Effects of Text Structure Instruction on Expository Text Writing: An Intervention for Grade 7 English as Foreign Language Learners

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Abstract: Expository text writing is an essential skill for EFL primary school students, particularly where English is the medium of instruction. This quasi-experimental study examined the effects of explicit text structure instruction on the expository text writing of grade 7 EFL learners. Two intact groups of learners were randomly selected from two schools and designated as the experimental (n=44) and control (n=39) groups. The experimental group received explicit text structure instruction in two phases, while the control group followed the regular curriculum. Analysis of the post-test data using ANCOVA indicated that the experimental group significantly outperformed the control group in text structure identification (η^2= 0.34), as well as in writing simple descriptive (η^2 = 0.28) and cause-and-effect paragraphs (η^2 = 0.37). An in-depth analysis of the participants' writings showed that the experimental group included more main ideas/supportive details, and more precise word choices in their simple descriptive (η^2=0.57 and η^2=0.07) and cause-and-effect paragraphs (η^2=0.43 and η^2=0.35), respectively, with effect sizes ranging from medium to large. Moreover, the participants in the experimental group demonstrated significant improvements in their topic sentence writing quality, particularly in simple descriptive paragraphs (η^2 = 0.06), with a medium effect size. Finally, the study concludes with practical implications for EFL writing instruction and recommendations for future research.

Keywords: Read TO Write, text structure instruction, expository/informational text writing, writing from source text

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1. Introduction

In Ethiopia, English is a foreign language that plays a fundamental role in diplomacy, business, sport, the internet, and commercial and industrial activities. Cognizant of this, the language is taught as a subject starting from grade one, and it serves as a medium of instruction for all students starting from grade 9, beginning from high school. Nevertheless, many regions in the country begin to use English as a medium of instruction before grade 9. For example, in the Amara region, the context of the present study, English serves as a medium of instruction starting from grade 7, from upper-primary school.

For this reason, students' educational success relies heavily on their English reading and writing skills since their academic work requires them to carefully read and critically evaluate the information provided in textbooks and other instructional materials (Berman, 2009; Graham et al., 2017; Graham et al., 2021; Kirmizi & Kasap, 2017). It follows that their interest in reading and writing expository texts should be cultivated beginning from earlier grade levels if they have to excel in college and beyond (Akhondi et al., 2011; Chang & Ku, 2014; Kirmizi & Kasap, 2017; Pugh et al., 2000).

Despite their relevance, reading and writing expository texts are challenging tasks for primary school students as their exposure to these types of texts is very limited (Hebert et al., 2021). Moreover, expository texts contain a high density of technical terms, a high volume of facts, unfamiliar content, and mentally demanding concepts (Roehling et al., 2017; Pugh et al., 2000); they also have multiple representations and present essential information implicitly (Pugh et al., 2000).

Consequently, children who are less acquainted with expository text structures lack sufficient understanding of expository texts, topics, or content in reading and may encounter challenges in using these components of reading as input for their writing (Hebert et al., 2021; Zarrati et al., 2014). This makes writing expository texts more challenging for EFL learners in general, and the problem becomes more serious for primary school EFL learners in particular, since they have little knowledge of text structure (Teng, 2019, 2020, 2021). Hence, one can hypothesize that this may be one of the main reasons why the English language skills of students at different grade levels in Ethiopia are below the expected level of performance (Amogne, 2013; Yigzaw, 2013), and that the writing skills of students in the country are specifically reported to be weak in terms of engaging readers (Amogne, 2013).

Thus, it appears essential for learners of all ages to develop text structure awareness so they can be effective in both reading and writing skills (Hebert et al., 2015; Meyer & Ray, 2011; Zarrati et al., 2014), since the central information in these types of texts is often embedded within their structural elements, for example, identifying similarities and differences in a compare-and-contrast passage (Roehling et al., 2017). The most common expository or informational text structures include compare-and-contrast, problem-and-solution, cause-and-effect, sequence, and simple description (Meyer, 1975; Meyer & Ray, 2011).

In exploring the above assumption, numerous research studies have investigated the impact of expository text structure instruction (TSI) on students' reading and writing abilities

at different grade levels and contexts (Koster et al., 2015). Meta-analyses of these research findings have been made by different groups of scholars at different times (see Bogaerds-Hazenberg et al., 2021; Graham et al., 2012; Hebert et al., 2015; Pyle et al., 2017; Stavans & Zadunaisky-Ehrlich, 2023). The findings of these meta-analyses typically showed that the majority of studies on explicit expository TSI have primarily concentrated on enhancing students' reading comprehension.

Nevertheless, only a few studies have explored the effects of TSI on enhancing students' writing skills per se. In addition, some studies have examined the effects of TSI on both reading and writing development across various contexts and primary school grade levels. Most of these studies have reported that the efficacy of TSI is quite promising in improving primary school students' writing, in general (Hammann & Stevens, 2003; Hebert, Bohaty, Nelson, & Roehling, 2018; Hebert et al., 2021; Raphael & Kirschner, 1985; Reynolds & Perin, 2009; Teng, 2019, 2020, 2021; Troyer, 1993). More specifically, it enhances students' abilities to identify main ideas and supportive details from source texts (Raphael & Kirschner, 1985), include main ideas and supportive details in their writing (Strong, 2023), write sentences having advanced syntactic complexity, exhibit more content and lexical variation in their compositions (Teng, 2019), and organize their ideas coherently (Alwaely et al., 2020; Raphael & Kirschner, 1985), with effect sizes ranging from medium to large.

Though the above studies revealed that TSI has resulted in positive outcomes in improving students' expository text writing, some studies have shown mixed results. For example, Hebert, Bohaty, Nelson, Roehling, and Christensen (2018) conducted two studies in two expository text structures, i.e., simple descriptive and compare-and-contrast, and they found that the intervention group performed better than the control group in a note-taking assessment in one of their studies. However, the findings in the other study did not demonstrate a statistically significant difference in the groups' note-taking assessment. Strong (2019, 2020, 2023) also reported that the experimental group performed better than the alternative treatment group in the inclusion of main ideas and details in their writing, but the groups did not show differences in writing topic, ending, word choice, or signal words qualities. Similar to these mixed findings, Van Drie et al. (2015) found that writing instruction in history improved historical reasoning but did not consistently enhance global text quality.

Moreover, though considerable efforts have been made to examine the effects of TSI on improving expository text writing in an L1 context and, to some extent, in ESL contexts, little has been done in EFL contexts. More specifically, in Ethiopia, there has been no prior attempt to explore the effects of TSI on students' expository text writing. The existing gaps in the literature and the conflicting findings of previous studies, as a whole, underscore the necessity for further research.

It is also essential to note that the new English syllabus of the Federal Democratic Republic of Ethiopia Ministry of Education (2021) sets implementing stages of expository

paragraph writing, differentiating the types of expository paragraphs, and writing coherent short expository paragraphs as minimum learning competencies for grade 7. Despite this, we have noticed that the instructional procedures that the students' and teacher's books

emphasize to teach these contents overlooked explicit TSI. Therefore, we believe that the present study may provide curriculum developers, textbook writers, and English teachers with insights into the benefits of explicit TSI in improving students' expository text writing.

Consequently, it is imperative to prioritize the improvement of expository text writing among grade 7 students in Amhara National Regional State, given the fact that English is the medium of instruction at this educational level in the region and expository text writing is an essential skill for the success of students' academic lives. To this end, the major purpose of the present study was to examine the effects of TSI on the quality of grade 7 students' expository text writing at Dibza Primary School, Debre Markos City, the Amhara region, Ethiopia.

1.1 Theoretical framework of the study

In their Structures Writing Intervention Model, Hebert, Bohaty, Nelson, and Roehling (2018) emphasized that effective expository writing instruction should place explicit TSI at its core. They highlighted the importance of integrating reading and writing skills and providing students with scaffolding as they write. Explicit TSI not only helps students monitor their comprehension while reading but also enables them to identify and retain key information and details from source texts for use in their writing (Meyer & Ray, 2011; Dymock, 2005; Stevens & Vaughn, 2020; Haake, 2025). Moreover, it reduces students' cognitive load during writing (Hebert, Bohaty, Nelson, & Roehling, 2018), as it may enable them to apply writing strategies such as goal setting, summarizing, monitoring, visualizing, and analyzing effectively (Graham et al., 2017; Strong, 2020; Boillos & Idoiaga, 2025). It also provides students with repeated opportunities to make planning, syntactic, and organizational choices available to them when writing expository text (Hebert, Bohaty, Nelson, & Roehling, 2018; Hebert et al., 2017; Meyer & Ray, 2011; Lazebnik & Rosenfeld, 2025).

Integrating reading and writing skills has also a strong theoretical foundation because the skills are two mutually interconnected literacy skills (Harmer, 2007; Hebert, Bohaty, Nelson, & Roehling, 2018; Marzban & Adibi, 2014; Fisher et al. 2023) that share knowledge representations such as meta-knowledge, semantics, syntax, and text formats (Fitzgerald & Shanahan, 2000; Shanahan, 2016), content, lexicons, rhetorical patterns, other basic conventions (Bai & Wang, 2020), ideas, vocabulary, grammar, paragraph structure and different writing styles (Harmer, 2007; Marzban & Adibi, 2014).

