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**The Effects of an Input-Output-Intervention Approach on EFL Students' Use of
Formulaic Sequences in Essay Writing**

インプット・アウトプット強化を重視した指導法が外国語学習者の英作文における
フォーミュラー連鎖使用に及ぼす影響

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By
Kristie Jane Sage
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概要 (Summary)

論文題名：

The Effects of an Input-Output-Intervention Approach on EFL Students' Use of Formulaic Sequences in Essay Writing

(インプット・アウトプット強化を重視した指導法が外国語学習者の英作文におけるフォーミュラー連鎖使用に及ぼす影響)

申請者：Sage, Kristie

当研究は focus on form と genre という二つの言語教授方法に基づいた英語指導方法が日本人英語学習者の formulaic sequence (フォーミュラー連鎖) (Wood & Siepmann, 2005; Wray, 2002)とよばれる定型表現の修得に及ぼす影響を検証した。研究者自らが教える某大学の英語科目の質向上を目的とした実践研究である。focus on form とは認知作用を誘発するようなタスクの中で特定の目標言語項目に対する学習者の意識高揚を施すもので (Izumi, 2002; Long & Robinson, 1998)、genre とは特定のジャンルのエッセイ (例：persuasive essay) の中で談話構築するのに必要な定型表現やパラグラフ・エッセイ構成に関するルールを系統立てて指導する方法である (Swales, 1990; Hyland, 2007)。英文エッセイ作成の指導を受ける学習者が、どの程度定型表現習得し、自らのエッセイライティングにおいて使用できるようになるかを分析した。指導において中核となる道具は template (Cortes, 2013; Swales 2004)と呼ばれる教員および学生が手本として参照するエッセイ構築のための雛形である。特定のパラグラフやエッセイの中の特定のセクションをまとめる上で手本となる英文サンプル、談話構成の補助となる定型表現や語句などを示すものである。説得的文書 (persuasive essay) 作成に有用な定型表現に対する意識高揚が今回の指導の大きなポイントとなった。

被験者として 51 名の英語を専攻する日本人大学生が研究に参加した。同じ学生グループに 2 種類のタイプの英語指導を施して、反復測定によりいずれの指導方法がより有効であるかを測定した。指導法 1 はインプットとして作文指導に先立ち有用な定型表現を明示的に提示し、指導 2 はそれに加えて発話や作文といったタスクの中で目標言語項目を使用する機会を与えた。アウトプットを促す後者の指導方法がより効果的であろうという予測のもとで研究を行った。

まず、3 種類のタイプの客観テストを事前テスト (学期始めの第 1 週)、事後テスト (学期末の第 15 週) の形で実施した。テストタイプ 1 は文法的適正を見極める二者択一テスト、テストタイプ 2 は適切な項目を選ぶ多者択一テスト、テストタイプ 3 は穴埋め記述式テストの形を取った。テストの内容はすべて定型表現に関連したものであった。すべてのテストの点数を算出し、ANOVA あるいは対応のある t 検定で比較したところ、被験者の定型表現の知識は全体的に事前テストから事後テストにかけて有意に伸びていることが判明した。また、テスト 2 とテスト 3 の結果はインプットとアウトプットの両面において定型表現の修得を促した指導法 2 の方が、指導法 1 に較べて、より効果的であり、その差は有意であることを示した。

さらに、被験者が学期中の 2 週目、5 週目、10 週目、15 週目に書いて提出した英作文の中で使われた定型表現の数を数えて、4 回の英作文課題における使用頻度を比較した。インプットのみによる指導法 1 はデータ不十分のため統計分析は出来なかったが、インプットにアウトプット誘発のためのタスクを加えた指導法 2 に関してログ尤度比検定を行ったところ、作文中に使われた定型表現の数は学期始めから学期末にかけて増加していた。

総括的に見て、**focus on form** の原理に基づいて定型表現という目標言語項目に対する学習者の意識高揚を行い、さらに特定のジャンルのエッセイ構築に必要な知識・技能を促進する指導法は有益なものであるという証拠を得るに至った。研究結果はまた、**template** が日本人大学生に対する英作文指導において有益な道具であることを示唆した。

Abstract

The present study evaluated the effects of reexamining focus-on-form (Izumi, 2002; Long & Robinson, 1998) by considering it alongside of genre (Swales, 1990; Hyland, 2007), as a dual-methodology; and investigated if this combination could better inform the teaching approach of an English as a Foreign Language (EFL) teacher-researcher's writing classroom. Two teaching approaches were tested, and the teacher-researcher advocated that one over the other in its application to the aforesaid classroom would better improve the acquisition of formulaic sequences (i.e., *form*) by EFL undergraduate writers in their persuasive essays (i.e., *genre*). To ascertain which of the two teaching approaches under investigation in the study was in fact the better approach: one approach examined an input enhancement technique (hereafter known as the *input-enhancement* treatment) (White, 1998); whereas the other approach assessed a combined input and output intervening technique and noted the teaching-learning cycle (Hyland, 2007) (hereafter known as *input-output-intervention* treatment) (Swain, 1984; Izumi, 2002). *Input-enhancement* refers to a teaching approach for formulaic sequences based on techniques which implicitly highlight target forms in classroom instructional input. Alternatively, *input-output-intervention* refers to a teaching approach for formulaic sequences based on classroom instruction which requires production and intervenes by providing a template to model the formulaic sequences within an essay of persuasive style. When teaching writing, this approach supports teachers, and when students are writing, it guides them where to appropriately place in output the target forms at the sentence level (hereafter known as *form-functions*), and subsequently as *form-functions* in the building blocks (hereafter known as *discourse-segments*) or the structural conventions of the text (i.e., a 5-paragraph persuasive essay). The two teaching approaches were devised to address and resolve the caveats of what the teacher-researcher had found to be missing in her own teaching approach in EFL writing classes, had arisen in the piloting stages of this study, and had discovered in surveying the literature of other EFL teacher-researchers' struggles in the Asian context (see Pei, Zheng, Zhang, & Liu, 2017).

In this study, the two teaching approaches of *input-enhancement* and *input-output-intervention* were taught in the classroom by the teacher-researcher to a cohort of Japanese EFL undergraduate students in their essay writing course. The purpose, in particular was to gather primary data on which approach more effectively increased the number of target forms known to and hence used by the students in their essays. A set of formulaic sequences appropriate to the university's second-year, persuasive essay target genre was further subdivided into two similarly matched yet different subsets of formulaic sequences. These two subsets were taught by one or the other of the two teaching approaches (i.e., *input-enhancement* and *input-output-intervention*). For the specific

data collection of the study, *form-tests* and *essay-analyses* were devised to gather data by the teacher-researcher from her classes. The *form-tests* were comprised of a pre-test (Week 1) and a post-test (Week 15). As for the *essay-analyses*, the corpus-based frequency data was tallied from four essays, one before treatment and three during treatment (i.e., 15 weeks of successive five-week intervals). The results showed overall that the number of formulaic sequences learnt by the EFL writers increased from the start of the course (Week 1) to the end of the course (Week 15) in both the *form-tests* and *essay-analyses* of the study. This was in the case of the subset of formulaic sequences for the *input-output-intervention* teaching approach.

Of the two teaching approaches tested, it was hypothesized that the *input-output-intervention* teaching approach would be more effective than the *input-enhancement* teaching approach. The former was considered better situated on the continuum between focus-on-formS and genre. Furthermore, this study put forward that such an approach may develop present non-empirical interpretations of focus-on-form (i.e., Long & Robinson) and may provide more contribution to Schmidt's (1983) output hypothesis. In addition, because the *input-output-intervention* teaching approach utilises a template to model how *form-functions* pattern in *discourse-segments* of EFL essays, and provided it is used in combination with practice writing exercises; the teacher-researcher of this study contends *input-output-intervention* as more effective than *input-enhancement*. One reason being that the latter only enhances the target form in target readings or vocabulary lists, and thus limits, or does not promote, output opportunities (White, 1998). At this point, Izumi's (2002) study must be acknowledged for inspiring the teacher-researcher's *input-output-intervention* teaching approach. He found in the final written essays of one treatment group, which had practiced the target form in prior writing activities, that it was output more than the other treatment groups which had only previously been exposed to the form by learning it through enhancement in input.

As this study found supporting evidence for the hypothesis, it aims to encourage the use of the *input-output-intervention* teaching approach for progressing the application of a revised focus-on-form as a dual-methodology interdependently combining form and genre for the EFL writing classroom. Thus, this approach over the *input-enhancement* one is anticipated to be more beneficial as a tool for EFL teachers, teacher-researchers and writers. Pending revision of this study, if similar studies are conducted, greater support of a dual-methodology and the *input-output-intervention* teaching approach could proliferate among fellow teacher-researchers (Myers, 2015). Specifically, the instrument of the template of this dual-method may also provide a valuable tool for teachers and students alike, and at best ideally contribute to the development of the EFL writing field.

Keywords: formulaic sequences, focus-on-form, genre, dual-methodology, teaching approaches, *input-output-intervention*, template, English as a Foreign Language (EFL), essay writing

Contents

	Page
Cover Page	1
概要 (Summary)	2-3
Abstract	4-5
Contents	6-7
Acknowledgements & Dedication	8
Introduction	9
Background of the Issue	9-10
Statement of the Problem	11
Purpose of the Study	12-14
Significance of the Study	14-16
Operationalising the Study	16
Audience of the Study	16
Delimitations	17
Literature Review	18
Second Language Acquisition	18-19
Formulaic Sequences	19-20
Taxonomies	20-23
Genre	24-26
Dual-methodologies	26
Schema Theory	26
Focus-on-form	26-28
Move-analysis	29
Toulmin Argumentative Model	29
Gap in Literature	30
Purpose Statement	31
Research Questions and Hypotheses	31
Methods	32
Participants	32
Instructional Treatment	33
<i>Input-enhancement</i> Treatment	33
<i>Input-output-intervention</i> Treatment	34
Instrumentation	36
Formulaic Sequence Selection	36
Form-tests	36
Pre- and Post-Test	36
Essay-analyses	37
Preliminary Essay	37
Essay 1, Essay 2, Essay 3	37
Procedures	38
Informed Consent	38
Formulaic Sequence Selection	38
<i>Input-enhancement</i> Treatment	38
<i>Input-output-intervention</i> Treatment	39
Treatment Teaching Schedule	39
Pre-and Post-test (for <i>Form-tests</i>)	39
Preliminary Essay (for <i>Essay-analyses</i>)	41
Essay 2, Essay 2 and Essay 3 (<i>Essay-analyses</i>)	41
Analysis	43

(Contents continues)

(Contents continued)

	Page
<i>Form-tests</i>	43
Rasch Analysis	44
z-scores	45
Paired-sample <i>t</i> -tests	45
Two-way Repeated-measures ANOVA	45
<i>Essay-analyses</i>	45
Log-likelihood and Effect Size	46
Results	47
<i>Form-tests</i>	47
Question 1 Section: Grammaticality-judgement Items	48
Question 2 Section: Multiple-choice Items	49
ANOVA	50
Question 3 Section: Gap-fill Items	52
<i>Essay-analyses</i>	54
Raw Frequency Scores	54
<i>Input-enhancement</i> Treatment	54
<i>Input-output-intervention</i> Treatment	55-58
Discussion	59
Research Question 1 (RQ1)	59
Q1 Section of Form-Tests: Grammaticality-judgement Test Items	59
Q2 Section of Form-Tests: Multiple-choice Test Items	60
Q3 Section of Form-tests: Gap-fill Test Items	61
Research Question 2 (RQ2)	62-65
Conclusion	66
Summary of the Findings	66
Pedagogical Implications	67-68
Limitations	69-73
Future Studies	73-77
Final Conclusion	77-78
References	79-88
Appendices	89
A. Class List of Target Formulaic Sequences: <i>Input-enhancement</i> Treatment	89
B. Template of Target Formulaic Sequences: <i>Input-output-intervention</i> Treatment	90
C. Participant Consent Form	91
D. Pre- and Post-test Formulaic Sequences	92-94

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Dedication

For Muz and D1

Introduction

Background of the Issue

This study was motivated by an EFL writing teacher-researcher's desire to improve her teaching approach and propose an empirically tested development of existing methodology for the EFL essay writing classroom. For EFL writers, several factors inhibit the skill of proficiently producing a 5-paragraph essay. Not only is it a time-intensive and cognitively demanding language task for students to learn, it is also challenging for the EFL teachers to teach it, and especially within the institutional scheduling confines of the classroom setting. Moreover, learning EFL writing conventions at the university level can be confounded by the linguistically and culturally diverse backgrounds which profoundly influence EFL writers' (Kaplan, 1966; Reid, 1998) knowledge of the appropriate use of the written language. Thus, advancing in those essay genres pervasive to university EFL contexts simultaneously demands complex skills from writers to, for example, persuade by arguing for and against a topic (Zhan, 2018). Such discourse rhetorics can also be seen, in the writing sections of international English language proficiency tests (Pei, Zheng, Zhang, & Liu, 2017). Thus, this genre has a certain construct validity outside of the classroom for their international, educational or career pathways.

