

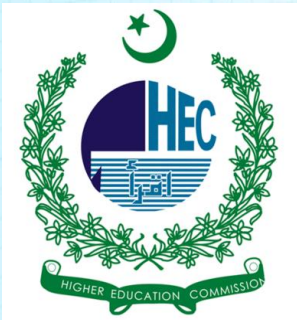
Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

<https://llrjournal.com/index.php/11>

Investigating the Effectiveness of the Text Structure and Self-Regulated Strategy Instruction for Improving Pakistani University Students' ESL Writing Skills



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Abstract

The study aims at investigating the effectiveness of the Text Structure and Self-Regulated Strategy Instruction for improving Pakistani University Students' ESL writing skills. A total of 135 students were divided into three different conditions Text Structure Instructions (TSI), Self-Regulated Strategy Instructions (SRSI), and The Control group equally. TSI includes the descriptive Text structures specifically with explanatory lectures on other text structures. SRSI followed the SRSD model that includes self-regulatory writing strategies. The Control group used the conventional teaching writing techniques. After the intervention of six weeks, results were compared using t-test. TSI and SRSI as compared with traditional writing techniques outperformed and showed better results. Unlike the traditional group of this study, TSI and SRSI put a significant impact on the writing outcomes of the students. TSI impacted the organization in the essay writing of the learners and SRSI improved the quality of essay writing of the students. Furthermore, the linguistic and textual analyses show that the learners taught through TSI and SRSI methods have shown improved syntactic complexity, better organization of essay writing, and lexical variations.

Keywords: Self-regulation, Text Structure, Writing Instruction, Writing Outcomes

Introduction

Writing is one of the most important tools that need daily practice for gaining and maintaining its effectiveness (Nunan, 2000). It is considered as the process of converting a person's passive vocabulary into active use and is one of the most significant ways of communication when the reader and writer are at a long distance (Bereiter et al. 2013). English writing contributes majorly to all fields and their practices (Adel et al. 2015). Email writing, job applications, technology instructions, educational promotions, medicine prescriptions, and even in businesses English writing is majorly practiced. Zagada (2019) said that English Language writing allows to organize and refine ideas and shapes the language and helps in conveying proper ideas. Further, it develops the reading skills of ESL learners and recalls what is learned. So, writing builds the language.

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Print ISSN: 3006-5887

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If writing is taught effectively, it can provide real skills and communications to learners (Mustafa, 2012). Effective writing leads to better language proficiency (Davoudi et al. 2015). The ESL learner cannot be proficient in the English language without gaining proficiency in English writing. In past, writing was neglected due to some of the conventional teaching methods like the audio-lingual method (Murcia, 2000). With the improvements in teaching methods, the said negligence is significantly removed. Hence, even the ESL learners find writing as one of the most difficult tasks, they cannot ignore its importance in the English language. So, writing plays one of the significant roles in the English language.

In Pakistan, writing merely focuses on the development of meaningful phrases by the students, but it is believed as writing is writing answers after memorization from books (Khan, 2011). Teaching writing in Pakistan is chained with some factors which limit it; the teachers are bound to complete the curriculum already set and only a few drills for writing are set (Humaira, 2011). Moreover, the exclusion of creativity and critical thinking from assessment in Pakistan has put the students in opposition to writing (Siddiqui, 2000). Currently, the writing is just an imitation of what is already written. Be it in note-making, writing research assignments, or publishing research papers.

The students in Pakistan have to face different linguistic, psychological, pedagogical, and cognitive issues in writing at different stages (Haider 2012). Writing is most important for both teachers and students as well. So, if the teachers are trained with modern techniques, they would teach writing the way it needs to be. Pakistani Academic writing is the area that is least explored (Azher et al. 2010). It is high time to train the teachers with upgraded versions of teaching as in Pakistani classrooms of English language teachers and students will have to use the non-native words with standard British English in teaching (Talaat, 2003). In the prior mentioned sentence, the non-native words like Insha'Allah for polite refusal are used in English during English writing or speaking (Mahboob, 2009). Pakistani teachers must focus on the needs and interests of students before teaching writing (Nadeem, 2007).

The teaching writing practices in Pakistani ESL classrooms are limited to the dictation, imitation and selected writing exercises mentioned in English textbooks (Hassan et al., 2020). It is believed in Pakistan that writing poetry of William

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

Shakespeare or any novel is creative writing (Siddiqui, 2019). This practice is just an imitation of the exact words. One is considered talented when he writes any passage from the story by memorizing (Razzaq et al. 2024). They further said that the teachers in Pakistani classrooms teach about the biographies of poets rather than teaching how to write poems. Warsi (2004) pointed out a problem in teaching writing: only the translation method is used for writing here in Pakistan. So, conventional teaching methods don't improve the writing skills of ESL learners anymore until some improvements and special writing techniques are not used for teaching writing (Farid et al. 2023). The level of writing improves with the provisions of the resources (Arifa, 2009). Additionally, there are many hurdles to improving the writing skills in Pakistan, such as the unavailability of resources to the institutions and the teachers.