The theoretical background underlying scaffolding is also derived from the sociocultural theory developed by Vygotsky (1978). Vygotsky proposed that the 'zone of proximal development' takes place through social interaction between a student and a more skilled person in a specific subject area. Hence, the instruction should promote the teacher's guidance through the gradual release of responsibilities (modeling, guided practice, and

independent learning) (Fisher & Frey, 2013; Hebert, Bohaty, Nelson, & Roehling, 2018; Hebert et al., 2021; Strong, 2019, 2020, 2023).

In an L1 context, explicit TSI that integrates reading and writing and incorporates scaffolding during the writing process has been shown to be highly effective for expository

text writing in grades 4 and 5 (see Hebert, Bohaty, Nelson, & Roehling, 2018; Hebert et al., 2021; Strong, 2019, 2020, 2023). However, we believe that applying this instruction at the same grade levels in EFL contexts may not be appropriate, as students' reading and writing skills are often significantly lower than those of L1 learners at the same grade level, or their curriculum may not require such tasks, as is the case in Ethiopia. Therefore, we suggest that this instructional approach may be more suitable for grade 7 students in Ethiopia, provided they receive adequate scaffolding, particularly in vocabulary, content, and grammar, as compared to native English speakers. Moreover, using source texts that match their language proficiency and align with the national syllabus is essential to effectively support their writing development (Haake, 2025; Boillos & Idoiaga, 2025).

Figuratively, the theoretical framework of the present study can be represented by Figure 1, where writing is an output linked with reading, TSI, and scaffolding to indicate their key roles in enhancing students' expository text writing. In the same way, TSI and scaffolding are connected to reading to imply their essential roles in improving students' reading comprehension, which will be used by learners as input for their writing (Lazebnik & Rosenfeld, 2025).

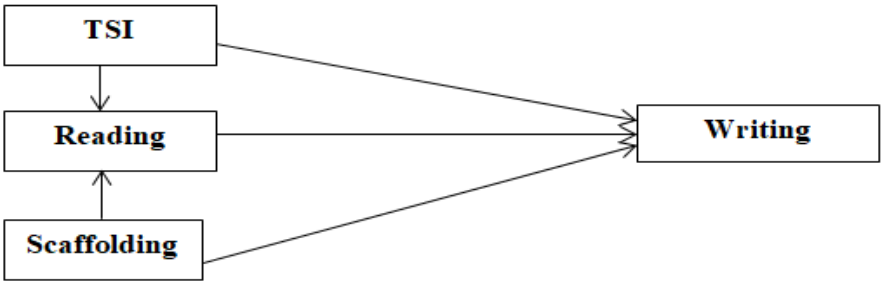

Figure 1: The theoretical framework of TSI used for the present study.

1.2 Research questions

The study sought answers to the following questions:

1. To what extent does TSI enhance grade 7 students' text structure identification skills?
2. To what extent does text structures instruction enhance grade 7 students' expository text writing quality?
    a. What are the effects of TSI on students' descriptive paragraph writing qualities?
    b. What are the effects of expository TSI on students' cause-and-effect paragraph writing qualities?

Based on the findings of previous research and theories discussed so far, the following hypotheses were formulated:

- H1: Grade 7 EFL students who receive explicit TSI will significantly improve their ability to identify text structures.
- H2: Grade 7 EFL students who receive explicit TSI will significantly improve their expository text writing quality.
- H2a: Grade 7 EFL students who receive explicit TSI will significantly improve their ability to write descriptive paragraphs.
- H2b: Grade 7 EFL students who receive explicit TSI will significantly improve their ability to write cause-and-effect paragraphs.

2. Methods

2.1 Research design

The primary purpose of this study was to examine the effects of TSI on text structure identification (TSID) skills and the quality of expository text writing, more specifically, simple descriptive paragraph writing (SDPW) and cause/effect paragraph writing (CEPW). In achieving this, the study adopted a quasi-experimental design, employing quantitative data and intact groups of learners, as the design is more adaptable, suitable, and cost-effective for educational research (Anderson & Arsenault, 1998; Black, 2002; Gopalan et al., 2020; Thyer, 2012). Moreover, the study utilized quantitative data due to its relevance in investigating the differences between the groups based on the results of a pretest and posttest and in generalizing the results from the sample to the entire population (Anderson & Arsenault, 1998; Ridenour & Newman, 2008), as required in the present study.

2.2 Participants

Participants of the present study were Grade 7 EFL Amharic-speaking students selected from two government schools in Debre Markos City, East Gojjam Zone, Amhara National Regional State, Ethiopia. From a total of 11 schools in the city, two schools named Debiza and Biruh Tesfa Primary Schools were randomly selected and assigned for experimental and regular curriculum instruction respectively. The schools were part of the same school cluster, meaning they planned lessons, prepared tests and exams together, shared resources, and had the same supervisor. Moreover, they maintained similar standards and facilities.

Two intact groups of students were randomly selected from their natural classroom settings. The experimental group, drawn from one of two available classrooms, initially included 57 students (N = 57), while the control group, selected from one of four classrooms, consisted of 54 students (N = 54). After excluding participants who did not complete all phases of the instruction and both the pretest and posttest, the final sample included 44 students in the experimental group (n = 44) and 39 in the control group (n = 39). More detailed demographic information of these participants is provided in Table 1.

Table 1. Demographic information of participants

Groups	n	Sex		Average Age	SD
		Male	Female		
Experimental	44	20 (45.45%)	24 (54.54%)	13.32	.74
Control	39	14 (35.89%)	25 (64.10%)	13.23	.67
Total	83	34 (40.96%)	49 (59.03%)	13.28	.70

Note. SD=standard deviation

2.3 The intervention

Experimental group

The experimental group received explicit TSI in two phases, involving two modules each. The first phase used Module One, which focused on raising the participants' awareness of five expository text structures: simple descriptive, cause/effect, sequence, problem/solution, and compare/contrast. Key points of instruction included creating the awareness of participants about the writer's intent for each structure, guiding questions and signal words associated with each structure to enhance comprehension, and a graphic organizer for summarizing main and supportive ideas from source texts (see Appendix H for a sample lesson).

The instruction was completed in five sessions, in three consecutive weeks, as indicated in Table 2.

Table 2. Lessons and lesson objectives for text structure identification

No.	Lessons	Lesson Objectives	Time
1	Lesson 1	Discriminating between simple descriptive and compare/contrast	1 session
2	Lesson 2	Discriminating between cause/effect and sequence	1 session
3	Lesson 3	Discriminating between problem/solution, simple descriptive and compare/contrast	1 session
4	Lesson 4	Discriminating between problem/solution, cause/effect and sequence	1 session
5	Lesson 5	Discriminating between simple descriptive, cause/ effect, sequence, problem/solution and compare/contrast	1 session

Note. 1 session=40 minutes

The second phase of instruction was designed primarily to mainly teach the participants' expository paragraph writing after reading source texts in two text structures, i.e. simple descriptive and cause/effect. For these purposes, Module Two was used. Module Two consists

of five authentic passages for each text structure, with a variety of activities designed based on source texts (see Appendix I for a sample lesson).

For expository writing, we developed text structure instructional procedures that could be easily recalled by the participants in a mnemonic word 'Read TO Write' using the ideas obtained from mainly Strong (2019) and Hebert, Bohaty, Nelson, and Roehling (2018). The specific objectives in each step are summarized in Table 3.

Table 3. Steps in Read TO Write and their purposes

Steps	Purposes
Read	Read a passage to identify the main idea and supporting details.
Text structure	Identify the text structure that shows how ideas are organized.
Organize	Organize your notes using a graphic organizer; and put the information in an order that makes sense guided through TIDE (Topic, Ideas, Details and Ending).
Write	Write the topic sentence; Write the informational paragraphs (simple descriptive and cause/effect) in the order you chose using TIDE; and Revise your paragraphs to make sure the passages include all of the information and make sense using TIDE.

During the writing process, the participants were encouraged to get support from their teachers or active peers. The scaffolding included providing them with information for their writing (e.g., background knowledge, vocabulary, grammar, or spelling, as necessary), and text production and transcription skills.

To provide the participants with the necessary information, the writing tasks were designed based on source texts. Moreover, the meanings of keywords were provided below each source text. Moreover, initially, the teacher was encouraged to provide the participants brief notes (information frame) for their writing if they were not able to extract information

from source texts, as suggested by Hebert, Bohaty, Nelson, and Roehling (2018) and Hebert et al. (2021).

The text production and transcription skills involved teaching participants how to plan and organize their paragraphs around the two text structures, introducing one at a time. This was made by instructing the participants to follow the steps in the 'Read TO Write' and scaffolding and guiding them through a gradual release of responsibility as suggested by many scholars (Fisher & Frey, 2013; Hebert, Bohaty, Nelson, & Roehling, 2018; Hebert et al., 2021; Strong, 2019, 2020, 2023). This gradual release is a common method of scaffolding in the classroom in which the teacher applies the "Modeling-I do it", "Guided Practice-We do it", and "Independent Practice-You do it" phases of instruction. With this in mind, 10 texts were designed for SDPW and CEPW, five for each, as shown in Table 4.

The instruction was delivered over 16 sessions across two consecutive months, with two sessions per week. In line with Hebert, Bohaty, Nelson, and Roehling (2018)

recommendations, the SDPW lessons were taught first, followed by the CEPW lessons, with one genre addressed at a time.

