Impact of Expository Text Patterns Manipulation on Iranian EFL Learners' Expository Text Writing

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Abstract

The focus of the current study was to investigate the impact of expository patterns instruction on expository writing development among Iranian intermediate EFL learners within gender and level of proficiency. Accordingly**,** 125 male and female learners out of 250 EFL learners nested in five groups, intact institute classes, were selected based on PET (Preliminary English Test) scores. Participants were male and female learners divided into four experimental groups and a control group. Having gone through a factorial quasi-experimental research design and the statistical analysis procedures analysis of covariance and MANOVA**,** the study yielded the following results :(a) The subjects, who had the opportunity to receive expository patterns instruction as the treatment of the study, outperformed the subjects with lack of treatment. Therefore, the researcher came to the conclusion that the application of expository patterns manipulation had a greater meaningful effect on the writing performance of EFL learners. (b) The findings also indicated that male groups outperformed female groups in their achievements in term of writing development processes. (c) The expository patterns scores are similar for students with different proficiency levels of low and high intermediate levels; leading to the conclusion that writing expository texts through expository patterns was not affected by the levels of proficiency. The findings of this research will have significant outcomes for the learners, teachers as well as material developers and syllabus designers.

Keywords: Expository text, Expository text patterns, Expository writing, EFL learners.

INTRODUCTION

As students' progress they are faced with the task of writing. The material, presented in classes such as science and social studies is expository in nature and qualitatively different from narrative texts. Expository text is defined as writing intended to present to a reader information about theories, predictions, persons, facts, dates, specifications, generalizations, limitations, and conclusions (Slater & Graves, 1989). Whit regardless of the numerous terminologies in this case, awareness refers to a student's ability to identify and use an author's structural pattern to comprehend and compose expository text. Armbruster et al, (1987) suggested that students may struggle with expository text because they are

unable to infer text patterns. Students may lack prior knowledge and schemas for expository text due to the heavy reliance on narrative text. As a result, research has revealed that students often have difficulty learning from expository text (Armbruster et al 1989). Griffin & Tulbert (1995), for instance, holded that research suggests that students receiving explicit instruction in expository text structure are better able to use text structure when reading, writing, speaking, and sometimes in activities or events in everyday life. Indeed, students need to know how to write before they are asked to actually write. According to Grabe "Discourse, or text structures can be understood as knowledge structures or basic rhetorical patterns in texts." Many students are unaware of the structural organization of texts, especially expository text and face many problems while reading such texts. Considering the fact that most academic texts are expository in nature, making students aware of expository text structure seems to be a necessity.

Basically, when students entering school do not have writing skills needed to succeed especially with expository text. These findings are discouraging because a dominant feature in content-area instruction and success in higher education is the reliance on expository text to teach the content. Research has also indicated minimal expository text instruction occurs during school. Dynan et al (2008) found that students spent only 3.6 minutes each day learning from expository text. Pressley et al. (1996) found that teachers using expository text in only 6% of their writing instruction. They noted that very little writing instruction occurred even with social studies text. For this reason, researchers have recommended that expository text instruction should include explicit instruction in order to develop expository text writing strategies (Bonnie Dee Reed, 2005). In addition, researchers propose that explicit expository writing instruction should occur at the elementary level.

However, beyond these few given examples, the concept of "text features" remains vague and undefined. This lack of clarity creates the problem of how students can be taught to distinguish between features when the features themselves are not well defined. One question that addresses this problem is, what definition of text features can be determined from an examination of the varieties of text features embedded in expository texts of various formats, and what are some research-based instructional approaches for teaching those features? So, the purpose of this study is to determine whether instruction on expository text patterns enhances learners' expository text writing.

To achieve the goal of the current investigation, the following research questions were addressed:

RQ1. Does expository text patterns manipulation affect the learners' expository text writing performance?
RQ2. Is there any significant difference between the performance of male and female of Iranian intermediate EFL learners in their writing development after the instruction?
RQ3. Is there any significant difference between instruction through expository patterns and conventional instruction on the writing development of Iranian intermediate EFL learners?

Therefore, this research is important because will provide new insights into the educational benefit of expository text patterns specifically on expository writing. Through this research, the teachers will further promote to teach expository text patterns in English classes and it advances teachers' understanding of how to improve learners' expository text writing. Moreover, the analysis that is presented in this study will convey valuable information for future research that will explore the various educational benefits of expository text patterns.

LITERATURE REVIEW

Expository writing provides information, explanation, instruction, clarification, and definition through logical analysis. According to Englert et al(1988), it goes beyond the experience of sight, sound, smell, and taste; it is, in fact, the experience of the writer's thought.

