social and cognitive, as they are essential mechanisms that writers need to

both comprehend, and construct their social reality through texts. Hence, genres not only categorize kinds of texts

but also function as "tools of cognition" (Bazerman, 2009, p. 283). Along with these arguments, it can be argued

that SFL genre-based instruction needs to consider beyond the social aspects of genres, and, namely, it is inevitably necessary to reflect cognitive aspects of genres to enhance the writing competence of students. Such cognitive aspects of genre-based instruction are demonstrated by a number of studies in relation to the connection between genre-based instruction and genre awareness. Genre awareness means the ability of choosing and using a suitable genre considering a number of elements including the goal of the communication, the context, and involvement of the community and the members of such communities (Miller, 2011). Johns (2008) and Miller (2011) even argue that one of the main goals of genre-based instruction in the EFL context is to raise students' genre awareness.

There are various studies that explore the genre awareness of L2 student writers fostered by genre-based instruction. One study, for instance, reveals that a certain period of genre-based instruction helps L2 novice writers successfully display a greater awareness of move functions in their writing of a film review (Pang ,2002). Likewise, Caffarel-Cayron (2006) addresses the idea that the SFL pedagogical genre approach that explicitly focuses on language resources for making meaning can support language learners to have awareness of the types of choices available in the language within the context of various situations. Especially, for EFL college students in English writing classes at university, Yasuda (2011) attempts to clarify the relationship between genre-based writing courses informed by SFL that incorporate email writing tasks and the development of writers' genre awareness, linguistic knowledge, and writing competence. Yasuda′s study verifies that there is a progression in terms of genre awareness and the perception of the students regarding email writing after SFL genre-based instruction during a 15 week writing course. The most important aspect of the study is to recognize the genre awareness of the learners, which is made explicit via the connection between the purpose of a genre and the language resources used in producing written texts. Obviously, the study demonstrates that the genre awareness of the learners is groundwork for novice FL writers to improve both writing competence and linguistic knowledge congruently. Recently, Yasuda (2015) also demonstrates that the genre awareness of Japanese university students, displaying both high and low level English proficiency, can be improved by SFL genre-based writing instruction, and eventually the students are able to utilize this knowledge when constructing summaries. Then, the long standing question in relation to genre awareness is how such genre awareness is translated into the development of the writing ability of EFL students.

The ultimate relationship between genre awareness and the writing development of EFL students can lead us to

think about the fundamental concept of metacognition, and perhaps cause us to insist that metacognition and genre awareness are not mutually exclusive. Negretti and Kuteeva (2011) argue that genre awareness is mainly fostered by the students' own metacognitive skills and even define genre awareness as largely metacognitive. This means that *metacognition* plays a vital role in developing the genre awareness of the students within the genre-based instruction classroom. The increased awareness of the mental processes reinforced by metacognition in reading and writing is predominantly relevant in genre, and it seems to be the most crucial element of literacy to produce genre awareness (Cheng, 2007). Moreover, Hyland (2010) explains that metacognition is a key feature to enable students to apply genre knowledge to their writing through the analysis of the genres of academic papers. This is because a writer has interpersonal negotiations in his or her writing to try to find the appropriate expressions when pursuing a significant purpose with which to convince their readers (Hyland, 2010). This study validates the idea that bridging neophyte writers and producing socially appropriate written production focusing on rhetorical triangle such as author, audience and purpose is metacognitive rather than being simply the result of exposure to the textual aspects of the target genre itself (Hyland, 2001). Thus, it can be said that metacognition is the key factor for novice writers to be able to produce such a socially appropriate written production within a particular context.

According to Harris, Graham, Brindle and Sandmel (2009), metacognition broadly defines knowledge about cognition, or thinking, and awareness of one's own cognition. In other words, metacognition means the capability to utilize the knowledge of strategies for processing texts, examining comprehension and regulating strategies as needed. (Sheorey & Mokhtari, 2001). There are three different kinds of metacognitive knowledge to be identified including declarative knowledge, procedural knowledge, and conditional knowledge (McCormick, 2003). The definitions of these three types of metacognitive knowledge can be understood as follows (Harris et al, 2009). **Declarative metacognitive knowledge** means knowledge in relation to the task that includes the knowledge, skills, and strategies required to complete the task effectively under one or more conditions. **Procedural metacognitive knowledge** is about ″how to do it″, so it is required to carry out procedures and strategies to apply declarative knowledge and accomplish goals. **Conditional metacognitive knowledge** means knowing when, where, and why declarative and procedural knowledge should be used.

Some research demonstrates that the given theoretical framework of metacognition plays a key role in the improvement of writing skills in implementing the genre-based approach (Negretti & Kuteeva, 2011; Kim,

2014).This metacognitive framework, therefore, can be reconceptualised as metacognitive genre awareness based on the conclusion that genre awareness is caused by metacognition according to research (Negretti & Kuteeva, 2011). There are three kinds of metacognitive genre awareness to be explained by Negretti and Kuteeva (2011). They are as follows;

Declarative metacognitive genre awareness refers to the metacognitive awareness of genre-relevant concepts that are important to understand when writing academic texts, such as discourse, community, and purpose as expressed in the structure, style and rhetorical moves of the text.

Procedural metacognitive genre awareness refers to knowing how declarative metacognitive genre awareness could be applied to the analysis and writing academic texts.

Conditional metacognitive genre awareness refers to knowing when, why and how to use declarative and procedural metacognitive genre awareness in writing, and even in different writing situation, distinguished by various kinds of academic texts.

Metacognitive genre awareness can be developed through genre-based reading and writing instruction. Negretti and Kuteeva (2011) claim that genre-based reading and writing instruction can foster the metacognitive genre awareness of the students in reading and writing academic texts, which supports the idea that throughout genre-based instruction, students pay attention to the appropriate aspects of the target texts including the target discourse, discourse community, and the rhetorical expressions in relation to objects of stylistic choice and the written text's underlying purpose. Furthermore, Yeh′s (2014) study, with a group of 16 graduate students in Taiwan, found that

the genre related metacognitive processes can be facilitated through genre-based academic writing instruction using an online system. However, both studies are limited to only the text type of academic research articles as target writing tasks by L2 learners with advanced proficiency in English.

To overcome given limitations, the study of the metacognitive genre awareness by Kim (2014) investigates 82 college students with intermediate proficiency in English in South Korea. She tries to prove the students′

progression of metacognitive genre awareness, in terms of declarative, procedural, and conditional metacognitive knowledge, after the genre based instruction. The declarative metacognitive genre awareness is mainly measured through the answers of questionnaires, which are supplemented through semi constructed interviews with two

focused students in both the experimental group and the control group respectively. The procedural and conditional metacognitive genre awareness are mainly measured by three different writing tests (pre, post and delayed tests), which are also complemented via the interviews of two focused students in both groups respectively. The result of the study shows that the progression of metacognitive genre awareness mirrors the growth of genre awareness that results in the development of argumentative writing skills of the college students in South Korea.

However, the role of metacognitive genre awareness in genre-based writing instruction within the EFL context is still under explored. Therefore, drawing upon the pilot study by Kim (2014), the current study continues to strive to investigate how genre-based writing instruction can foster the metacognitive genre awareness of L2 college students to enhance their expository English writing skills in the EFL context. The current study in particular focuses on how modified teaching and learning cycles adapted by Martin and Rose (2005) can fit into the development of the metacognitive genre awareness process of college students in South Korea. The research questions will be as follows based on the objective of the research:

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) Which writing class is more effective between SGBWI and MI to help college students in the EFL context develop metacognitive genre awareness based on Negretti and Kuteeva (2011), including declarative, procedural, and conditional metacognitive genre awareness, when writing texts of expositional genres?

2. Research Method

2.1 Context of study and participants

  This study was conducted in the naturalistic setting of two English writing classes for 8 weeks in South Korea. The classes were intended for second-year university students with a low-advanced level of English language proficiency. Over the course of 8 weeks, each class participated in the English writing class for two sessions once a week. Each session consisted of 50 minutes. The language medium of the classes was both Korean and English. Since the students seldom had a chance to use English outside of the class, the instructor tried to expose the students to English speaking discourse communities as much as possible, which was intended to help the students to get a feel for an English speaking culture. This university offered writing classes as one of the general education subjects for second year students. Two classes were taught by the same teacher. The total number of students in the intact classes was 80 (n=40+40=80). Of this number, 18 students did not agree to the consensus form to participate in the current study. The actual number of the students in this study was 63 students, 32 students in SGBWI and 31 students in MI. Only 6 students were male, and the rest were female. They all majored in nursing and were all Korean by ethnicity and nationality, meaning that they were a fairly homogenous group of students with respect to having the same first language and similar cultural backgrounds.

2.2 Syllabus design and tasks

  Since these classes were the only time that the students in this study were able to devote to learning to write in English, the method of instruction is critical to the learning outcomes. Therefore, the present section will explain in detail the method and process of the two different types of writing instructions used by the class teacher. As outlined in the study of genre awareness by Yasuda (2011, p.115), "L2 writers develop their writing competence mainly through schooling or education. Therefore, if research aims to offer instructional recommendations, it is necessary to clarify what the syllabus of the course looks like, how the instruction is implemented, what kinds of tasks are designed and given to the students in each unit, and how these tasks are related to the goals of the genre-based instruction". A class teacher explained the purpose and process of the study to the students at the beginning of each class. To examine the effects of SFL genre-based approaches in cultivating metacognitive genre awareness of novice writers in EFL, the two classes were instructed using two different pedagogical methods for 8 weeks. The first class was taught by the SFL genre-based approach (SGBWI) underscoring genre features of the target

text (i.e. expository text), while the second class was taught based on metalinguistic explanation, emphasising grammar, vocabulary, syntax and paragraph structure (see Table 2 below). However, throughout the rest of the course (that is, the part of the course beyond the scope of the research), the teaching approach was reversed. Thus, as far as was possible, the students in both classes received the same quality of instruction overall. The students also gave their reflections after each class voluntarily either on a blog designed especially for the course by the researcher, or via email directly to the researcher.

Table 2) Research Plan of Both Classes (SGBWI & MI) during 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 ● Questionnaire	
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 ● Questionnaire	

	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	Students practice writing a compound sentence
	The second Deconstruction Stage	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.	