Table 4. Source texts and their purposes

No	SDPW Lessons		CEPW Lessons		Purposes
	Source Texts	Time	Source Texts	Time	
1.	Winter time	2 sessions	Recycling and Conservation: Global Warming	2 sessions	Modeling
2.	Belay	2 sessions	WWII: Hiroshima, Japan	2 sessions	Guided Practice
3.	Market Day	2 sessions	Brazil Today: The Amazon River and Basin	2 sessions	Guided Practice
4.	Chess	1 session	Some Laws are Intolerable	1 session	Independent Learning
5.	Morocco	1 session	WWI and the Great Depression	1 session	Independent Learning

Control group

As the participants in the experimental group, the participants in the control group were provided with the same source texts (see Table 4), support, feedback, and comments needed for their writing. The duration of time for the writing instruction was also equal for both groups. Moreover, the participants in the control group were taught expository paragraph writing using the same source text but following three instructional phases adapted from the regular curriculum instructional procedures. However, they were not made to follow the instructional procedures used by the experimental group, 'Read TO Write', while writing. For more detail, see the sample teacher guides in Appendices J and K.

Briefly, first, the participants were required to read and understand the source texts. Then, they were guided to write their own texts using the same structure as the source materials through teacher's guidance. Lastly, they were instructed to revise their writing based on feedback and comments from either their teacher or peers.

Teachers' training

Before the intervention, the corresponding author conducted two-day training sessions (one day per teacher) for two equally qualified teachers with similar teaching experience. Each session focused on the content and instructional procedures specific to the teacher's assigned group, as outlined in Sections 2.3.1 and 2.3.2, and included ample practice provided by the trainer using the full "I do, We do, You do" scaffolding model.

Moreover, teachers' guides were prepared for both groups for Module Two (refer to Appendices J and K for sample teacher guides). Both teachers held Bachelor of Arts degrees in English but they did not receive special training related to TSI in their academic career. The teacher who taught the experimental group was male with 17 years of experience, and the teacher who taught the control group was female with 18 years of experience.

2.4 Measures

Text structure identification test

To assess the participants' text structure identification skills, we administered two equivalent tests before and shortly after the intervention. The purpose was to measure the participants' ability to identify text structures. Each test comprised 15 short paragraphs with multiple items based on the five expository text structures (simple descriptive, cause/effect, sequence, problem/solution, and compare/contrast), with three items for each structure (see Appendix E). Each test was marked out of 15 by the researchers. The paragraphs were chosen and adapted from sources such as Bohaty (2015), Strong (2019), EReading Org., and readworks.org.

Writing tests

Alternative tests were also developed for each text structure, i.e. simple descriptive and cause/effect, to assess the participants' paragraphs just before and after the intervention, using source texts adapted from EReading Org., Strong (2019), and readworks.org. The participants were required to read these source texts and write short expository paragraphs that followed the same text structures (see Appendix F for a sample test). The paragraphs they wrote were evaluated by two educators teaching English in a college. These educators had been trained in using a rubric adapted from Strong (2019) (see Appendix D). Each paragraph was scored out of 12 based on four specific criteria (Topics, Ideas/Details, Ending, and Word Selection), each evaluated out of 3 points. However, high discrepancies between the two raters, greater than three point differences (out of 12), were resolved by the researchers before analysis.

2.5 The validity and reliability of tests

The validity of tests

Before the main study, we evaluated the validity of the instruments by examining their face, content, and construct validity. The face validity of an instrument is assessed to determine how well the measure aligns with the specific knowledge or skill the study aimed to evaluate (Colton & Covert, 2007; Ridenour & Newman, 2008). In contrast, the assessment of the content validity of an instrument focuses on how well each item in the instrument contributes to measure the intended construct (Sürücü & Maslakçı, 2020). (Sürücü & Maslakçı, 2020). To

this end, three English language teaching professors and three upper-primary school English teachers (grades 7 and 8) reviewed the instruments and provided subjective evaluations of the instruments, as guidelines by many scholars (e.g., Ridenour & Newman, 2008; Ruane, 2005; Taherdoost, 2016). Based on their feedback, revisions of the instruments were made thoroughly before we used them for the main study.

On the other hand, the assessment of the construct validity of an instrument should focus on how accurately the instrument measures the intended construct and discriminates students based on their performance levels (Sürücü & Maslakçı, 2020). As can be seen in Section 2.5.2, in the pilot study, we used Pearson's product-moment correlation to determine if the alternative tests for each dependent variable produced equivalent results. The analysis showed a correlation of r = .71 for the TSID tests and r = .81 and .85 for the SDPW and CEPW tests, respectively. These results indicate that the tests had good correlation and discrimination power as well.

The reliability of tests

Before being used in the main study, the reliability of the alternative (parallel) forms of the TSID, SDPW, and CEPW tests was assessed using Pearson product-moment correlation, based on data from independent student groups not involved in the main study.

The TSID test was administered to an independent sample (n = 27), yielding a reliability coefficient of r = .71 ($p < .01$), indicating acceptable reliability for the alternative forms. Similarly, for the writing tests, inter-rater reliability of the alternative forms of the SDPW and CEPW was assessed using a two-way mixed-effects model ICC (consistency, average measures) after resolving major scoring discrepancies (i.e., differences greater than 3 points out of 12). The Intra-class Correlation Coefficients (ICCs) for the SDPW forms were .80 and .76 (n = 17), while the ICCs for the CEPW forms were .83 and .85 (n = 21), indicating acceptable to high levels of agreement. The Pearson correlation coefficients between the alternative forms showed strong reliability, with values of r = .81 ($p < .01$) for SDPW and r = .85 ($p < .01$) for CEPW.

In the main study, we assessed inter-rater reliability for the SDPW and CEPW pretest and posttest writing scores, using again a two-way mixed-effects model ICC and addressing significant discrepancies between the two raters. The results indicated strong agreement for the SDPW scores at the pretest (ICC = .83) and high agreement at the posttest (ICC = .92). Similarly, the CEPW scores demonstrated good reliability at the pretest (ICC = .80) and high reliability at the posttest (ICC = .92).

Furthermore, the inter-correlation matrix of the study variables in the pretest and posttest revealed a strong correlation for almost all ($p < .01$) (see Appendix G).

2.6 Fidelity

Classroom observations were carried out for the two phases of instruction. In the first phase, three (out of five) sessions were observed using a specific checklist indicated in Appendix A while the experimental group teacher was instructing. In the second phase, using different

checklists shown in Appendices B and C, 12 (out of 32) sessions were observed while both teachers were instructing expository paragraph writing for the groups they were assigned, for more detail refer to Table 5.

Table 5. Fidelity of implementation

Measures	Day 1 (%)		Day 2 (%)		Day 3 (%)		Total (%)	
	Control	Exp.	Control	Exp.	Control	Exp.	Control	Exp.
TSID	--	75.00	---	88.9	---	94.44	---	86.11
SDPW	83.33	83.33	88.89	87.50	86.11	93.75	86.11	88.19
CEPW	86.11	87.50	83.33	89.58	94.44	95.83	87.96	90.97

Note. Exp.=experimental group; Control=control group

Table 5 shows that both the experimental and control groups achieved high implementation fidelity rates (greater than 75%, Schaap et al., 2018; Toomey et al., 2015) across all study variables.

2.7 Data analysis techniques

To analyze the data from the pretest, an independent samples t-test was employed. According to many scholars, this test is the most suitable method for evaluating differences between pretest and posttest scores across most study variables in an experiment (Connolly, 2007; Muijs, 2004; O'Leary, 2004; Walliman, 2006). Moreover, it was chosen because the data met several essential assumptions, including distinct groups for the independent variable, a continuous scale for the dependent variable, no overlap among participants, normal distribution within each group, and homogeneity of variances, as highlighted by many scholars (Connolly, 2007; Hinton et al., 2004; Ravid, 2011).

For the posttest analysis, while applying independent samples t-test could also be possible, analysis of covariance (ANCOVA) was chosen. This is because adjusting the pretest scores as a covariate typically provides a more informative and nuanced analysis (Dugard & Todman, 1995; Miyazaki et al., 2022; Wan, 2019). The effect sizes of each dependent variable were also calculated using Eta Squared (η^2) since calculating effect size serves as a valuable statistical tool for measuring the magnitude of difference between the two groups (Coe, 2002; Cumming, 2012; Ellis, 2010; Gignac & Szodora, 2016).

The normality test of the pretest and posttest data was made through Shapiro-Wilk test, as the number of the participants was below 50 (Elliott & Woodward, 2007; Matore & Khairani, 2020; Mishra et al., 2019). Moreover, Levene's test was employed to test the homogeneity variances of the groups. The analyses indicated that the assumption of normality was satisfied for the pretest and posttest data across all dependent variables for both groups. The assumption of equal variances was also met in all cases, except for the analysis based on the participants' aggregate scores on the SDPW; therefore, equal variance was not assumed when interpreting the results. For more details, see Section 3.

2.8 Ethical considerations

Before the intervention, we sent a Parent Informed Consent letter to the parents of 111 students. We received consent from the parents of 109 students, and the intervention was conducted only with those children whose parents approved their participation in the study. However, out of the 109 students who initially provided consent, only 89 completed all the instructional procedures and tests.

3. Results

To investigate the effects of TSI on students' TSID and expository text writing (SDPW and CEPW), we conducted between-subjects analyses on the groups' pretest and posttest scores.

At pretest, independent samples t-tests were conducted across study variables to see if the groups differed significantly before the intervention after tests of assumptions had been made.