Characteristics of expository text include (a) its *structure*, the way in which ideas of a text are interrelated to convey a message to a reader (Meyer & Rice, 1984; Meyer, 1985), and (b) its *patterns*, the possible organizational styles of a text. Ghaith & Harkouss (2003) identified five major expository text patterns: description, illustration, sequence, persuasion, and functional.

Other scholars (Englert et al, 1987) have identified similar patterns, although names vary in the literature. The characteristics of expository text play a critical role in what is referred to as *awareness* of text structure. Similar terms are *familiarity* (Weaver & Kintsch, 1996), *sensitivity*, and *knowledge* (Englert et al, 1987; Mosenthal & Pearson, 1991). Regardless of the terminology, *awareness* refers to a student's ability to identify and use an author's structural pattern to comprehend and compose expository text. Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on the accepted "facts" about a topic, including statistics or other number-based evidence. Examples of expository writing: textbooks, how-to articles, recipes, new stories, and business, technical, or scientific writing.

Mostly, this type of writing is used in academic writing, at high-school, university, or other pedagogical settings. Harste & Burke (1979) investigated the effectiveness of the writing strategy, plan and write, on the expository writing ability of the students. The results indicated that while the plan strategy had a positive effect on all students, the write strategy just showed a positive effect on half of the students. In another study, Hariyati (2018) studied the impact of concept mapping on EFL learners' expository writing and found its positive effect on the learners' expository writing skill at the intermediate level. By using a propositional analysis of text into a hierarchically organized tree structure called the "content structure," Meyer et al (2001, p. 23) found that passages can be classified into five basic types of expository prose, depending on differences in the top-level structure in the content structure. These five types are: collection, description, causation, problem/ solution, and comparison .

According to Meyer and Rice (1984), the collection type is simply a grouping or listing of ideas, concepts, or events which are associated in some manner. If the ideas are associated by sequence, the listing becomes more organized, for instance, a listing of historical events sequenced by time of occurrence.

The second type, description, is a specific type of grouping by association in which one element of the association is subordinate to another, that is, to the topic. The description gives more information about a topic by presenting an attribute, specification, or setting. The third type, causation, is a grouping of ideas both by chronological order and by causal relationship, for example, the if-then statements, the cause-effect statements. The fourth type, problem-solution, has all the components of cause-effect with the additional component of overlapping content between propositions in the problem and solution, whereas the fifth type, comparison, is organized on the basis of opposing viewpoints. Among the five discourse types, causation, comparison, and problem-solution are more tightly organized, while collection and description are more loosely organized.

An expository text involves a concise view of a complex issue, content, or written work. Moreover, certain elements become significant in expository texts. They are an organization, classification, comparison, and solution. The topic also plays an important role in the outlook of the text. The organization of the content allows the writer to order and sequence various goals and arguments. Classification provides the basic structure through separate paragraphs and subtopics. To represent a good understanding of the topic, the writer can compare different aspects of the text. Solutions are usually addressed after the reader is given a thorough overview of the content and the problem. All of these elements are equally important if you want to write an expository text.

METHODOLOGY
Research Design
In the current investigation, the researcher used mixed-method approach or triangulation technique. To this aim, firstly quantitative data collect by using pre and post-tests, then qualitative data are gathered to see whether they support the quantitative results or not. Finally, by using triangulation technique, results of two parts are reported.

This research adopted a research method that combines both quantitative and qualitative approaches. Expository writing scores, interview, note taking, Q and A(question & answer) were used to create a multidimensional view of the use of expository patterns knowledge in writing expository text. As a quantitative approach, the present research is quasi-experimental and attempts to give an experimental group treatment on expository patterns manipulation and to objectively assess the effect by looking at expository writing scores. Regarding a qualitative approach, a narrative research method, namely, interviews were used to obtain views and experiences of expository writing in L2 from both experimental and control groups. This research follows Triangulation, the Design in which quantitative and qualitative data are collected and analyzed concurrently and merging the two sets of data. The sequential explanatory design adopted is the most straightforward design among mixed methods and is used extensively in applied linguistics research. In this mixed methods design, the emphasis was placed on quantitative data. Then, we first collected the quantitative data, supplemented with face-to-face interviews with participants.

Pilot Study
A sample of 125 students was chosen randomly from some of an institute in Kermanshah. The sample was equally divided into five groups, four experimental groups and one control group. The following table distributes the sample of the study.