Critical applied linguist Pennycook (2004) might caution against language formation processes that are "deeply embedded within colonial projects of knowledge formation (p.3)" and insist instead that the English language needs to be "disinvented" and "reinvented" and for its performativity to be reexamined in order to be able to address linguistics with more diversity that is indicative of the international context. This may be true in the sub-field of socio-linguistics. However, for the Teaching EFL (TEFL) field, the Toulmin Model of Argument (1950) is commonly referenced in publications by EFL teacher-researchers seeking to improve their students' persuasive essay writing for the EFL context. In the opinion of the teacher-researcher of this study, it is rather incongruent for providing comprehensive foundations for teaching approaches of EFL persuasive essays in the undergraduate writing classroom. This gives rise to the need for further examination and model development by teacher-researchers from the existing TEFL literature, which may conflict with Pennycook (2004), yet is more agreeable with known EFL genre researchers such as Hyland (2008).

One critique received of this study, was in fact was that the initial classification of the target formulaic sequences under study was weak. Thus, in the future, the teacher-researcher was advised, constructively, to improve her future research by drawing on the established sub-fields of linguistics more heavily, such as pragmatics (i.e., the study of language in context). For example, Searle (1976) highlights the differences of his position compared with Austin's illocutionary acts (1976) in his

twelve points. To select one of which considers the directionality of the fit between words and the world, and vice versa. Can some performative illocutions have the outcome to match the world to their words (e.g., assertion)? Can others seek to match their words to the world (e.g., promises or requests)? Kaplan (1966) also called for more objective investigation into paragraph movements in rhetoric across cultures before more accuracy and meaning can be determined. Thus, drawing on the classic theorists in the linguistics field is seen as important and at the same time acknowledged as a flaw of the pertinent study. Especially with regard to its classification, categorization and selection of formulaic sequences and subsequent testing of the TEFL teacher-research more empirically and incorporating linguistics more theoretically and scientifically. Perhaps only then, Pennycook's (2004) criticism can be challenged and/or tempered.

Until that time, for those students who are presently studying in EFL university contexts, the inescapable reality is that if they wish to pursue avenues within this period of their studies or in the international context, English language proficiency tests will dictate some degree of universal normative writing conventions, and the persuasive essay is a core measure. With the dominant global lingua franca being English, these tests act as gatekeepers (McNamara, 2002). Moreover, it could be argued that for EFL writers' essays to be recognised by certain discourse communities, either within the university environment and/or external to it, there is some onus on classroom teachers to guide their students to write essays in such a way that demonstrate certain widely recognised criteria (Swales, 1990, Hyland, 2008). If their essays do not, their writing may not be accepted or highly evaluated by the discourse communities which they seek to gain acceptance from (Silva, 1993).

For the pertinent study, the teacher-researcher drew from her own classroom observations, that is, when it was time to progress her Japanese undergraduate EFL students to the challenging 5-paragraph persuasive essay (and for upper-proficiency students); some persistent, common and lacking tendencies in the absence of essay language and structural conventions became apparent (i.e., using *so*, instead of *for instance*, or *but*, instead of *in contrast to* or *opposition to*). This led the teacher-researcher to consider whether their second language (L2) was being primed effectively for Second Language Acquisition (SLA) or not; and whether they had the language knowledge for progressing their writing proficiency towards using more academically orientated language of persuasion/argument (e.g., *in favour of*) and of counter-argument (e.g., *an argument against*) or not. In other words, the target forms required for constructing more complex essays. The teacher-researcher of this study determined that her teaching approach needed reexamination and planned how to evaluate her teaching approach from teaching EFL (or TEFL) perspectives. Thereby, she focused on devising and testing teaching approaches with respect to form acquisition and genre knowledge.

Following this resolve, the teacher-researcher reviewed the literature for guidance. However, she found that it was not uncommon to posit two “schools of thought” at opposite ends of a “methodological spectrum”. That is, defining and classifying grammar accurately at one end, juxtaposed with exploring how written essays communicate meaning to the reader at the other. As such, adopting teaching methods from disparate ends of the continuum, albeit seems not impossible, but rather untenable for the average university teacher, of which an EFL writing class may be one of the many subjects to be taught in any given semester’s schedule. Further, teachers’ idiosyncratic tendencies based on the influence of their own educational and cultural backgrounds (Kaplan, 1966; Reid, 1998; Zhan, 2018) or even personal teaching philosophy could put them in the domain of teaching at either end of the continuum. Hence, this study was envisaged as a means to discover a teaching approach in the EFL writing classroom context, that was more centrally positioned on a metaphoric form and genre continuum, and whether it would generate demonstrable advantages for an undergraduate level TEFL approach; and in turn, advance the proficiency of these persuasive essay writers.

Statement of the Problem

The crux of the problem for the present study is to put forward a teaching approach that does not necessarily forge ahead with a new direction; rather, combines methodologies related to form and genre, and in doing so, empirically investigate whether this duality will progress students EFL essay writing. It seems that there is a lack of an established theory for the persuasive essay which is suitable for the undergraduate EFL writing classroom. This study attempts to contribute to the literature for those teacher-researchers embedded in the undergraduate level of the EFL writing field by proposing a dual-method teaching approach.

Regarding form related methodology, if appropriate linguistic forms are not being incorporated into the teacher’s teaching approach, it will likely be less conducive for promoting the cognitive processing of EFL writers which is essential for form acquisition; namely, lower-order linguistic background knowledge (hereafter referred to as schema). In other words, when the target forms are not being made explicit enough by the teacher, the EFL writers are unlikely to notice, learn, uptake and output them when required. Subsequently, they are less aware of the mismatch between their Interlanguage (IL) and Target Language (TL) (IL denotes a state where L2 learners’ language is incomplete, and it should be developed further towards the TL [Swain, 1993]). It would seem that learners’ SLA is inhibited. That is, target forms will not be anchored in EFL writers’ consciousness; thus, they will have inadequate linguistic knowledge or schema to draw from in the process of output (i.e., writing production). Alternatively, the form could have likely not been learned, as the SLA

process has not been “automatised” by the EFL writer (DeKeyser, 1995). Indeed, this should signal that concerted avoidance of teaching target form, especially for essay writing of the persuasive style, is problematic.

Furthermore, in terms of the methodology of genre, when structural criteria for the persuasive essay rhetoric are not being addressed by the classroom teacher’s approach, it will not be effective for developing EFL writers’ high-order level (Carrel, 1983), otherwise known as the inherent background knowledge or schema of a genre. It is most likely that the EFL writers have had little exposure to the English language conventions of persuasive writing in their first language (L1). Thus, they ought to be taught the rhetorical structure in their L2 to know how and where to input the target forms into this genre. As a result, it will better reflect the discourse community for which they are writing (Hyland, 2003, 2007). Moreover, for essay writing, a broad and diverse repertoire of target forms, inclusive of a comprehensive set of formulaic sequences is necessary, along with the skill to manipulate them fittingly into a genre (i.e., the persuasive essay). Therefore, a repertoire should be taught in the EFL context, and genre aids to more narrowly prescribe the architectural foundations of the target form functions. To reiterate, by not equipping students with an adequate repertoire of target forms for inputting into a particular genre, it is considered by this study to be an oversight of the teaching approach in two respects - form and genre.

Hereby, the pertinent study contends that by combining form- and genre-orientated methodologies, and by positing them more centrally on a continuum, a better classroom teaching approach can be developed, and one which could mitigate the overemphasis or deemphasis of one over the other and vice-versa. In addition, the importance of empirically testing this teaching approach is credited to a perceived lack of this practice in SLA essay writing teacher-research or research in general at the EFL university level; and in all probability due to such research being oft circumnavigated due to its labourious nature.

Purpose of the Study

The purpose of this study is therefore bifurcate, with one focal point of the study setting out to reconfigure existing methodologies into a dual-methodology, and with the other focal point aiming to devise a teaching approach for operationalising this dual-method in the EFL essay writing classroom. This is considered synchronous with SLA literature, whereby L2 learners require conventions related to both form and genre to be taught because they do not have the benefit of innate knowledge from their L1. By encompassing a dual-method teaching approach, and supporting it with empirical data, it is argued that potential advancement in the EFL writer’s essay proficiency is promoted.

Regarding the first focus, the study proposes combining methodologies, for a dual-

methodology that amalgamates aspects of form methods and genre methods for the development of an EFL essay writing teaching approach. It must be noted that the concept of duality is not new to the literature, in fact, this study references three methodologies which explore this notion. These include schema theory, move-analysis and focus-on-form. In all three cases these methodologies provide constructive facets into the paradigm of duality, and are thought to underlie a fundamental aim of this study, which is to progress this paradigm toward a more applicable dual-methodological informed teaching approach in the EFL writing classroom. As such, these methodologies have valuable dimensions which the teacher-researcher believes could be adapted more interdependently for the EFL writing classroom.

As for Schema Theory (Carrel, 1983), even though it is essentially a reading theory; this study supports Reid's (1998) suggestion that it could also be applied to EFL writing methodology (Reid, 1998; Sun, 2014). At the core, schema theory's duality denotes two levels, a lower-level order, or knowledge of the formal linguistic features, which is interpreted in this study to be applicable to target form, and the upper-level order, or knowledge of the structural criteria, which is interpreted in this study as applicable to target genre. In addition, these two levels illustrate how interacting interdependently effectively processes the previously mentioned hierarchies of knowledge (Carrel, 1983; Reid, 1998; Williams, 2007).

Move-analysis (Swales, 1980) as progressed by Cortes (2013) at the post-graduate ESL level is an important model for this study. The model shows the patterning of target form within the genre of the introductions of academic research articles. Subsequent developments have been pursued by applied linguist-researchers and some have opted for the integration of corpus linguistics into their research, such as, Biber, Conrad and Cortes (2004) and Cortes (2013). Especially for Cortes' (2013) study, she aimed to identify the "steps" (i.e., a set of recurring target forms) and "moves" (i.e., the categories which envelop these steps) more technically of the academic essay genre. Yet similarly to Swales (1980), she limited her analysis to the essay's introduction. Although the pertinent study aims to draw on this model, it will also depart from it to consider the entire EFL persuasive essay.

Focus-on-form according to Long & Robinson's (1998) methodology is placed between grammar (focus-on-formS) and communication of meaning or Communicative Language Teaching (CLT). While these widely-known academics consider form important and particularly to EFL contexts, essay writing does not seem to have been highly prioritized. On comparison, researchers who have include Izumi (2002), Williams (2007) and Williams and Doughty (1998). One common stance they share is that for the case of EFL writing, the treatment of form should be given greater emphasis.

Another methodology, which is included in this study is Toulmin's (1968) "model of

argumentation”. It is informative to guide teacher-researchers, especially as Luk & Lin (2014) and Zhan (2018) contend, whereby a command of argumentation in essays is generally expected to have already been acquired in international contexts, and especially in Europe, where English as a Medium of Instruction (EMI) is common. Specific references to this model are also quite common in the EFL writing literature, and especially emanating from Asia (Luk & Lin, 2014, Zhan, 2018). Since English argumentative essay writing is a component of some national entrance and exit exams, and its usage in international tests of English proficiency; Toulmin’s model is oft cited. Thus, it provides teacher-researchers with some teaching guidance. Even so, this study considers that Toulmin’s model is not entirely adequate for the undergraduate EFL writing classroom in terms of both form and genre methods (In defense of Toulmin however, it was never a model intended for the EFL writing classroom, rather a philosophical account of the logic of argumentation). Therefore, this model itself, and as it is cited by EFL teacher-researchers, is demonstrative that there is an absence of a more appropriate model for the EFL writing classroom.

Despite the discussion above of the methodologies which envelop the duality of form, the pertinent study’s teacher-researcher argues that, and similarly to some other researchers (see Kaewpet, 2018; Koprowski, 2005), these remain largely untested empirically in the L2 language learning literature, and especially for undergraduate essay writing. This places teacher-researchers in a demanding position as “professionalization projects” (Myers, 1985, p. 125) requires them to collect data on their teaching, while teaching. Nonetheless, primary data is considered important to support this teacher-researchers’ claims of a lack of methods and consequently informed teaching approaches for the EFL writing field. Therein, this encompasses the second focus of the study which is the dual-methodology, and is considered in light of a classroom teaching approach which was also analysed for its effects based on the collection of an embedded teacher-researcher’s gathered data.

Hence, this study’s purpose is to propose a teaching-approach based on the aforesaid dual-methodology which EFL undergraduate university teacher-researchers could utilise in their writing classrooms, and which is beneficial for them and non-specialist writing teachers and students alike.

Significance of the Study

The dual-methodology was tested and evaluated empirically by two teaching approaches in the classroom as a teacher-researcher study, conducted with the same sample group of EFL undergraduate essay writers. These two teaching approaches were referred to as the *input-enhancement* treatment and *input-output-intervention* treatment for two similar, yet different sets of target forms (i.e., formulaic sequences) appropriate for EFL persuasive essays. The *input-enhancement* treatment utilised implicit enhancement teaching methods, for example, highlighting or

underlining the formulaic sequences in readings. Whereas the *input-output-intervention* treatment used a template to model for the students the dual-method (i.e., the way formulaic sequences pattern within persuasive essays). In addition, it required them to output the target form (referred to as *form-functions*) in contextualized sentences denoting specific discourse sections of the essay (referred to as *discourse-segments*) in practice tasks.