The major theoretical background of SGBWI was based on the teaching/learning cycle adapted from Martin and Rose (2005). Figure 2 below shows the modified teaching and learning cycle 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 established by the students through the learning of appropriate language use within a specific genre.
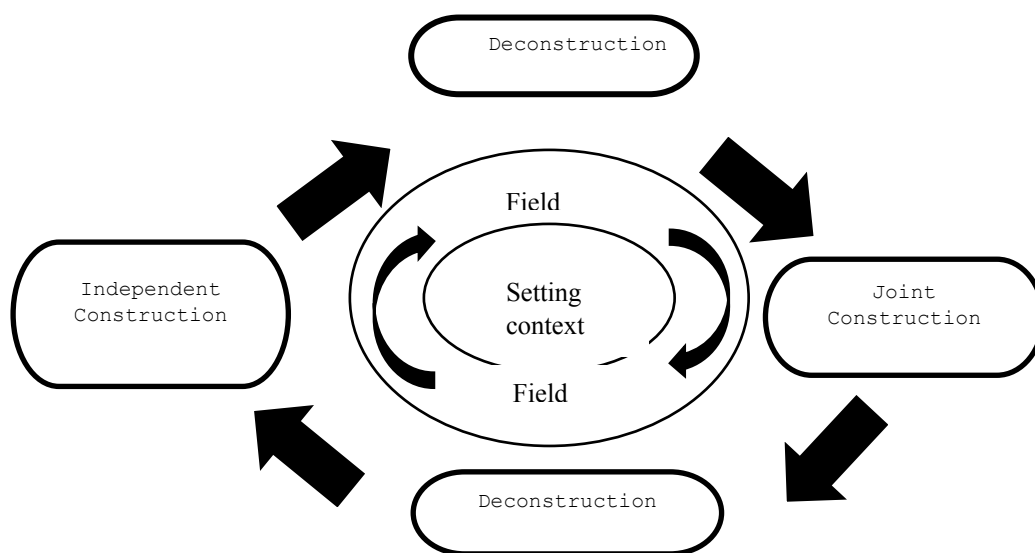

Figure 2. Modified teaching and learning cycle

There are detailed explanations of each phase during the course below. The **Deconstruction stage** begins by facilitating activities to open up the field (for example, what is going on in the text?) and context of the genre. The purpose of this stage is to generate **declarative metacognitive genre awareness**. During this phase the students should come to understand the concept of the expository genre including purpose, stage and lexicogrammatical features. For this stage, initially, the teacher showed visual materials, including video clips and cartoons, to represent the expository genre, including the explanation of the purpose, field (what is going on in the text?), tenor (who are the participants in the text?) and mode (how is the text organized?) of the expository genre. Above all, in the current study, collaboration strategies including discussion with peers, the teacher, and role play, were used to introduce the field and context of the genre (that is, the expository essay genre) with explicit explanation by the teacher. In detail, the students discussed the topic of the model text and the topic of the writing, both with peers

in small groups of two or three and with the teacher as a class group. The students were then divided into two groups, including proponents groups, for, and opponent groups, against, depending on their argument, to discuss the topic. Following this, these groups were mixed, so that the groups would then be able to make a script for a role play debating the given topic. A couple of groups then did their role play in front of the class. This approach was based on the premise that "language arises in the life of the individual through an ongoing exchange of meanings with significant others (Halliday, 1978, p.1)."

Following the role play in front of the class, the teacher introduced the model text as a prototypical instance of a target genre, an expository essay, that the students were expected to read and write. The model text of the expository genre used during the first Deconstruction stage was written by the class teacher and the researcher together prior to instruction, targeting at teaching of appropriate language use within the expository genre for the students. (see Appendix A). Readability consensus based on 8 readability formulas score the expository model text grade level at 14 which means that its reading level is college level (that is for the reader whose age is 21-22 years old). On this basis, this text was decided upon as a suitable model text for the students in the present study. Each student had a photocopy of the model text. The model text was analyzed in the class in terms of the purpose, stages, and language features of the expository genre, which helped to build up students′ knowledge of the content

information as a way of building field (i.e. ideational resources), tenor (i.e. interpersonal resources), and mode (i.e. textual resources). This approach followed Martin and Rose′s argument (2005) that the teacher can introduce

a model text to demonstrate and discuss the structure and purpose of the target genre. When the teacher analyzed the given text to provide detailed readings, she was supposed to use the interactive process of reading using dialogic interaction, which asked questions related to the purpose, field, tenor, and mode of the texts. Rose and Martin (2012) argue that it is crucial that interactive processes of reading using statement and questions in typical classroom discourse should be conducted for detailed reading, so it can allow every learner to develop independent and accurate reading skills, which then function as intensive support for text deconstruction. Furthermore, in this study, the teacher used different colors to analyze the model text visually, for the purpose of making the students more aware of the text analysis.

Next, as a part of the Deconstruction stage in the present study, a comparative text analysis was conducted among three different text types, including a taxonomic report, a narrative and an expository genre (as outlined in the questionnaire (see appendix B)), in terms of genre knowledge within SFL. The reason for the inclusion of this

step is based on Byrnes (2006) who argues that when students are exposed to a variety of genres, they can increase their awareness of the discourse-level features in relation to the communicative purpose of each genre. Therefore, learning different genres (text types), as multiple writing samples, can more successfully raise the consciousness of the salient features of each genre, resulting in greater genre awareness of the target genre (expository genre). The opportunity for students to analyze relationships between language choices and contexts of situation via exposure to a variety of genres and strategies enhances writing ability (Hyland, 2004; Johns, 1997; Devitt, 2004). The comparative text analysis in the current study was performed as group work by the students initially, and then, the teacher analyzed those texts comparatively typing on the computer in the class and using the interactive process of reading based on dialogic interaction with the students, who asked questions related to the purpose, field, tenor, and mode of the texts. A photocopy of the three texts was provided to each student prior to the analysis, so they marked distinctive features of each genre on the given material. At the end of this stage, the first test was conducted along with a questionnaire at week 4 (see Table 2).

The Joint Construction stage begins with contribution to construct an example of the text-type of the target genre by sharing the obligation between the teacher and the students (Martin, 2009). This stage in the current study was designed to foster **procedural metacognitive genre awareness**, and aimed to enable the students to apply genre knowledge to their written text production. In this stage, interactions between the teacher and students are important since this stage focuses on handing over control to students through initially guiding them to build up common ground related to the genre knowledge of the expository essay, and then creating meaning through jointly constructing a text with the teacher and students together, prior to asking the students to write independently. In this phase of the current study, the teacher and the students wrote together to co-construct a text that was similar to the model text previously learned in the Deconstruction stage. Therefore, while the teacher wrote on the white board and typed on a computer linked to a TV screen in the classroom, while also having dialogic interaction with the students in order to co-construct the target text, the students took notes together and were allowed to make a tool box that listed expressions required for the writing task. During this stage the teacher guided students to pay attention to the text structure of the model text such as the purpose, stages, and language features including field, tenor, and mode, and guided the students to apply these factors to the co-construction of the text. As a result, the students develop familiarity with the language features of the expository essay. During the co-construction of texts, a teacher is aiming to assist students to transfer from everyday language to the academic language of school by questioning, discussing, and editing whole class construction, then writing on the

board or using OHT questioning (Martin & Rose, 2005). Additionally, nominalization was taught to the students to prevent simple memorization of the model text. After co-constructing the text between the teacher and the whole class, the teacher also provided the students with time to co-construct the same text in pairs while the teacher went around the class offering assistance.

Unlike the teaching/learning cycle outlined by Martin and Rose (2005), the current study employed **a second Deconstruction stage** right after the Joint Construction stage. The difference between the first and second Deconstruction stages was that the teacher used additional model texts written by the students in pairs during the Joint Construction stage and analyzed them based on some of the key notions of SFL including macrostructure, field, tenor and mode based on three metafunction such as ideational, interpersonal and textual resources. This was due to interrelated dynamics concerning the influence of context on the teacher's approach to grammar instruction. In other words, the context in which teachers are engaged, such as immediate classroom realities and the power of a larger institution impacting curriculum, instruction, and assessment practices, influence teachers' conception of how they approach teaching grammar (Andrew, 2007; Borg, 2006; Burns & Knox, 2005 cited in Gebhard, Chen, Graham & Gunawan, 2013). In the present study, there were a large number of students in each class, so it was realistically overwhelming for the teacher to give individual feedback on each students' written text. Thus, it can be said that the second Deconstruction stage was a compensation or substitute for the corrective feedback from the teacher on the students' written texts during the Joint Construction. Rose and Martin (2012) explain that the Deconstruction phase using models of genre written by the class can provide benefit to students through feedback on individual writing. Following this, in week 6, the second test was conducted (see Table 2).

As part of the final phase of the teaching and learning cycle of the current study, **the Independent Construction stage** was applied. The Independent Construction stage is the stage of the cycle in which students are ready to write the text on their own in the target genre (Martin & Rose, 2005). Thus, teachers gradually reduce their support, scaffolding, and guidance, so that students are encouraged to recontextualize the target genre on the basis of the genre knowledge acquired through the Deconstruction and Joint Construction stages (Martin, 2009). During this stage of the current study, the students had time to write the target genre on their own with the use of a dictionary. At the end of the Independent Construction stage, the students in SGBWI were supposed to develop **conditional metacognitive genre awareness**. To verify this, at week 8, the final test was conducted requiring an expository essay, but using a different writing topic (see Table 2).

Alternately, the writing class using metalinguistic explanations focused more on individual grammatical forms and structures, and vocabulary items to explain the model text (see Table 2). The grammatical explanation in this class included discrete grammatical explanations rather than form-focused, meaning-based grammatical explanations. This class did not consider the genre as the part of the writing process at all, but rather focused on building better English sentences and vocabulary to produce paragraphs similar to the model text. This was because the teacher in the MI class, who was also the teacher for SGBWI, paid more attention to increasing vocabulary related to the writing topic and the development of English sentence structure and paragraphs than the genre knowledge based on the notion of SFL. During the MI class, authentic visual materials including cartoons and video clips were also used to help comprehension of the metalinguistic knowledge of English for the students.

As a result, the students in MI were taught how to make simple English sentences, using appropriate grammar such as subject/verb agreement, simple present tense, simple past tense, continuous tense, and future tense in the first class of week 2. The teacher initially provided materials that could lead the students to practice such grammatical aspects, allowing them to construct simple sentences along with metalinguistic explanations. Then, the teacher gave a metalinguistic explanation for the model text focusing on vocabulary, grammar and a basic sentence. At the final stage of this class, students practiced writing simple sentences related to the topic of the model text.

In week 3, the teacher explained complex sentences, using appropriate grammar such as adjectival clauses, and connectors. The teaching style of MI during this week was very similar to that in the second week of the present study. The teacher provided students with teaching materials to explain complicated sentences metalinguistically and gave the students a chance to become familiar with complicated sentences. In addition, the complicated sentences in the model text were explained to the students. After that, the students had time to write down complicated sentences related to the topic of the model text. A week later, there was a first test along with the questionnaire at week 4.

After the first test in week 4, the teacher moved into explanations of compound sentences using grammatical features such as relative clauses. In a similar way to the previous MI instructions, the students were taught compound sentences with extra teaching material, so they could understand what compound sentences were initially. This process ensured the students were better prepared when the time came for them to identify the compound sentences throughout the model text, and led to more effective recognition of both the compound

sentences and their grammatical organization. Finally, students had the opportunity to construct and write compound sentences related to the topic of the model text.

In week 5, the teacher gave metalinguistic explanations for topic sentences of the model text in terms of teaching paragraphs. The students also practiced recognizing topic sentences from the model text and other sample texts. They then practiced writing the topic sentences related to the writing topic. In week 6, there was a second writing test with the same writing topic as the pre test and the first test (see Table 2). In week 7, the teacher gave an explanation to the students regarding supporting sentences in terms of explaining paragraphs. The students then practiced recognizing the supporting sentences from the model text and other sample texts, and consequently practiced writing supporting sentences. Following this, the students wrote paragraphs using topic and supporting sentences to produce the target text within a given topic that was the same as the model text. The following week, there was a final writing test whose topic was different from all previous writing tests (that is different from the topic used in the pre test, first test and second test).

2.3 Data sources and collection

Methodologically, the data of the current study was collected from multiple sources since this study used an analytic 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. The primary quantitative data of the current study was pulled out of the writing scores of written productions of students collected at four points during the 8 weeks of class. Text data is the primary source of data in the field of writing research since it provides researchers with material to visualize and comprehend the way people use language in specific contexts (Hyland, 2003a). At the micro-level, the data came from qualitative data such as questionnaires and reflections on the internet blog and email with regard to methodological triangulation. Collection of data using more than one method allows for methodological triangulation to help researchers develop a holistic picture of a program (Denzin, 2006; Mathison, 1988). More specifically, despite the fact that the qualitative data in the current study was used in supplementary or complementary forms, both the quantitative data and qualitative data of this study can support and inform each other. "The qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving, process with each method contributing to the theory in ways that only each can" (Strauss & Corbin's ,1998, p.34 cited in Dornyei, 2007, p.43).