Table 1
The Distribution of the Sample Groups

Group	Experimental	Control	Total
5	100	25	125

Participants

In the current investigation among the population of 250 students in some of an institute in Kermanshah 125 students were selected as the participants of this study. The participants who took part in this study were intermediate Iranian EFL learners included both male and female differed in terms of age with the average age range of 18. They were 25 male and 100 female learners they were studying English as a foreign language in the language institute Gam and Jahesh and kasra in Kermanshah Iran. Most of them had English learning experience for 4-5 years. They come from two language background Kurdish and Persian.

It should be mentioned that gender was considered as moderator variable in this study so, its potential influence on results has been separately taken in to consideration. Students were grouped according to their general L2 proficiency level, which were determined by students' enrollment in English classes held in language institutes on previous term. It was important to achieve maximum possible and homogeneity among the learners of five groups regarding their general English proficiency and reduce the threats to reliability. Therefore, a complete PET (preliminary English Test) test was administered at the beginning of the study to make sure they are on the right level, namely low and high intermediate. Regarding to the learners' scores distribution, 125 out of 250 subjects whose scores fell one standard deviation above and below the mean was chosen as the main subject of this study.

The level of learners were identify based on the results of the language proficiency test (PET). Those learners whose scores were below the mean score were taken as low and those whose scores were above the mean score as high intermediate. After score determination, the participant was randomly assigned into five general groups, one control and the four experimental groups in which both high and low levels of proficiency learners were included. The final pool of participants consisted of 125 (25male and 100 female) earners. Then the learners were randomly assigned into four experimental groups (C/E, Com/Con, Seq, and Pro/Sol.) and one control group. The experimental groups were received instruction on the use of manipulation of expository texts patterns. In the experimental groups different patterns of expository texts were taught; while, in the control group the same texts were studied without teaching their structures. It is also worth mentioning that the experimental and control groups of the study were not divided into high and low learners during study.

Instruments

Individual background questionnaire (IBQ)

In order to collect additional information on the individual background of the participants, the researcher designed the individual background questionnaire (IBQ). It contains the items related to demographic information of the participants for example (age and gender).

language proficiency test (PET)

In order to homogenize the participants and determine their proficiency levels learners on the right level of proficiency, namely, low and high intermediate the researcher administered the Preliminary

English test (PET) developed in 2015. It covers the four main language skills: reading, writing, listening and speaking, using material from real-life situation.

Reading section has five parts and 35 reading comprehension questions, while writing section consists of three parts and seven questions. The participants are expected to comprehend and be able to use vocabulary and structure correctly in 1-hour and 30-minutes. In the Listening section which lasts 30-minutes, the participants are supposed to follow and understand a range of spoken materials including announcements and discussion about everyday life. This section includes four parts with 25 questions. In the speaking section which includes four parts and takes 10 - 12 minutes, the participants have to show their spoken English by taking part in conversation, asking and answering questions. After score determination, the results were analyzed and the mean and standard deviation were calculated. Then, the scores which were one SD above and one SD below the mean were excluded. Following the administration of PET, 125 participants out of 250 learners whose scores fell between one standard deviation above and below the mean were assigned as the main participants of the study. Those students whose scores were below the mean score were taken as low and those whose scores were above the mean score as high intermediate purposively. Then the participants were randomly assigned to one control group and four experimental groups.

A pre-test

The third instrument was a writing test. In order to find out the performance of the participants on writing expository text before the treatment, the participants were given the pre-test. test of writing essay was administered to all 125 subjects in experimental and control groups prior to the treatment to check any significant difference in groups in terms of their writing ability. The participants were asked to write an essay about (250 – 300) words in 60 minutes based on their own knowledge and experience on a topic.

A post -test

In the 10th session, the participants in all five groups were asked to write an essay about (250 - 300) words in 60 minutes based on the knowledge and experience on a topic given to each group which served as the post- test. Therefore, in the last session, the post-test was administered to both control and experimental groups.

Rating scales

The writing section of the PET test was rated by two raters according to the rating scales provided by Cambridge General Mark Schemes. The inter-rater reliabilities were calculated on the basis of ratings done by both raters. Since there was an acceptable consistency between the two raters, the researcher went through the same procedure for the main participants. After making sure of internal consistency between the two raters, the obtained score of each subject was considered as the average of the scores given by the two raters.

Analytic scoring methods
Analytic scoring procedures require readers to judge a text against a set of criteria seen as important to good writing. The fact that raters must give a score for each category helps ensure features are not collapsed into one and so provides more information than a single holistic score. Analytic scoring more

clearly defines the features to be assessed by separating, and sometimes weighting, individual components and is therefore more effective in discriminating between weaker texts.