If writing is taught effectively, it can provide real skills and communication to learners (Mustafa, 2009). In Pakistan, almost everyone is unaware that writing includes the attitude and structure of the writer that changes its tone from other writers. In Pakistan, writing merely focuses on the development of meaningful phrases by the students, but it is believed as writing is writing answers after memorization from books (Khan, 2011). Teaching writing in Pakistan is chained with some factors which limit the writing practices like the teachers are bound to complete the curriculum already set, and only a few drills for writing are set (Humaira, 2011). Moreover, the exclusion of creativity and critical thinking from assessment in Pakistan has put the students in opposition to writing (Siddiqui, 2007). Currently, the writing is just an imitation of what is already written. Be it in notes-making, writing research assignments, or publishing research papers (Bhatti, 2016). The immediate measures for teaching writing skills to put the strong bases of quality writing in educational institutions of Pakistan are inevitable (Khan, 2013).

Text Structure Strategies are the practical methods of improving the writing skills of the ESL students (Roehling et al. 2017). Text Structure is the way the writer organizes his thoughts and presents them. Every reading text has its own text texture (Meyer et al. 1984). Text structure teaching has been shown to improve reading comprehension of informational texts in students with or at risk of learning challenges, as well as those with emotional or behavioral problems (Bowman-Perrott et al. 2016). ESL students with awareness of text structure strategy instructions write effective

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Print ISSN: 3006-5887

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academic writing tasks and perform better than traditional writing instructions (Strong, 2020). The text structure instructions are a unique and result-oriented tool that is often applied by the language teachers when they have a bigger size of the classes (Klein et al. 2018). It is necessary for the course designers to use all types of text structures while designing English language courses equally as students mostly study the text structures with descriptive text structures (Muhammad et al. 2018). He further said, the use of text structure in textbooks boosts the learning of the writing skills among the ESL students.

Self-Regulated Strategy Development is an approach that helps the students to learn, adapt and use the strategies of skilled writers from any text (Troia et al. 2018). It makes the students self-regulated in writing by using strategy instructions. This approach helps students to monitor and evaluate their writings resulting in independent but skilled learning (Chen et al. 2021). The goal of Self-Regulation Strategy Development (SRSD) is to master the high-level cognitive process of text creation, to employ writing strategies effectively, independently, reflectively, and with self-regulation, to understand the characteristics of good writing, and to have a positive attitude toward writing and about one's own talents as a writer (Dilber, 2023).

Both text structure writing instruction and the self-regulated writing instructions are the special teaching writing techniques which have proved to be effective when applied for improving the writing skills of the ESL students (Teng, 2017). In Pakistan, the writing deficiencies amongst the ESL students is not because of the lack of the intelligence, infact, it is due to ineffective teaching writing instructions used in ESL classrooms (Akhter et al, 2020). Further, ESL teachers in Pakistan have majorly remained in teaching writing with traditional methods just to complete the course activities by imitating the exercises. Pakistani ESL teachers must, therefore, in the 21st century, shift the conventional paradigm of teaching writing, which is unprofessional, static, and unsuccessful, and adopt the SRSI and TSI approaches to teaching writing (Haider, 2012). Adopting TSI and SRSI in teaching instructions is much easier and interesting. These methods on one side motivate the ESL students and raise their interest in learning English writing skills (Zagada, 2019) and on other side make the teaching writing methods interactive for both students and learners (Williams et al, 2016). Special writing strategies are the better alternative for

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Print ISSN: 3006-5887

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implementing ESL classrooms to improve the writing skills of the students. Infact, it is the high time to include these special strategies in the curriculum of English language and make it the compulsory part for ESL classrooms from the primary classrooms.

Writing is one of the most effective cognitive skills that include learning, comprehending, and synthesizing of a knowledge (Tennant et al. 2010). Writing helps to make effective communications and establish logical argumentation (Chappell, 2001). Writing dramatically increases the self-confidence and self-esteem (Klimova, 2012). It is the process-oriented instructional approach that improves all learning skills (Williams, 2017). Effective writing skills are the indicators of true academic success (Graham et al. 2019).

Correct English language writing is valued in Pakistan (Khan, 2015). ESL learners in Pakistan always struggle to master the English writing to pass the examinations (Haider, 2012). Further, students in Pakistan skill their writing to earn through different writing platforms (Nadeem, 2020). The higher education and the recruitment tests in Pakistan require effective English writing skills (Shamim, 2017). So, the ESL learners with effective writing skills in Pakistan enjoy special status as they can avail good jobs and secure good grades in their graduations. Ghani (2003) suggested that writing is the important domain that every student need improvement in.

Both teachers and students in Pakistan are confused in ESL writing as they consider it an expressing practice of the literature that imitates exactly (Khan, 2011). Writing practice has been reduced to the classroom activities with some of the formulation which include grammar and vocabulary in Pakistan. Mustafa (2012) found that ESL teachers also lack in experience and teaching writing strategies, so the ESL students don't produce any creative writing. Still, grammar translation method is applied to teach ESL writing which is not mostly productive (Warsi, 2003). Further, the curriculum doesn't satisfy the bases for teaching writing as it is fixed and lengthy, so the ESL teachers only try to complete the syllabus instead of focusing on the improvements of writings (Siddiqui, 2013). Further, he said that students don't get regular feedback on their writing which results in poor ESL writing. In succeeding classes ESL students find English writing difficult as students are not taught about

writing specifically in previous classes (Koutsoftas, 2018).