Regarding the *input-enhancement* treatment, it tends to underscore White's study (1998) in the way of implicitly enhancing forms in input. As the Noticing Hypothesis put forward by Schmidt (1990, 2001) highlights, in language learning, input only becomes intake if it is noticed, and if it is consciously registered (2010). Compared to White (1998), Schmidt (1990, 2001) advocates for a more targeted method to draw awareness to forms. As Izumi and Bigelow (2000) cautioned, it can be problematic to assess "consciousness" since it relates to a learners' internal processes. In Izumi's (2002) study, he included a treatment for testing the noticing construct in input by the participants and compared it to other treatments. In short, he sought to ascertain which was the most effective to heighten the awareness of target forms among the participants. By drawing awareness to form in input only, Izumi's (2002) study found this treatment to be less effective than other treatments he had empirically tested. In the same way, the pertinent study attempted to explore whether enhancing input alone was sufficient for SLA of target forms for the EFL persuasive essay writing context. The teacher-researcher combined a variety of input enhancing techniques which expanded on White's (1998) study to comprise the *input-enhancement* treatment.

With respect to the *input-output-intervention* treatment in the pertinent study, the teacher-researcher wished to compare and contrast it with the *input-enhancement* treatment as Izumi (2002) had (albeit at a much more rudimentary level). Izumi (2002) found statistically significant results for teaching form by encouraging participants to practice his target form in sentence level output prior to writing final essays (i.e., "pushed output"). Thus, he effectively applied Schmidt's Output Hypotheses (1993, 1995, 1998) empirically, showing that input made consciously aware to and by the learner encourages L2 learners to attend to the caveats in their IL to attain the TL (Izumi, 2002; Izumi et al., 1999), and this is especially the case when outputted (Swain & Lampkin, 1985).

As such, the significance of the pertinent study is that it attempts to build on Izumi (2002)'s study, because at present his study remains one of the few in the literature designed and empirically tested by an established teacher-researcher. However, it differs from Izumi's (2002) seminal one in many respects by evaluating two treatments, incorporating the persuasive essay writing genre, teaching a larger repertoire of form, and introducing basic corpus analysis. In this way, the two teaching approaches and their respective treatments (i.e., *input-enhancement* and *input-output-*

intervention) were devised to test and evaluate which might more effectively operationalise the dual-methodological concept.

Therefore, for the pertinent study, the teacher-researcher considers enveloping genre as one essential method to advance EFL writing methodology, the other being focus-on-form. This gives rise to the point that appropriate form is inextricable from genre in undergraduate EFL essay writing since output structures denote the input for EFL essay writers. When EFL writers of persuasive essays (i.e., genre) do not know the appropriate formulaic sequences (i.e., form) or the building blocks/discourse-segments (i.e., paragraph section against or counter-argumentation) and respective form-functions (i.e., *an argument against X is ...*) their output will be inhibited as opposed to exhibiting the appropriate patterning of forms within this genre. This dual-method of focus-on-form (i.e., formulaic sequences) and genre (i.e., persuasive essays) models for EFL writers how to learn the *discourse-segments* and *form-functions* as constructive devices within persuasive essays. The teacher-researcher seeks to show that the *input-output-enhancement* treatment, as supported by empirical data, was more effective, and thus is a credible teaching approach for achieving student proficiency at the level demanded by the EFL undergraduate writing field.

Operationalising the Study

For operationalizing the pertinent study, the research design was a within-subjects one, and conducted by this study's author as an embedded classroom teacher-researcher with cohort of 51 students over a 15-week semester period. The teaching approaches or the two treatments' effect (i.e., *input-enhancement* and *input-output-intervention*) regarding the respective repertoire of target forms (i.e., two sets of similar yet different formulaic sequences for each treatment) was measured by the EFL writers' output. Two instruments were used to gather the raw data, referred in this study as *form-tests* (i.e., pre-tests in Week 1 and post-tests in Week 15 consisting of 3 question sections (i.e., grammaticality judgement, multiple-choice and gap-fill) and *essay-analyses* (i.e., preliminary essay in Week 1/2, and Essay 1 in Week 5, Essay 2 in Week 10, and Essay 3 in Week 15). Following raw data collection, the instruments' respective categorical and corpora data were prepared for statistical analysis and measurement. The categorical data from *form-tests* were analysed using simple statistical tools of Rasch analysis, z-scores, descriptive statistics, paired sample *t*-tests, Holmes Bonferroni Adjustment, and a two-way repeated measures ANOVA. The corpora data from *essay-analyses* were analysed using log-likelihood and size effect calculations.

Audience for the Study

The audience for this study is classroom EFL essay writing teachers and embedded teacher-

researchers, at the undergraduate university level, and who may be interested in combining methodologies to bolster their present EFL writing classroom with a dual-method teaching approach. This study aims to demonstrate that in terms of teaching approaches, the dual-methodology proposed is better supported by the *input-output-intervention* treatment. In other words, it is likely to be more conducive for improving the proficiency skill of EFL writers to learn and to output more target forms (i.e., formulaic sequences) in their persuasive essays over the *input-enhancement* treatment. To note, as part of the *input-output-intervention* treatment, a template was an instrument used (in combination with tasks which practiced sentence and segment level output) to model and better highlight the *discourse-segments* (i.e., counter argument paragraph) and to reinforce the target *form-functions* (i.e., formulaic sequences) within persuasive essays. As the pertinent study was conducted in Japan, university EFL teachers or teacher-researchers in this context may wish to critique this study. EFL teachers or teacher-researchers more broadly in the Asian region may also consider it relevant. At present, Chinese EFL teacher-researchers proactively publish on this topic, which is speculated to be in accordance with English writing already featuring on many of their high-stake domestic tests.

Delimitations

This study's scope was limited to a cohort of EFL students enrolled in undergraduate studies in Japan, and was conducted in a relatively short 15-week or one semester period. Regarding the sample size for the collection of data from the *form-test* and *essay-analysis* it did not exceed more than 51 participants. As it focused on writing and required the testing of numerous target form items (i.e., formulaic sequences) used in persuasive essays the data collection and analysis was challenging for the embedded teacher-researcher to be able to conduct at a large-scale. In terms of the time frame, ideally, the inclusion of a longitudinal dimension would better ascertain whether the students had truly learnt the forms and were able to continue to use the forms even after the 15-week semester had concluded. However, provision for this was not included in this study due to institutional time constraints at the course and teacher-researcher level. On the other hand, there would be other inhibiting factors, and logistic difficulties related to the tracking of and the following up on students' post-study progress as they do not remain an intact cohort to realise such a longitudinal study. Finally, the dual-methodology and teaching approaches as tested by the *input-enhancement* and the *input-output-intervention* treatments, and empirical data collected by the *form-tests* and *essay-analyses* of the pertinent study seem not to echo a widely found research design in the present literature. Even though it is hoped that this study contributes to the EFL persuasive essay writing field, without more studies in a similar vein, it is difficult to know whether this study can be generalisable to the larger EFL teaching and persuasive essay writing community.

Review of the Literature

The literature review provides the background from the existing literature which this study has drawn upon for informing the concept of the dual-methodology (i.e., form and genre) and investigating the presence of relevant classroom teaching approaches for EFL persuasive essay writing. Regarding target form (i.e., formulaic sequences) the literature review will at first cover a brief dimension in terms of how it relates to Second Language Acquisition (SLA). Subsequently, the target form of formulaic sequences will be more clearly defined and some taxonomies of other researchers relevant to classifying and categorizing these formulaic sequences will be introduced. Following this, genre will be outlined with respect to how it relates to EFL or ESL essay writing. Proceeding on to a discussion of methodologies which provide the basis for combining methods. After these sections are covered, the gaps in the literature, the purpose statement and finally the research questions and associated hypotheses for the pertinent study will be presented.

Second Language Acquisition

The first language (L1) acquisition process of children reflects the Second Language Acquisition (SLA) process of adult language learning and development. For children, in the early stages of their language learning, they rely heavily on chunked forms (or sequences) from language input (Ellis & Sinclair, 1996; Staples et al., 2013; Wray, 2002). They even prioritise these forms as they tend to store them cognitively as whole units (Wood, 2002). Moreover, they continue to make use of the sequences in the later stages of their language learning and development by reanalysing and reprocessing them (Ellis & Sinclair, 1996; Wray, 2002). Alas, for adults, it is less straightforward, since their cognitive processing follows diverse routes (Schmidt, 1983, Wood, 2002). Furthermore, a longitudinal study by Yorio (1980) found that adult learners did not capitalize on sequences of forms in their language development as child learners did. The widespread variability in studies of adult SLA of such forms compared with the more unified studies of them in child SLA is also confounding (Wood, 2002). Nonetheless, several researchers state that, for adults, chunked forms are stored, acquired and retrieved in the same way as for children (Al Hassan & Wood, 2015; Wood, 2006; Wray, 2002).

The benefit of learning forms in sequences to adult learners is that they effectively prime and affect efficient cognitive processes to increase the number that their memories can manage. In other words, their short-term memory capacity is heightened when such forms feature in input as more can be more easily received and greater amounts processed (Durrant & Schmitt, 2010; Ellis, 2001). Subsequently, similar gains can be made in adult learners' long-term memory due to the sequenced forms acting as gateway to cognitive processing shortcuts (Wood, 2002). Another positive aspect is that once learnt, forms in sequences do not need to be acquired anew every time (Hyland & Tse,

2009; Wray & Perkins, 2000). This serves to lighten their processing burdens of reconstruction and to foster fast, fluid, and spontaneous communicative and productive outcomes (Wood, 2002).

For the teacher to facilitate the processes for forms, they ought to draw attention to the form in their classroom approach. When the learner notices the target forms, they can consciously experience, register, and store them in their long-term memory; if they cannot, they are less likely to acquire them (Doughty & Williams, 1998; Robinson, 1995; Schmidt, 1990, 1994, 2010, 2012). This is the basic premise of Schmidt's noticing hypothesis (1983). Schmidt therefore differs in his assessment of noticing from Krashen (1998) by requiring the condition of attention (Robinson, Mackey, Gass & Schmidt, 2013); that is, rather than merely awareness (Swain & Suzuki, 2008). Without attention, subsequent stages of SLA development are compromised (Robinson, 1995). This study considers that this elemental stage is important for the EFL undergraduate writing classroom, whereby output is required, and of which Krashen (1998) is highly skeptical. Izumi, Bigelow, Fujiwara and Fearnow (1998) refer to Schmidt's noticing hypothesis, also point out that the output function of Swain's Output Hypothesis (1985) is an effective way to progress form acquisition.

A case in point is Al Hassan and Wood's (2015) study (albeit conducted in the European ESL context) which found that when English for Academic Purpose (EAP) students who received targeted instruction with a set of forms specific to describing line graphs, that they effectively produced them in their written descriptions (as evaluated by blind judges). In addition, they demonstrated an increased use of them in the post- and delayed-post tests. Therefore, to truly demonstrate proficiency, writers need sound judgement to be able to select the most appropriate forms and for the correct context (Hyland & Tse, 2009). If they do not, problems will arise. For instance, some studies have identified that in the writing section of international language proficiency tests, less proficient writers repeatedly copied the language from the prompt question. (Appel & Wood, 2016; Biber et al., 1999; Staples et al., 2013). Although the test taker's strategy may have been to avoid grammatical errors, this unreliable strategy is detectable and unrewarded by evaluators (Granger, 1998; Hyland, 2008; Wood, 2015).

Formulaic Sequences

The term for the target, chunked form, or formulaic sequences under investigation in the pertinent study varies in the terminology within the literature. In Nattinger and DeCarrico's (1992) book, they used the term lexical phrases, while Wood (2002, 2010, 2019) generally refers to them as formulaic language. Whereas Biber, Conrad and Cortes (2004), Cortes (2013) and Coxhead and Byrd (2010) use lexical bundles. Wray (2005, 2000) calls this form both formulaic language (2005) and formulaic sequences (2000). This study adopts the latter of Wray's terms, formulaic sequences. In principle, it is a "...multiword or multiform string produced and recalled as a chunk, similar to a

single lexical item, rather than being generated from individual items and rules” (Wray, 2000, p.3).

In writing, formulaic sequences are discourse-construction devices and act as local, micro-organisers to sequence the information, and also act as global, macro-organisers to support the overall framework (Nattinger and DeCarrico, 1992). Of the multitude of functions that they have, for instance, they can inform subsequent statements (e.g., *at the same time*), consider preceding points (e.g., *this demonstrates that*), provide contrastive information (e.g., *on the other hand*), signal upcoming for or against argumentation (e.g., *an argument in favour of*), and express the relationships between or among ideas (e.g., *in other words*). Levy’s (2003) study found that less proficient writers were not able to use formulaic sequences to organise their writing as more proficient writers could (Chen & Baker, 2010). By not disregarding certain ones which may even express yet better pinpoint the same concept, or alternatively overusing a limited number of them (Wood, 2015), EFL writers’ academic texts can be judged as unnatural, awkward, non-native-like, novice, foreign, low, or outsider-like (Hyland, 2008; Li & Schmitt, 2009; Wood, 2015). It is speculated that this could be related to the lack of, and especially in EFL writers’ case, of familiarity with respect to the formulaic sequences and their appropriate use. Nonetheless, when learners proficiently use formulaic sequences for academic texts this indicates competence in their essay writing (Biber, 2006; Biber, Conrad, & Cortes, 2004). Predominantly, formulaic sequences are considered to function as enhancing the cohesion and coherence of discourse/text (Halliday, 1976), and as a result, an essay of persuasive style could be more masterfully written.