Context of the study for the control group

In control group the teacher used conventional writing instruction which was an instructor -centered model. In this model the instructor provided and controlled content, while the students were more passive recipients of information. It means that according to the text book students had some writing exercises every session which they did in the class and every session they had to do a homework assignment on a piece of paper and deliver it to their teacher the next session. They received delayed feedback which means learners get no feedback from teacher until they finish all the problems in the activities, where upon they receive worked out solutions to all of the problems. The condition of control group was exactly like the experimental groups but students in the control group did not receive treatment in all process of essay writing in the classroom. The teacher first explained and taught them how to write an essay. Topics were discussed in the class and all procedures of writing were followed by the teacher, then students were asked to hand in their work. All their writing was corrected and necessary comments were given on their final drafts with a red ink by the teacher.

In control group, participants had to perform writing process individually without receiving any treatment or support from their teacher in all process of essay writing in the class. Every session the teacher provided a topic and asked the students to write an essay. They should have finished it in the specified time (40 minutes). The finished essay was presented as read aloud for the students in the class and they could do further revisions at home and hand the final fair essay next session to the teacher. Next session the teacher collected the papers. The teacher emphasized correct spelling, appropriate use of grammar and Lexicon, and a good range of vocabulary as the elements of a good writing product. The teacher limited her instruction and feedback to either explicit or implicit procedures, though both types were used in addition to other techniques like translation of the difficult words and forms to the learners' native language.

Inter rater reliability

Of all the responses collected, 20% percent of all the responses collected for each variable was randomly selected to measure the inter- scorer agreement. Both the first and second raters scored the selected tests independently and then compared their results. Disagreements were resolved through discussions, followed by a new round of independent scoring and comparison. An inter-rater reliability agreement of 95% was achieved through multiple rounds. Thereafter, two raters divided the remaining response sheets and is scored them independently.

Statistical Data Analysis

Inferential statistics will be used to test the listed hypotheses of this research. Statistical computations were conducted using the statistical package for the social science (spss) version 20 software. The data scores were analyzed to find the relationship between the independent variables and dependent variable by using analysis of covariance and post –hoc and MANOVA for comparing the pre-test and post-test found in spss software.

RESULTS

Descriptive statistics of groups

Being assured that the students belonged to the same population, they were randomly assigned as four experimental groups and one control group. The control group was instructed through the conventional method and the experimental groups were under expository text patterns teaching, both for ten sessions. As it was mentioned previously, the test used for pre-test, was administered to both groups simultaneously at the end of the experiment.

Table 2

Descriptive statistics of groups

		Frequency	percent	Valid Percent	Cumulative percent
Valid	control g.	25	20.0	20.0	20.0
	Exp.g.1 (c/c)	25	20.0	20.0	40.0
	Exp. g.2(c/e)	23	18.4	18.4	58.4
	Exp.g.3 (p/s)	26	20.8	20.8	79.2
	Exp.g.4 (seq)	26	20.8	20.8	100.0
	Total	125	100.0	100.0	

Table 2 above shows the frequency of each group. It indicates 25 persons equal % 20 of participants are in control group, 25 persons equal % 20 of participants are in experimental group 1(c/c), 23 persons equal %18.4 of participants are in experimental group 2 (c/e), and 26 persons equal %20.8 are in experimental group 3(p/s) and 26 persons equal %20.8 in experimental group 4 (seq). Table 3 below shows the frequency of gender of participants that indicates 25 persons equal %20 of participants in this study are male and 100 persons equal %80 are female.

Table 3

Descriptive statistics of gender

		Frequency	percent	Valid Percent	Cumulative percent
Valid	Male	25	20.0	20.0	20.0
	Female	100	80.0	80.0	100.0
	Total	125	100.0	100.0	

Descriptive Statistics for pre-test

An essay writing with the topic from 501 Writing Prompts was prepared as the pre-test to evaluate the participant's expository writing ability before the pedagogical intervention. As the results of table (4) indicated the mean of the pre-test for group1 is 13.12 with the sd of 1.61 and group 2 is12.13 with the sd of 1.79 and group 3 is 12.26 with the sd 1.58 and group 4 is 12.61with the sd 2.19 and for control group the mean with sd of 2.01 is12.08.

The pre-test results revealed that the two groups were not so different. This is, of course confirmed by inferential statistics shown in the above table. That is the two groups were not different in their overall expository writing ability before the pedagogical intervention.