TSI and SRSI writing strategies improve the academic writings of the students with a significant increase in the quality and the structure of the academic writings (Teng, 2019). These self-regulated writing strategies help ESL writers to plan, monitor and evaluate their writing compositions and minimize the errors in their writings (Tracy et al. 2009). SRSI is an instructional approach that enhances learners' capacity of self-regulation writing (Harris et al. 2009). Text Structure instructions improve the organizations of the ESL writings (Dymock, 2005). The role of text structure instructions is to increase the effectiveness of writing composition of ESL writers (Perin et al. 2002). Whereas the SRSI improves the quality of ESL writing (Graham et al. 2009).

Writing is one of the most challenging tasks in English language classrooms in Pakistan (Ghani, 2003). The ESL students in Pakistan lack the quality and self-regulation in their writing as they follow traditional writing techniques which is not always a useful technique implied in teaching writing (Mustafa, 2005). The writing keeps changing its trends and cannot be taught through a single traditional method for so long, so the teachers need to learn the special writing strategies like Text Structure Instructions and Self-regulated Strategy Instructions and help their students improve their ESL writings (Khan, 2011). Many researchers have highlighted the need to improve the self-regulation and organization in writings of the ESL learners (Teng, 2016). Teaching academic writing is the area in Pakistan that is least explored (Azhar et al. 2016). So, there is a need for this study to find the impacts of the TSI and SRSI writing strategies in Pakistani ESL classrooms and help the ESL students to improve their ESL writings.

Research Questions

The study aims to answer the following questions:

1. What is the impact of Text Structure Instruction on Pakistani university students' ESL essay writing skills?
2. What is the impact of Self-Regulated Strategy Instruction on Pakistani university students' ESL essay writing skills?
3. What is the impact of Traditional Writing Instruction on Pakistani university students' ESL essay writing skills?

4. Which teaching writing instruction among TSI, SRSI and the Controlled Group is more effective on Pakistani university students' ESL essay writing skills?

Literature Review

Text Structure Approaches to Writing Instructions

Teaching writing becomes effective when updated and result-oriented strategies are included in teaching (Mendelsohan et al. 2002). Strategies here refer to all the techniques which help in developing writing skills for the EFL Learners' learning English as a Second Language. Writing may be correctly written as per rules, but it matters how it is organized (Sharp, 2004). The way information is organized in a text is the text structure (Ogle et al. 2008). Text structure instruction was controlled by content-related aspects such as a focus on paragraph-level organization, active development of graphic organizers, and teaching rule-based summarization approaches, but these effects differed among outcome measures (Bogaerds-Hazenbergh et al. 2021). It is the framework of the text. It helps to write a purposeful body, Introduction, Body, and Conclusion. In short, it helps students to find what is given in the text. Text Structure is the way the writer organizes his thoughts and presents them. Every reading text has its own text texture (Meyer et al. 1984). It has been demonstrated that teaching text structure benefits kids who have emotional or behavioural issues, are at risk for learning obstacles, and who are reading informational texts (Bowman-Perrott et al. 2015). Text structure is the process a writer uses to arrange information in order to accomplish a goal. By explicitly teaching students the characteristics of particular text structures and giving them focused practice opportunities, teachers can help students better understand the texts they encounter across the curriculum (Williams et al., 2016). By enhancing students' awareness of the components of less prevalent text structures, text structure education also gives students a cognitive tool for organizing the information and complex language found in content area texts (Pyle et al., 2017). There are a number of text structure instruction facets that have been found to significantly affect reading comprehension. First, learners should be able to understand a range of text structures (such as problem-solution, cause-and-effect, and compare-and-contrast) (Hebert et al., 2016). Second, teachers should explicitly teach new structures using model texts that explicitly include textual components of each structure as well as graphic organizers

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

that help students organize these aspects (Jones et al. 2010). Lastly, a written student product should be included in the instructional sequence when giving this type of training to secondary students (Hebert et al., 2016).

SRSD Approaches to Writing Instructions

Researchers have found different models to improve the academic writings of the ESL students, Self-regulated strategy development (SRSD) are one of them. SRSI is an instructional approach that combines different psychological, motivational, affective, and cognitive processes to help people achieve their objectives (Andrade, 2012). It is believed making students learn themselves is a desirable situation (Akhmedjanova et al., 2022). Han et al. (2021) explained as the approach that helps students to follow the instructions set by the teacher and write with confidence. Let's look towards the definition of SRSI to identify and practice its functions in teaching writing. Self-regulated strategy Instruction is an approach that encourages students to evaluate and reinforce their written tasks (Harris et al. 2011). This technique is result-oriented if compared with traditional writing techniques. In short, it helps the students to plan, monitor, evaluate, revise and manage the writing process in an organized way. Parr et al. (2022) states that in an English-as-a-foreign-language (EFL) context, the effectiveness of SRSD in promoting the acquisition of students' abilities to revise and enhancing their writing quality is substantial. Creating cognitive skills and making students independent learners is one of the hard tasks to achieve for language teachers (MacArthur et al. 2015). SRSD has made this nut crack easily. Let's look at its definition and functions in the latter part. Self-Regulated Strategy Development is an approach that helps the students to learn, adapt and use the strategies of skilled writers from any text (Troia et al. 2018). It makes the students self-regulated in writing by using strategy instructions. This approach helps students to monitor and evaluate their writings resulting in independent but skilled learning (Chen et al. 2021). The goal of Self-Regulation Strategy Development (SRSD) is to master the high-level cognitive process of text creation, to employ writing strategies effectively, independently, reflectively, and with self-regulation, to understand the characteristics of good writing, and to have a positive attitude toward writing and about one's own talents as a writer (Dilber, 2014). The SRSD teaching model is intended to gradually transfer the responsibility for strategy use to the student from the teacher (Turkben, 2021).