In short, Nattinger & DeCarrico (1992) put forward that formulaic sequences act as “crucial intermediaries between the levels of lexis and grammar (p.37)” and as such require more investigation through linguistic analysis to further elaborate on them, to show and account for how they vary, and to better categorize them for descriptive and pedagogic purposes (see Wray & Perkins, 2000). Accordingly, the pertinent study has proceeded to investigate formulaic sequences.

Taxonomies

To underscore the selection of the target forms from this study, various taxonomies, in research articles and textbooks were referred to. One mitigating aspect of the benefits of such taxonomies is that the majority are not empirically supported. Although EFL/ESL textbooks commonly address the persuasive essay genre’s framework, and may refer to some transition phrases/discourse markers, two studies by Kaewpet (2018) and Koprowski (2005) largely found the methods for including target forms to have no empirical basis. Rather, the textbook authors surveyed relied on their own intuition in terms of the written genre conventions included. Siepmann (2005) correspondingly detected a like outcome when comparing various published ranking systems by researchers in the field. High levels of variability were highlighted across them, and even for the

same formulaic sequence. For example, *as a result of* ranked in the top 10 in one ranking but did not appear in another. Moreover, of the rankings which Siepmann (2005) investigated, none were empirically informed.

Nevertheless, three taxonomies of target forms from Halliday and Matthiessen (2004) (Table 1), Hyland (2008) (Table 2) and Cortes (2013) (Table 3) which are related to the writing conventions of cohesive written texts are presented. Notably, Halliday is considered a pioneer and is widely cited for his functional grammar work on cohesion and conjunction (Halliday & El Hassan, 1976), thus it was important to include this work. However, the researchers' taxonomies tend not to account for, nor include some of the other formulaic sequences which established corpus linguistic researchers do due to the focus on sentence initial adverbs. Furthermore, taxonomies which are independent from genre, often create more of a cognitive load for EFL learners (Wray, 2002). In response to this contention, the literature was also reviewed from corpus linguistics as it detects frequency rates of formulaic sequences, and which the teacher-researcher of the pertinent study believed more specific to written essay genres. As Biber, Conrad & Cortes (2004) noted, corpus-based analysis can detect trends which more precise grammatical data analysis may miss. Even though Hyland (see Hyland 1998, 2007, 2008) has also been referenced quite extensively in this study, as the teacher-researcher aligns with his basic premise on discourse and language as manifested by genre (or metadiscourse), and despite his plethora of research in this area; other corpus-orientated linguists who are also interested in genre tend to attempt more extensively, specifically, clearly, and empirically to classify and categorise formulaic sequences. Therefore, the teacher-researcher reviewed Cortes (2013) (who has co-authored with Biber et al. (2004), and utilised her move-analysis (based on Swales, 1981). In the teacher-researcher's opinion, Cortes' move-analysis is one of the better taxonomies for the present study due to its classification and categorisation of formulaic sequences within a genre structure. However, it is discretely focused on only the introductions of academic article introductions, and in ESL contexts, and at postgraduate level, and thus needs to be adapted to apply to an EFL undergraduate persuasive essay.

In Halliday and Matthiessen's (2004), *An Introduction to Functional Grammar*, they put forward a "system of conjunction instantiated in text to illustrate how these functions are used to indicate rhetorical relations. The items were divided into three main categories of elaboration, extension and enhancement which mark the transition in the "unfolding text" (p. 549). Table 1 shows that these categories were further subdivided into subtypes, then the sentence initial adverbials were classified. This is not an exhaustive list, and aforesaid, other types of functions were included in this study's selection of formulaic sequences in order to account for the genre dimension. In Halliday and El Hassan's (1976) seminal work he states that there is no "single, uniquely, correct inventory or the

types of conjunctive relation; different classifications are possible, each of which would highlight different aspects of the facts” (p. 238).

Table 1

Examples of Items Serving as Conjunctive Adjuncts (Halliday & Matthiessen, 2004)

Type of Example	Subtype		Item
Enhancement	Apposition	Expository	<i>In other words</i>
		Exemplifying	<i>For example</i>
	Clarification	Summative	<i>To sum up</i>
		Positive	<i>In addition</i>
	Addition	Adversative	<i>On the other hand</i>
		Replacive	<i>On the contrary</i>
	Variation		
	Spatio-temporal	Simple	Simultaneous <i>At the same time</i>
		Conclusive	<i>In the end,</i>
	Manner	Comparison	Negative <i>In a different way</i>
Enhancement	Casual-conditional	General	<i>Because of that</i>
		Specific	Result <i>In consequence</i>
	Matter	Concessive	<i>Despite this</i>
		Positive	<i>In that respect</i>

Note. Adapted from Halliday, M. & Matthiessen, M. (2004). *An Introduction to Functional Grammar* (Third Edition). pp. 542-543. Hodder Arnold, Hodder Headline Group

Hyland’s (1998) notion of metadiscourse (or genre) refers to the aspects of text that organize the discourse or the writers’ stance with respect to either its content or the reader. Metadiscourse discussion in the literature tends to be influenced by Halliday’s distinction between the text’s ideational elements and expressive meanings (Hyland, 1998). Yet, Hyland (1998) adamantly contends that writers’ genre is not an independent stylistic device, and thus it cannot be varied by the writer at their will. For this argument, it is crucial that the writer orient their text towards the reader through making informed linguistic choices, and which the audience will recognise as conventions (i.e., persuasive essays) (Hyland, 1998). Hyland (2008) refers to these conventions in one study as research-orientated, text-orientated, and participant-orientated and addresses how they relate to their functional distribution in a later study (see Table 2, Categories).

Table 2

Functions of Metadiscourse in Academic Texts

Category	Functional distribution	Item
Research-orientated	Location	<i>at the same time, in the present study</i>
Text-orientated	Transition signals	<i>on the other hand, in addition to the, in contrast to the</i>
	Resultative signals	<i>as a result of, it was found that, these results suggest that</i>
Participant-orientated	Structuring signals	<i>in the next section,</i>
	Stance features	<i>may be due to</i>
	Engagement features	<i>it should be noted</i>

Note. Adapted from Hyland, K. (2008). Disciplinary voices: Interactions in research writing. *English Text Construction*, 1(1), 5–22. <https://doi.org/10.1075/etc.1.1.03hyl>; Hyland, K., & Tse, P. (2018). Academic lexis and disciplinary practice: Corpus evidence for specificity. *International Journal of English Studies*, 9(2). <https://revistas.um.es/ijes/article/view/90781>

Even though Hyland's (2008) study related to reading, these orientations are considered interesting categories which denote simple yet clear classifications which may be of benefit for teachers to aid their students to predict text (see Table 2). Although Hyland has been highly influential ideationally to the pertinent study, his categorization is not overly comprehensive, which is surprising considering his prolific publications on genre. Moreover, in more recent publications (see Hyland, 2012) he draws on four-word classifications made by Biber et al.'s (1999) applied linguistics corpus research, in addition giving to the importance of corpora analysis for this study.

Cortes' (2013) development of move-analysis, which was first proposed by Swales (1984), outlines how target formulaic sequences pattern in the research article introductions. Other corpus linguistic researchers such as Biber et al. (2004) have applied this method to the EFL context. Cortes (2013) used the British National Corpus (i.e., postgraduate research articles in an ESL context). Table 3 shows a modified extract of how the move-analysis model categorises "moves", and how these moves are further sub-categorised into "steps". In Table 3, a limited number of moves, steps and their respective items have been selected from Cortes' (2013) study to show that move-analysis can be an effective reference point or method to outline how formulaic sequences pattern in essay genres. Moreover, establishing such moves and their respective steps makes the data more malleable for corpus linguistic researchers (Note. The items can appear in more than one step when their function is slightly different, e.g., *in the case of*). However, for the pertinent study, EFL writers are considered to progress more in their essays from learning target form items that feature according to their patterning in whole genres over those presented in lists of one discrete section (Table 3).

Table 3

Cortes' Development of Move-analysis in Research Article Introductions

Move	Step	Item
1.	1: Claiming relevance of field:	<i>one of the most important, a wide variety of</i>
	2: Making topic generalizations:	<i>it has been shown that, on the other hand</i>
	3: Reviewing previous literature:	<i>as a result of, it was found that, in addition to</i>
2.	1a: Indicating a gap:	<i>it is necessary to</i>
	1b: Adding to what is known:	<i>it should be noted that, the effect of, with respect to</i>
	2: Presenting positive justification:	<i>a better understanding of, is known about the, there is a need to</i>
3.	1: Announcing present research descriptively &/or purposefully:	<i>the purpose of the present study was to,</i>
	2: Presenting RQ's or hypotheses:	<i>there are a number of, in the case of</i>
	3: Definitional clarifications:	<i>as well as in, on the other hand, the degree to which</i>
	4: Summarizing methods:	<i>at the same time, in the absence of, in the case of, in the context of</i>
	5: Announcing principal outcomes:	<i>an increase in the, the results of the, in the case of, in relation to</i>
	6: Stating value of present research:	<i>a wide range of, can be used to, for the first time, in a number of ways</i>
	7: Outlining the structure of the paper:	<i>in the present study, in the next section, the paper is organized as follows</i>

Note. Adapted from Cortes (2013, 39-40), The purpose of this study is to: Connecting lexical bundles and moves in research article introductions. *Journal of English for Academic Purposes*, 12(1), 33-43. <https://doi.org/10.1016/j.jeap.2012.11.002>

Genre

As this study claims, formulaic sequences for persuasive essay writing are inextricable from genre, and the teacher's approach in the EFL writing classroom should effectively equip their students to control for themselves an appropriate repertoire of this target form (Al Hassan & Wood, 2015; Coxhead & Byrd, 2007; Hyland, 2008; Wood, 2002; Wood, 2015). Unlike poetry or narratives, essay writing is less creative, thus target forms such as formulaic sequences are observed at a much higher frequency (Biber et al., 1999; Hyland, 2008; Wood, 2015). Some studies even estimate that formulaic sequences can constitute up to 52.3 percent of written discourse (Al Hassan & Wood, 2015). Therefore, EFL or ESL writers do not need to compose text from scratch each time (Al Hassan & Wood, 2015; Wood, 2002; Wray, 2002). This is considered solid grounds for including formulaic sequences in EFL writing classes for students to initially be made aware of, and subsequently to output this target language in appropriate discourses (Hyland & Tse, 2009).

Yet, the discourse (i.e., genre) of the five-paragraph persuasive essay is difficult, and particularly for undergraduate EFL writers. In addition, the language required to demonstrate a certain mastery of this genre, and is acquired much later for them than other rhetorics (e.g., description, narration) (Yang & Sun, 2012). Often, EFL writing does not even demonstrate the critical elements of proposing arguments, creating thesis statements, giving reasons, or providing facts or evidence (Kaewpet, 2018b). One reasoning is that EFL writers can carry over distinctive conventions from their L1 and this reinforces their unfamiliarity of L2 conventions (Reid, 1988). In her study, Reid compared and contrasted discourse strategies in English essays of Arabic, Chinese, Spanish, Japanese and English L1 backgrounds and found distinct characteristics as influenced by their respective L1. Despite the apparent unfamiliarity with this genre, persuasive essay writing can be beneficial to the EFL writer, internal and external to the classroom. That is, in the Asian region, China requires such essays in their high-stake tests of EFL performance of university undergraduates who major in English language and literature degrees (Jin & Fan, 2011; Pei et al., 2017). As for Singapore and Malaysia, these countries have steadfastly advocated for learner-centred critical thinking of which persuasive essays are one measure, and these nations believe such writing skills align graduating students better with the global job market (Luk & Lin, 2014). To exemplify, in the business world, the skills of persuasion or augmentation learnt at university can be applied to negotiating in a business situation, or resolving differences of opinion (Deane & Song, 2015). Therefore, persuasive essay proficiency can be fundamental to critical thinking advances and post-educational goals (Bailin & Siegel, 2003).

In this way, genre methodology provides EFL students with an explicit and systematic explanation of the way in which language functions in social contexts (Hyland, 2003). That is, genre

refers to shared texts and conventions of which writers are connected to, and the rhetorical structure clearly denotes the purpose for its audience and intended message. In this context, formulaic sequences act as linguistic devices to signal a text's distinct sub-purpose or organizational plan and bind the structures of paragraphs and sentences (Hyland, 2008; Knapp & Watkins, 2005; Li & Schmitt, 2009). When this patterning (Biber et al., 2004) is clear to EFL writers, they can more easily attempt to replicate these patterns to communicate through their written texts in a manner which is distinct, recognisable and widely accepted by a larger discourse community (Hyland, 2007), or has construct validity (McNamara, 2000).