As outlined in Section 2.7, normality tests for the dependent variables, TSID, SDPW, and CEPW, were conducted for both the experimental and control groups using the Shapiro–Wilk test. For TSID, the results were $W(44) = 0.952$, $p = .064$ (experimental group) and $W(39) = 0.952$, $p = .094$ (control group). For SDPW, the results were $W(44) = 0.961$, $p = .145$ (experimental) and $W(39) = 0.953$, $p = .100$ (control). For CEPW, the values were $W(44) = 0.963$, $p = .169$ (experimental) and $W(39) = 0.964$, $p = .244$ (control). All p-values were non-significant, indicating that the assumption of normality was satisfied for both groups across all variables.

Moreover, the assumptions of homogeneity of variances for these variables were tested using Levene's test. As shown in Table 6, the p-values for all variables were greater than .05, indicating that the assumption of equal variances was met in most cases. However, the p-value for the aggregated scores of SDPW was below .05, suggesting a violation of the homogeneity of variance assumption for this variable. Therefore, equal variances were not assumed when interpreting the results related to SDPW (see Table 6).

Table 6. Independent-samples t-tests at pretest

Dependent Variables	Experimental (n=44)		Control (n=39)		Levene's test				*95%CI*	
	M	*SD*	*M*	*SD*	*F*	*p*	t(df)	*p*	LL	UL
TSID	6.89	1.62	6.49	1.43	.62	.44	-1.19 (81)	.240	-1.07	.27
SDPW										
Topic	1.69	.31	1.73	.39	3.43	.07	.49 (81)	.629	-.12	.19
Ideas/ Details	1.52	.32	1.64	.34	2.88	.09	1.62 (81)	.110	-.03	.26
Ending	1.40	.33	1.36	.40	3.75	.06	-.48 (81)	.630	-.20	.13
Word Choice	1.45	.37	1.51	.33	.64	.43	.75 (81)	.456	-.10	.21
Aggregate	6.07	.85	6.24	1.11	4.20	.04	.80 (70.8)	.424	-.26	.61
CEPW										
Topic	1.48	.39	1.46	.45	3.20	.09	-.17 (81)	.865	-.20	.17
Ideas/ Details	1.39	.24	1.49	.27	1.18	.28	1.81 (81)	.073	-.01	.21
Ending	1.13	.41	1.10	.45	.76	.39	-.24 (81)	.810	-.21	.16
Word Choice	1.34	.30	1.45	.28	3.26	.08	1.69 (81)	.094	-.02	.23
Aggregate	5.33	.80	5.50	1.05	2.69	.11	.84 (81)	.405	-.23	.58

Note. CI = confidence interval; LL = lower limit; UL = upper limit; $p < .05$, two-tailed

As shown in Table 6, the independent samples t-test calculated from the treatment and control groups' pretest scores for TSID ($p = .240$) and expository text writing measures (SDPW, $p = .424$ and CEPW, $p = .405$) indicates that the groups did not show statistically significant differences. Further analyses conducted on the specific writing components within SDPW and CEPW, namely Topic, Ideas/Details, Ending, and Word Selection, also revealed no significant group differences at the pretest, with p-values ranging from .073 to .865.

At posttest, analyses of covariance (ANCOVA) were conducted to examine whether statistically significant differences existed between the experimental and control groups on all study variables due to the intervention, *controlling for pretest scores*. Before the analyses, assumptions were tested for all study variables, including evaluations of data normality and the homogeneity of variances among groups.

Tests of normality data were assessed using the Shapiro-Wilk test. The results of analyses for TSID were $W(44) = 0.955$, $p = .085$ for the experimental group, and $W(39) = 0.962$, $p = .216$ for the control group. For SDPW, the values were $W(44) = 0.956$, $p = .096$ (experimental) and $W(39) = 0.953$, $p = .101$ (control). For CEPW, the results were $W(44) = 0.954$, $p = .075$ (experimental) and $W(39) = 0.948$, $p = .071$ (control). All *p*-values were above .05, indicating no significant deviation from normality for any post-test variable in either group.

Levene's tests were also conducted across the study variables to assess the assumption of homogeneity of variances of the groups. The results were $F(1, 81) = 0.183$, $p = .670$ for TSID, $F(1, 81) = 0.277$, $p = .600$ for SDPW, and $F(1, 81) = 1.416$, $p = .238$ for CEPW. In all cases, the *p*-values were greater than .05, indicating that the assumption of equal variances was satisfied.

Table 7. Test of between-subjects effects at posttest across study variables

Dependent Variables	Experimental (*n*=44)		Control (*n*=39)		*F*(1,80)	p	η^2
	M	SD	M	SD			
TSID	10.36	2.85	7.74	1.93	40.30	<.001	0.34
SDPW							
Topic	2.05	.55	`1.83	.48	4.98	.028	0.06
Ideas/ Details	2.34	.50	1.49	.45	101.42	<.001	0.57
Ending	1.77	.53	1.54	.63	3.11	.082	0.04
Word Choice	1.85	.48	1.65	.49	6.11	.016	0.07
Aggregate	8.01	1.85	6.51	1.75	31.27	<.001	0.28
CEPW							
Topic	1.82	.55	1.65	.55	2.15	.147	0.03
Ideas/ Details	2.19	.54	1.49	.44	60.08	<.001	0.43
Ending	1.53	.51	1.35	.50	3.03	.086	0.04
Word Choice	1.98	.49	1.31	.56	42.90	<.001	0.35
Aggregate	7.53	1.87	5.79	1.69	47.09	<.001	0.37

Note. ***p<.001; **p < .05; η2 < 0.06 a small effect size; η2 >/= 0.06 a medium effect size; η2 >/= 0.14 a large effect size

As shown in Table 7, the results from ANCOVA revealed that the participants in the experimental group outperformed those in the control group in text structure identification skills due to the intervention, $p \leq .001$, with a partial eta squared (η^2) value of 0.34.

Additionally, analyses were performed on the SDPW and CEPW post-test scores of the groups to evaluate how effectively TSI improved the quality of participants' expository text writing.

The analysis of the SDPW aggregate scores revealed that the experimental group scored significantly higher than the control group, $p < .001$ ($\eta^2 = 0.28$). Further ANCOVA results on the specific SDPW writing components (Topic, Ideas/Details, Ending, and Word Selection) showed the following outcomes: $p = .028$ ($\eta^2 = 0.06$), $p \leq .001$ ($\eta^2 = 0.57$), $p = .082$ ($\eta^2 = 0.04$), and $p = .016$ ($\eta^2 = 0.07$), respectively. These results indicate that the experimental group outperformed the control group in writing quality related to topic development, word choice, and the inclusion of main ideas and supporting details, with effect sizes ranging from medium to large.

Similarly, ANCOVA results for the CEPW aggregate scores indicated that the experimental group performed significantly better than the control group, $p < .001$ ($\eta^2 = 0.37$). Further analyses made on the specific CEPW writing components (Topic, Ideas/Details, Ending, and Word Selection) also revealed the following results: $p = .147$ ($\eta^2 = 0.03$), $p \leq .001$ ($\eta^2 = 0.43$), $p = .086$ ($\eta^2 = 0.04$), and $p \leq .001$ ($\eta^2 = 0.35$), in the same order. These findings indicate that the experimental group surpassed the control group in incorporating main ideas and supporting details, as well as in word selection, with large effect sizes.

4. Discussion

The present study aimed to assess the efficacy of TSI on TSID skills and expository text writing qualities of grade 7 EFL students. To this end, the study primarily investigated the extent to which TSI enhanced grade 7 students' text structure identification skills and the qualities of their expository writing, specifically SDPW and CEPW.

Regarding the effects of TSI on students' TSID skills, the analysis made from the TSID post-test scores of the participants revealed that the treatment group outperformed the control group significantly ($\eta 2 = 0.34$), indicating a large effect size. This was consistent with the findings of Hebert, Bohaty, Nelson, and Roehling (2018) and Hebert, Bohaty, Nelson, Roehling, and Christensen (2018) studies conducted in grades 4 and 5. The findings of their studies showed that the experimental groups scored better results in TSID tests compared to the control groups, indicating large effect sizes ($d = 0.94$ and $g = 1.43$), in the same order.

However, the findings of studies by Strong (2019) and Hebert et al. (2021) varied from the findings of the present study. While Strong's study showed a statistically non-significant improvement ($g = 0.31$), reflecting a small effect size, Hebert et al.'s (2021) study yielded a positive outcome but with a small effect size ($g = 0.25$). Strong (2019) revealed that this result was probably found because the comparisons of results were made with an alternative treatment group (not a control one). On their part, Hebert et al. (2021) justified that students were able to complete only 57% of lesson activities fully in the allotted time frame, indicating that it was not feasible.

Concerning the effect TSI has on students' expository text writing (SDPW and CEPW) qualities, the comparisons made from the aggregate mean scores computed from the groups' writing post-tests, as a whole, revealed that the treatment group scored better than the control group in both SDPW ($\eta 2 = 0.28$) and CEPW ($\eta 2 = 0.37$), indicating large effect sizes. The findings indicate that explicit TSI, which integrates reading and writing while incrementally

transferring responsibility to students, effectively enhances the skills of learners in writing expository text in an EFL context at grade 7. This improvement, demonstrated by significant effect sizes, is likely due to the instructional focus on explicitly teaching students how to effectively organize their ideas and use cohesive devices.