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Print ISSN: 3006-5887

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Individuals who can study on their own, motivate themselves cognitively in accordance with their established working principles, and have lifetime learning skills are considered self-regulated students. One of the most effective approaches to increase students' self-regulation processes and develop writing abilities is to gradually teach them SRSD (Zimmerman, 2008).

IRIS (2000) have recommended two strategies while using SRSI; Read, Ask and Paraphrase (RAP) and Pick, Organize, Write the Topic Sentence, Reason, Explain and End (POW + TREE). There may be many strategies recommended for use in language teaching classrooms. Looking to the objective of setting students to work independently following two strategies of self-regulated strategy instructions may be preferably recommended in language classrooms.

The first recommended strategy is RAP. Read, Ask and Paraphrase is the strategy of self-monitoring and self-regulation which is important for the learner's active comprehension of the language (Hoover, 2012). Haganan (2000) first introduced RAP strategy as a self-regulated strategy who stated that RAP Strategy requires the learners to monitor and evaluate their works. To apply this strategy, the teacher must explain what RAP is? Read a paragraph, ask what the topic is. Paraphrase the important details of the paragraph. (Kennedy, 2005) states that this strategy on one side makes the text comprehensible for the students and encourages students to compose a piece of writing from the obtained data. As the students get confident in using the strategy, the teacher may ask the students to keep the book aside and ask them to share their understandings of the strategy and understanding of the passage. In last, students may take passages of their own choice and apply the strategy.

The second recommended strategy is POW + TREE. This strategy is more specific to writing. This strategy makes students able to write independently and effectively (Harris et al. 2000). In the acronym of POW+TREE, POW stands for Pick the idea then Organize and Write, and TREE is the acronym of visualization and memorization tool; Topic sentence, Reason, Explain and End. In short, POW+TREE first helps the learners in choosing the topic and organizing the data for presentation then it structures the writing of the students. Once with the help of the teacher if the learners practice this strategy, then they can easily do the same independently

afterward.

Research Methodology

Research Design

The study used the quantitative research methodology. Furthermore, the experimental study design was used. Experimental research design is the process that carries out research in an objective and controlled fashion so that precision is maximized, and specific conclusions can be drawn from the results. The study finds the effectiveness of teaching writing instructions on writings skills of the ESL learners. It needs the intervention of the participants and teachers. The experimental design in quantitative research methodology fits in this study.

The research design for this study will be a pre-test post-test group design. The study will involve assigning participants using convenience sampling to either experimental groups (TSI and SRSI) or a control group (Schneider et al., 2005). The experimental group will receive text structure instruction and self-regulated strategy instruction, while the control group will not receive any intervention. The writing skills of both groups will be assessed before and after the intervention (Gul et al., 2021).

The use of a pre-test post-test control group design in this study will allow for the comparison of the writing skills of the experimental and control groups before and after the intervention (Creswell, 2021). This design also controls for extraneous variables that may affect the writing skills of the participants, as both groups are assessed under the same conditions (Maloney et al., 2002).

Furthermore, the use of a quantitative research methodology will allow for the collection of numerical data that can be analyzed statistically to determine the effectiveness of the interventions (Creswell, 2014). The data collected will be analyzed using descriptive and inferential statistical analysis techniques to determine if there is a significant difference in the writing skills of the experimental and control groups (Asad, 2021).

In conclusion, the research design for the study "Investigating the Effectiveness of the Text Structure and Self-Regulated Strategy Instruction for Improving Pakistani University Students' ESL Writing Skills" if a quantitative research methodology is used, will be a pre-test post-test control group design,

allowing for the comparison of the writing skills of the experimental and control groups before and after the intervention, and the use of statistical analysis techniques to determine the effectiveness of the interventions.

Experimental design is a research design that involves the manipulation of one or more independent variables to determine their effect on a dependent variable (Campbell et al., 2011). In the study "Investigating the Effectiveness of the Text Structure and Self-Regulated Strategy Instruction for Improving Pakistani University Students' ESL Writing Skills," the researchers used an experimental design to investigate the effectiveness of two interventions, text structure instruction and self-regulated strategy instruction, on improving the writing skills of Pakistani university students (Gul et al., 2021).

The study employed a pre-test post-test control group design, which involved randomly assigning participants to either an experimental group or a control group. The experimental group received text structure and self-regulated strategy instruction, while the control group did not receive any intervention. The writing skills of both groups were assessed before and after the intervention (Asad et al., 2021).