However, genre methodology, is not without criticism. Some critics warn that classrooms which focus on genre create an inauthentic context. Conversely, the teacher-researcher argues that the opposite for the EFL writing classroom is true. As mentioned in the SLA section, EFL writers lack the background knowledge in their L2 that exists in their L1, and this fissure needs to be made aware to them. Thus, genre-based teaching can support expediting acquisition (Hyland, 2007). Other critics lament that genres tend to reflect the values of the dominant culture (Benesch, 2001). With international language tests of proficiency having significant gatekeeping functions (McNamara, 2000) in international education, this argument has some validity. However, proponents of genre counter that language and power issues can be utilized as a teaching point in the classroom for critical discussion regarding what students include in their writing. Another criticism of genre is that it inhibits writers' self-expression due to its prescriptivism (Dixon, 1987). Conversely, Hyland (2007) seeks to address that such prescription is similar to providing learners with a description of a clause, and that it does not dictate what they should write. Moreover, genre methodology does not preclude the opportunity for linguistic choice and for EFL writers, awareness of genre conventions can reassure and even facilitate advances in their writing proficiency (Hyland, 2003b, 2008).

Therefore, in the pertinent study, genre methodology is considered to provide more advantages than disadvantages and particularly for EFL teachers and writers. This can be further aided by the teaching-learning cycle (Hyland, 2009). The cycle serves to (a) set context and purpose, (b) model key stages and features, (c) provide joint-construction as teachers guide learner practice, (d) allow for independent construction with teacher monitoring and (e) act as a comparison vis-à-vis other genres and contexts. In sum, it is a continuous cycle that enables the EFL writer to self-critique and review and to adopt feedback received from the teacher. Simultaneously, the teacher can also manipulate the cycle to repeat learning outcomes. Or they can intervene at any stage in it to incorporate new classroom teaching points. For example, after students have mastered easier forms (e.g., *so*, *because*) more advanced forms can be taught (e.g., *in this way*, *as a result of*). Furthermore, once the teaching-learning cycle has been established in the classroom, the teacher can withdraw

their support to encourage increased learner independence.

Dual-Methodologies

Despite the previously mentioned criticism of genre with respect to constraints on language choice and usage (Swales, 1990; Hyland, 2007; Wood, 2015); the pertinent study views this prescription positively, and thus this very criticism provides solid reinforcement for combining genre and form methodology. Therein lies the concept of the dual-methodology. As the literature tends not to explicitly combine these methods for a teacher-researcher approach, this section draws on three known methods, Schema Theory, Focus-on-form, Move-analysis, and to a lesser extent, Toulmin's Argumentative Model to inform the premise for necessarily combining form and genre into a dual-method.

Schema Theory

Schema theory is important because it is already comprised of a dual component which denotes that learners' information processing is hierarchical, indicated by two levels: bottom-up and top-down processing (Carrel, 1983, 1990). Bottom-up processing is driven by incoming data (i.e., target forms or formulaic sequences), known as lower-order, and activates top-down processing of concepts (i.e., genre), known as higher-order. They are interacting knowledge structures, and account for how language comprehension occurs at all levels within the hierarchy and simultaneously. Moreover, this theory further bolsters learner judgement by aiding in the decoding of individual linguistic units, in that learners' lower-order schema knowledge can assess new novel incoming data (i.e., the type of formulaic sequences), and then determine by their higher-order schema knowledge whether they correctly fit or not into the structure or content of the text (i.e., a specific genre). As a result, accurate predictions can be made in line with the genre if the learner has the schema knowledge to confirm or refute the predictions because they can move back and forth between the upper- and lower-order processing modes. If the learner does not possess this schema knowledge, they focus on only one direction, and forgo others. When equipped with schema knowledge, it positively impacts the accurate selection of formulaic sequences and for the larger concept of the genre (Carrel & Eisterhold, 1983).

Focus-on-form

In this study, focus-on-form is a core methodology due to its clear combination of form and genre methods. The pertinent study is informed by the methodology that Long (1988), and Long and Robinson (1988) put forward, and its ubiquity in the field. These researchers position focus-on-form between the grammar-orientated (focus-on-formS) and meaning-orientated (CLT). In many respects, focus-on-form arose out of the caveat created due to the extreme reaction to and shift from teaching approaches at one end of the spectrum, that is, a highly interventionist, formS focus, to the other end,

in favour of a largely non-interventionist, and de-emphasis on formS towards meaning-based CLT (Long & Robinson, 1998). This shift may have been more problematic for students situated in EFL contexts than the more linguistically rich ones of ESL (i.e., the target language environment) as formS are oft not taught in CLT, communication for meaning classroom (Long & Robinson, 1998). Nevertheless, glossing over formS will only encourage learners to focus on processing content for meaning, and at the expense of attending to the development of basic strategies to deal with fundamental target forms (Ellis, 2015). Moreover, EFL learners, and especially those who may be at lower proficiency levels will focus on whichever gives them the most gains, and consequently at the loss of one or the other (Van Patten, 1990).

Therefore, centred between the methodologies of formS and CLT, methodologically, focus-on-form makes sense, and to realise this method, it seems the teacher would need to balance their methods on either side. This may be best indicated by, on one hand, that isolated form exercises (e.g., gap-fill) can promote target form learning as it allows for easy recall among learners, and this process of retrieval enacts communication and indicates automatization. On the other hand, the teaching of form in isolation should not become overly repetitive, otherwise it will merely resemble focus-on-formS (DeKeyser, 1998). Interestingly, Long and Robinson (1998) maintain that form learning can be realised through meaningful CLT. Although Doughty and Williams (1998) do not dismiss Long and Robinson's (1998) stance, at the same time they contend that learning form through meaningful communication has been overemphasized in the literature.

Furthermore, there seems some similarity in position among a cohort of researchers (see Izumi, 2002; Swain, 1998; Schmidt, 1990; Williams, 2007; Williams & Doughty, 1998), who point out that form/formS needs to be made much more salient for noticing and then awareness to occur among L2 students (i.e., Schmidt's Noticing Hypothesis, 1990). When form is taught more explicitly, learner understanding is heightened and their form knowledge becomes anchored in their consciousness. It therefore, is simply not enough for learners to notice their inadequacies from a purely CLT teaching approach which focusses on the communication of meaning.

In addition to this, of those teacher-researchers who have applied focus-on-form to the writing context (see Izumi, 2002; Swain, 1998 and Williams, 2007), they consider that such awareness can be positively affected by language output. Contending that it is the process of production which creates the most effective teaching method to guide L2 learners to recognise a mismatch between their interlanguage (IL) and the target language (TL) (i.e., Swain's Output Hypothesis, 1985). When engaged in writing, the learner becomes centred in their own learning process. As a result, it is an opportune time to notice and become aware of their competency level in terms of what they are able and unable to produce (Swain, 1995, 2001). Hence, it is difficult for

learners to feign understanding of writing as it is in the act of communicating meaning through speaking since writers need to rely more heavily on producing accurate forms in output (Swain, 2001; Doughty & Williams, 1998). Moreover, when learners realize that their IL is inadequate, it can prompt them to reprocess learnt form and to restructure their errors to stretch their IL. Following this, they can become more engaged in classroom learning as they are stimulated to advance their form proficiency, and this also promotes their form accuracy. When EFL writers assume control over their learning through the process of writing itself, they can consciously reflect on their target language repertoire and usage. In sum, they can draw on their internalized knowledge and assess their own capabilities to better achieve the TL (Swain, 1995).

A case in point is Izumi's (2002) study, which is noted due to its provision of empirical evidence, as often such supporting evidence for the instruction of forms (i.e., formulaic sequences) and requirement of output in practice stages to improve EFL writing is seemingly not widespread. Thus, Izumi (2002)'s extensively cited empirical research study is considered highly relevant and highly informative to the pertinent study. Even more so because this study was conducted in the Japanese EFL context and addressed the focus-on-form and output combination similarly to this study. Izumi's (2002) study demonstrated that, when the focus-on-form methodology was utilised in combination with an instructional methodology which pushed learners to output (i.e., to write), and was practiced in written activities prior to the evaluated written task, it was the most effective of the instructional methods tested across the treatment groups. The least successful method in Izumi's study (2002) was the group who received a treatment of relatively implicit, input enhanced activities, combined with communication of meaning tasks. Participants in this group did not have to produce the target form in written output in these activities. In the final part of the study, a writing task was expected of all the study's participant groups, irrespective of the treatment received. In fact, it was those participants who had to produce the target form in prior written activities, and which most successfully demonstrated competency of the target form in the final writing task.

In sum, as writing is less spontaneous than the other performance-based or communicative acts, a focus-on-form dual-methodology is congruent with allowing more time for learners to produce writing tasks (Williams, 2007). That is, allowing for factoring in both form and genre methods.

Move-analysis

The move-analysis methodology and particularly Cortes' (2013) interpretation of it, is an important model for this study because of one its basic premises to show how forms pattern in genre. In other words, Cortes (2013) has applied move-analysis to fulfil the genre's communicative purpose (Cortes, 2004; Kanoksilapatham, 2005). Originally Swales (1981) identified four "moves" in

research article introductions predicted to assist in organizing the writers of the genres' communicative functions, or "steps"; yet in subsequent research these were reduced to three. That is, Move 1. establishing a territory (e.g., making a topic generalization), Move 2. establishing a niche (e.g., indicating a gap or adding to what is known), and Move 3. presenting the present work (e.g., research questions or hypotheses) (see Swales, 1990; 2004). Subsequently these moves are further sub-categorised into steps and formulaic sequence items are classified accordingly. For example, Move 1: Reviewing items of previous literature, Step 3: *as a result of the, it was found that the, in addition to* and Move 3: Announcing present research descriptively and/or purposefully: Step 1: *the purpose of the present study was to, the aim of this paper is to* (see Table 1 for more examples).

Thus, move-analysis seems of benefit for teaching EFL writers to succeed by producing texts in the specific discipline because such moves are integral to idiosyncratic rhetorical subsections within the genre itself, and which constitute those genres' main building blocks (Cortes, 2013; Biber, Connor & Upton, 2007). Taking after Cortes (2013) study, the moves and steps are referred to in the pertinent study as *discourse-segments* and *form-functions* respectively. *Form-functions* are the recurring expressions that are retrieved from the memory and are used to string together the text within the appropriate blocks or *discourse-segments* to construct the discourse (Biber, Conrad & Leech, 2002; Cortes, 2013; Hyland 2008). These building blocks then further display characteristic and frequently occurring language features of usage for idiosyncratic contexts, or genres (Hyland, 2008). However, adapting and then simplifying the *discourse-segments* and *form-functions* is required to be more congruent with the EFL context of this study for persuasive essays.

Toulmin Argumentative Model

The Toulmin Argumentative Model is one of the few models that seem to be referred in the literature for EFL essay writing of persuasive style. Although it was originally proposed as a philosophical account of the logic behind argument, and thus not for the EFL context, it is often referenced by EFL teacher-researchers. It is supposed that this is because of the lack of any well-established or widely cited model being available in the ELF persuasive writing literature. A study by Zhan (2018) investigating argumentative essays in the EFL undergraduate classroom found that by adopting components of the Toulmin model into EFL classroom teaching methodology it developed writers' persuasive essays. On the other hand, Zhan (2018) acknowledged that the Toulmin model itself is not designed for the EFL context. Rather, it is a theoretical proposition developed by the philosopher Toulmin (1958, 2003). As there is not a widespread theory to reference for persuasive essay writing within the EFL literature, EFL teacher-researchers at times do refer to the Toulmin model (see Zhan, 2018). In short, the model consists of six elements for effective persuasion. These include: (a) making a claim, (b) providing data as evidence, (c) putting forward a

warrant to connect the data and claim and support the latter, (d) giving backing to strengthen the warrant, (e) providing a qualifier to set the limits on the claim and (f) establishing a rebuttal to question the truth of the claim.

In fact, Zhan (2018) raised the issue of EFL writers who are unable to support their argumentative logic, unable to make claims persuasively and are unable to provide evidence. Rather, they include their own personal judgments and experiences which result in penalties as these are not regarded as strong evidence to support a claim. Zhan's (2018) study was conducted in the EFL university context in China, and highlighted that the persuasive essays which received higher scores did in fact incorporate Toulmin elements (e.g., evidence). The teacher-researcher utilised a framework for the classroom teaching structure and assigned a writing task, which was assessed by a rubric. Sets of formulaic sequences were categorised "according to Toulmin" (2003) (e.g., *for example, for that reason*) and as formulaic sequences with the form-function of "giving evidence". Other studies have also shown that when the teacher-researcher gave explicit instruction in accordance with the Toulmin model in the classroom, EFL writers received higher grades (see Bacha, 2010). The study by Zhan (2018) was not dissimilar to the pertinent one, as both are embedded teacher-researchers who seek to improve their EFL writing classroom instruction for their students to in turn improve; yet we struggle to find an empirically informed best method to do so.