Table 4

Descriptive Statistics for pre-test

	Group	N	Mean	Std. Deviation
	Control	25	12.0800	2.01908
	Exp. g.1(c/c)	25	13.1200	1.61555
pre-test	exp. g.2(c/e)	23	12.1304	1.79150
	exp. g.3(p/s)	26	12.2692	1.58890
	exp. g4 (seq)	26	12.6154	2.19229

Descriptive Statistics for post-test

When the treatment period was finished, the researcher administered writing post-test and calculated the student's writing post-test descriptive statistics in both experimental groups and control group. As the results of table (5) indicated the mean of the post-test for group1is18.40 with the sd of .64550 and for group 2 is 17.26 with sd of .96377 and for group 3 is 17.46 with sd of 1.36325 and for group 4 is 17.84 with sd of 1.04661 and for control group the mean with sd of 1.24097 is13.96 which showed that the experimental groups performed better on the post-test.
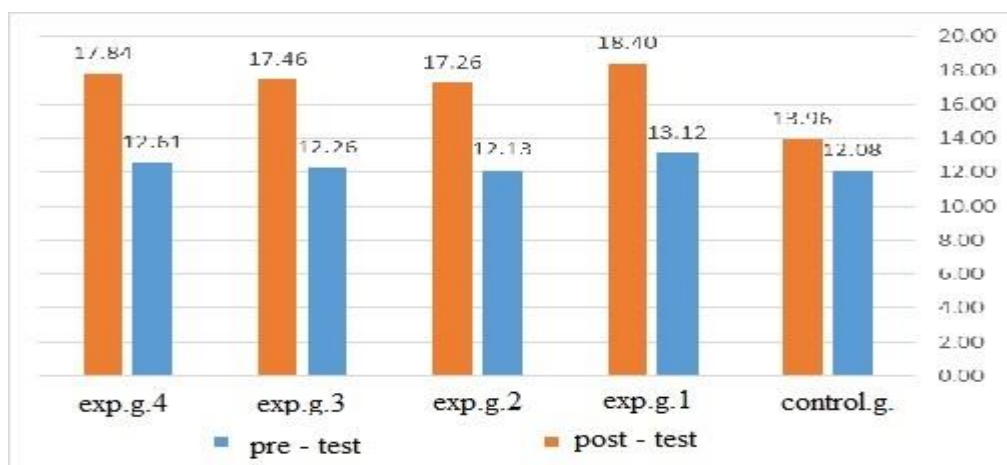
Table 5

Descriptive Statistics for post-test

	Group	N	Mean	Std. Deviation
	Control	25	13.9600	1.24097
	exp. g.1(c/c)	25	18.4000	.64550
post-test	exp.g.2 (c/e)	23	17.2609	.96377
	exp. g.3 (p/s)	26	17.4615	1.36325
	exp. g4 (seq)	26	17.8462	1.04661

4.1.4-Graphical difference of pre and post-test

Concerning the means of expository text patterns manipulation across the two administrations of the tests, the means for the pre –test are significantly lower than means of the post-tests. This issue also can be seen in Figure 1.

Fig 1. Graphical Representation of pre and post -test

Inferential statistics and hypothesis testing

Distribution of data test

To check the hypothesis, it is necessary to ensure the statistical distribution of the data. Table 6 shows that the Sig. level of all variables is greater than 0.05, so there is a normal distribution and the researcher can use parametric tests.

Table 6

Distribution of data test

Variable test	Sig	result
Pre-test c.g.	0.06	Normal distribution of data
Post-test c.g.	0.09	Normal distribution of data
Pres-test E.g.	0.07	Normal distribution of data
Post –test E.g.	0.11	Normal distribution of data

The hypothesis testing

In The first null hypothesis of the study, with regard to the performance of the different experimental groups of this study, it was expected that the means of four experimental groups (comp./con – pro. /Sol.-sequ. and cause / eff.) receiving expository text patterns as the treatment would not significantly differ in the pre and post-tests, compared with the means of their counterpart control groups.

The result of the post-test MANOVA shown in table 4.5 reveals that the difference between the two groups was highly significant. In this case the P value was significantly lower than 0.0001. so, the results indicate that the treatment had positive effect and expository writing of experimental groups was improved which was absent from the control group. Therefore, the null hypothesis that the mean scores of

the experimental groups (comp./con – pro. /Sol.- sequ. and cause / eff.) and that of the control group were not different was rejected.