The use of an experimental design in this study is appropriate because it allows the researchers to test the effectiveness of the interventions while controlling for extraneous variables that may affect the writing skills of the participants. Additionally, the use of a control group ensures that any improvement in the writing skills of the experimental group can be attributed to the interventions rather than other factors.

Furthermore, the study's experimental design allowed for the collection of quantitative data, which can be analyzed using statistical methods to determine the effectiveness of the interventions. This data can help to draw conclusions about the effectiveness of text structure and self-regulated strategy instruction in improving the writing skills of Pakistani university students (Creswell, 2016).

In conclusion, the experimental design used in the study "Investigating the Effectiveness of the Text Structure and Self-Regulated Strategy Instruction for Improving Pakistani University Students' ESL Writing Skills" was appropriate for the research question and allowed for the collection of quantitative data that can be analyzed to draw conclusions about the effectiveness of the interventions

(Muhammad et al., 2022).

Procedure of the Study

Three conditions were present in this study: TSI, SRSI, and the control group. Six sessions were assigned to teach TSI and SRSI. The Control group was flexible as the teacher may change the number of sessions owing to the ease. Each session consisted of an hour. In each condition the time for assignments and lessons for each session was adequate, but sometimes the time required for the assignments go short. In this case, students were asked to complete the tasks at home independently. The instructions for each session were identical which included the essay writing tasks. When counting the differences in conditions, TSI was given six sessions on the techniques of text. Structure instructions with two additional lectures on traditional writing. Like TSI, SRSI was also done similarly. Whereas the control group received only six sessions with only traditional writing instructions. Only the text structures in writing were the subject of the TSI condition. SRSI concentrates on writing techniques for self-regulation. The control group, however, was not exposed to TSI or SRSI methodologies during intervention period. The control group will not receive any intervention, and their writing skills will be assessed before and after the intervention period. During the pre-test phase, the writing skills of the control group will be assessed to establish their baseline writing abilities. The control group will then not receive any intervention but will continue to receive instruction as usual. After the intervention period, the writing skills of the control group will be assessed again to determine if there was any improvement in their writing skills without the intervention. The purpose of the control group is to provide a baseline for comparison with the experimental group, which received the text structure and self-regulated strategy instruction. By not providing the intervention to the control group, any changes in their writing skills can be attributed to factors other than the intervention. Overall, the procedure for the control group in this study is to not receive any intervention, but to be assessed before and after the intervention period to determine if there was any improvement in their writing skills.

Text Structure Strategy Instructions

This group received instructions about text structure strategies. Further, TSI was only specific to descriptive writing. The focus was to enhance and improve the descriptive

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Print ISSN: 3006-5887

Online ISSN: 3006-5895

writing skills and apply them in writing essays. The further desired result was to provide the knowledge of different text structures with more focus on descriptive writing. The structure of the essay was discussed with the class. Text structure instruction was given six sessions in the group as discussed below.

At the start, a pre-test was conducted to determine the level of students. In the first session, students' text structures strategies like Exposition, Description, and narration were taught to the students. Later a sheet containing different text structures was displayed on the board and students were asked to identify the text structure of the given passage. In the second session of intervention, the teacher guides the students in revising the first session. Here descriptive text structure was deeply illustrated to students. The teacher provided the concept of a topic sentence, and the concluding sentence was given a task on another topic of descriptive nature. Students wrote it independently. The teacher moved towards students and provided his feedback.

In the third session, the teacher provided students with a graphic organizer containing space for five paragraphs. The teacher described the reason behind the given space and asked students to fill the graphic organizer following descriptive writing strategies. The teacher last collected the sheets for feedback. In session four, the group was taught modeling techniques of descriptive writing. These techniques included models of descriptive writing of places, animals, persons, and objects. The teacher provided students with graphic designers for a description of places and persons. Students copied the techniques and started writings.

In fifth session, the teacher revised the modeling techniques more deeply completed the remaining steps of session four, and students were asked to write on a new topic assigned. Students wrote the essay teacher provided the feedback. Students independently revised and reviewed the strategies. In session six, the teacher revised all previous strategies step by step. Further, he confirmed clarity by asking questions and practicing on a topic. Last, after one day of intervention students did their post-test identical to the nature of the pre-test.

Self-Regulated Strategy Instructions

The Self-Regulated Strategy Development (SRSD) model was used for self-regulated strategy instructions. In this study, self-regulated writing strategies were included in

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Print ISSN: 3006-5887

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SRSI. These self-regulation strategies included writing planning, goal setting, self-monitoring, self-instruction, and self-reinforcement. These strategies were taught and discussed using cognitive modeling, explicit instructions, and peer practice. SRSI only focused on improving the quality of writing rather than the organization of writing and text structure. The main aim of this group was to assume the responsibilities of identifying and organizing ESL learners' essay writing. Self-regulated strategy. Eight sessions were also discussed/taught in six sessions also.