2.3.1. Written text data

Writing tests were implemented at four times during 8 weeks, including the pre-test at week 1, the first test at week 4, the second test at week 6 and the final test at week 8. The goal of collecting the written data was to measure the improvement of the writing competency of the students, and more specifically, to focus on participants' production of texts to demonstrate how the participants understood genre knowledge and its relevant features and applied them into their own writing choices (Negretti & Kuteeva, 2011). The written texts of the students were read several times in their entirety by only one rater, the researcher of this study, a fact that may potentially diminish the reliability of scoring. Thus, this study used a combination of analytic and trait-based scoring methods. This combined method is effective to increase validity of test scoring by a single researcher (Hyland, 2003a; Adoniou, 2013). In addition, both marking rubrics are designed to predominately measure the generic features of the texts. This is because SGBWI mainly focuses on developing the students' awareness of the

generic features of the texts due to the characteristic of novice writers, particularly in EFL context. Flower and Hayes (1980) argue that writing problems of the poor writers primarily relate to the features and conventions of a written text

First, an analytic rubric was used to assess the collected written data. Analytic scoring scripts include not a single score, but several aspects of criteria to rate the written texts, which makes available information regarding performance of test takers explicit and more detailed in terms of the diverse features of writing (Weigle, 2002). Bacha (2001) states that analytic scoring scales which are more criterion-referenced are more appropriate to evaluate the different features of writing skills. Criterion referenced or competency-based procedures in genre-based assessment includes breaking the task into smaller segmented parts of skills and knowledge that can be recognized and assessed (Hyland, 2004), thus, it can be related to the purpose of the task and the results' interpretation (Bacha, 2001). In addition, the separation of features of criteria increases a greater degree of objectivity (Scott, 1996). This study used analytic scoring rubric by Yoshimura (2009) with modification in accordance with the theoretical framework of SFL (see Appendix C). The template of the scoring rubric is divided into two sections, including genre and register. The genre section includes genre consideration and macrostructure, and the register section includes content, micro structure, language range and complexity and language errors. Each criteria scaling is from 0 points to 5 points, so the maximum possible total score is 30.

A trait-based scoring rubric underscores a precisely defined range of discourse of the specific writing essay (e.g. persuasion or explanation) that defines the rating scale (Weigle, 2002; Scott, 1996). Given this, the basic principle of trait-based scoring methods is to recognize context and purpose in writing which become the skeleton upon which the criteria are based (Adoniou, 2013). Genre and its related knowledge were the main concepts and purpose of this study, so it seemed to be appropriate to incorporate trait-based scoring methods into the analytic scoring rubric. To verify this purpose, the marking criteria of the trait-based scoring rubric were designed within the theoretical framework of SFL such as genre and register including field (ideational resources), tenor (interpersonal resources) and mode (textual resources) (See Appendix D). Such dimensions of written texts can be assessed by genre-specific marking grids or matrix (Adoniou, 2013). Building up these concepts, expository genre-specific marking grids and assessment criteria were created across three grammatical features functional for expository writing based on Schleppegrell (2004) along with comprising text, sentence and word level indicators of achievement (See Appendix D). Each criterion at text level is on a scale of 0–4, and the remaining criteria are on a scale of 0-3. As mentioned previously, this study focuses more on the writing development of EFL college students than on their language development. Thus, macro-level textual features, that is the features at text level, in this rubric weighted more than other criteria elements. This approach can also cover the weaknesses of novice raters, which tend to exhibit an inclination to attend excessively to the more visible factors, including grammatical accuracy and local errors (Weigle, 2002). Besides, criterion based assessment is required for trait based scoring to increase the validity of the assessment specifically by a single rater (Adoniou, 2013). Hyland (2004) argues that the benefit of the given assessment procedure is to enable teachers and their students to identify the key elements of the target genre with regard to its lexicogrammar, paragraph organization, genre stage, discourse staging, cohesive links, interpersonal tenor and contextual appropriateness.

Furthermore, it is highly recommended that students be provided with prepared rubrics at the beginning of the genre based instruction, so that they can use the rubrics to familiarize themselves with the kind of text type they have to produce. This is because the primary purpose of genre based instruction is to increase students' abilities to construct particular text types (Hyland, 2004). Advance provision of an attached rubric for a FL (foreign language) class can be also be advantageous in guiding students to see how the different elements of their written work will be evaluated (Terry, 1992 cited in Scott 1996). This also provides students with a means of interpreting the evaluation of their written texts as well as a means of visualizing their strength and weakness, thus contributing to the progression of their writing competency (Scott, 1996).

2.3.2 Questionnaire

To measure declarative metacognitive genre awareness, the quantitative data were obtained through the same questionnaire administered twice to students in both groups, firstly in week 1, and secondly in week 4. The questionnaire was designed to measure students' genre knowledge and awareness in areas such as audience (or reader), purpose and lexicogrammar of the three different genres. At the end of the four different texts, which are titled "sports (that is, taxonomic report), mass media (that is, taxonomic report), my brother's game (that is, narrative) and media and celebrities (that is, expository), there were four questions in the questionnaires (see Appendix B). The first question asked about genre awareness in relation to reader or audience. The second question asked about the purpose of the three different genres. The third question required the students to name each genre and the final question was concerned with the identification of grammatical features including the lexicogrammar of each genre.

2.3.3 Blog and email

In this study, students were asked to write their personal opinions about each writing class on a blog that was open only for 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 occurrences of metacognitive genre awareness of the students. Calix (2015) argues that it is necessary to gather information on writers' internal thought by adapting introspective methods "I" since paying conscious attention to writing acts and process helps students grow metacognition.

2.4. Data analysis

To examine the first research question, descriptive quantitative analysis was conducted on the writing scores of the final test of students in SGBWI and MI by means of 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). Additionally, mixed ANOVA that is a mixture of between-groups and a repeated measures variable (Field, 2013), was computed using SPSS 22 to test 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). Scores of

questionnaires and qualitative analysis of students' reflections on the blog and email were presented as a complement to the quantitative analysis for the second research question.

3. Result

3.1. 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 SGBWI and MI

	Type of Instructions					
	SGBWI (*n*=32)		MI (*n*=31)			
Pre-test	M	SD	M	SD	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 conducted on the influence 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').

There are two assumptions to be checked prior to computing the two way ANOVA. Firstly, analysis of variance as one kind of parametric test is based on the assumption that the data are in accordance with a normal distribution or a Gaussian distribution (after Carl Friedrich Gauss, 1777-1855) (Ghasemi & Zahediasl, 2012). Namely, the populations from which samples are chosen are assumed to be normally distributed (Altman & Bland, 1995; Driscoll, Lecky & Crosby, 2000; Pallant, 2013; Field, 2013). Thus, normality tests based on Kolmogorov-Smirnov and Shapiro-Wilk in SPSS were tested to check the normality of the data of the current study. The indication of a non-significant result, which means that the significant value is more than .05 (p >0.05), points to the normality of the data (Pallant, 2013). In this case, both Kolmogorov-Smirnov and Shapiro-Wilk indicate significant value (p=0.00), demonstrating a violation of assumption of normality. However, Pallant (2013) insists that the violation of assumption of normality is quite common in large samples. In the case of large enough sample sizes, which is more than 30 or 40, it should not cause major problems to violate the normality assumption, suggesting that using parametric procedures in SPSS allows valid statistical results when the data are non-normally distributed (Pallant, 2013; Elliott & Woodward, 2007; Ghasemi & Zahediasl, 2012). As a result, we ran a two-way ANOVA using parametric procedures, rather than non-parametric procedures, in the current study, even if the data of the study showed the violation of the assumption of normality.

Another assumption to be met for running a two-way ANOVA is that homogeneity (or homoscedasticity) of variance means that the variance of outcomes variables is roughly equal in each of these groups when comparing groups (Field, 2013). This can be checked by Levene's test (Levene 1960), and the significance of its result means a violation of assumption of homogeneity (Elliott & Woodward, 2007). In this analysis, Levene's test was not significant (p= .136), indicating the group variances were equal. Thus, assumption of homogeneity of variance has not been violated in this study.

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
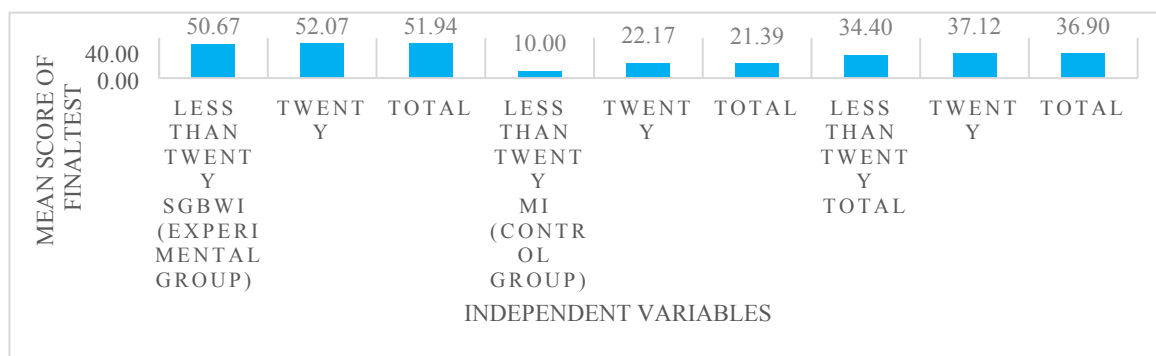
Table 4 above provides a summary of the descriptive results for the achievement of writing competency of expository essays by instructional type (IT) and previous writing competency(PWC), which is also displayed in a bar graph (see Figure 3 above). It shows that the students obtaining a score of 20 in 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 terms of 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.

Figure 5) Bar Graph for Interaction between PWC and IT on Outcome of Expository Essay
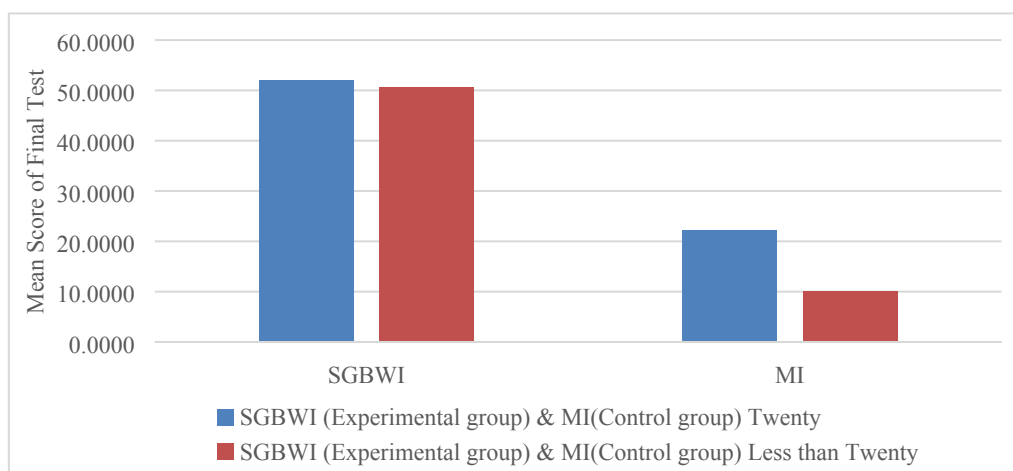
The bar graph also helps us understand the interactions between the different types of writing instruction and the previous levels of writing scores (see Figure 5 above). Different colour bars distinguish the level of previous writing ability. The blue bar indicates the writing score of the final test for students who achieved the initial writing score of '20', whereas the corresponding red bar indicates the students whose initial writing score was ' less than 20'. The two differently coloured graphs reveal an interaction effect. The differences between the blue and the red bar for SGBWI are not apparently contradictory, as they show no interaction. Conversely, the height of the blue bar and the red bar in the condition of the control group (MI) shows a significant gap indicating that the red bar is much shorter, displaying an interaction between instruction types and previous writing quality.