As the table 7 depicts the mean of the scores in the post-test of expository writing in the experimental groups with the instruction through expository text patterns manipulation is significantly much more than the mean of the scores in the control group with the conventional instruction. The experimental groups, was received expository patterns in their writing sessions outperformed the control group which were given conventional writing instruction. Their writing mean scores increased drastically E.g.1(com/con) from 13.12 to 18.40, E.g.2(cas. /E.) from 12.13 to 17.26, E.g.3 (pro. / sol.) from 12.26 to 17.46 and E.g.4 (sequ.) from 12.61 to 17.84 whereas the control group mean rose from 12.08 to 13.96 which is much lower than that obtained in experimental groups difference and the meaning fullness of difference show the expository patterns mechanisms which were provided for the experimental groups were much more conducive and beneficial to EFL learners' expository writing ability. The findings, therefor, indicated that the experimental groups had better writing development from pre- to post-test compared to control group of this study.

Table 7

Multivariate Tests for first null hypothesis

				Error df	sig.	Squared	
Factor	Pilla's Traace	.864	759.130[b]	1.000	120.000	.000	.864
	Wilks' Lambda	.136	759.130[b]	1.000	120.000	.000	.864
	Hotelling's Trace	6.326	759.130[b]	1.000	120.000	.000	.864
	Roy's Largest Root	6.326	759.130[b]	1.000	120.000	.000	.864
Factor 1 Q 1	Pilla's Traace	.353	16.371[b]	4.000	120.000	.000	.753
	Wilks' Lambda	.647	16.371[b]	4.000	120.000	.000	.753
	Hotelling's Trace	.546	16.371[b]	4.000	120.000	.000	.753
	Roy's Largest Root	.546	16.371[b]	4.000	120.000	.000	.753

Among the four multivariate tests, Wilks' Lambda, which is the most commonly reported statistics, is given attention. Since the value for Wilks' Lambda was 0.64, with the Sig. level for Wilks' Lambda of 0.0001, which was less than an alpha level of 0.05, this means that the means in pre-test and post-test   were statistically significant. The value of Partial Eta Squared obtained in this study was 0.75. This means that there was a change in the writing performance across test, that is, the expository text patterns manipulation affected the expository writing of the participants. In summary, a mixed between-

within subject's analysis of variance was conducted to assess the impact of one intervention (the teaching of expository text patterns) on participants' scores on expository writing, across two time periods (pre-intervention and post-intervention). There was significant interaction between the instruction and the test, Wilks' Lambda=0.64, $F_{(4, 120)}$ =16.37, p<.01, partial eta squared= 0.75.

Table 8

Tests of between -Subjects Contrasts

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	27009.853	1	27009.853	18409.136	.000	.994
Q1	106.636	4	26.659	18.170	.000	.377
Error	176.064	120	1.467			

For testing the second null hypothesis, we compared the descriptive statistics related to the scores of men and women. As the table 9 depicts the mean of scores in the post-test of male learners is significantly more than the mean of scores of female learners .The result reveals that there is a statistically significant difference between the scores obtained from the two groups , therefor, the null hypothesis that between the performance of male and female of Iranian intermediate EFL learners in the expository writing after the instruction through expository text patterns manipulation were not different was rejected .This means that there is a significant difference between the performance of male and female of Iranian intermediate EFL learners in expository writing after the instruction through expository text patterns manipulation . For comparison and investigation the significant difference that above mentioned the adjusted mean and standard deviation of the male and female groups in the expository writing were shown in table 9 .As the table 9 shows the mean of scores in the post-test in a male group 18.40 is significantly much more the female group 16.64 .The mean difference in table 10 is 1.76 , that indicates there was statistically significant difference between performance of male and female of Iranian intermediate EFL learners in this study.

Table 9

Comparison of the post –test mean scores of genders using T-test

	gender	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Male	25	18.4000	.64550	12910
	female	100	16.6400	1.94635	.19464

Table 10

T-test for equality of means

		F	sig	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the ... Lower	95% Confidence Interval of the ... Upper
	source	Factor 1		Type III Sum of Squares	df	Mean Square	F	Sig.		
Equal variances assumed		22.005	.000	4.449	123	.000	1.76000	.39563	0.97688	2.54312
Equal variances not Assumed				7.536	114.140	.000	1.76000	.23356	1.29733	2.22267

(Left margin label: Post-test Post-test)

For testing the third null hypothesis, in summary, a mixed between-within subjects analysis of variance was conducted to assess the impact of one intervention (the teaching of expository text patterns) on participants' scores on expository writing, across two time periods (pre-intervention and post-intervention). There was significant interaction between the instruction and the test, Wilks' Lambda=0.64, $F_{(4, 120)} = 16.37$, p<.01, partial eta squared= 0.75.