Before one day of the intervention, the group took the pre-test on the descriptive nature of a topic. The topic was the same for all three conditions of the study. In the first session, the teacher introduced SRSI to the students of the group. The usefulness of all topics was illustrated to the students. The teacher asked students to set their writing goals before writing an essay in the class. The teacher circulated among students and provided them feedback on their writing. In the second session, the teacher modeled the steps for designing a plan and asked students to copy it. The teacher assigned a topic to students they listed the ideas about the topic independently. The teacher provided the feedback on the lists briefly through this practice teacher tried to develop. Students' background knowledge. Later, the teacher instructed students with self-regulatory procedures like goal setting, self-monitoring, and self-assessment. In last, students were asked to write on the topic. Some students of students were allowed to complete their tasks at home.

In session three, the teacher described the importance of self-evaluation and revision. The teacher asked students to write an essay. Later, he instructed them to revise their tasks and identify their mistakes. Then, the teacher provided a list with self-regulatory writing prompts. The teacher along with students modeled the strategies to monitor and evaluate their writings. The teacher visited students to provide them feedback on their independently written tasks. Later, evaluated by them. In the session, the teacher described the ways to use self-regulation strategies. At the start discussed the way to set a goal by asking a question, "What do I have to do?" Then he discussed self-evaluation by asking another question, "Does the writing make sense? And in last he discussed self-reinforcement by asking, "Do I like the writing?" the teacher repeated the process and encouraged students to discuss their writing goals and what they have learned. The teacher asked students to write independently.

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In session five, the teacher reviewed the steps of the strategies learned. Students were asked to discuss the previous writings based on what they have learned. At the end of the session, students were found confident in the quality of their writing. During the session, the teacher reviewed the performance of the students individually on their writing output. In session six, aspects of SRSI strategies were discussed. The teacher revised all steps thoroughly step by step. After clearing their concepts, students wrote an essay using the strategies independently. The teacher provided them feedback. After one day of the intervention, students attempted their post-tests.

Traditional Instruction

This condition included traditional instructions for essay writing. The learners didn't do practical instructions on TSI or SRSI. The condition was subject to the teaching writing from the undergraduate syllabi. This group mostly was kept busy doing writing exercises related to their texts. No special writing techniques were taught to these students. Like the first two conditions, this group was also engaged in pre-test before teaching the traditional writing and engaging them with exercises. As their lessons ended, this group also attempted the post-test on an identical topic.

Data Analysis

This study involves the three different conditions TSI, SRSI and Controlled Group. Further, the effectiveness for each condition was determined separately using the pretest and posttest scores of each group. So, the study has used paired sample Statistics to answer each research question. Findings of each research questions are discussed separately with interpretation of the statistical data and the answers to each research questions are mentioned.

Comparison of Pretest Scores and Posttest Scores of Text Structure Instructions

Table 4.1: Paired Samples Statistics TSI

	Mean	N	Std. Deviation	Std. Error	T Value	Significance
TSI Pretest	7.5106	47	1.66645	.24308	-7.1147	.001
Posttest	14.6253	47	2.49884	.36449		

Table 4.1 shows that the pre-test scores of TSI were compared using paired samples Statistics. The analyzed data showed that the mean scores obtained from pre-test and posttest TSI groups are (7.5106 and 14.6253 respectively) were significantly

different. The t-value was -7.1147 with a two-tailed p-value of 0.001 which shows that there is significant impact. Therefore, based on the obtained results it can be concluded that there is a significant difference in pretest scores and posttest scores of text structure instructions, and it puts the impact on the Pakistani university students' ESL writing.

Comparison of Pretest Scores and Posttest Scores of Self-Regulated Strategy Instructions

Table 4.2: *Paired Samples Statistics SRSI*

	Mean	N	Std. Deviation	Std. Mean	Error T Value	Significance
SRSI Pretest	7.2553	47	1.85880	.27113	-9.638	.000
Posttest	16.8936	47	1.91373	.27915		

Table 4.2 shows that the pre-test scores of SRSI were compared using paired samples Statistics. The analyzed data showed that the mean scores obtained from pre-test and posttest SRSI groups are (7.2553 and 16.8936 respectively) were significantly different. The t-value was -9.638 with a two-tailed p-value of 0.000 which shows that value is significant. Therefore, based on the obtained results it can be concluded that there is a significant difference in pretest scores and posttest scores of pretest scores, and posttest scores of self-regulated strategy instructions and it puts the impact on the Pakistani university students' ESL writing.

Comparison of Pretest Scores and Posttest Scores of Controlled Group

Table 4.3: *Paired Samples Statistics Controlled Group*

	Mean	N	Std. Deviation	Std. Mean	Error T Value	Significance
CG Pretest	6.8723	47	2.72362	.39728	-4.687	.001
Posttest	11.1702	47	3.17818	.46359		

Table 4.3 shows that the pre-test scores of the controlled group were compared using paired samples Statistics. The analyzed data showed that the mean scores obtained from pre-test and posttest SRSI groups are (6.8723 and 11.1702 respectively) were significantly different. The t-value was -4.687 with a two-tailed p-value of 0.001 which shows that value is significant. Therefore, based on the obtained results it can be concluded that there is a significant difference in pretest scores and posttest scores

of pretest scores, and posttest scores of the controlled group and it puts the impact on the Pakistani university students' ESL writing.