Overall, we can conclude that in SGBWI, students can improve their writing competency regardless of their previous writing quality. However, although the MI class was not as effective as SGBWI in terms of improving the students' expository writing competency, it can be suggested that the MI class was more effective for only the students whose previous writing ability was '20' compared to their counterparts i.e. the students whose previous writing quality was 'less than 20'.

3.2. Research question 2: Which writing class is more effective between SGBWI and MI to help college students in the EFL context develop metacognitive genre awareness based on Negretti and Kuteeva (2011), including declarative, procedural, and conditional metacognitive knowledge, when writing texts of expositional genres?
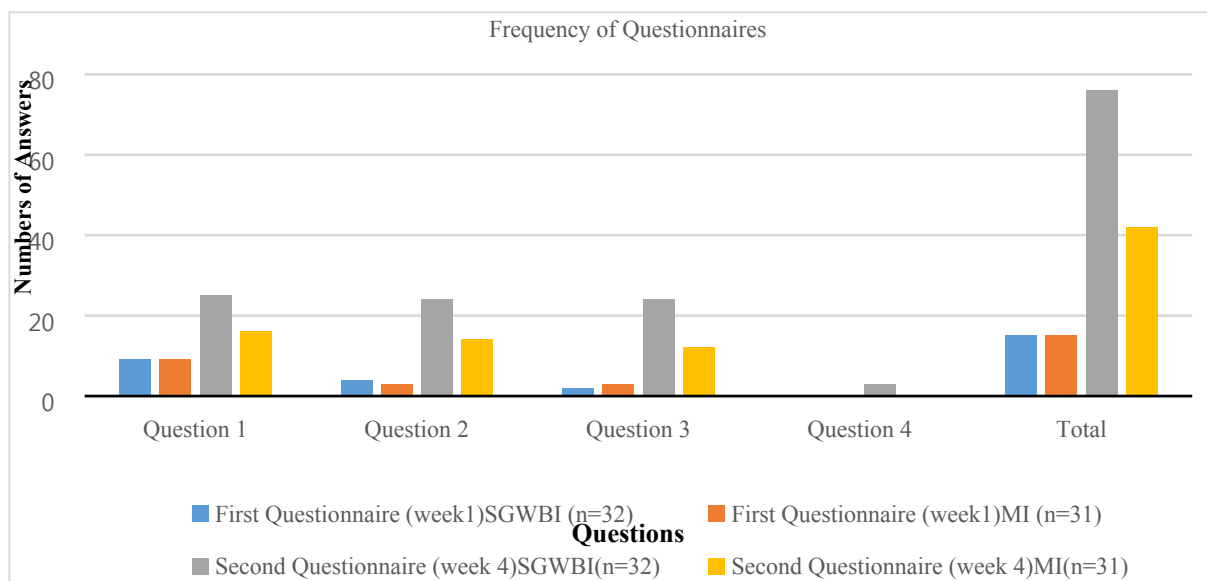
3.2.1. Declarative metacognitive genre awareness

The development of declarative metacognitive genre awareness, that is, the development of awareness of the features of the genre that are considered important genre-related concepts (Negretti &Kuteeva, 2011), due to type of instruction can be demonstrated mainly through the answers on questionnaires (see Appendix B). Also, as supplementary data, the reflections on the blog and email indicate how students in each class develop their declarative metacognitive genre awareness.

The questionnaires were carried out twice in this study. The first one was administered in week 1, prior to any experimental condition, while the second was conducted in week 4 using the same questionnaire (see Appendix B) after first test. The second questionnaire was performed after the Deconstruction stage of SGBWI, and the metalinguistic explanation on the model text of MI. The questionnaire includes 4 different texts. The first and second texts were taxonomic report genres with different topics (sports and mass media), the third text was a narrative, and the last one was an expository genre. The questionnaire also had 4 different questions after the texts. The first and second questions were related to the purpose of the genre, the third one was to match the name of the genre and each text, and the final one was asking about the key grammatical patterns and lexicogrammatical patterns of each genre. When the questionnaires were assessed, the researcher focused on how students recognized the genre features of the expository essay rather than other types of genre, such as taxonomic report and narrative.

The frequency table below (see Table 6 below) shows that in the first questionnaire, prior to any instruction, there has been no difference for students between SGBWI and MI when it came to the occurrence of accurate answers in the questionnaire. The total number of correct answers for both groups was equally 15 (see Table 6 below). However, after the Deconstruction stage, the students from SGBWI answered more questions correctly (which summed up to 72) than students from MI (which was a total number of 42) (see Table 6 below). Additionally, as seen in the bar graph (see Figure 6 below), the gray bar indicates that SGBWI's results in questionnaire in week 4 was higher in every question than the yellow bar indicating MI's results in the questionnaire in week 4.

Table 6) Frequency Table for the First and Second Questionnaires

	Number of Students getting the Correct Answer			
	First Questionnaire (week 1)		Second Questionnaire (week 4)	
	SGWBI (*n*=32)	MI (*n*=31)	SGWBI(*n*=32)	MI(*n*=31)
Question 1	9	9	25	16
Question 2	4	3	24	14
Question 3	2	3	24	12
Question 4	0	0	3	0
Total	15	15	76	42

Figure 6) Bar Graph to Compare Outcome of Students' Questionnaires between SGBWI and MI in week 1 and week 4

Such results can be also demonstrated statistically. The independent t-test using SPSS was conducted to compare the mean differences of the occurrence of accurate answers in the first questionnaire. As seen table 7, there was not significant difference in the scores for SGBWI (*M*=3.75, *SD*=3.86) and MI (*M*=3.75, *SD*=3.77), *t* (6) =.000, *p*= .939, *d*=0 . An effect size of 0 was produced by the sample having a zero differences between means (Field, 2005). These results suggest that both groups did not have any differences in relation to the development of declarative metacognitive genre awareness in prior to two different type of instructions.

Table 7) Independent Samples t-test for 1st Questionnaire Score of Students between SGWBI and MI

|	Type of Instructions					
	SGBWI (*n*=4)		MI (*n*=4)			
	M	SD	M	SD	t-test	Sig(two tailed)
The first questionnaire	3.75	3.86	3.75	3.77	.000	.939

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

A paired-samples t-test in SPSS was computed to compare differences of the occurrence of accurate answers between the first questionnaire and the second questionnaire for both groups. On average, as shown in table 8, in SGBWI the score of the second questionnaire (*M*=19, *SD*=10.68) was higher than the one of the first questionnaire (*M*=3.75 *SD*=3.86). This differences was significant *t (3) =*-3.57, *p=*0.38 (see table 8), and represented a large-sized effect *d*=1.9. Cohen (1992) suggests effective size: *d*=0.2 (small), *d*=0.5 (medium) and *d*=0.8 (large). On the other hand, in MI there was not significant difference between the scores of the first questionnaire (*M*=3.75, *SD*=3.77) and the second questionnaire (*M*=10,5, *SD*=7.19), *t* (3) = -2.82, *p*=.067 (see table 8), and represented a medium-sized effect, *d*=0.68. Such statistical findings are also displayed in a bar graph as seen in figure 7.

Table 8) A Paired-Samples t-test between 1st and 2nd Questionnaires Scores of Students in SGBWI and MI

	Questionnaires					
	1st Questionnaire (*n*=4)		2ndQuestionnaire (*n*=4)			
	M	SD	M	SD	t-test	Sig(two tailed)
SGBWI	3.75	3.86	19	10.68	-3.57	.038
MI	3.75	3.77	10.5	7.19	-2.82	.067

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

Figure 7) Bar Graph to Compare Mean Scores of 1ˢᵗ and 2ⁿᵈ Questionnaires of Students between SGBWI and MI
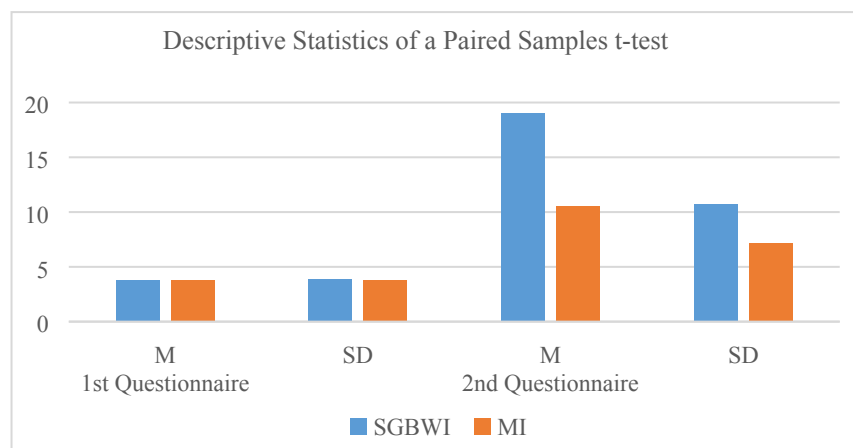
These findings strongly suggest that the students in SGBWI understood the fundamental concept of expository genres including the stage and social purpose after the Deconstruction stage, meaning that they had developed declarative metacognitive genre awareness after the Deconstruction stage based on the model text. Through the reflections on the blog, Jisue (a pseudonym) from SGBWI mentioned that;

"*After the instruction I knew how expository genre is different from other genres, such as taxonomic report and narrative. Expository genre is not just to provide information about certain topics, but to argue my opinion and persuade readers"* (originally in Korean and translated into English by the researcher).

However, the fourth question, which was about lexicogrammar, was the part that most students in both classes could not understand appropriately. Only 3 students from SGBWI could explain the lexicogrammatical features of the expository essay, whereas none of the students in MI could describe the lexicogrammar of the expository text (see Table 6).

Another difference among the students in MI was revealed through the outcome of the questionnaires, as well as through the reflections on the blog and email. In the second questionnaire in week 4, less than half of the students in MI provided correct answers for particularly the second (*n*=14) and third questions (*n*=12) (see Table 6). Interestingly, in the second questionnaire, the students in MI did not often differentiate between the text of expository genre and the taxonomic report genre, particularly when they were written under different topics. The reflections on the blog and email by the students in MI also supported the idea that they had not developed declarative metacognitive genre awareness like the students in SGBWI. For example, Ayoung (a pseudonym) mentioned through the reflection on the blog that;

"I think I know what genre is but have no idea how each genre is different. I do not even understand why I have to do this task to learn how to write"

Such findings imply that the metalinguistic class instruction did not help the students have a clear understanding of the concepts of each genre. This suggests that the students of MI were not able to cultivate declarative metacognitive genre awareness as much as the students of the experimental group did. Taken together, we can conclude that the declarative metacognitive genre awareness developed through the Deconstruction stage was more effective than just the metalinguistic explanation itself.

3.2.2. Procedural & conditional metacognitive genre awareness and students' expository writing

Expository essays written by students in this study were assessed based on rubrics designed to evaluate expository genre characteristics and their rhetorical features (see Appendix C and D). As a result, the outcome of the students' expository writings are supposed to represent metacognitive genre awareness. By the same token, the progression of the writing score mirrors the development of metacognitive genre awareness, which is a particular aspect of procedural and conditional metacognitive genre awareness. This is because procedural and conditional metacognitive genre awareness is not only understanding concepts of genre, but also applying such genre knowledge into the actual writing of academic texts (Negretti & Kuteeva, 2011). 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. Kolmogorov-Smirnov and Shapiro-Wilk indicate significant value (p=0.00) for all response variables such as pretest, first test, second test and final test, demonstrating violation of the assumption of normality. However, as aforementioned, this does not cause a major problem due to the large enough sample sizes (more than 30 or 40), (Pallant, 2013), of the present study. In addition, prior to looking at the main effect, the assumption of homogeneity of variance should be checked, analyzing two way mixed ANOVA (Field, 2013). The Levene's test showed that pre-test (p=.919), second test (p=.403) and final test (p=.838) were not significant, indicating that they met the assumption of homogeneity of variance. However, only the first test

(*p*=.000) was significant even after several data transformations, such as log transformation, square root transformation, and reciprocal transformation, indicating a violation of assumption of homogeneity of variance. The given result mandates caution in the interpretation of the differences encountered among statistical results by the two-way mixed ANOVA in this study.