Gap in the Literature

Overall, the literature review reveals that the teaching methodologies which deal with formulaic sequences, that is, form and genre, are generally dealt with separately. This is particularly problematic for the EFL undergraduate writing classroom whose writers need explicit instruction in both facets to progress their IL to reflect the TL of the discourse community more closely. Therefore, the teacher-researcher posits, in the absence of an established dual-methods approach, and as supported by empirical data in the literature that this separation in the research will continue to adversely influence teachers in the EFL writing classroom. Namely, it is not positive washback for EFL writing development as one teacher might prioritise a focus-on-formS teaching approach which is orientated to grammar, and is decontextualized; whereas another teacher might prioritise a genre teaching approach which is orientated to the communication of meaning. In short, the pertinent study identifies that this lack of interdependence regarding combining form and genre methods as being a major gap in the field of EFL persuasive essay writing literature. In turn, this impacts the EFL writing classroom, because in their L2, students will likely remain unfamiliar with the forms or genres required if they are not taught them. If the dual-methods approach could be adopted widely in the EFL writing literature; subsequently, more progress by teacher-researchers in the EFL persuasive writing field may be anticipated, and a comparatively effectual teaching approach may emerge.

Purpose Statement

The purpose of this study is to address a caveat in the present methods for EFL persuasive essay writing by proposing a dual-methodology that combines focus-on-form and genre teaching approaches. The pertinent study attempts to compare and contrast the effectiveness of two teaching approaches, *input-enhancement* and *input-output-intervention* in order to ascertain which can better operationalise the proposed dual-methodology of the pertinent study in the context of the EFL undergraduate writing classroom. In particular, it is considered important to gather empirical evidence to ascertain whether one teaching approach has more demonstrable success over the other. The final evaluation is based on which treatment of the teaching approaches, *input-enhancement* and *input-output-intervention* increase the number of formulaic sequences known to the participants of the study, and determine whether this is of statistical significance. Two instruments will be used to collect data to do so, *form-tests* and *essay-analyses*. The former being based on more discrete forms of testing, the latter, as the name denotes, essay output will be analysed.

Research Questions and Hypotheses

Research Question 1 (RQ1): Will the *form-test* (i.e., grammaticality-judgement, multiple choice, and gap-fill test items) show that the teaching methodology of the *input-output-intervention* treatment is more effective than the *input-enhancement* treatment to increase the number of target forms (i.e., formulaic sequences) learnt by EFL writers?

Hypothesis 1 (H1): The *form-test* (i.e., grammaticality-judgement, multiple choice, and gap-fill test items) will show that the teaching methodology of the *input-output-intervention* treatment was more effective than the *input-enhancement* treatment to increase the number of target formulaic sequences learnt by EFL writers.

Research Question 2 (RQ2): Will the *essay-analyses* of the *input-output-intervention* treatment show that this teaching approach is more effective than the *input-enhancement* treatment to increase the number of target forms (i.e., formulaic sequences) output by EFL writers in persuasive essays?

Hypothesis 2 (H2): The *essay-analyses* of the *input-output-intervention* treatment will show that this teaching approach was more effective than the *input-enhancement* treatment to increase the number of target formulaic sequences output by EFL writers in persuasive essays.

Methods

Participants

The participants in this study were Japanese EFL students attending a women's university in Tokyo, Japan. They are studying for an undergraduate degree in English language communication.

Prerequisite English language skills courses are taught to all students in the first and second years. The skills are divided along the lines of reading, writing, speaking, listening and grammar. The students are placed in tracked classes according to a recognised two-skill (i.e., reading and listening) test of English, the TOEIC by ETS. There were nine groups for first-year students and five groups for second-year students.

For the writing classes, where the teacher-researcher conducted the study and collected the data, the participants were first-year students from the uppermost proficiency group which is an upper-intermediate level and from the second year, the second group, of a similar proficiency level (i.e., based on the similarity of their TOEIC scores). There was no textbook used for these upper-proficiency groups. The department's writing program was standardised in terms of the same learning outcomes in the syllabus. Thus, the teachers, including the teacher-researcher herself of this level focused on the learning outcome of a five-paragraph persuasive essay format.

As per department policy, at the time of this study, all students undertook mandatory study abroad. For a majority of students this takes place in second year, with a small number of students doing so in third and fourth years. Therefore, from entering the university, all students begin preparing for mandatory study abroad period in some form. In general, students can choose from two study-abroad paths. For the first path, and chosen by the minority of students, they can enter an exchange university overseas. Depending on the entry requirements of the university, the student's English level may require a TOEIC or what is becoming more common, an IELTS/TOEFL score. For the second path, the majority of students attend the university's satellite campus, which is located in the university town of Boston, Massachusetts in the United States. On this track, student entry criteria are in part tied to a minimum TOEIC score of around 400. Either path may motivate certain students to be more conscientious in their studies. However, motivation is not a variable of concern for this study. Furthermore, to what extent the department caters towards equipping the students who undertake the first path, and thus, the need to achieve a certain international standard in the writing section (and other skill sections) of an IELTS or TOEFL test remains under program development.

Specifically for this study, the teacher-researcher sourced the participants as follows. Firstly, they came from skill-level one, first year, second semester, with data being collected from October

2017 to February 2018 (Group 1, $n = 28$). Secondly, they came from skill-level two, second year, first semester, with the data being collected from April 2018 to July 2019 (Group 2, $n = 26$). The skill-level denotes how students were tracked in the department for all English-skills courses whereby they are assigned to groups based on their TOEIC score. Skill-level one is the upper-most proficiency group. Group 1 had a TOEIC level range of 450 to 850 while Group 2 had a TOEIC level of 450 to 750-755/800. Both Groups 1 and 2 fell into the CEFR category of B1 or B2. Aforementioned, both groups had the same EFL writing syllabi with synonymous Student Learning Outcomes (SLOs). Specifically, three 600–800-word essays of persuasive style (including three citations and references) were due at five-week intervals throughout the 15-week semester (i.e., Weeks 5, 10 and 15).

As such, the aggregation of Groups 1 and 2 included 54 students who took part in the study. The teacher-researcher had to exclude three participants as two of them were repeating fourth-year students, and the other was a foreign student with a different English language background. In the end, due to missing data, an additional seven students were deleted. Thus, only 44 participants' data were analysed in the *form-tests* part of the study, yet 51 in the *essay-analyses* part. There were not any returnee students in either group. Two had experienced short-term study exchanges during vacation periods, however not for extended periods of time.

Instructional Treatment

Students met once a week for 15 weeks, and each class session was 90 minutes. All students participating in the study received the same two instructional treatments, the *input-enhancement* and *input-output-intervention*, and for two sets of similar, yet different formulaic sequences which were prepared for each of these treatments over this this period. Two to three formulaic sequences were selected from each of the sets to be taught on a weekly basis over the 15-week semester. The learning objectives of the writing class were to produce three EFL undergraduate level persuasive essays. As such, the students were guided to learn formulaic sequences appropriate to such essays (both teaching approaches, i.e., the *input-enhancement* and *input-output-intervention*), and were guided to learn how they pattern in genres (only the *input-output-intervention* teaching approach) as *discourse-segments* (i.e., argument or counter-argument sections/paragraphs) and/or *form-functions* (i.e., *the author suggests that* or *in opposition to*) of the essay. In this study, content is considered separate from the learning of these forms and of the genre's structural criteria.

***Input-enhancement* Treatment**

The *input-enhancement* treatment was based on a teaching approach that guided students to

learn a set of target formulaic sequences by enhancing these forms based on implicit and/or visual enhancement teaching methods. This type of *input-enhancement* avoids any presentation of pedagogical rules, provision of corrective feedback, and discussion of the enhancement or direct questioning by the learners to understand the form (White, 1998). In other words, the form was made salient to the learners by bolding, capitalising, highlighting, and/or underlining the formulaic sequences to draw learners' attention to them (Izumi, 2002; White, 1998; Williams & Doughty, 1998).

At first, students were given a list of the formulaic sequences which was devoid of any guidance in terms of the persuasive essay genre's structural criteria. Table 4 shows a list extract of the target forms (see Appendix A for the full list). The teacher-researcher encouraged them to refer to this list in most of the classes over the 15 weeks as we covered the weekly scheduled formulaic sequences of this set. I taught the formulaic sequences with authentic news article readings from the Internet by drawing attention to the target form embedded in them. These articles were projected up on the screen in the classroom. As I went over them orally, I simultaneously made the formulaic sequences more salient to the students as they appeared in the text. I did this by highlighting the form on screen (using the mouse) to draw learners' attention to the forms selected for that class. Plus, I also copy and pasted extracts at sentence and paragraph level from these readings onto word documents which were also projected. Here, I highlighted the target forms using different colours, fonts, and underline. At times, I followed a similar procedure on the blackboard. Students also had access to digital or hard copies of materials for their reference.

Table 4

Extract of Student Class List: Input-Enhancement Treatment and Target Forms

The issue with X is
One key factor is
The answer suggested is
Critics disapprove of
In the absence of
One merit of X is

Input-output-intervention Treatment

The *input-output-intervention* treatment guided students to learn a similar but different set of formulaic sequences by intervening in both the input of teaching the forms and the output practice for the teaching of the written genre. This was based on a dual-methodology, which combined an explicit focus-on-form teaching approach (Izumi, 2002; Williams, 2007) and a genre teaching approach appropriate to the discourse community (Hyland, 2008), that is, persuasive essays. This treatment aimed to prime the learners' lower-order schemata knowledge of form (i.e., formulaic

sequences) interdependently with the upper-order schemata knowledge of the context (i.e., genre) (Carrel, 1988).

To operationalise this dual-methodological approach, the teacher-researcher created a template to present clearly the structural and form criteria of the persuasive essay genre. It included all the formulaic sequences for this set (see Appendix B). That is, the template demonstrated to the EFL writers how formulaic sequences pattern in persuasive essays to build and construct the discourse-segments and related form-functions of the persuasive essay genre. Thus, the template was designed to achieve a dual purpose of a teaching tool for teachers and as a learning model for students. The template was informed by Biber et al.'s (2004) study on formulaic sequences in textbook and classroom taxonomies, Cortes' (2013) research-based on Swales' (1985) original move-analysis of academic article introductions, and select ESL/EFL textbooks by Cambridge for writing skills (i.e., Final Draft 3, Academic Writing [Aquino-Cutcher et al., 2016] and Complete IELTS, Band 5.5-6.5 (Brook-Hart & Jakeman, 2012).

The teacher-researcher taught the template's *discourse-segments* by writing them up as relatively complete but brief sections of the genre on a word document which was projected on the screen, or alternatively on the blackboard. The selected weekly and target formulaic sequences from the set were underlined or highlighted using different colours. More specifically, the *discourse-segments* of the persuasive essay such as the Introduction, Argument, Counter Argument, Discussion and Conclusion were taught separately along with their corresponding *form-functions* (i.e., the formulaic sequences). Generally, two to three formulaic sequences were covered per week over the course of 15 weeks. To exemplify, Table 5 shows the *discourse-segment* for the against paragraph/counter argument, and the related formulaic sequence *form-functions* (e.g., *This paragraph supports an argument against ... One/A major disadvantage of X is ...; A negative effect of X is ...; In contrast to paragraph one, this paragraph does not support...*)

Table 5

Extract of Student Template: Input-output-intervention Treatment and Target Formulaic Sequences

Discourse-segment 3: Against paragraph/Counter-argument form-functions:	
Form-function	Item
1. Topic sentence:	<i>This paragraph supports an argument against</i>
2. Counter argument:	<i>One major disadvantage of X is, A negative effect of X is</i>
3. Facts/Examples:	<i>(Repeat Discourse Segment 2: Argument for paragraph)</i>
4. Concluding sentence:	<i>In contrast to paragraph one, this paragraph does not support</i>

In class, students worked interactively with the teacher to skim and scan the content readings for information. Afterwards, they were asked to look at their template handouts. Plus, the teacher-researcher provided discourse-segment prompts projected on the screen or written on the blackboard.

The students' attention was drawn to the forms by the teacher in the way that they were required to finish off the discourse-segment prompts which highlighted the target formulaic sequences. The purpose was to push their output (Izumi, 2002).

The purpose of the template is to draw EFL writers' attention to weak areas of their persuasive essay criteria/structural knowledge (IL) and to provide a model for them to work towards, that is, the correct Target Language (TL). Hence it is hoped to encourage their SLA of form and genre. Moreover, when EFL writers undergo assessment, that assessment should be within a discourse domain (i.e., the template) that they are familiar with (Douglas & Selinker, 1995). In other words, the criteria being measured should be made clear during EFL writers' class time and practised often for learners to perform optimally. Thus, the template acts dually as a teacher and student resource for reinforcing the lower-order knowledge of forms and upper-order knowledge of genre (see Schema Theory). It is further designed to aid priming the EFL writers schema/background knowledge writers to produce quality persuasive essays.

Instrumentation

Formulaic Sequence Selection

For the selection of the formulaic sequences, the piloted sets for the *input-enhancement* treatment and the *input-output-intervention* treatment were informed by multiple factors. They were taken and collated from taxonomy lists published by established researchers. These included Halliday and Matthiessen (2004), Cortes (2013), Hyland (1998), Liu (2012), Siepmann (2005), Simpson Vlach and Ellis (2010) and Wood and Appel (2014). Furthermore, both sets of formulaic sequences were chosen according to this criteria: (a) similar functions (e.g., to agree such as, *an argument in agreement of ...* versus *an argument against ...*) and (b) similar categories according to easy, medium and difficult (e.g., in the *input-enhancement* treatment set, *an argument in agreement of ...*, was classified as medium difficulty and corresponded to the same difficulty level in the *input-output-intervention* treatment set, *an argument against ...*). The sets of formulaic sequences were tested during the piloting stages of the study (i.e., in the preceding two semesters before the actual study was run). Many established researchers in the field and EFL writing class teachers lament that there is not an empirically tested taxonomy available (Huang, Chen, Tsao & Wible, 2003).