Comparison of the posttests of the Controlled Group and Text Structure Instructions

Table 4.4: *Independent Sample t-test (Controlled Group Posttest and TSI Posttest)*

			Std.	Std. Error	t-value	Sig.
	Group N	Mean	Deviation	Mean		
Posttest TSI	47	11.17	3.178	.464	-4.96	.000
CG	47	16.13	2.499	.364		

Table 4.4 shows the post-test mean scores compared using the independent sample t-test of the controlled group and the TSI group to determine the effective method for teaching Essay writing Skills to the EFL Students. The posttest Controlled group mean score is 11.17 which is comparatively less than the posttest TSI group mean score which is 16.13. Whereas the significant value between the two is .000 which indicates the significance of the two methods even if used together. Thus, table 4.4 shows that the Text Structure Instruction teaching writing method is more significant than the control group that follows traditional writing instructions in teaching essay writing skills.

Comparison of the posttests of the Controlled Group and the Self-Regulated Strategy Instructions

Table 4.5: *Independent Sample t-test (Controlled Group Posttest and SRSI Posttest)*

			Std.	Std. Error	t-value	Sig.
	Group N	Mean	Deviation	Mean		
Posttest SRSI	47	11.17	3.178	.464	-5.72	.000
CG	47	16.89	1.914	.279		

Table 4.5 shows the post-test mean scores compared using the independent sample t-test of the controlled group and the SRSI group to determine the effective method for teaching Essay writing Skills to the EFL Students. The posttest Controlled group mean score is 11.17 which is comparatively less than the posttest SRSI group mean score which is 16.89. whereas the significant value between the two is .000 which

indicates the significance of the two even if used together. Thus, table 4.5 shows that the Self-Regulated Strategy Instructions teaching writing method is more significant than the controlled group which follows traditional writing skills in teaching essay writing skills.

Comparison of Posttest Scores of SRSI, and TSI.

Table 4.6 Independent Sample t-test (SRSI Posttest and TSI Posttest)

			Std.	Std. Error	t-value	Sig.
Group	N	Mean	Deviation	Mean		
Posttest SRSI	47	16.89	1.914	.279	0.76	.051
TSI	47	16.13	2.499	.364		

Table 4.6 shows the post-test mean scores compared using independent sample t-tests of the SRSI group and the TSI group to determine the effective method for teaching Essay writing Skills to the EFL Students. The posttest SRSI mean score is 16.89 which is comparatively greater than the posttest TSI group mean score which is 16.13. Furthermore, the t-value of the paired sample statistics is .076 and the p-value is .051. Hence, as per the benchmark of the p-value, the pair shows insignificant results. Thus, table 4.6 shows that the Self-Regulated Strategy Instructions teaching writing method and the text structure teaching writing methods are significantly better methods for teaching essay writing skills as both indicate greater significance, and their mean scores are also improved and almost equal in terms of effectiveness in improving writing skills. Hence, both methods can be used in teaching essay writing skills in ESL classrooms.

Based on the results above, it is found that Self-Regulated Strategy Instruction and the Text Structure Instruction can outperform in teaching essay writing skills than traditional writing instructions.

Discussions

The results show the significant impact of text structure strategy instructions, self-regulated strategy instructions and the controlled group on essay writing skills. However, TSI has more significant value on the essay writing skills than SRSI and the controlled group. SRSI has comparatively less impact than TSI on the essay writing skills. Moreover, the controlled group has the least significant impact than TSI and SRSI on the essay writing skills. The findings are comparatively discussed with

previous similar and opposite studies below.

First, the results show the positive and the significant impact of the text structure instructions on teaching writing skills. The greater difference in the pretest scores and the posttest scores of the TSI condition is the evident of the effectiveness of the method, and it puts the impact on the Pakistani university students' ESL writing. The compared results of the pretest and posttest of the text structure instructions shows the significant improvements after the intervention duration and achieved the targeted results in the posttest as compared to the pretest results of the condition. The findings of this study are similar to the findings of Bogaerds-Hazenbergh et al. (2020), who found that text structure instruction deserves a place in the primary school curriculum so the positive effects on reading and writing of the ESL Students will be maintained. Further, the study suggested that the text structure instructions have immediate effect on students' writing skills. This similiarize the study of Strong (2019) who investigated the effects of a text structure intervention for reading and writing in upper elementary grades and found that the students receiving the text structure instructions in perform better in writing and organizing writing tasks and giving the detailed ideas in writing which definitely the ESL teachers intend to get before starting teaching writing. One of the latest studies by Land (2022) on the significance and use of TSI suggested to redesign the teaching writing instructions in whole curriculum of ESL teaching to improve the students' writing skills. This is also one of the most important findings of this study.