Descriptive statistics as seen in table 9 demonstrate that the expository writing competency of students in SGWBI (*M*=19.38, *SD*=2.00) and MI (*M*=19.42, *SD*=2.26) were quite similar at pre-test, prior to any writing instruction. However, 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, in terms of fostering procedural metacognitive genre awareness (i.e., knowledge about how to use strategies) and conditional metacognitive genre awareness (i.e., knowledge about when and why to use strategies), since the level of procedural and conditional metacognitive genre awareness can be measured by increased writing scores. These findings were confirmed statistically by a two way mixed design ANOVA of Time (pre-test, first test, second test, and final test) x Group (SGWBI and MI) using SPSS 22.

Table9) Descriptive Statistics of the Effect of SGWBI and MI on Four Different 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 10 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.

Table10) 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 ($\varepsilon = .805$). 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 11) 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 11 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 11 above). This effect indicates that expository writing competency differed in SGWBI and MI during 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.

Figure 8) Comparison of Estimated Marginal Means of Four Different Writing Scores between SGBWI and MI
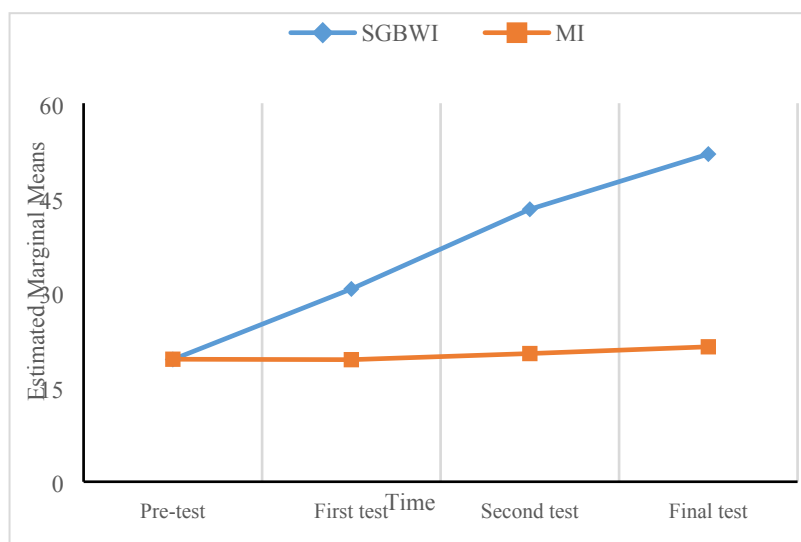

Furthermore, the estimated marginal mean helps us to determine the nature of this interaction. Such information is plotted in the line graph (see Figure 8 above). This profile's plots illustrate the trend across time for two teaching methods. We can see that there is an overall linear increasing trend. However, the trends for the two instruction types are very different. For SGBWI, there is a huge increase, whereas there is scarcely any increase for MI. Hence, it is apparent from this graph that the mean score of SGBWI will dramatically increase over the time in comparison to that of MI. By and large, there is a big difference between two methods in terms of improving expository writing scores over time. 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 12 below). Such results can also be visualized in the bar graph. (see Figure 9 below).

Table 12) Pairwise Comparisons of Writing Tests

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

* $p<0.05$, ** $p<0.01$, *** $p<0.00$

Figure 9) Mean Differences of Pairwise Comparisons among Four Expository Writing Tests
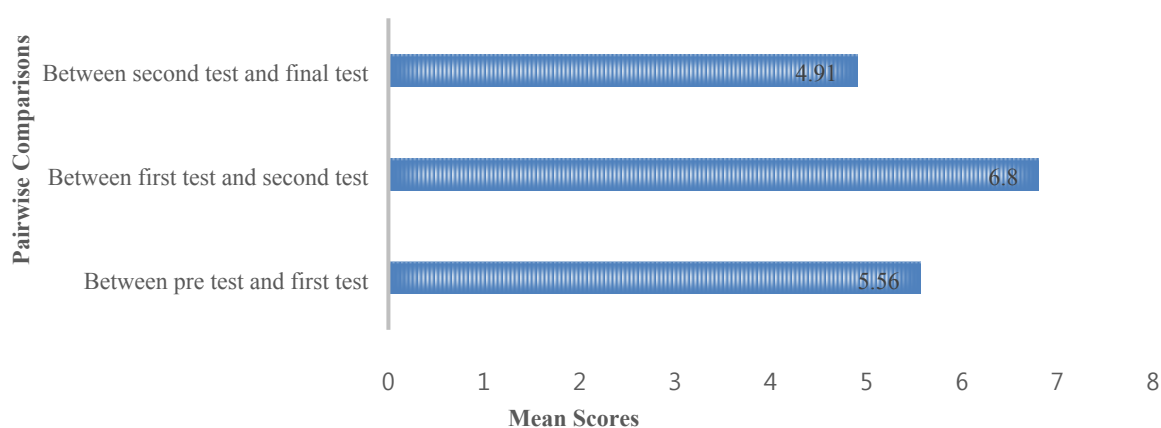
Above all, in this study, SGWBI is always more effective than MI with regard to the development of writing competency of the expository essay. Specifically, therefore, we can conclude that SGBWI much more effectively helps EFL college students cultivate procedural and conditional metacognitive genre awareness to be able to produce well written expository texts in comparison to the counterpart MI over an 8 week period.

4.   Discussion and Conclusion

This study has indicated that SFL genre-based writing instruction (= SGBWI) helps EFL college students improve some of their expository writing skills regardless of their previous writing competency. 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. Critically, the result of this study satisfies the ultimate purpose of the teaching/learning cycle created by Martin and Rose (2005) which is to ameliorate the literacy skills of disadvantaged students in schools in Australia who have not had the adequate support to develop their English literacy skills within their day to day learning context such as immigrant students and students from low socio economic class. Similar results have been found in the study by Almond, Bishop, Hamill, Laing and Varcin (2007), suggesting that writing instruction framed within SFL approach is a powerful pedagogic tool for students from non-English speaking background in secondary school and primary school to transfer their everyday language to scientific language to accomplish school tasks including written tasks successfully.

This is mainly because SFL register and genre analysis enables students to make connections between the character of a variety of texts and their contexts of use by utilizing clusters of lexicogrammatical features within the three metafunctions. This in turn, empowers students to produce texts in terms of particular meanings according to contexts of situation and culture respectively (Gardner, 2012).

The outcome of the present study supports the existing body of knowledge developed by SFL researchers who have investigated the positive relationship between genre-based pedagogy and the development of the academic writing of ELLs (English Language 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). One of the more valuable aspects of these aforementioned studies has been to emphasize the important role of instruction in enhancing the development of the writing of the target genre for L2 students. This is also demonstrated by the current study where the comparative analysis of final expository writing scores of students between the two different types of writing instruction displays remarkable discrepancies (see table 4).

Martin (1992) emphasizes that discourse expressed across a range of texts is closely related to the social

community where writers and speakers belong to different classes, generations, ethnicities, and genders. As such, students in this study are socialized into language and ways of thinking regarding the writing of the target text differently depending on their participation in each class. Similarly, Gardner (2012), through genre and register analysis, along with ethnographic research on literacy events and writing practices, explores proficient university student writing genres across many levels of study and disciplines, revealing that students at university use different type of language in their written text depending on what they major in due to the socialization of students via lectures, reading textbooks, and writing assignments. In EFL situations, Fakhra (2009) reveals that Syrian writers failed to generate persuasive argumentative essays in English, although it was a major expected task of the writing class. This is due to the fact that the linguistic resources necessary for meaning making in academic writing were not taught sufficiently by the teacher or tutor. Fakha′s study implies how important instruction is in terms of determining the language of students in their written texts.

Figure 10, correspondingly, shows the written examples of two students in SGBWI and MI respectively, and demonstrates how they developed differently when writing expository essays depending on the writing instruction received during an 8 week period. Based on rubric 1 and 2 (see appendix C and D), a closer analysis of data including specific grammatical resources that the students utilized to make meaning in their written productions are analyzed on two different sample texts below. Text A and text B scored 54 out of 60 and 20 out of 60 respectively, which meet the median score of each group (=SGBWI and MI). Obviously, Text A is structured in ways that are valued in exposition, beginning with a thesis that includes a thesis statement to be developed (i.e. *However, by using their social media, people in modern society can stay connected with their friends*). A thesis statement functions as a central move in the introduction to an expository essay by typically drawing on modality and consequential makers for a position to be proposed and supported (Schleppegrell, 2004). Such linguistic resources to express a thesis statement are used in each paragraph of Text A, which is an important development for expository writing (Schleppegrell, 2006). Text A proceeds to develop such an argument paragraph by paragraph and, finally, summaries the main arguments with a concluding sentence that clearly shows the positon of the writer for the given topic of the essay. Besides, although Text A is sometimes infelicitous in terms of sentence and word level expression, Text A displays expanded nominal groups (i.e. *someone who does not have the ID of Facebook*), impersonal voice (*i.e. it and theses etc.*), relational process (i.e. *is*), clause combining (i.e. *because*), and the use of conjunctive resource to create cohesive links (*i.e. firstly, second and however*), which

meet the grammatical features for expository writing described in rubric 2 (see appendix D).

Conversely, we can see that Text B, produced by the student from MI, does not clearly depict the genre stages of the expository essay. The length of the text is critically very short compared to Text A. So, this essay does not move from paragraph to paragraph, rather it moves from clause to clause, which may be characterized as an oral style. This student structures the essay in an infelicitous way, demonstrating that there are no arguments for his or her point of view, with flawed reasoning to read. Moreover, Text B even displays Korean, the first language of the student. Thus, it might be useful to investigate the relationship between use of the first language and the writing development of L2 students in SFL genre-based instruction.

Figure 10) Examples of exposition essays of the students in SGBWI and MI

Structure	Texts of 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.	
	Text A - SGBWI	**Text B-MI**
Thesis	It is really hard to find someone who does not have the ID of Facebook, Twitter or other social media. Social media is used as a bridge between friends. Some people think writing letter or meeting friend face to face only can make friends stay closer. They think machinery stuffs like computer or cell-phone cannot be used as a tool of connecting people because machine cannot send the emotion people have. However, by using their social media, people in modern society can stay connected with their friends.	Social media provide opportunities to find the friends, and meet or stay connected with them. Also 멀리 떨어져 있어도, they can 공유하다 their lifedays. And we can make friends internationally new people. We can get a beneficial new information. It is true, social media have problem about the 중독 and private life.
Arguments	Firstly social media save the time of people in modern society. People in modern society have problem on writing letters or meeting their friends face to face because they are lack of time. The social media solves the problem. For example in Facebook, just by clicking 'like' button, people can show they still think of their friends and still have the attention to their friends even if they are very busy. Second, social media can be the bridge for someone who is far away. As going abroad became easier, the boundary of friends got wider as well. People have lots of international friends, which means it is hard for them to meet each other so often. However, by using social media, people can get news about their friends who are living far away from where they live.	But not only focused web world, if we can 올바른 using social media can beneficial media.

Reinforcemet of thesis	Social media might not so good at sending emotions of people like letters. However, it can save time of busy people who work hard for their living, and it can reduce the distance between friends from all over the world. These reasons make social media beneficial enough in our modern lives.	

Other noteworthy, previous SFL genre studies by Martin and Rose (2005), Rose and Martin (2012), and Cope and Kalantzis (1993), Paltridge (2004), demonstrate that genre-based instruction can help students from linguistically disadvantaged classes develop greater control of school-based language to produce the target genre text within its disciplinary context. This widely accepted notion can also be confirmed by the findings of the current study. In our study, there were five students who can be considered linguistically disadvantaged students since they scored less than 20 in the pre-test. Among them, three students were in SGBWI and two were in MI (see table 4). As explained in the results, genre-based instruction equally enables such linguistically disadvantaged students to be as competent in terms of writing as the rest of the students at the end of the study, whereas metalinguistic instruction could not help those linguistically deprived students to improve their expository writing competency as much as the other students.