Consistent with the findings of the present study, many studies conducted in different contexts also showed that TSI improves the quality of students' expository text writing, with effect sizes ranging from medium to large. In brief, Raphael and Kirschner (1985) conducted a study on grade 6 L1 learners from varied ethnic backgrounds and ability levels. They found that TSI enhanced students' performance in free writing skills. Troyer (1993) investigated the use of graphic organizers as a pre-reading approach for teaching text structure to upper-elementary students. This approach displayed potential for incidental transfer to their writing performance. Hammann and Stevens (2003), in their study on grade 8 L1 students' essay writing quality, found that students who received instruction on text structure had higher scores in compare/contrast structure writing quality. Reynolds and Perin (2009) indicated that TSI resulted in better writing quality among students (d = 0.96).

Hebert, Bohaty, Nelson, and Roehling (2018) and Hebert et al. (2021) conducted research using a carefully designed TSI called the 'Structures Writing' intervention on L1 grades 4 and 5 students and grade 4 L1 struggling students to improve their writing quality. The results of their studies revealed positive outcomes with varied effect sizes for each text structure. Hebert, Bohaty, Nelson, and Roehling (2018) study found that students who received TSI outperformed those in the control group in their writing of simple descriptive (d = 0.66), compare/contrast (d = 0.61), and sequence paragraphs (d = 0.94). Hebert et al. (2021) reported that students in the treatment group performed statistically significantly better than students in the control group in their simple descriptive (g = 0.54), compare/ contrast (g=0.60), sequence (g= 0.25), problem/ solution (g = 0.57), and cause/effect (g = 0.93) writing quality. Teng (2019, 2020, 2021) also investigated that TSI led to better writing essay qualities with effect sizes ($\eta 2 = 0.69$), ($\eta 2 = 0.53$), and ($\eta 2 = 0.613$) in their order of appearance.

Furthermore, detailed analysis was also made to determine which specific components of the participants' writing TSI mainly improved. The findings revealed that the intervention resulted in improving the participants' abilities to include main ideas and supportive details in their SDPW ($\eta 2 = 0.57$) and CEPW ($\eta 2 = 0.43$) writing, which were estimated to be large for each. This was in line with the findings of Strong (2019, 2020, 2023) and Raphael and Kirschner (1985). These researchers reported that the treatment groups performed better than the alternative groups in the inclusion of main ideas and supportive details in their writing, with effect sizes ranging from medium to large.

In the same way, in the present study, the participants in the treatment group showed significant improvements in their word choice skills in SDPW ($\eta 2 = 0.07$) and CEPW ($\eta 2 = 0.35$), with medium and large effect sizes, in their order of appearance. This was aligned with Teng's (2019) study which reported that the participants in TSI showed significant lexical variation in their compositions, with effect sizes ranging from medium to large. Moreover, in-depth analysis of the writing of the participants the present study revealed that the participants in

the treatment group performed better in their topic writing qualities in SDPW ($\eta 2 = 0.06$), calculated as a medium effect size. This was different from Strong's (2019, 2020, 2023) studies, as the participants who received TSI in Strong's study did not show statistically significant differences in any components of their writing except in incorporating main ideas and supporting details.

The result of the present study differed from Strong's (2019, 2020, 2023) probably due to the grade level of the participants in the present study being higher (grade 7), the comparison of results made with a control group (not with an alternative group as his studies), and we used both authentic and highly structured texts, while he used only authentic texts.

The differences in effect sizes between SDPW and CEPW in the present study may also be due to the varying cognitive demands and familiarity of each text structure. Research shows that text complexity and students' prior knowledge influence how well learners can improve specific writing skills (Graham & Perin, 2007; Swanson & O'Connor, 2009). For example, SDPW may be simpler or more familiar to students, resulting in smaller gains in word choice and topic development, while the greater complexity of CEPW might stimulate more lexical variation and stronger word choice improvements (Teng, 2019). Moreover, the differential focus and intensity of instruction on particular writing components often lead to varied outcomes across text structures (Raphael & Kirschner, 1985; Strong, 2019).

5. Conclusion

The present study examined the extent to which TSI improved grade 7 EFL students TSID skills and expository text writing (SDPW and CEPW) qualities. From the study it was found that the treatment group outperformed the control group in TSID post-test scores, showing a large effect size. However, previous studies have demonstrated inconsistent results in this regard. Therefore, while the area needs further investigation, it appears that TSI improves grade 7 EFL students' TSID skills. Moreover, the holistic evaluation of the participants' expository paragraph writing (SDPW and CEPW) qualities, analyses made from the aggregate means of the participants, showed that the experimental group outperformed the control group, with large effect sizes. The in-depth analysis of the participants' writing tests also indicated that the intervention improved students' abilities in incorporating main ideas/supportive details in their SDPW and CEPW and word choice skills in SDPW and CEPW, all with large effect sizes. Moreover, the study noted that the participants in the treatment group showed substantial improvements in topic writing qualities of their SDPW compared to those in the control group, calculated as a medium effect size. Over all, regarding expository text writing, while previous studies have shown consistency in holistic measures of writing, there have been inconsistencies concerning specific measures. Based on these results, it can be inferred that TSI may be regarded as one of the most effective pedagogical approaches to be embraced in upper-primary EFL classrooms to improve students' expository text-writing skills. However, it seems that the area still demands further investigations to yield more conclusive results concerning specific writing measures.

6. Limitations

The present study demonstrated that TSI shows promising results in enhancing grade 7 EFL learners TSID, SDPW, and CEPW. However, it would have been more complete if the study adapted pre-post-and delayed posttest design to see the long-term effects of TSI on the dependent variables. Further, the study included two randomly selected schools that were found in one of the big cities in the Amhara National Regional State, where it was supposed to have better school facilities and more experienced teachers. Hence, the study's results may not fully reflect the capabilities of all grade 7 students in the entire region, particularly those in rural areas who may face varied educational challenges. Moreover, as mentioned in Section 2.2, although the two schools chosen for data collection shared many similarities, they would never be identical. Therefore, while gathering data from different schools had several benefits, it might also influence the findings.

7. Implications

The present study demonstrates that explicit TSI, which combines reading and writing while gradually transferring responsibility to students, significantly enhanced grade 7 EFL learners' ability to write expository texts, exhibiting notable effect sizes. Hence, while the area needs further investigation, it is worth noting that the study can provide curriculum developers, textbook writers, and English teachers with insights into the benefits of explicit TSI in improving students' expository text structure writing. Therefore, these parties should consider explicit TSI as an essential component of the materials and classroom instruction they design for expository text writing for students in the grade level studied and other EFL learners in similar contexts.

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Author's note

The data used in this study can be obtained from the corresponding author and will be shared upon reasonable request.

Disclosure statement

We report that the study has been done solely for academic purposes and there are no competing interests to declare.

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Appendix A: Text Structure Identification Instruction Fidelity Checklist

Teacher: _____ Lesson: _____ Number: _____

Time Start: _____ Time End: _____ Date: _____

No	The Steps		Purposes	2	1	0	Total
1	Read	1.1	Identifying the main idea				
		1.2	Identifying the purpose of the text				
		1.3.	Identifying signal words				
2	Text structure	2.1	Identifying the text structure				
		2.2	Identifying patterns of ideas				
		2.3	Organizing ideas in graphic organizers				
3	Introduction	3.1	Explaining purpose of the writer				
		3.2	Showing signal words				
		3.3	Asking guiding questions				
4	Explicit Instruction	4.1	Modeling				
		4.2	Guiding				
		4.3	Independent learning				
5	Instructional materials use	5.1	Using teacher's guide				
		5.2	Using posters				
		5.3	Using check lists				
6	Conclusion	6.1	Revising the lesson				
		6.2	Identifying weaknesses and strengths				
		6.3	Providing constructive feedbacks				
	Total Score						

Note. *2* = completed; 1 = partially completed; 0 = omitted

Appendix B: Fidelity Checklist for Read TO Write Instruction

Teacher: _____ Lesson: _____ Number: _____

Time Start: _____ Time End: _____ Date: _____

No	The Steps		Purposes	2	1	0	Total
1	Read	1.1	Read the source text				
		1.2	Identify the main idea				
		1.3.	Identify supporting details.				
2	Text structure	2.1	Identify the text structure				
		2.2	Draw a graphic organizer				
		2.3	Show the pattern of ideas				
3	Organize	3.1	Organize their notes using a graphic organizer				
		3.2	Put the information in an order that makes sense				
		3.3	Use TIDE as a guide.				
4	Write	4.1	Write the topic sentence				
		4.2	Write informational paragraphs using the orders in TIDE				
		4.3	Revise their paragraphs				
5	Introduction	5.1	Introduce the lesson				
		5.2	Show the necessary steps				
		5.3	Give clear instruction				
6	Presentation	6.1	Modeling				
		6.2	Guiding				
		6.3	Independent learning				
7	Conclusion	8.1	Revise the lesson				
		8.2	Identify weaknesses and strengths				
		8.3	Provide constructive feedbacks				
8	Instructional materials use	7.1	Use teacher's guide				
		7.2	Use posters				
		7.3	Use check lists				
	Total Score						

Note. *2* = completed; 1 = partially completed; 0 = omitted.