Second, the statistical results show that self-regulated strategy instruction is also the effective teaching writing method. The compared results of the pretest and posttest of the self-regulated strategy instructions shows the significant improvements after the intervention duration and achieved the targeted results in the posttest as compared to the pretest results of the condition. In the findings of this study, it is shown that students are ready to write even lengthier tasks and plan their writing tasks too. These findings are similar to the findings of the study by Negretti et al. (2022) who found that self-regulated strategy instruction emboldens ESL students to plan, monitor, evaluate, and revise their writing which results in reinforcement of self-regulation skills and independent learning. This writing instruction encourages students to continue writing practices repeatedly which brings continuous

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Online ISSN: 3006-5895

improvements in their essay writing skills. Further, this study reveals that in SRSI writing strategies student learn to manage their writing assignments which shows similarity with the study of Teng (2019), who highlighted that SRSI defines the ways in which learners effectively manage their learning process by using various self-regulation strategies.

Third, the statistical results also show the impact of traditional writing instructions ESL students essay writing skills. The compared results of the pretest and posttest of the controlled group doesn't show the significant improvements in the essay writing skills of the ESL learners even after the equal intervention duration of TSI and SRSI. One of the major findings of the study tells that students are kept engaged in traditional writing skills in completing the book exercises. The finding is similar to the findings of the study of Tse et al. (2016). They found that the traditional writing instructions mostly engage ESL students in completing writing exercises without receiving any special instruction on writing skills. They suggested that it was a time to depart the traditional writing instructions pointing out to the memorization and imitation practices and introduce non-traditional writing instructions in language classrooms. Another sameness is found in the study of Teng (2016), who found that ESL students in the traditional writing instructions conveyed original messages in sentences using simple, high frequency English however, learners' content organization lacked logic and clarity. So, using traditional writing instructions in writing will not help ESL students improve their ESL essay writing skills. As this study found that Traditional writing skills don't show the significant improvements in the essay writing skills of the ESL students.

Fourth, the results from all the comparisons in last question reveals the impact of TSI, SRSI and the Controlled Group is positive ranging from highest to the lowest respectively. So, while comparing three conditions based on their results, the find the significant improvements in both TSI and SRSI whereas, the controlled group didn't show the significant improvements. So, using both the significant strategies in ESL classrooms will help ESL teachers achieve the desired and targeted results. Thus, both the SRSI and TSI writing instructions are better teaching writing instructions for use in ESL essay writing skills. The findings are similar to the study of Harris et al. (2009) who found that the Self-Regulated Strategy Instruction applies discourse knowledge,

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essay organization knowledge, self-regulation strategies, and motivation to address writing demands of ESL learners. Essentially, the instruction shows students how to use genre knowledge to set goals, organize and generate content, and evaluate and revise their writing. These qualities have made the SRSI suitable teaching writing strategies to use in teaching ESL essay writing skills. Further, the findings are also similar to the study of Teng (2019) who found that Self-regulated writing strategy instructions outperformed in essay writing tests than the TSI and traditional writing instructions. He further suggested when SRSI is used with TSI then the desirable improvements in essay writing skills are achieved. As, the more effective teaching writing instructions will foster the learning writing processes in ESL students, similarly, Limpo et al. (2018) found that the core of Self-Regulated Strategy instruction is to foster learners' independent and effective writing by integrating genre knowledge and a self-regulated writing process for better evaluation and revision.

Implications and Limitations of the Study

This study is also not without limitations. First, due to lack of targeted population and difficulty in getting permissions the sample size for this study is little. Second, the intervention was administered with the help of three instructors. Third, mediation and moderation factors were not explored in the current study. Moreover, study has following important implications for concerned stakeholders of public and private universities of Karachi, Sindh, Pakistan. Second, ESL teachers must use the self-regulated strategy instructions and text structure instructions regularly in their ESL writing classrooms and Third, students should be encouraged to have variety of reading to get awareness of Text Structures.

Conclusion

The purpose of present quantitative study was investigating the Effectiveness of the Text Structure and Self-Regulated Strategy Instruction for Improving Pakistani University Students' ESL Writing Skills. It was also aim of the current study to fill the gap in literature by investigating the concepts of SRSI, TSI and the controlled group of traditional writing instructions at higher education level. The effects of TSI and SRSI on teaching essay writing are significant as compared to the traditional writing techniques. Text Structures helped the students to organize the data in a manner as it is asked. The results of the TSI conditions showed improvements in the writings of

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students in arranging the information required in the essays in an organized manner. Teachers can use the text structure strategy instructions in both small groups as well as the larger classes to make students able to identify the text structures from the reading passages and able to write as per the asked text structure. Self-regulated strategy instruction improved the quality of writing of students during the intervention period. Moreover, SRSI encouraged students during the intervention to evaluate, monitor, and revise their writing tasks. It encourages students to work independently. The study found that it boosts the cognitive skills of the participants. Whereas traditional writing techniques focused on solving writing exercises without focusing on special writing strategies to improve the writing techniques. In short, Text structure strategy instructions improved the organizational writing techniques and showed an improvement in the writing of the participants, and Self-regulated strategy Instructions improved the quality of writing of the participants, and it also showed an improvement in the writings of the participants. The Control group didn't show a significant improvement in the writings of the participants. This study has found that when special writing techniques are used in teaching writing to ESL students then greater and significant improvements in the writings can be achieved whereas traditional writing techniques just focus on the practice of writing with no significant improvements in the writing outcomes. When teaching ESL teachers may include special writing techniques like TSI and SRSI along with the traditional writing techniques to improve the writing skills of the students.

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