In particular, the result of the current study can be reflected in the case study by de Oliveira and Lan (2014), exploring one Korean fourth grade elementary male student in U.S.A who had difficulty in writing procedural recounts for science experiments due to limited English resources. In their study, a modified teaching and learning cycle used a model text developed by the one of the student′s texts from the same class ahead of the genre work, so it enabled the teacher to guide the student to master school science genres. Likewise, in the present study, the text written by the class teacher and the researcher collaboratively was used as the model text in the first Deconstruction stage. Drury (2004) states that teacher concepts are reflected at every stage of the teaching and learning cycle, and specifically, the Deconstruction stage involves the most intensive and authoritative concepts of the teacher indicated through the teachers' explicit use of example or model texts to clarify information in relation to the distinctive features of the genre within its discipline context. Though published more than a decade ago, Drury's work remains significant and relevant to this study.

More compellingly, in the second Deconstruction stage of the current study, expository writing works produced by students during the Joint Construction stage were included as the model texts based on the theoretical concept

of. Drury (2004) who highlights that students′ concept or the learner's position is an important aspect of the teaching and learning cycle. Futhermore, the model texts of the second Deconstruction stage could function as feedback for students′ writing work during the Joint Construction stage. 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). Given results enable us to conclude that the modified teaching and learning cycle using specified model texts based on the concepts of the students and the teacher in the present study helps the EFL college students to improve their expository writing skill. This interpretation is also supported by earlier work on implementation of teaching/learning cycle to teach writing in a university context in Thailand by Chaisiri (2010). This study discloses that the positive concept of teacher regarding peer editing and teacher feedback after Independent Construction stage should be reflected in the teaching and learning cycle to improve academic writing skill of the university students in EFL contexts.

A more plausible explanation of SFL genre based pedagogy of the present study would be that one of the primary adoptions of the teaching /learning cycle is that writing instruction using the teaching /learning cycle is not a fixed package approach to the writing development of L2 students in EFL contexts. Brisk and Zisselsberger (2010) highlight that it is impossible to present genres with a set of fixed rules due to context matters that impact the choice of language by students to be able to produce their own written target texts within a particular context. By the same token, 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. Thus, it can be suggested that it is 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 pedagogical method adjusted to satisfy the EFL phenomenon in terms of teaching academic writing for EFL tertiary level college students for the purpose of overcoming their language barrier to produce expository essays in English effectively. Taken together, we now know that the SFL approach with regard to EFL college students should be contextually relevant and a permeable pedagogical tool to aid them to become competent writers.

Additionally, the findings in this study also visualize for how the students' writing competency in SGBWI has progressed through the four different stages of the teaching and learning cycle during the 8 weeks of the course.

This research applies the notion of theory triangulation, which means adopting more than one theoretical concept to interpret a particular phenomenon (Denizin, 1978). To put it another way, this paper has extended its main argument to more than SFL, a theoretical concept of metacognitive genre awareness. Hypothetically, the progression of the writing ability of the students can be interpreted through the sequential framework of metacognitive genre awareness (i.e. declarative, procedural and conditional) based on Negretti and Kuteeva (2011). This theoretical framework can also help the researcher of the present study to monitor how the expository writing ability of the students grows. Feez (1998) explains that monitoring the progression of students' writing ability is a necessary part of a text-based syllabus. In particular, the current study demonstrates that the modified teaching and learning cycle consisting of four different stages (i.e. Deconstruction, Joint Construction, the second Deconstruction stage and the Independent Construction stage) is an effective way to help EFL college students develop the progression of metacognitive genre awareness necessary to enhance expository writing competence. The modified teaching and learning cycle of the present study embraces employing a second Deconstruction stage, which includes additional model texts produced by the students in pairs during the Joint Construction stage, right after the Joint Construction stage Indeed, the present study puts forwards that each stage of the teaching and learning cycle impacts on different aspects of metacognitive genre awareness as shown in Table 13 below and outlined later in this discussion.

Table 13) The Relationship between the Teaching and Learning Cycle Stage and Metacognitive Genre Awareness based on Negretti and Kuteeva (2011) in this Study

The Teaching and Learning Cycle Stages	Framework of Metacognitive Genre Awareness based on Negretti and Kuteeva (2011)
Deconstruction Stage	Declarative Metacognitive Genre Awareness Procedural Metacognitive Genre Awareness
Join Construction Stage and Second Deconstruction Stage	Procedural Metacognitive Genre Awareness
Independent Construction Stage	Conditional Metacognitive Genre Awareness

The finding of this study, as explained in the results of the questionnaires, strongly indicate that the Deconstruction stage of SGBWI helps the students to cultivate declarative metacognitive genre awareness related

to the expository genre writing. The result of the questionnaires shows that, after the first Deconstruction stage, most of the students in SGBWI could understand fundamental concepts of the expository genre in terms of purpose and audience, but only around half of the students in MI could appropriately answer the questions related to the purpose and audience of the expository genre (see table 6). According to Martin (2009), the core belief of the genre-based approach as a means of mastering written genres relies on explicit instruction, including the analytic study of model texts and the learning of genre knowledge and sequencing of the generic stags. The given findings enable us to predict that generally, the text analysis stage using a model text coupled with relevant genre knowledge can help the students to develop declarative metacognitive genre awareness. The results of this study are in line with Negretti and Kuteeva's (2011) conclusion that text analysis using genre knowledge helps L2 students develop declarative metacognitive knowledge of the genre-relevant features of academic communication, including discourse community, purpose, audience, rhetorical moves and the organization of a text. The findings of this study also correspond to the pilot study by Kim (2014), which demonstrates that genre analysis using a model text can foster declarative metacognitive genre awareness of college students in EFL situations. Yeh (2014), in an investigation of 16 EFL graduate students, also demonstrates that metacognitive processes during genre analysis enhance students' understanding of the academic genres. This study implies that the analysis of text using the notion of genre forces students to conceptualize understanding of the general features of genre. For this reason, the study by Yeh (2014) supports the argument that the practice of genre analysis is part of the metacognitive process.

More specifically, students′ development of declarative genre awareness in the current study can be attributed to other factors relating to the Deconstruction stage. One of the reasons is that during the Deconstruction stage of the current study, students are exposed to not only the expository genre, but also other different types of genres, such as taxonomic reports and narratives, through the teaching material that was also used in the questionnaire (see appendix B). Johns (2006) argues that students should learn various types of genres in any course of learning since they play a key role in supporting students in cultivating genre awareness. Byrnes (2006) also highlights that when students are exposed to a variety of genres, they can increase their awareness of the discourse-level features in relation to the communicative purpose of each genre. Such increased awareness supports students in writing competently in diverse situations beyond classroom. Similarly, through discourse-based interviews with first year university students in the U.S.A, Reiff and Bawarshi (2011) reveal that the competence to discriminate

between genre differences as defined "not genre" talk in the study can hasten metacognitive reflection of students in writing. They also mention that the recognition of "not" genres is the cognitive process of students that permits students to use abstract and repurposing strategies from previous genres in less familiar genres. To bridge or mediate processes of abstraction and connection between a prior genre and less familiar genres, metacognitive reflection is a major requirement (Perkins & Salomon, 1989). Thus, text analysis using multiple genres as part of the Deconstruction stage enables the students of the present study to foster declarative metacognitive genre awareness.

Above all, Martin (1989) highlights that for EFL students, writing templates or model texts can be used as a scaffold, to socialize them into communication and genres of school-relevant forms. In English speaking countries, as a result of being a member of society in a diverse social context such as family, school and the work place there may be abundant natural and unconscious opportunities to scaffold learners to achieve control of diverse English language genres and relevant rhetorical expressions. Unfortunately, however, students in the EFL context rarely have the chance to expose themselves to this a natural kind of scaffolding into various genres. Since exposure to diverse social contexts is such an important scaffolding resource, we urge that genre classes for EFL college students adopt a cultural immersion approach with scaffolding to guide or immerse students in the learning of genre knowledge and provide a sense of social purpose of the target genre by providing not only text analysis using the model text, but also other relevant class activities for the purpose of making them understand the fundamental concepts of the target genre. From another perspective, EFL college students can obtain declarative metacognitive genre awareness through culturally immersive classes where the features of the social context related to the target genre will permeate the students′ awareness. In the current study, in order to construct a culturally immersive classroom context, during the Deconstruction stage, SGBWI provides several different types of activities. These include discussion with peers, the teacher, role play, as well as some visual materials.

In addition, the provision of the above class activities during the Deconstruction stage is based on the notion that the development of language is perceived as both a social semiotic and a cognitive activity. This means that teachers in the EFL context need to put effort into guiding students and making them cognitively aware of the target language they have to learn in through the provision of culturally immersive classes. Students assigned a perspective regarding a text are likely to find significant worth within that text (Edwards, 2010). Hence, Ormrod

(2011) claims that it is important for teachers to make salient key concepts that can capture the attention of students in any learning process. A number of studies highlight that the manipulation of a task, to influence salience or relevant aspects of instruction, positively impacts attention and learning (Lehman & Schraw, 2002; McCrudden, Schraw, & Hartley, 2006; McCrudden, Schraw, & Kambe, 2005; Seifert, 1993; Wood, Pressley, & Winne, 1990). That is to say, students who recognize the important or salient aspects of the target text effectively, develop a good reading ability, and such successful readers display better use of metacognitive awareness of text information (Edwards, 2010). Indicating the additional value of this process, Edwards (2010) further argues that when the reader is more metacognitively aware, their attention to text information increases. These arguments provide an explanation for the findings of the MI class in the current study. It is likely that just text analysis based on only explanation by the teacher with metalinguistic knowledge leads students to develop their very limited level of declarative metacognitive genre awareness as seen in the result of the questionnaire. From the perspective of the SGBWI class in the current study, it can be seen that the extra activities beyond text analysis performed during the Deconstruction stage are crucial factors in the facilitation of declarative metacognitive genre awareness for the students.

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 enables us to interpret that declarative metacognitive genre awareness regarding lexicogrammar of the expository genre, which is conceptual understanding of lexicogrammar of expository genre by EFL college students, can be better accomplished through the combination of joint writing practice with the teacher and peers and independent writing practice of the students, rather than provision of genre knowledge alone. 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 6). "In the SFL model, meaning-making systems are described in terms of strata or levels where higher level or more generalized abstract descriptions of meaning –making, for example, choices among genres, are realized by choices in lower-level strata such as choices of stages in the schematic structure of a genre or, at a lower level, choices of patterns of wording or representations in the lexicogrammar or visuals of particular stage" (Drury, 2004, p. 241). Thus, it is clear that lack of development of declarative metacognitive genre awareness

regarding the lexicogrammar of the expository essay during the Deconstruction stage of the present study does not help the students to have writing scores in the first test as high as those in the second and final test. In other words, this explains why the Deconstruction stage itself in the present study cannot help EFL college students to produce actual target texts as effective as the Joint Construction and Independent Construction stage. Therefore, it can be suggested that explicit knowledge of genre itself cannot not be the single overarching element for the development of expository writing competence for L2 writers.