Table 11

Multivariate Tests

factor	Pilla's Traace	.864	759.130[b]	1	120.000	0.000	0.864
	Wilks' Lambda	.136	759.130[b]	1	120.000	0.000	0.864
	Hotelling's Trace	6.326	759.130[b]	1	120.000	0.000	0.864
	Roy's Largest Root	6.326	759.130[b]	1	120.000	0.000	0.864
Factor 1 Q 1	Pilla's Traace	.353	16.371[b]	4.	120.000	0.000	0.753
	Wilks' Lambda	.647	16.371[b]	4	120.000	0.000	0.753

Hotelling's Trace	.546	16.371[b]	4	120.000	0.000	0.753
Roy's Largest Root	.546	16.371[b]	4	120.000	0.000	0.753

Table 12 displays that the Sig. value of 0.0001 was less than an alpha level of 0.05 and hence it was concluded that one group of two groups had significant difference in mean of expository writing.

Table 12

Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	27009.853	1	27009.853	18409.136	.000	.994
Q1	106.636	4	26.659	18.170	.000	.377
Error	176.064	120	1.467			
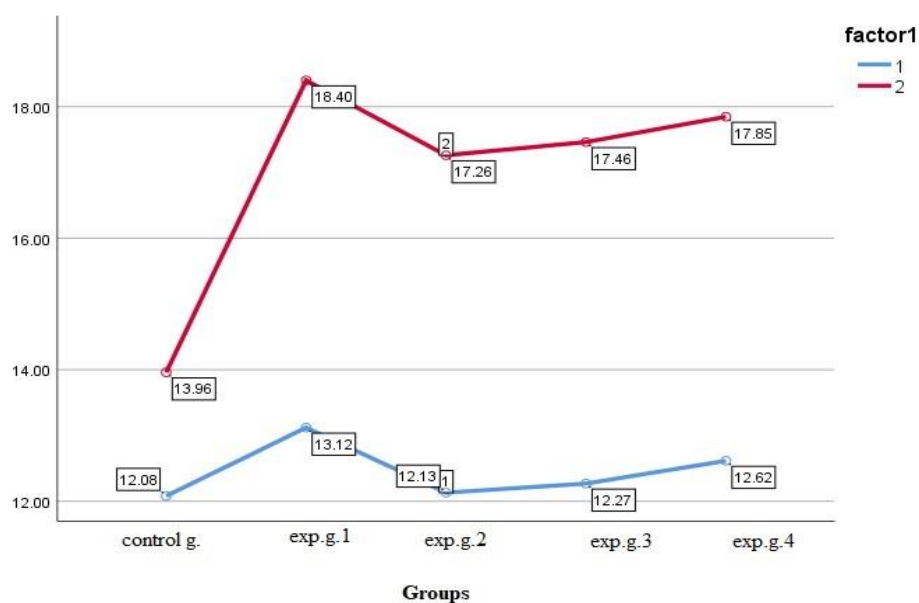
Fig 2. Profile Plot for pre and post –test of five groups

DISCUSSION AND CONCLUSION

The results of this study investigated there was no significant difference between the two groups of intervention and the control at the beginning of the research. This is the optimal situation whereby the researcher liked to start the research treatment (expository text patterns manipulation) for the intervention groups and follow a conventional method of teaching writing for the control group. After the intervention

program was accomplished, an independent sample t-test was applied at the posttest level to compare the participant's performances in the two groups of control and experimental to prove the effectiveness of the training program. Although both groups showed an increase in their performance mean scores, the learners in the intervention groups tended to consistently show higher scores than the control group .

The results showed that Mean of the performance on the expository writing posttest is significantly different from each other, and experimental groups performed better on the post-test. Moreover, the results of the t-test revealed that there was a significant difference between the two groups. In other words, the treatment enhanced expository writing ability of the learners in the intervention groups while the little growth observed in the control group was due to the frequency of the writing practice that they had received.

In this study, briefly Three lines of investigation, were pursued the first of which was acting as an umbrella term for the two other sub-lines. The major research question of this study is the overall influence of expository text patterns manipulation as an instructional technique on the expository writing development of intermediate learners that shape the main body of the study and was serving as a general purpose of the study.