Appendix C: Fidelity Checklist for the Control Group Instruction

Teacher: _____ Lesson: _____ Number: _____

Time Start: _____ Time End: _____ Date: _____

No	The Steps		Purposes	2	1	0	Total
1	Read	1.1	Read the source text				
		1.2	Understand the meanings of key words				
		1.3	Do comprehension questions using skimming and scanning techniques				
2	Write	2.1	Gathering information				
		2.2	Write outlines				
		2.3	Write informational paragraphs				
3	Introduction	3.1	Activate prior knowledge				
		3.2	Generate questions about the upcoming text				
		3.3	Teach key words, grammar, or give any kind of language assistance as needed				
4	Presentation	4.1	Ask comprehension questions				
		4.2	Give students writing tasks				
		4.3	Give support to the students as necessary while they are writing				
5	Conclusion	5.1	Revise the lesson				
		5.2	Identify weaknesses and strengths				
		5.3	Provide constructive feedbacks				
6	Instructional materials use	6.1	Use teacher's guide				
		6.2	Use posters				
		6.3	Use check lists				
	Total Score						

Note. 2 = completed; 1 = partially completed; 0 = omitted.

Appendix D: Scoring Rubric for Expository Paragraph Writing Tasks

No.	Elements	3-Excellent	2-Good	1-Weak	0-Absent
1	Topic	Topic of the passage is introduced clearly using two or more sentences	Topic of the passage is introduced clearly using one sentence	Topic is named using a word, phrase, or sentence that is unclear	Topic is absent or copied from the passage
2	Ideas/Details	Two or more ideas related to topic are included and all are grouped with supporting details from the passage.	At least one idea related to the topic is included and it is grouped with supporting details from the passage	At least one idea related to the topic is included but it is not grouped with supporting details from the passage	Ideas/details are absent or copied from the passage
3	Ending	Concluding section or statement is related to the idea and details presented	Concluding statement is related to the topic	Sense of closure unrelated to topic	Ending is absent or copied from passage
4	Word choice	Uses 6-8 specific words to explain about topic	Uses 3-5 specific words to explain about the topic	Uses 1-2 specific words to explain about topic	Specific words about the topic are absent

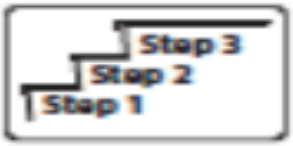
Appendix E: Text Structure Identification Pretest (5 items out of 15)

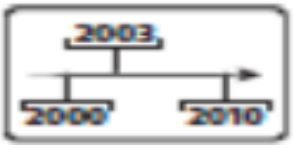
Name: _____ Grade: _____ School: _____
First Language: _____ Age: _____ Sex:_____

Directions: The paragraphs here in below have different text structures. Read each paragraph carefully and identify whether each paragraph is simple description, cause and effect, sequence, problem/solution and compare/contrast.

Simple description:
The author's intent is to tell us about something. The author uses characteristics or facts to describe it.

Cause and effect:
The author's intent is to tell us how an event leads to an outcome. The cause always results in the outcome.





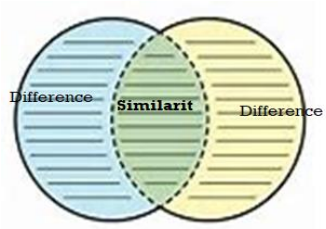
Sequences:
The author's intent is to tell us the order things happen. There are three types of sequence: steps, cycles and timeline/chronological order.

a) **Steps:** The author's intent is to tell us the order that tasks have to be completed to get something done.

b) **Cycles:** The author's intent is to tell us the order in which the same set of events happen again and again.

c) **Timeline/chronological order:** The author's intent is to tell us the order in which events happened over time.

Problem/solution:
The author's intent is to tell us how a problem might be solved. The solution may or may not be used.



Compare/contrast:
The author's is intent is to tell us about two things. The author tells us how they are the same and different.

1. Amphibians like frogs and toads are becoming extinct. Many species of amphibians in North and South America have died out in the last 100 years. Two of every five are at risk of extinction. Problems in the environment such as disease, weather changes, pollution, and habitat destruction are causing amphibians to die. Scientists are fighting to save amphibians by reducing pollution and creating parks to protect their habitat. Amphibian extinction is a problem that scientists are working hard to solve.

   a) simple description b) cause/effect c) sequence
   d) problem/solution e) compare/contrast

2. By the first decade of the 15th century, people in China were wearing eyeglasses. In 1784 Benjamin Franklin invented bifocals. Bifocals allow people to see objects both close up and far away. In 1888, glass contact lenses made of soft silicone became popular. People can now easily place silicone contact lenses directly onto the eye.

   a) simple description b) cause/effect c) sequence
   d) problem/solution e) compare/contrast

3. Three different terms are used to describe the amount of light that travels through materials. Materials that don't let light pass through them are called opaque. Walls are opaque because they block light. Materials that let some but not all light pass through are translucent. Some curtains are translucent because they let some light pass through them.

   a) simple description b) cause/effect c) sequence
   d) problem/solution e) compare/contrast

4. Amoebas and paramecia are both protozoa. Both amoebas and paramecia live on plants that live in freshwater, like rivers or ponds. Amoebas are the simplest protozoa. The move around very slowly. They are microscopic and need to be viewed with microscope. Paramecia are more complex than amoebas. They move around faster than amoebas. Unlike amoebas, paramecia can be seen without a microscope.

a) simple description b) cause/effect c) sequence
d) problem/solution e) compare/contrast

5. People wear shoes many reasons. The first and most important reason is to protect their feet. Shoes keep people from hurting their feet while walking on rough surfaces, but this isn't the only reason why people wear shoes. Some people wear special shoes that are designed to help them play a game, like bowling shoes or soccer cleats. Some people wear expensive designer shoes so that they appear fashionable and feel good about themselves. And a lot of other people like my dad wear shoes so that their feet won't stink up the room.

a) simple description b) cause/effect c) sequence
d) problem/solution e) compare/contrast

Appendix F: Simple Descriptive Paragraph Writing Pretest

Name: _____ Grade: _____ School: _____

First Language: _____ Age: _____ Sex:_____

Hummingbirds

Have you ever heard the sound of a hummingbird? They make a buzzing noise when they fly. They make this noise because they beat their wings so fast. They beat their wings up to 80 times a second. All that **flapping**[1] makes a lot of noise. That's why we call them hummingbirds.

Hummingbirds fly in a unique way. They move their wings so fast that they can **hover**[2]. This means that they can stay in one spot in the middle of the air, like a helicopter. Sometimes they fly or hover upside down. They are the only bird that flies backward.

Hummingbirds are small. One type called the bee hummingbird is the smallest bird in the world. Bee hummingbirds weigh less than a penny. They are just a little bit bigger than bees. I guess that's where they get their name.

Bee hummingbirds build tiny nests. They use **cobwebs**[3] and bits of bark to make their homes. Their homes are only an inch around. This is big enough for their eggs though. Their eggs are smaller than peas. People have found these tiny nests on a clothespin.

Hummingbirds move fast. It takes lots of energy to move as fast as they do. This means that they need to eat a lot of food. Their favorite food is nectar, a sweet liquid inside of some flowers. They drink more than their own weight in nectar daily. They have to visit hundreds of flowers to get enough nectar to live. They can only store enough energy to survive through the night. They live on the edge.

Hummingbirds don't use their long **beaks**[4] like straws. They have a tongue just like you. They use their tongues for eating. They flick their tongues in and out of their mouths while inside of flowers. They **lap up**[5] nectar. Flowers give them the energy that they need.

Hummingbirds help flowers too. They get pollen on their heads and bills when they feed. Flowers use pollen to make seeds. Hummingbirds help pollen get from one flower to the next. This helps flowers make more seeds. More seeds mean more flowers. More flowers mean more food for hummingbirds. Isn't it nice how that works out?

[1]**flapping**: a quick and often noisy movement of something up and down or from side to side

[2]**hover:** stay in one spot in the air

[3]**cobwebs**: a fine net of treads

[4]**beaks**: the hard pointed or curved outer part of a bird's mouth
[5]**lap up**: consume

Simple Descriptive Paragraph Writing

Direction: Read the above passage carefully and write a paragraph that best describes hummingbirds in your own words. As you read, take notes to extract ideas and details that enrich your paragraphs.

_____
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Summary of results table

Criteria	Rater 1	Rater 2	Average
Topic (out of 3)			
Ideas/Details (out of 3)			
Ending (out of 3)			
Word choice (out of 3)			
Aggregate (out of 12)			

Note. *3=excellent, 2=good, 1=weak, 0=absent*Appendix G: Inter-Correlation Matrix of Data across Study Variables

Appendix G: Inter-Correlation Matrix of Data across Study Variables

Pre-test

Study Variables	N	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. TSID	83	6.70	1.54	1										

SDPW														
2. Topic	83	1.71	0.35	.23*	1									
3. Ideas/ Details	83	1.58	0.34	.41**	.40**	1								
4. Ending	83	1.38	0.36	.39**	.35**	.20	1							
5. Word Choice	83	1.48	0.33	.29**	.43**	.46**	.29**	1						
6. Aggregate	83	6.15	0.99	.46**	.75**	.69**	.66**	.76**	1					
CEPW														
7. Topic	83	1.47	0.42	.37**	.46**	.41**	.46**	.40**	.58**	1				
8. Ideas/ Details	83	1.43	0.26	.27*	.06	.59**	.11	.24*	.33**	.27*	1			
9. Ending	83	1.11	0.37	.23*	.43**	.25*	.31**	.35**	.47**	.44**	.08	1		
10. Word Choice	83	1.39	0.29	.08	.23*	.18	.22*	.43**	.36**	.22*	.27*	.34**	1	
11. Aggregate	83	5.41	0.91	.44**	.49**	.53**	.47**	.58**	.73**	.65**	.37**	.56**	.53**	1