The results of this study are reminiscent of the recent study by Artemeva and Fox (2010). They argue that students' genre awareness regarding differences of written texts and their ability to identify and report genre features did not help them produce a text in the demanded genre. In the same way, Bakhtin's study (2004) suggests that explicit knowledge may be a necessary element of the L2 writing process, but it may be an unsatisfactory condition in which to develop writing competence for L2 students. In his observational study of secondary school students in Russia, explicit teaching assisted the students to understand a particular sentence structure in Russian, but it was hard for them to produce the same sentence structure in their own writing and use it in written work creatively. This was because the students did not have full comprehension of a structure in relation to when and why such a structure should be used appropriately in authentic discourse. Bakhtin's study recommends that explicit knowledge itself cannot satisfy the development of the writing competence of L2 students. Freedman and Smart (1997) highlight that inexperience of writing within the relevant context can lead to failure in students when writing the target genre. Namely, the Deconstruction stage itself, without any actual writing practice, results in students experiencing low-level processing of writing which means that they do not have enough ability to transfer possible intellectual knowledge and thinking into creating their own written texts. Therefore, we can claim that a metacognitive shift in the students with regard to the expository genre in this study demands the next stage of the teaching and learning cycle be implemented.

The next stage of the teaching and learning cycle of the current study is the Joint Construction stage where a teacher scaffolds learners to compose their own writing. The Joint Construction stage is an EXPERT-led collaborative writing activity between teacher and students. It means that the teacher and students negotiate instances of language use during the Joint Construction stage (Dreyfus and Macnaught, 2013), focusing on 'transcend the text'(Martin, 2006, p13 cited in Dreyfus and Macnaught, 2013). It also involves other collaborative

activities such as discussion in pairs or small groups as a kind of shared experience with other students in the class (Martin & Rose, 2005). The major characteristic of this stage is that it involves the students undertaking actual writing practice that guides them to customize genre knowledge, including conventional rhetorical expressions, into their own written texts based on assistance from both the writing teacher and peers. Martin and Rose (2005, 2008) and Rose and Martin (2012) place primary importance on the function of interaction and guidance when learning to read and write academic texts.

What is more interesting is that the given collaborative activities stimulate the cognitive processes of the students. During the Joint Construction stage, the role of teacher is visible as an interventionist role which leads to a 'shared consciousness' (Hyland, 2007) between teacher and students. Also, throughout this stage, interactions between students in pairs and groups lead the students to have 'borrowed consciousnesses' from the cognitive point of view (Hyland, 2007). Wigglesworth and Storch (2012) argue that learning mechanisms can be triggered by collaborative activities since any form of interaction during collaboration may lead to *cognitive processes* that allow students to manipulate linguistic resources to produce writing output that may be better than one that students produce by themselves, without any such kind of collaborative activities. An assumption that we can expect from the above arguments is that declarative metacognitive genre awareness of the students fostered during the Deconstruction stage can be further catalyzed by the collaborative work of the Joint Construction stage. Namely, it can be suggested that declarative metacognitive genre awareness can be further developed into procedural metacognitive genre awareness through the Joint Construction stage of the present study. This is supported by the current study that found a higher increase in the writing score at the second test as compared to the first test. (See table 9). Similarly, interesting observation is found in the study of Dreyfus and Macnaught (2013) that explores undergraduate students studying applied linguistics at the City University of Hong Kong. This study reveals that Joint Construction that involves language exploration between teacher and students with the evaluation and reasoning support the students to have "positive and successful 'shared experience' that can be recalled when students are making language choices independently" (Dreyfus and Macnaught ,2013, p.89).

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 we named the second Deconstruction stage which differs from the first Deconstruction stage in terms of using the students' writing

works as the model texts to analyze them based on some of the key points of SFL including macrostructure, field, tenor and mode based on three metafunction such as ideational, interpersonal and textual resources. The second Deconstruction stage repetitious 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). The ability of an individuals to exert agency foreshadows their awareness regarding their given task, as well as an ability to create strategies to control and regulate (Negretti, 2012). Thus, agency plays a key role in the conceptual framework of metacognition, and can therefore be seen as one of the major components in the facilitation of elements of self-regulated learning (Winne & Nesbit, 2009) or self-regulation of writing, which intertwines the development of the individual writing approaches of students or a personal writing process (Negretti, 2012). Based on this, it can be argued that the second Deconstruction stage that functions to give feedback to the students in SGBWI can propel the development of metacognitive genre awareness, underpinning a transfer from declarative metacognitive genre awareness to procedural metacognitive genre awareness.

Moreover, theoretically, one of the main reasons for implementing the second Deconstruction stage emerges from the fact that a high level of declarative metacognitive genre awareness is required to progress into procedural and conditional metacognitive genre awareness. Reynolds, Wade, Trathen, and Lapan (1989) found that when students have a deeper level of metacognitive awareness to be able to understand the fundamental meaning of a text and how to focus on it, they can then perform tasks better with a higher level of achievement and learning. Negretti and Kuteeva (2011) also argue that EFL college students who can analyze the texts in more depth have an ability to apply their metacognitive genre awareness conditionally in relation to the purpose of the text. In the study of Calix (2015) exploring 12 university students in Honduras, the students appeared to move from declarative genre awareness to procedural genre awareness when they had a deeper level of declarative genre

awareness. By the same token, the result of our pilot study also replicates this, demonstrating a successful transfer of the students' level of metacognitive genre awareness from declarative genre awareness to procedural genre awareness after the development of an adequate level of declarative metacognitive genre awareness (Kim, 2014). As a result, it can be suggested that constant development of declarative metacognitive genre awareness is necessary for students to produce well-formed expository written texts in English.

The findings of the current study show that the texts of the students in the final test after the Independent Construction stages in SGBWI, are the most well-formed texts. They are the most relevant to the target genre's meaning and they are written the most closely in accordance with the social purpose, generic staging, and lexicogrammar of expository genres among the four different writing tasks works during the 8 week study. We can now predict that the conditional metacognitive genre awareness of the students can be fostered by Independent Construction stages in the present study. Particularly, the writing task of the final test of this study is different from other tests (pre-test, the first test and the second test) (see table 2), so having a high score on the final test implies that the students in SGBWI realize when, where and why the expository genre should be written. This result replicates the findings of the pilot study by Kim (2014), demonstrating that the students receiving genre based writing instruction can earn conditional metacognitive genre awareness after they practice written work by themselves. Thus, it can be suggested that the students who experience independent actual writing practice through Independent Construction stage can produce a higher quality of writing.

On the other hand, the findings of the study by Negretti and Kuteeva (2011) reveal that most of their participants did not display conditional metacognitive genre awareness. The divergent results among the studies above seems to rely on task complexity. The writing tasks involved in Kim's (2014) study were TOEFL expository genre writing tasks, as were the writing tasks of the current study. However, the writing tasks in the study of Negretti and Kuteeva (2011) were the more professional and cognitively demanding research articles. Ong and Zhang (2010) claim that in EFL student argumentative writing, when task complexity is increased progressively, fluency and lexical complexity will diminish correspondingly. As they claim, it is obvious that there is a high correlation between task complexity and output of writing quality of EFL students. Flower and Hayes (1980) state that "people only solve the problems they give themselves to solve, the act of representing the problem has a dramatic impact on performance" (p.23). Furthermore, they argue that a rhetorical problem for writers is inner and private representation, which is an elaborate construction created by the writer in the act of composing. Thus, mental

representations of the task are strongly interconnected with the metacognitive awareness of students (Schraw, 1998; Wong, 2005). Negretti (2012) also reveals that when perception of the writing task is uncertain and confused by students, students' metacognitive awareness related to personal or genre-specific strategies is minimal. By contrast, and such metacognitive awareness increases when the students begin to understand the various tasks, including audience, purpose, rhetorical elements and genre specific requirements. These arguments lead us to assume that the lack of development of a personal writing process due to task complexity can hinder the progression of metacognitive genre awareness, thus negatively impacting the writing ability of students. However, a direct relationship between task complexity and the progression of metacognitive genre awareness has not been explored in the present study, thus, in a future further investigation of this relationship is recommended.

Additionally, our interpretation regarding the findings of conditional metacognitive genre awareness, is challenged by Calix (2015). He argues that it is quite unlikely for novice learners to develop conditional metacognitive genre awareness. Arguably, he states that conditional metacognitive genre awareness in novice learners seems to be somewhat conditioned by the task itself, surrounding context where the task is provided and other factors that the students face during the class. These factors include the personal need of learners to satisfy the specific rhetoric of the target genre or academic goal within a genre, to value the new genre knowledge, and to fulfill a particular goal, as well as the motivation of the learners to utilize the newly learned genre knowledge to implement academic tasks. Thus, controversy remains regarding the development of conditional metacognitive genre awareness in the present study and this too, requires further investigation in future studies.

Nevertheless, by and large, we can insist that genre based writing instruction within the SFL framework significantly impacts students, helping them to produce metacognitive genre awareness that improves the expository writing quality of EFL college students. One cause for concern is that, as explained earlier, the primary concept of the genre approach within SFL is to emphasize goal oriented and purposeful activity related to the target genre. As a result, writing activities provided in SGBWI lead students to be goal oriented in order to master the expository essay. Interestingly, there is a causal relationship between achievement goal orientation and metacognitive awareness. Barker, Dowson, & McInerney (2002) support the notion that mastery goal orientation promotes the processing of a very essential component of metacognitive awareness. The given study implies that adopting goal orientation as directed by students in terms of learning demands metacognitive strategies generating metacognitive awareness.

Goal orientation is a cognitive-affective frame, and it is established by schemata that are linked to specific academic situations (Cantor, Mischel, & Schwartz, 1982; Kaplan & Maehr, 2007; Edward, 2010). The specific academic situations, as pointed out by Edward (2010), become prototypes through the pathways of actions, thoughts and feelings of individuals, all of which function as schemata that guide achievement through goal adoption. Such situation schemata can originate from one′s culture (Maehr & Nicholls, 1980). The culture can

include specific classroom settings as sub-cultures that are the part of larger culture (Linnenbrink & Pintrich, 2001; Meece, 1991; Nolen & Haladyna, 1990; Roeser, Midgley, & Urdan, 1996; Urdan & Midgley, 2003). Also, interactions with other individuals, particularly with teachers can be regarded as the critical component of subcultures within the larger culture (Kaplan & Maehr, 2007). All these noteworthy studies indicate that our culturally appropriate SFL genre class can create the situation schemata to expedite EFL college students to be goal oriented in relation to the expository genre to foster metacognitive genre awareness, which enables the efficient production of expository essays. Thus, we propose that SGBWI is an effective way to help EFL college students to produce metacognitive genre awareness that develops the primary cognitive aspects of the students to enable them to write expository text successfully.

One of the pedagogical implications of the current study concerns the role of writing teachers in SFL genre based-instruction in the EFL contexts. This is because the result of the present study indicates that the highest level of increment of the writing score of the students in SGBWI is the second test, conducted after the Joint Construction stage and the second Deconstruction stage (see figure 9), that includes the joint writing between the teacher and the students and the feedback of the teacher based on the written texts of the students. Dreyfus and Macnaught (2013) insist that interactive support for the purpose of the shared negotiation of meaning-making in particular contexts of use is specifically required for EFL students struggling with the literacy demands of particular disciplines in tertiary studies. Dreyfus, Macnaught and Humphrey (2011) also argue that designed interaction between teacher and students during Joint Construction is the central role to apprentice tertiary students into the developing of the progression of writing regardless of the level of education. Thus, we can imply that writing teachers in EFL contexts play a pivotal role in improving the expository writing competency of EFL college students.

Furthermore, Achugar, Schleppegrell and Oteiza (2007) state that it is necessary for teachers to have knowledge about language, and tools for analyzing language, in order to understand what students should do to meet the

demands of their subject, to assist in the development of their students' literacy, and to critically analyze the texts required for the class. Aguirre-Munoz, Park, Amabisca and Boscardim (2009) also reveal that teachers who give writing instructions and feedback with SFL approaches can enhance the quality of writing performance of L2 students more successfully than teachers focusing on traditional grammar approaches in their writing class. Particularly, the present study showed that it is necessary that teachers for novice writers in the EFL contexts should include the logical metafunction , which is to express conjunctive, logical, and causal meanings to develop a given phenomenon into a sequence of such phenomena (Halliday, 1991), in the training and rubric since students of this study did not develop logical resources. Therefore, it can be recommended that English writing teachers in EFL contexts be educated within a SFL framework to instruct L2 students to become competent English writers.