The two further sub-lines of investigations were defined within the first major research question being concerned with gender and proficiency level (low and high) respectively. In other words, first the researcher tried to understand whether the application of expository text patterns significantly promoted the expository writing ability of Iranian intermediate EFL learners. Next, she tried to identify the significance of the gender variable and see if gender at all was influencing the writing development. if so, which gender surpassed the other and benefited more from the treatment. Third the role of proficiency level was put on the scrutiny to consider if it had a significant effect on expository writing development. Similar to the second line of investigation once any difference noticed the data was analyzed to identify which proficiency level and to what extend outperformed the other.

By recapitulating and looking back at the statistical procedures and the results one can clearly observe the sharp differences in the improvements of the experimental groups. In fact, the MANOVA indicated that the exp erimental groups significantly outperformed the control group and greatly benefited from the treatment. The results of implementation of expository text patterns manipulation techniques in two classes of male and female group clearly showed improvements in learners expository writing and led to the rejection of the null hypothesis postulated that teaching through expository patterns provide a better learning context for EFL learners' expository writing ability compared to those of the conventional method. In contrast the improvements of the control groups were not significant.

The results of the study supported the initial predictions that expository patterns have a positive effect on learners' expository writing development. These findings are in line with the previous studies confirming the claim expository patterns can promote internal individual learner variables like motivation and in this it can lead to learner's full engagement. As well as it supports superiority of using social and collaborative techniques in learning contexts. This general influence of expository patterns was confirmed to be highly significant in improving the writing ability of experimental groups of male and female learners of the study. Furthermore, the influence of expository text patterns manipulation was confirmed with improving the writing ability of the subgroups of low and high level of proficiency by

using statistical analysis and technical procedure. The control group almost constant after administration of the Post-test due to receiving no expository writing as the treatment.

In conclusion one of the primary benefits of instruction through expository patterns is that it engages the learner. The learner does not passively listen to information presented instead through teacher prompting the learner builds on prior knowledge and forms new knowledge. In working with students who have low self-esteem and learning disability it provides an opportunity to give positive feedback to the students. This leads to into another advantage of expository patterns in that done properly instruction through expository patterns motivates the students so that they want to learn. It is also worth mentioning that the dialogic interaction in the experimental context helps the learners to move from other regulation to self-regulation from the dependency on others to independency (Aljaafreh & Lantolf, 1994).

Another important finding was that expository patterns facilitated the learners' learning procedure in general and aided in the improvement of different abilities in particular. Stimulated by the opportunities provided by the teacher and with heightened self-confidence and minimize the level of frustration of learners the EFL learners could successfully develop a variety of strategies to improve their knowledge in terms of vocabulary, pronunciation, grammar ,listening comprehension and speaking .This is extremely important with many special needs students who can become frustrated very easily then a shut down and refused the participated in further learning during that particular setting.

Having considered the gender difference as a sub-line of the present investigation the researcher came to conclude that although both male and female learners benefited from being exposed to the instruction through expository patterns male learners outperformed than their female counterparts as they had gained a further improvement compared with female learners which was also evident during the study .This fact may be due to their active participation during the research in comparison with meal learners who seemed somehow reluctant about the results of this way of the teaching as well as it might be related to biological and socialization factors. These findings support the results of research down by Baradaran and Sarfarazi, (2011), and revealed more consistency for the findings of Hayati and Ziyaeimehr (2011) that attempt to investigate any significant difference in the writing proficiency of the girls and boys after receiving the instruction through teacher. This research confirmed that females and males may perform differently in the process of writing through expository patterns. The results of current study revealed the superior of male learners' performance over the female ones despite identical treatment instructional techniques, teacher, facilities, and materials.

Finally, after an extensive search, few studies were found that paralleled our research, the impact of expository patterns manipulation on Iranian EFL learners' expository writing. The majority of the studies focused on the need for expository text structure knowledge and its relationship to reading comprehension. Few studies were found with supporting material for the transfer of text structure knowledge from reading to the expository writing process. Numerous studies approached the topic of teaching reading strategies in the content areas and went on to propose that reading instruction is the responsibility of all teachers, including content area teachers, due to the fact that, unfamiliarity with expository text structure interferes with learners' ability to understand the "to-be-learned" material (Bakken & Wheldon, 2002).

Also, in the current study male groups outperformed than female groups. One may wish to duplicate the present study on subjects with different genders to see which group benefits more from

expository patterns. It should be mentioned that the present researcher has done the study to test the effect of instruction expository patterns on the writing ability. However, one can do the same with other skills. Furthermore, since the present study focused on the writing development of Iranian intermediate EFL learners the obtained result may have been influenced by the writing behavior of the L1 writing.

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