Form-tests

Pre-and Post-test

The *form-tests* consisted of a pre-test and a post-test which were devised to determine the pre-existing knowledge of the students in terms of both the *input-enhancement* items and the *input-*

output-intervention formulaic sequence items. It was administered in Week 1 (i.e., at the start of the 15-week course). There were three question types included in the *form-tests*: Question 1 (Q1), the grammaticality-judgment questions, Question 2 (Q2), the multiple-choice questions, and Question 3 (Q3), the gap-fill questions. The questions for the most part elicited answers from the participants in discrete-point format answers necessary for statistical analysis. That is, Q1, the grammaticality-judgment questions required yes or no answers, Q2, the multiple-choice questions required had four options and Q3, the gap-fill questions were evaluated as correct or incorrect. The same test was administered as a post-test in Week 15, at the end of the 15-week course.

Essay-analyses

Preliminary Essay

Before the start of Week 2 students had to submit a short, 250-word length, preliminary essay for the purpose of determining their familiarity with and/or ability to produce formulaic sequences in a persuasive essay prior to receiving either instructional treatment (i.e., *input-enhancement* and *input-output-intervention*) (Long, 2005).

Essay 1, Essay 2 and Essay 3

The submission of three persuasive essays was part of the department's curriculum for approximately five years for the upper proficiency first-year students and second-year students. Three persuasive essay prompts were assigned to elicit persuasive essays every five weeks, over the 15-week semester. That is, students had to submit these 650-word persuasive essays at Week 5, Week 10 and Week 15. This gave the students time to work on each of their three essays and receive feedback from the teacher if they wished. For the skill of writing, it is not ideal to put students under time pressure to complete essays in class time as production requires a higher cognitive load (Iwashita, McNamara & Elder, 20019). Not all students involved in the study had perfect time management, despite adequate time being given.

Although teachers have the freedom to make modifications to the essay prompts, they essentially do not as they were related to the standardised program content, and which is covered in other classes (two discussion classes and one reading class). Thus, the program ensures that the students have a certain level of, and are exposed to, similar content knowledge in three other classes.

For the *essay-analyses* of the pertinent study, the purpose of these essays was to provide data on the students' frequency and usage of formulaic sequences in their written essays for corpora examination (i.e., not the content). Students were expected to write, for the level of this group, 650-800+ words per essay including citation and references.

Procedures

Informed Consent

In Week 1, and prior to data collection, students were asked for their voluntary participation in the study. The same informed consent forms were given out to students and collected by the teacher at the start of the course (Week 1) and the end of the course (Week 15) which corresponds with the occasions when data was collected for the pre-and post-tests. In addition, the same form was used for both the *form-tests* and *essay-analyses*, aforementioned. Participants were entirely explained the nature of the study in the first class and in the final class, and reminded again at the data collection stages of the Essays. Participants were also informed that this study would not impact their grades and that their data would be anonymously collated. That is, no data from the *form-tests* or excerpts from their *essay-analyses* data would be traceable to their student name or number; instead, a number value would be ascribed to their data only and for purposes of group analysis. The teacher-researcher explained that the study was monitoring my own teaching methods for how to better develop my approach to improve their writing abilities. All students agreed to participate. At this point, they were asked to sign a written consent form with their student numbers (see Appendix C). These were scanned to PDF and are stored digitally and password protected. Furthermore, along with my thesis supervisor, I met with the university's research support division (i.e., *kenkyu shienka*) and formally declared the data collection procedure and had it approved.

Formulaic Sequence Selection

For this study, once the target number of 54 formulaic sequences were chosen, these items of formulaic sequences were divided into two sets, the *input-enhancement* treatment set of target forms, and the *input-output-intervention* treatment set of target forms. Over the next 15 weeks of classes, 27 formulaic sequences were taught according to the *input-enhancement* treatment, and another set of 27 formulaic sequences were taught according to the *input-output-intervention* treatment.

Input-enhancement Treatment

Students were given the list and provided a digital version of the formulaic sequences at the start of the 15-week semester as study resources to utilise as they wished. The teacher-researcher scheduled two to three formulaic sequences from this list for each of the 15 teaching weeks, which generally corresponded to the segments of the persuasive essay rhetorical structure being taught. The 15-week teaching schedule of formulaic sequences was decided before the study to aid the teacher-researcher with her classroom management and the schedule was not shared with the students (see Table 6).

Table 6

Extract of Teaching Schedule: Input-enhancement Treatment

Week	Target form	As Highlighted in Readings:
2	<i>Advocates agree that,</i>	“Nevertheless, even some [foreign] aid advocates agree [that] a certain amount of assistance is wasted because of inefficiencies or corruption. ...” (Rethinking Foreign Aid, 2017) Website: https://library.cqpress.com/cqresearcher/document.php?id=cqresrre2017041400
3	<i>In the absence of</i>	“ Foreign aid is controversial in development economics... That is, in the absence of official assistance, the billion people that live in ...” (Edwards for WEF, 2014)

Note. Adapted from Rethinking Foreign Aid. (2017). CQ Researcher by CQ Press, 313–336. <https://library.cqpress.com/cqresearcher/document.php?id=cqresrre2017041400>; Edwards, S. (2014, November 28). How effective is foreign aid? World Economic Forum. <https://www.weforum.org/agenda/2014/11/how-effective-is-foreign-aid/>

Input-output-intervention Treatment

In-class, students were given a copy of the template at the start of the semester (Week 1) and as a reminder two weeks before each essay was due. As with the *input-enhancement* treatment, again, two to three formulaic sequences were taught each class, and the teaching schedule unshared with the students (see Table 7). Plus, students were given an A4 blank piece of paper and class time in pairs or small groups to do practice writing activities and to finish off the prompts provided in class. The teacher-researcher would monitor their writing by walking around the class, answering individual or pair/small group questions and supporting them during class time. They had to hand in their A4 paper to the teacher at the end of class to account for their weekly attendance.

Table 7

Extract of Teaching Schedule: Input-output-intervention Treatment (Template)

Week	Discourse-segment:	Form-function:
1-3	2. “Argument for” paragraph	<i>An argument in favour of, Some supporters suggest, A positive effect of</i>
4-6	3. “Against” paragraph	<i>One disadvantage of, A negative effect of, In contrast to</i>

Input-enhancement Treatment and Input-output-intervention Treatment Teaching Schedule

For the *form-tests*, it is important to note that the teaching schedule of the *input-enhancement* and *input-output-intervention* treatment items of formulaic sequences was at best matched in terms of the *discourse-segment*, *form-function* and level of difficulty with the *input-output-intervention* set of formulaic sequences. In hindsight, a Rasch analysis for item difficulty should have been conducted prior to this actual study being conducted in the pilot testing stage. At any rate, in previous semesters, formulaic sequences were tested prior to this actual study being conducted in a “pilot testing stage” to gain insight into the familiarity of and difficulty level of the items. Moreover, established academics’ formulaic sequence research, some of which was informed by corpora, was

also factored into the selection of them. For the *essay-analyses*, item difficulty was less relevant due to corpus analyses being conducted. Rather the focus was on the frequency in output of the formulaic sequences.

Pre-and Post-test (for *Form-tests*)

During the period of the 15-week course, the pre-test was administered in Week 1, and the post-test was conducted in Week 15. Students were given paper tests at the start of the 90-minute class and were instructed to fill in the answers manually. The students were given 45 minutes to complete the test. The two formulaic sequence sets of items, *input-enhancement* and *input-output-intervention* were equally divided into the three question types (Q1, Q2 & Q3). The questions remained the same but were jumbled between the pre-test to the post-test to prevent students from memorising them. Moreover, the question types were selected and put in an order from a lesser mental load for the test taker for the first question type to a medium level for the second question type, and then to an increased mental load for the third question type. Therefore, the test takers had less chance to guess their response as the question types increased in difficulty level (see Appendix C). Aforesaid, the question type items were selected to be similar, yet different for the *input-enhancement* treatment and the *input-output-intervention* treatment. The teacher collected the paper tests at the end of the 45 minutes for both the pre-and post-tests.

As above stated, Q1 was a grammaticality-judgement test that tests a learners' linguistic competence to sense or judge whether its usage is correct (Ellis, 1991). There were 19 questions, and students judged whether the formulaic sequence was correct and grammatical. They answered according to two options: yes or no. Half were presented in the correct order (see No. 2 below) and half were presented in the incorrect order (see No. 16 below). A couple of example questions follow.

Instructions: Read the formulaic sequence below, if it is in the correct order, circle yes. If it is in the incorrect order, circle no.

Formulaic sequence order: Is the order correct? Circle Yes or No.

Q1. No. 2	Contrast in	Yes or No
Q2. No.16	The article presents that	Yes or No

Mentioned above, Q2 was a multiple-choice test. This is widely used in research and data collection since it eliminates the guessing factor by test-takers of up to 25% and measures the target form precisely (Brown & Hudson, 1998). There were 18 multiple-choice questions. For each question, students had four options to choose one correct answer from-(a), (b), (c) or (d) to complete a partial sentence. An example question follows.

Instructions: From the four choices (a), (b), (c) or (d), choose the correct answer to replace *.

Q2. No. 33 An argument *of ...

(a) agrees (b) supported (c) in agree (d) in favour

As indicated above, Q3 was a gap-fill type. This type of question encourages output (Brown & Hudson, 1998), and therefore it can measure whether the form has been automatised (DeKeyser, 1998). There were 17 fill-in-the-gap questions. For each question, students had to retrieve from their knowledge the correct formulaic sequence and write it in the gap provided to complete a partial sentence. An example question follows.

Instructions: If you can recall, fill in the gap/s to finish off the partial sentence.

Q3. No. 40 This article s_____ts that ...

Q3. No. 41 A p_____ effect of X is Y.

Q3. No. 42 One d__a_____ of X is Y.

Preliminary Essay (for *Essay-analyses*)

Students were assigned the Preliminary Essay as a take-home task in Week 1 of the 15-week course. The teacher collected the data by requiring students to submit it as a Word-document on the course management system of the university by the Week 2 class. Their instructions involved writing a short, 250-word essay of persuasive style which included an introduction, argument, counterargument, discussion, and conclusion. Students were given a persuasive essay prompt to elicit a persuasive style essay (see Table 8).

Essay 1, Essay 2 and Essay 3 (for *Essay-analyses*)

During the period of the 15-week course, the teacher assigned the essay prompts four weeks in advance of their due date to allow the students time to work on their essays, to allow time to ask the teacher for help with their essays, and to complete and submit their essays (see Table 8). Their instructions involved writing a five-paragraph 600- to 850-word persuasive essay, and including an introduction, argument, counterargument, discussion, and conclusion. Citations and references were also required.

Table 8*Essay Timeline and Prompts*

Essay	Week Assigned → Due	Prompt
Preliminary	1 → 1/2	Should celebrities talk about politics?
1	1 → 5	Should Japan prioritise international trade?
2	6 → 10	Should Japan donate money to international development?
3	11 → 15	Should Japan adopt quotas for women's job promotion?

The essays for the Preliminary Essay, Essay 1, Essay 2 and Essay 3 were typed up by the students and were uploaded to the university's course management system as Word documents and then used for analysis by the teacher in rich text or word form. For all the students' essays/for each of the Preliminary Essay, Essay 1, Essay 2, and Essay 3 were merged and analysed as separate corpus data (i.e., Preliminary Essay Corpus, Essay 1 Corpus, Essay 2 Corpus and Essay 3 Corpus) for frequency patterns of students' usage of the formulaic sequences. In order to tally the frequency of the formulaic sequences for each of the corpora, two types of software were used. The first was AntConc (Anthony, n.d.), and the second was Microsoft Word search. Each formulaic sequence from both the *input-enhancement* set of formulaic sequences and the *input-output-intervention* set of formulaic sequences was counted manually with the use of the aforesaid software to tally respective frequency data.

At each essay assignment, participants also received a copy/handout of the same A4-size template. Additionally, the essay prompts and template were made available digitally, and as extra photocopies, if needed or requested. The teacher also referred to the template at least once every class over the 15-week teaching period when conducting the teaching approach for the input-output-intervention treatment. The template for Essay 1 and Essay 2 was returned to students with feedback notes by the teacher. Each student had 2-3 points highlighted on the template to focus on for improvement in subsequent essays submissions (i.e., Essay 2 and Essay 3). In the two weeks prior to each essay submission, students could bring their laptops to class to show their essay progress and receive direct feedback from the teacher. Drafting was not a requirement of this course. The teacher-researcher collected the data of the three essays by requiring students to submit it on the secured course management system of the university as typed Word documents.

Analysis

As previously mentioned, the analysis of the two treatments under investigation by the pertinent study of the *input-enhancement* treatment and the *input-output-intervention* treatment was carried out in two parts, *form-tests* and *essay-analyses*.