Note. *p < 0.05, **p<0.01, two-tailed

Post-test

Study Variables	N	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. TSID	83	9.13	2.78	1										
SDPW														
2. Topic	83	1.95	0.52	.48**	1									
3. Ideas/ Details	83	1.94	0.64	.64**	.70**	1								
4. Ending	83	1.66	0.52	.50**	.75**	.72**	1							
5. Word Choice	83	1.76	0.50	.48**	.70**	.64**	.79**	1						
6. Aggregate	83	7.31	1.94	.60**	.87**	.88**	.90**	.86**	1					
CEPW														
7. Topic	83	1.74	0.55	.48**	.74**	.67**	.81**	.69**	.80**	1				
8. Ideas/ Details	83	1.86	0.61	.72**	.70**	.87**	.74**	.75**	.85**	.67**	1			
9. Ending	83	1.45	0.51	.53**	.68**	.66**	.77**	.69**	.79**	.70**	.67**	1		
10. Word Choice	83	1.66	0.63	.51**	.60**	.79**	.68**	.69**	.84**	.59**	.76**	.60**	1	
11. Aggregate	83	6.72	1.98	.67**	.78**	.87**	.86**	.81**	.95**	.84**	.91**	.84**	.87**	1

Note. *p < 0.05, **p<0.01, two-tailed

Appendix H: A Sample Lesson from Module One (Only for the Experimental Group)

Lesson 1: Discriminating Simple Descriptive and Compare-and-Contrast (1 lesson out of 5)

Lesson Objectives

At the end of this lesson, students will be able to:

1. Identify simple descriptive texts.
2. Identify compare-and-contrast texts.
3. Differentiate between simple descriptive texts and compare-and-contrast texts.
4. Organize the main and supporting details of a simple descriptive text using an appropriate graphic organizer.
5. Organize the main and supporting details of a compare-and-contrast text using an appropriate graphic organizer.

1. Simple Descriptive

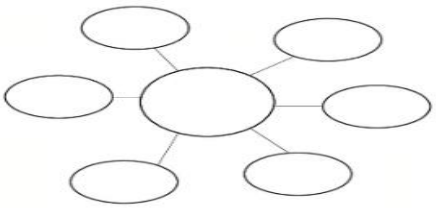
--Description: An author describes something.

--Signal Words: Looks like, sounds like, [shape, size, color, number], for example, for instance, specifically, such as, in particular

--Guiding Questions: What is the author describing?

What are the details used to describe it?

--Graphic Organizer:



Example

Mosses were some of the first plants to grow on land. They do not have real leaves or roots like other plants. Instead, moss plants grow together in groups and form thick, soft mats on wet ground and on fallen trees. Moss can also grow on rocks. These plants help break down rocks and make the soil better. When it rains, the whole plant absorbs water.

--Description: The above paragraph describes mosses.

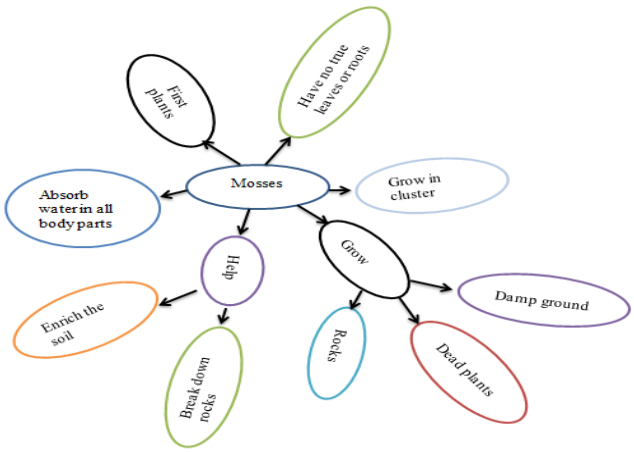
--Signal words: spread like

--Guiding questions: What is the author describing?

--Answer: Mosses

What are the details used to describe?

--Answer: see the graphic organizer



2. Compare and Contrast

--Description: An author shows how two or more ideas or items are related by similarities and/or differences.

--Signal Words:

Compare: same as, similar(ly), both, have in common, likewise, alike

Contrast: different, in comparison, in contrast, however, but, on the other hand, unlike

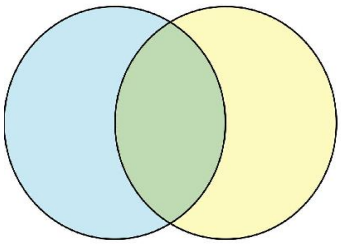
--Guiding Questions: What ideas or items are being compared?

What features are compared?

How are they the same?

How are they different?

--Graphic Organizer:



Example

Hurricanes and tornadoes are both amazing and dangerous natural events that catch our attention. They can create serious problems, but they work in different ways. Tornadoes have very strong, spinning winds that can blow up to 300 miles per hour. This means they can destroy everything in their way—houses, cars, and trees can be broken into tiny pieces in just a few seconds. On the other hand, hurricanes are huge storms that can cover hundreds of

miles. They move slowly and bring heavy rain, which can cause a lot of flooding. This large amount of water can cover towns and cities, changing the land as it floods. To make things worse, hurricanes can also create tornadoes inside them, adding another level of danger. Together, these natural forces remind us of how powerful and unpredictable nature can be.

- Description: The above paragraph compares and contrasts hurricanes and tornadoes.

- Signal words: both, different, on the other hand

- Guiding questions: What ideas or items are being compared?

Answer: Hurricanes and Tornados

What features are compared? (see the graphic organizer)

How are they the same? (see the graphic organizer)

How are they different? (see the graphic organizer)

- Graphic organizer:

Hurricanes **Differences**	**Similarities**	**Tornados** **Differences**
- They huge storms -Move slower -Often damage people and properties with floods -They can also create tornados	- Natural phenomena -Damage people -Destroy properties	-They are strong winds -They move faster - Often damage people and properties with high winds

Activity

Instructions: Based on the examples above, examine the paragraphs carefully to determine their text structures. Identify the main ideas and supporting details, and organize this information using appropriate graphic organizers.

1. Christianity and Islam are two of the biggest religions in the world. Many people think these religions are very different, but they actually have some things in common. First, both religions believe in only one God. This God gives rules that people should follow. Second, both religions have special books. For Christians, this book is called the Bible. For Muslims, their special book is the Qur'an. Both books help followers know how to behave well. Lastly, both religions want peace. There are differences, too. For example, the roles of women are different in each religion, and Islam does not allow eating pork or drinking alcohol. But it's important to remember that Christianity and Islam have more in common than many people think.

2. As I walked down the rough mountain path toward the coast, I was amazed by the beautiful view of the bay in front of me. When I turned a corner, I saw a stunning beach: soft, golden sands spread out like treasures under the bright sun, shining as if they were about to burst into flames. The heat was strong, wrapping around me like a warm hug, and the sand was almost too hot to touch. In front of me, the deep blue sea met the clear blue sky, creating

a horizon that seemed endless. The water was so clear that it looked like I was looking through a big piece of glass. I could see colorful fish swimming among the coral below, their bright colors sparkling like little rainbows in the sunlight. This beautiful scene filled my senses and left a lasting memory in my heart. It was a moment of pure magic, a perfect place that made me feel happy and amazed. This was truly the most fascinating place I had ever seen in my life.

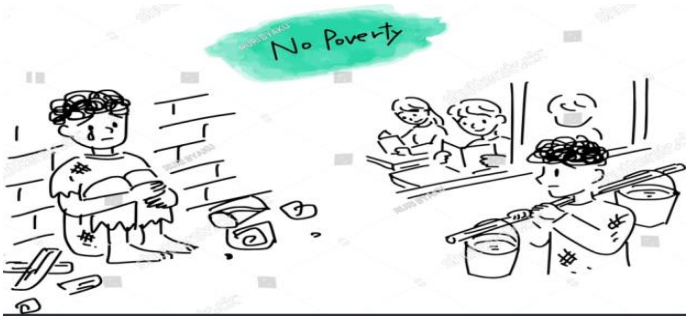
3. Some people think that mobile data and Wifi are the same thing. Sure, both mobile data and Wifi allow you to connect to the internet, but there are some important differences between them. Mobile data is provided by the mobile phone company while Wifi is coming through cable or phone lines. Mobile data gives you internet access anywhere that your phone can get a signal, but you can only get Wifi access when you are near a router. Wifi is usually faster than mobile data too, but perhaps the most important difference is the amount that you can use. Customers are usually given a nearly unlimited amount of Wifi data, like an all-you-can-eat buffet. On the other hand, mobile data is often sold in limited portions, like in an expensive restaurant. It is important to know which you are using so that you aren't charged hefty fees for going over your mobile data plan limits.

Appendix I: A Sample Lesson from Module Two (Common for both Groups)

Lesson 2

Note: *This reading passage is one of five simple descriptive source texts used for teaching participants how to write descriptive expository paragraphs. While both groups received the same text, their instructions varied between the experimental and control groups, see Appendices J and K.*

Belay



Belay is 15 years old and lives in Bichena City. However, he does not reside in one of the large, luxurious houses with beautiful gardens and swimming pools found on one side of the city. Instead, his home is located on the outskirts of town, an area where wealthy people rarely venture.

His house is not luxurious at all; it does have a small garden, but it is constructed from several pieces of tin sheeting that were nailed together a long time ago. Parts of the house have fallen down or rusted through, and in some areas, they have been replaced with bits of wood and plastic. From the outside, it appears as though it could **collapse**[1] at any moment.