This research also includes some tentative limitations. First, the result of the present study demonstrates that Deconstruction stage itself does not help the EFL college students in the contexts to improve their lexicogrmmar of the expository genre, considering surrounding teaching environment such as limited time However, if curriculum is designed differently or more explicitly during the Deconstruction stage, students' comprehension about lexicogrammar of the expository essay could be improved more by the Deconstruction stage. Second, in future studies, if the expository written texts of EFL college students can be analyzed beyond rubrics such as using corpus methods, then the more precise characteristics of the expository essays of EFL college students can be outlined. Hence, we can more clearly note the strengths and weaknesses of EFL college students in terms of composing expository essays in English, which can be reflected in English writing class at universities in EFL situations. Third, there was no systematic examination of declarative metacognitive genre awareness in this study after the Joint Construction stage, the second Deconstruction stage, and the Independent Construction stage. Consequently, it would be better to measure the level of declarative metacognitive genre awareness by the same questionnaire along with the second and final tests to ascertain a more accurate degree of students' declarative genre awareness developed throughout each instruction. Next, the reflections of the students in the blogs and emails should be analyzed using NVivo in the future study. Finally, it is also suggested that other types of instrumental tools to measure metacognitive awareness in relation to genre could be used so we can expand and refine the construct of metacognitive genre awareness fostered by students during their English writing works, and investigate how such metacognitive genre awareness relates to the development of writing of L2 students.

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 using the framework of metacognitive genre awareness. 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). Taken together, what is certain through this study is that SFL genre-based writing instruction (SGBWI) is an effective pedagogical tool to build the writing ability of EFL college students through the progression of metacognitive genre awareness (i.e. declarative, procedural and conditional). As a result, it can be said that SFL genre-based writing instruction can push the EFL novice writer toward being a metacognitive writer who can cognitively connect both reading and writing as a process of meaning making to meet the socially recognized goal of their written texts.

APPENDIX A- Model Text

Topic: Media and Celebrities

In modern society, being exposure to relevant information seems to be one of demanding social activities to be effective and communicative social members in any organization. Media is the representative technological tool to provide a piece of necessary information to the public, which it is deeply rooted in the daily of anyone as the part of life. However, such unavoidable media can not only elasticize our life but also make available us to unnecessary information. A leading aspect of the unnecessary information from the media can be about the personal lives of public figures and celebrities, which should not be publicized as much as other technical and social information. There are two reasons to support the statement.

It is not difficult to uncover the privacy of the celebrities through the media regardless of whether it would be true or not. Public figure and celebrities are regarded as a group of people whose their lives should be shared with the public, so they can entertain the public. This norm should be changed. They are also ordinary human being having weakness and strength. It can be vastly humiliated experience for them to disclose their hidden lives to the public. As a result, revealing too much personal information of the celebrities can hurt the emotional status of them and make them to choose polarized decision such committing suicide.

The children and adolescents can view the particular public figure and celebrities as heroes or heroines. Thus, the fine detail of the celebrity life can be demanded by the children and adolescents who favor them excessively. Showing positive aspects of the celebrity life to the children and adolescents can be effective life lesson for them. On the other hand, it would be harmful for the children and adolescents to discover the negative characteristic of the lifestyle of the celebrities including taking drugs and any uncontrolled behavior. It can be highly possible for the young people to copy the undesired performance of the celebrities without any rational judgments, which can soar up juvenile delinquency.

So far, this essay has argued that the media should not pay too much attention to the personal lives of famous people such as public figures and celebrities using specific reasons and details such as protecting the private lives of the celebrities and destructive effect of deleterious feature of celebrities' lives on the youth.

APPENDIX B-Questionnaire

1.   Sports

Sport (or sports) is all forms of usually competitive physical activity which, through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants, and in some cases, spectators. Hundreds of sports exist, from those requiring only two participants, through to those with hundreds of simultaneous participants, either in teams or competing as individuals.

Sport is generally recognized as activities which are based in physical athleticism or physical dexterity, with the largest major competitions such as the Olympic Games admitting only sports meeting this definition, and other organizations such as the Council of Europe using definitions precluding activities without a physical element from classification as sports. However, a number of competitive, but non-physical, activities claim recognition as mind sports. The International Olympic Committee (through ARISF) recognizes both chess and bridge as bona fide sports. SportAccord, the international sports federation association, recognizes five non-physical sports, although they limit the amount of mind games which can be admitted as sports.

2.   Mass Media

The mass media are diversified media technologies that are intended to reach a large audience by mass communication. The technologies through which this communication takes place varies. Firstly, broadcast media such as radio, recorded music, film and television transmit their information electronically. Print media can be seen as one of the tools of the mass media which use a physical object such as a newspaper, book, pamphlet or comics,]to distribute their information. Outdoor media is also a form of mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses. Other outdoor media include flying billboards (signs in tow of airplanes), blimps, and skywriting. In recent times, the most prevalent form of the mass media occurs through Internet media that provides many mass media services. These are email, websites, blogs, and internet based radio and television.

3.   My brother's game

My brother is an athletic guy. He likes to watch sports on television, but he loves playing sports even more. His favorite sports I soccer because it requires team work. He enjoys working with other players. He is in two leagues. One of the leagues is just for fun, so he can mess around with other with our cousins and friends. The other league is more serious. He has to keep himself in good condition. There are regular practices, and they work on special plays. Basketball is another of his sports. He likes baseball even though he is not so skillful. He and his friends joke while they play and have a good time. He also likes swimming, but he does not swim in competitions. Mainly he swims to stay in shape for soccer. Playing sports is the thing that he enjoys most, and he especially likes soccer because he feels happy when he and his team play well together.

4.   Media and Celebrities

In modern society, being exposure to relevant information seems to be one of demanding social activities to be effective and communicative social members in any organization. Media is the representative technological tool to provide a piece of necessary information to the public, which it is deeply rooted in the daily of anyone as the part of life. However, such unavoidable media can not only elasticize our life but also make available us to unnecessary information. A leading aspect of the unnecessary information from the media can be about the personal lives of public figures and celebrities, which should not be publicized as much as other technical and social information. There are two reasons to support the statement.

It is not difficult to uncover the privacy of the celebrities through the media regardless of whether it would be true or not. Public figure and celebrities are regarded as a group of people whose their lives should be shared with

the public, so they can entertain the public. This norm should be changed. They are also ordinary human being having weakness and strength. It can be vastly humiliated experience for them to disclose their hidden lives to the public. As a result, revealing too much personal information of the celebrities can hurt the emotional status of them and make them to choose polarized decision such committing suicide.

The children and adolescents can view the particular public figure and celebrities as heroes or heroines. Thus, the fine detail of the celebrity life can be demanded by the children and adolescents who favor them excessively. Showing positive aspects of the celebrity life to the children and adolescents can be effective life lesson for them. On the other hand, it would be harmful for the children and adolescents to discover the negative characteristic of the lifestyle of the celebrities including taking drugs and any uncontrolled behavior. It can be highly possible for the young people to copy the undesired performance of the celebrities without any rational judgments, which can soar up juvenile delinquency.

So far, this essay has argued that the media should not pay too much attention to the personal lives of famous people such as public figures and celebrities using specific reasons and details such as protecting the private lives of the celebrities and destructive effect of deleterious feature of celebrities' lives on the youth.

● Examine the audience and purpose of the reading. Respond to the questions and statements below.

1. Where would you expect to find each reading? (Choose all that apply)

1) In a newspaper

2) In a professional magazine

3) In an academic journal

4)

2. What is the purpose of the each reading?

1) To argue for taking action or to support a point of view

2) To tell a story

3) To classify and describe a phenomenon

3. What is genre of each reading?

1) Exposition   2) Taxonomic report   3) Narrative

4. Identify any distinct key grammatical pattern and lexicogrammatical patterns that distinguish one text from another (e.g. use of tense modality, etc.)

APPENDIX C-Rubric 1

<table>
<tr><td colspan="3">Evaluation Sheet</td></tr>
<tr><td colspan="3">Please use the following criteria and evaluate the compositions.</td></tr>
<tr><td></td><td></td><td>level criteria</td></tr>
<tr><td rowspan="2">Genre</td><td>Genre consideration</td><td>5   Excellent to good: relevant to the assigned topic, shows consideration of audience and genre

4   Good to average: mostly relevant to the assigned topic, shows some consideration of audience and genre

2-3   Fair to poor: not very relevant to the assigned topic, not show consideration of audience and genre very much

0-1 Very poor: not relevant to the assigned topic, not show consideration of audience and genre at all, Or not enough to evaluate</td></tr>
<tr><td>Macro structure</td><td>5   Excellent to good: idea clearly stated and supported, well-organized, logical sequencing

4   Good to average: loosely organized but main ideas stand out, somewhat logical

2-3 Fair to poor: ideas confusing or disconnected, lacks logical sequencing

0-1 Very poor: does not communicate, no organization, Or not enough to evaluate</td></tr>
<tr><td rowspan="4">Register</td><td>Content</td><td>5   Excellent to good: knowledgeable, substantive, thorough development of thesis

4   Good to average: some knowledge of the subject, adequate substance, limited development of thesis

2-3   Fair to poor: limited knowledge of the subject, little substance, inadequate development

0-1 Very poor: not show knowledge of the subject, non-substantive, Or not enough to evaluate</td></tr>
<tr><td>Micro structure</td><td>5   Excellent to good: fluent flow, detailed description

4   Good to average: somewhat fluent flow, somewhat detailed description

2-3 Fair to poor: choppy, ideas not connected well, few or no details

0-1 Very poor: does not communicate, Or not enough to evaluate</td></tr>
<tr><td>Language range and complexity</td><td>5 Excellent to good: effective complex construction, sophisticated range of vocabulary, effective word/idiom choice and usage

4 Good to average: effective but simple construction, adequate range of vocabulary, somewhat effective word/idiom choice and usage

2-3 Fair to poor: limited range of construction and/or vocabulary

0-1 Very poor: no mastery of sentence construction and/ or little knowledge of vocabulary, Or not enough to evaluate</td></tr>
<tr><td>Language errors</td><td>5   Excellent to good: Few errors in sentence constructions and/or word choice/form

4   Good to average: minor problems in sentence constructions and/or word choice/form

2-3 Fair to poor: major problems in constructions and/or word choice/form

0-1 Very poor: no mastery of English construction and/or vocabulary, Or not enough to evaluate</td></tr>
</table>

Total score:_____ /30

APPENDIX D-Rubric 2

Genre	Text level	Sentence level	Word level
Expository Purpose: to argue for taking action or to support a point of view			
Field (Ideational resources)	Field is identifiable with adequate genre stages(i.e. Thesis, arguments and reiteration) **0-4 points**	Sentence include abstract nominal groups that name arguments and expanded nominal groups that condense information **0-3 points**	-Verbs that link nominal structures to construct abstractions and generalizations -Technical and abstract vocabulary used with appropriate collocations and transitivity **0-3 points**
Tenor (Interpersonal resources)	Declarative mood **0-4 points**	-Impersonal voice -Explicit and implicit objective stance -Sentence include nominalization and relational processes that enable evaluation **0-3 points**	-Third person to realize impersonality -Control of modality **0-3 points**
Mode (Textual resources)	-Cohesive links -Resources for shifting from abstract to concrete in presenting and arguing for a thesis **0-4 points**	Sentences include; -Thematic choices that structure information so that key points are highlighted -Clause combining choices that enable condensation of information -High lexical density through grammatical metaphor **0-3 points**	-use of conjunctive resources to create cohesive links **0-3 points**

Total score: ____/30

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