When you open the door, you find a small room filled with a few pieces of old furniture, boxes, some water containers, and a little stove. The house is tightly **packed**[2] into a minimal space among thousands of others.

Most of the houses resemble Belay's home, but some are constructed from mud and concrete blocks and have a few rooms inside. Most of these houses do not have bathrooms. Belay's nearest toilet is shared by about ten houses, and it is very unhygienic. It smells unpleasant during hot weather and after rainfall, and it often floods, spreading sewage throughout the neighborhood.

Belay lives with his mother and his younger brother and sister. They are lucky in some ways. There is a tap not far from their house, so Belay and the children can fill up the water containers for their mother. This is a big improvement. Until it was put there a year ago, they had to walk for 20 minutes to the nearest well and then queue up for water. There is a school there too. His younger brother and sister go there.

Belay went for a year but when his father died four years ago, he had to stop. He does what he can to help his mother. He sometimes gets work from a market trader: running

errands[3] for him and helping him to load and unload his produce from his cart. His mother works too: she buys tomatoes from farmers who come to the market very early in the morning. She sells them for a small profit by the roadside in the city. She often comes home late, but it's always before dark. Otherwise, the risk of losing the little money she has made is too great. That is when the thieves are out in force. Their shanty town is a dangerous place where desperate people are robbed by even more **desperate**[4] people.

Belay's mother and father are from another part of the country. There was a drought in their region and they had nothing to eat. They sold all their possessions to buy food until they had nothing left to sell and no money. So they came to the city at the time Belay's mother was expecting Belay. Their life was hard, but they at least had something to eat. His father left home at six o'clock in the morning and got back at about ten o'clock at night.

He spent his day standing outside the station yard waiting for work. Sometimes he would be hired inthe yard itself and other times he would be picked by someone looking for a strong man to do some lifting or other hard jobs. They made the best of their life, but when Belay was six, his father's illness started. He lost a lot of his weight and eventually had to stay at home lying on the bed until he died. The neighbors **whispered**[5] that it was AIDS, but Belay's family never talks of it. Since his death, there has been even less money coming in, but they have each other and the young ones are able to go to school, at least for a few years.

_____

[1]**collapse** = fall

[2]**packed** = over crowded

[3]**errans** = a job that you do for somebody that involves going somewhere to take a message, to buy something, deliver goods etc.

[4]**desperate** = feeling or showing that you have little hope

[5]**whispered** = speaking something very quietly to somebody so that others cannot hear what you are saying

Activity 1: Reading Comprehension

Directions: *Below are ten statements about the reading text. Five of them are true and the rest are false. Identify them.*

1. Bichena City has underdeveloped villages that need improvement.
2. Belay's parents moved to Bichena City when he was just a baby.
3. Belay's family shares a toilet with their neighbors.
4. Belay's family saw an improvement in their quality of life after moving to Bichena City.
5. Belay's family, along with most villagers, lives an uncomfortable and risky life.
6. After the death of his father, Belay's family sold their properties.
7. Belay supports his family after coming home from school.
8. Belay's father was strong and hard-working until Belay was about six years old.
9. Both Belay and his mother work together to generate income for their family.
10. Doctors prove that Belay's father died of HIV/AIDS.

Activity 2: Writing

Directions: Read the passage titled 'Belay' and answer the questions that follow. Refer to the text to check your answers when appropriate.

1. Write a paragraph that describes Belay's house and other houses in his village in your own words.

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2. Write a paragraph describing what Belay and his family always do for their livelihood.

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Appendix J: Teacher's Guide for the Experimental Group

Activity 1: Reading Comprehension

Pre-reading Questions

Directions: Dear teacher, before your students read the passage, please do the following brainstorming questions together.

1. Do you live in a city or the countryside?
2. Which do you think is more comfortable to live in?
3. Is your village comfortable to live in? If so, how? If not, what improvements should be made?
4. Who is the most responsible person for maintaining the household in your family? Why?
5. What responsibilities should children take on to support their family?

Answer Keys for the Reading Activity

True statements: 1, 3, 5, 8, and 9

False statements: 2, 4, 6, 7 and 10

Activity 2: Writing

Lesson Objectives:

By the end of this lesson, students will be able to:

1. Explain the actions required in each instructional phase of Read TO Write.
2. Write expository paragraphs after reading source texts by using the Read TO Write instructional phases, as demonstrated by their teacher.

Teacher's Guide

Dear teacher, for the writing section, please demonstrate to your students how to write descriptive paragraphs by using source texts and following the steps in Read TO Write. Please help them to:

1. Read a passage to identify the main idea and supporting details. To help your students better understand the passage, ask them these questions, paragraph by paragraph:
   - What is the author describing?
   - What are the details used to describe it?
2. Identify the text structure.
3. Organize their notes and put the information in an order that makes sense guided through TIDE: Topic, Ideas, Details and Ending.
4. Write and revise their paragraphs using TIDE guide line.

If necessary, feel free to use and adapt the following information frames and sample paragraphs. Remember to identify the main components of the paragraphs using TIDE as a guide.

1. Write a paragraph that describes Belay's house and other houses in his village in your own words.

   -- Belay is a 15-year-old boy who lives in Bichena City.

-- He lives on the edge of the town, far from fancy houses.
-- His house is made of tin sheets and is getting old and damaged.
-- Inside, there is old furniture, boxes, water containers, and a small stove.
-- The house is small and is close to many other houses that are also in bad shape.
-- Most houses resemble Belay's home; some are made of mud and concrete blocks.
--Many houses have a few rooms but lack bathrooms.
--Belay shares a toilet with about ten houses.
--The shared toilet is unhygienic and has an unpleasant smell.
--It floods after rainfall, spreading sewage in the neighborhood.

A Sample Paragraph

Belay is a 15-year-old boy who lives in Bichena City in a small, old house made of metal sheets. The house is in poor condition, with old furniture and many used items inside. Belay's home is situated next to similar houses that are also not well-maintained. Nearby, there are many houses made from mud and concrete blocks, and most of them lack bathrooms. Belay shares a dirty toilet with about ten other houses. When it rains, this toilet often overflows, leading to problems with contaminated water in the area. *Overall, both his house and village are uncomfortable places to live.*

2. Write a paragraph describing what Belay and his family always do for their livelihood.

--Belay and his family have daily chores to support their livelihood.
--He helps his mother by filling water containers.
--His younger siblings attend a nearby school.
--Belay takes on small jobs as a market trader, running errands, and carrying goods.
--His mother buys tomatoes from farmers and sells them by the roadside.
--Their efforts aim to improve their lives and ensure survival.

A Sample Paragraph

Belay and his family have daily chores to support their livelihood. He and his siblings help their mother by filling water containers. His younger brother and sister attend a school that is not far from their home. Belay does his best to assist his mother. Sometimes, he takes on small jobs as a market trader, running errands and helping carry fruits and vegetables from the trader's cart. His mother works hard as well; she buys tomatoes from farmers who come to the market in the early morning. After that, she sells the tomatoes by the roadside in the city to earn some money. *They do all of this to improve their lives and survive*.

Appendix K: Teacher's Guide for the Control Group

Activity 1: Reading Comprehension

Pre-reading Questions

Directions: Dear teacher, before your students read the passage, please do the following brainstorming questions together.

1. Do you live in a city or the countryside?
2. Which do you think is more comfortable to live in?
3. Is your village comfortable to live in? If so, how? If not, what improvements should be made?
4. Who is the most responsible person for maintaining the household in your family? Why?
5. What responsibilities should children take on to support their family?

Answer Keys for the Reading Activity

True statements: 1, 3, 5, 8, and 9

False statements: 2, 4, 6, 7 and 10

Activity 2: Writing

Lesson Objective:

By the end of this lesson, students will be able to:

Write expository paragraphs after reading the source text, as demonstrated by their teacher.

Teacher's Guide

Dear teacher, for the writing section, please assist your students with their writing activity using your usual methods. Here are some steps to guide them:

1. Help them read and understand the source texts. Encourage them to brainstorm by asking questions related to the reading text.
2. Guide them to use TIDE in writing their own texts, using source reading text. Feel free to use or adapt sample paragraphs provided below.
3. Provide feedback and comments, or encourage the students to comment on each other's work and revise their writing accordingly.

1. Write a paragraph that describes Belay's house and other houses in his village in your own words.

A Sample Paragraph

Belay is a 15-year-old boy who lives in Bichena City in a small, old house made of metal sheets. The house is in poor condition, with old furniture and many used items inside. Belay's home is situated next to similar houses that are also not well-maintained. Nearby, there are many houses made from mud and concrete blocks, and most of them lack bathrooms. Belay shares a dirty toilet with about ten other houses. When it rains, this toilet often overflows, leading to problems with contaminated water in the area. Overall, both his house and village are uncomfortable places to live.

2. Write a paragraph describing what Belay and his family always do for their livelihood.

A Sample Paragraph

Belay and his family have daily chores to support their livelihood. He and his siblings help their mother by filling water containers. His younger brother and sister attend a school that is not far from their home. Belay does his best to assist his mother. Sometimes, he takes on small jobs as a market trader, running errands and helping carry fruits and vegetables from the trader's cart. His mother works hard as well; she buys tomatoes from farmers who come to the market in the early morning. After that, she sells the tomatoes by the roadside in the city to earn some money. They do all of this to improve their lives and survive.