For the *form-tests*, the total participants' data that the teacher-researcher analysed were 44 out of 54 students in total (Seven were deleted due to reasons described aforesaid). This consisted of 21 students out of 28 students from Group 1 being viable, and for Group 2, 23 students out of 26 were viable. For the *essay-analyses*, 51 out of 54 students' data was analysed. From Group 1, 25 out of 28 of these students' essays were analysed (three were deleted due to the reasons aforementioned), and from Group 2, all 26 students' data was analysed as all of the students completed all of the essays. Thus, the entire classes' data was collated for this part. In fact, for the *essay-analyses*, the number of students is not factored in, rather the frequency is, and therefore the number of formulaic sequences were tallied for frequency data analysis. Group 1 and Group 2 were amalgamated into an intact group, for a within-subject research design and for a larger *n*-size because each group was very small. The population was not normally distributed so the central limit theorem applies to take larger samples of ≥ 30 (LaMorte, 2016).

Form-tests

For the *form-tests*, they collected data on the extent to which students had learnt the formulaic sequences from the start of the course (Week 1) to the end of the course (Week 15). To determine this, a pre- and post-test design was used, and the test questions were discrete and elicited scores whereby correct scores received a 1 and incorrect scores were given a 0. This enabled quantifiable data for statistical analysis. Only when the two tests were completed by all students, were they included in the data for analysis.

The tests were pen and paper tests which were scanned and saved as password-protected PDF files. After that, students were assigned a number, and their data was entered into Excel files. Two raters, the teacher/researcher and her research assistant, who was qualified in data entry and analysis, used the Excel files to tally the scores separately of all participants' answers for Question 1 (Grammaticality-judgement), Question 2 (Multiple-choice) and Question 3 (Gap-fill). When there were cases of discrepancy between the two raters' Excel files, the raters went back to the PDF file versions of the original test to independently remark. They corroborated and adjusted their respective Excel file data when necessary. If there was any discrepancy, it was usually a data entry error, and there were no disagreements in the final version. A Pearson's product-moment correlation coefficient test indicated that the inter-rater reliability was quite high, $r = .98$.

As stated in the Participants section, for the main study, the original sample group of students (54) was reduced to $N = 44$. Plus, not all of the pre-and post-test answers from the *input-enhancement* treatment and input-output-intervention treatment question items for Q1 (19 items), Q2 (17 items) and Q3 (18 items) could be used. That is, to prepare the data for statistical analysis, there had to be the same number of items for each question and both treatments. Thus, only 12 items were viable for each question (Q1, Q2, and Q3), which equates to 6 items for each of the treatments. The same student had to have answered the pre-and post-test. In total, for Q1, Q2 & Q3, there were 18 items analysed for the *input-enhancement* treatment and another 18 items analysed for the input-output-intervention treatment (see Table 9).

Table 9

The Effects of Two Treatments on Questions Sections: Q1(Grammaticality-judgement), Q2(Multiple-choice) & Q3(Gap-fill)

Question Sections	<i>Input-enhancement</i> Treatment (18/36 Item Subset)	<i>Input-output-intervention</i> Treatment (18/36 Item Subset)
Q1 (Grammaticality-judgement)		
Pre-test	Item Subset 1 (6 items)	Item Subset 1 (6 items)
Post-test	<i>(Same item subset, but randomised)</i>	<i>(Same item subset, but randomised)</i>
Q2 (Multiple-choice)		
Pre-test	Item Subset 2 (6 items)	Item Subset 2 (6 items)
Post-test	<i>(Same item subset, but randomised)</i>	<i>(Same item subset, but randomised)</i>
Q3 (Gap-fill)		
Pre-test	Item Subset 3 (6 items)	Item Subset 3 (6 items)
Post-test	<i>(Same item subset, but randomised)</i>	<i>(Same item subset, but randomised)</i>

Rasch analysis

Rasch analysis was used to convert the participant's raw scores from Q1, Q2, and Q3 pre-and post-tests into Rasch measures. The raw data was input into Winsteps software (Linacre, 2021). I used the Rasch analysis in this way because it creates scores that are more beneficial than the participants' raw test scores. As such, these scores are more useful for statistical measurement than raw scores as they are equal-interval measures that are derived from probabilistic relationships between person abilities and item difficulties. Person separation classifies people. Low person separation (< 2 , person reliability < 0.8). Item separation verifies the item hierarchy. Low item separation (< 3 = high, medium, low item difficulties, item reliability < 0.9) (Linacre, 2021).

z-scores

After the Rasch measures or scores had been obtained, I used the SPSS Statistics software in order to obtain the standardised variable scores, or z-scores, to check the data for any outliers. All the scores fell within the critical value range of z-skewness and z-kurtosis, which must be less than ± 1.96 (Field, 2017). Therefore, further data analysis was proceeded with.

Paired-sample *t*-tests

For the data collated from Q1, Q2 and Q3, the paired-sample *t*-test compared the means of the two treatments taken from the pre-and post-test scores to assess them. SPSS statistics software (IBM Corp., 2020) was used. The paired sample *t*-test was the only test conducted for Q1 and Q3 as it found the pre-test scores to be significantly different between the two treatments; then, they were used as post hoc tests. In the case of Q2, the means of the treatments at pre-test were not significant, so a two-way repeated-measures ANOVA could be performed. When multiple *t*-tests were conducted (Q1, Q3), Holm's Bonferroni adjustment was used (Green & Sulkind, 2013; Holm, 1979).

Two-way Repeated-measures ANOVA

The data analysis results from the paired-sample *t*-test showed that there was no significant difference between the pre-test scores for Q2. Therefore, I conducted a two-way repeated-measures ANOVA to compare the mean differences between the *input-enhancement* treatment and *input-output-intervention* treatment and also to ascertain the main effect and whether there was an interaction (i.e., two within-subjects factors). This was conducted using the SPSS statistics software.

Essay-analyses

For the *essay-analyses* of the study, a simple corpus-based analysis was used to analyse the frequency data of the formulaic sequences from all 51 students' essays for the preliminary essay (submitted by Week 2), Essay 1 (submitted by Week 5), Essay 2 (submitted by Week 10) and Essay 3 (submitted by Week 15). The essays were merged and became Preliminary Essay Corpus, Essay 1 Corpus, Essay 2 Corpus and Essay 3 Corpus. The corpora were analysed to detect any notable formulaic sequence frequency patterns or trends between submissions. Of particular interest was if the overall formulaic sequence usage had increased, if any formulaic sequences stood out and if there was a difference between the *input-enhancement* treatment and the *input-output-intervention* treatment of the formulaic sequences. As all students submitted all essays, all were included in each corpus except for the two fourth year and international students', as such 48 of the 51 submitted were analysed.

The Word documents were merged, and two raters, the teacher-researcher and their research assistant used both AntConc (Anthony, n.d.) (This software requires an additional conversion to rich text files) and Word search to tally and collate the frequency data into their own Excel files. When there were cases of discrepancy between the two raters' Excel file data, the raters went back to both AntConc and Word Search and ran the items again to independently remark and to adjust their Excel file data if necessary. The discrepancies were usually related to item length or data entry errors, and there were no disagreements in the final version. A Pearson's product-moment correlation coefficient test indicated that the inter-rater reliability was quite high, $r = .98$.

Log-likelihood and Effect Size

Once the raw frequency data of the formulaic sequences for each of the essays had been tallied, the essays were converted to corpora for simple statistical analysis. The corpus size and frequency of the formulaic sequences were entered into an online calculator devised by Lancaster University, University Centre for Computer Corpus Research on Language (UCREL) Department (Rayson, n.d.) to obtain the log-likelihood and effect size. This was performed for 25 *input-enhancement* treatment formulaic sequences and 28 *input-output-intervention* treatment formulaic sequences. These item numbers were not entirely precise since there was an increased number for the *input-output-intervention* set due to the variation of formulaic sequence length (e.g., *In contrast this paragraph*) and tense differences (*This essay suggests/suggested*) were more factored in (Biber et al., 2004; Cortes, 2013).

Results

For the *form-tests* part of the study, the results will consist of a statistical analysis of formulaic sequences taken from the pre-and post-test data. For the *essay-analyses* part of the study, the results will present corpus-based analysis sourced from the frequency data of formulaic sequences in the respective essays as corpora. Both parts of the study seek to address whether the research questions can be answered and ascertain whether the classroom teaching dual-methodology of the *input-output-intervention* treatment had a more significant effect than the *input-enhancement* treatment for the participants to learn and output the target form (i.e., formulaic sequences) in their EFL persuasive essay writing.

Form-tests

At first, the statistical analysis for *form-tests* was calculated. Table 11 shows the reliability and separation values for Question Section 1, Question Section 2, and Question Section 3 using measures obtained from Rasch/Winsteps generated report for person separation and reliability and the item separation and reliability for *form-tests*: Question 1 Section (Grammaticality-judgement items) (Q1, GJ), Question 2 Section (Multiple-choice items) (Q2, MC), and Question 3 (Gap-fill items) (Q3, G-f) from the pre- and post-test. This analysis can be seen in Table 10.

Table 10

Reliability and Separation Values for Q1, Q2, and Q3

Q	Person Separation	Person Reliability	Item Separation	Item Reliability
Q1, GJ	.00	.00	4.23	.95
Q2, MC	.57	.25	4.16	.95
Q3, G-f	.82	.40	1.88	.78

Note. N = 44

The person separation was low as it ranged from .0 to .82. The person reliability was also low as it ranged from .00 to .40. This did not meet the 2.00 and .80 criterion, respectively (Linacre, 2021). However, the participants are considered to be a homogeneous group. That is, they have all been placed in the upper-proficiency level of the same English department. Hence, their English proficiency did not differ greatly. This explains the low ranges. On the other hand, the item reliability (item separation) was generally high, ranging from .78 (1.88) to .95 (4.23), considering the criteria.

Question 1 Section: Grammaticality-judgement Items

Question 1 Section analysed the grammaticality items from the *form-tests*. At first, the teacher-researcher checked the *z*-scores using SPSS (Green & Salkind, 2013), and there were no outliers (i.e., $<\pm 3.29$). Then, and prior to conducting the *t*-tests, preliminary descriptive statistics were computed for the grammaticality-judgement test items (Q1) (see Table 11). The means for the *input-enhancement* treatment and *input-output-intervention* treatment were 55.15 and 58.12 respectively at pre-test. Next, the means for the *input-enhancement* treatment and the *input-output-intervention* treatment were 55.51 and 61.24 respectively at post-test. The means at pre- and post-test are also displayed visually in Figure 1.

Table 11

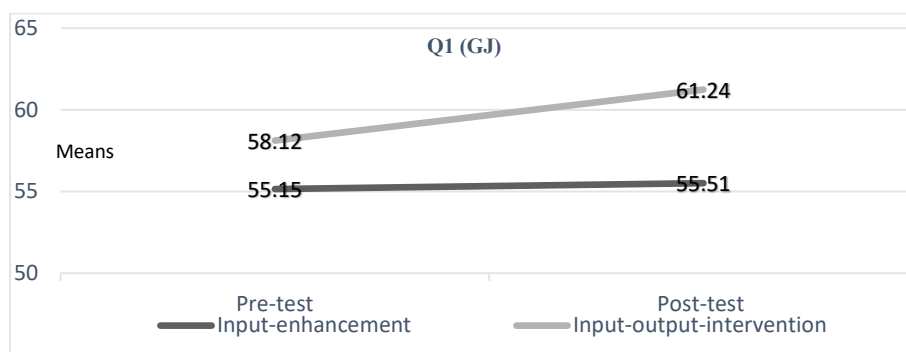
Descriptive Statistics for Question 1 Section (Grammaticality-judgement items)

Test	Treatment	
Pre-test	Input-enhancement	Input-output-intervention
<i>M</i>	55.15	58.12
95% CI Lower Bound	53.65	56.41
Upper Bound	56.65	59.81
<i>SD</i>	4.93	5.59
Skewness	0.42	-1.30
<i>SES</i>	0.36	0.36
Kurtosis	-0.20	-0.94
<i>SEK</i>	0.70	0.70
Post-test	Input-enhancement	Input-output-intervention
<i>M</i>	55.51	61.24
95% CI Lower Bound	54.09	59.99
Upper Bound	56.93	62.49
<i>SD</i>	4.68	4.12
Skewness	0.38	-0.29
<i>SES</i>	0.36	0.36
Kurtosis	0.20	-1.25
<i>SEK</i>	0.70	0.70

Note. *N* = 44

Figure 1

Pre- and Post-test Means for Question 1 Section (Grammaticality-judgement items)



An initial paired sample *t*-test was performed to determine whether the difference was significant between the pre-test means for the *input-enhancement* and *input-output-intervention* treatments. The difference was significant ($p = .006$; $\alpha = .017$ after Holm's Bonferroni adjustment) (Green & Salkind, 2013). Therefore, the teacher-researcher chose to compare the gains from pre-test to post-test between the two treatments, in place of an ANOVA.

The assumptions for the *t*-test were met, as follows. The dependent variables were on a continuous scale. Although the data exhibited some skewness and kurtosis, the two calculations for *z*-skewness (pre- and post-test) and the two calculations for *z*-kurtosis (pre-and post-test) for the main part did not exceed $\leq \pm 1.96$. Therefore, the assumption of normal distribution was met.

The paired sample *t*-test results showed that the difference between the *input-enhancement* treatment gain ($M = .35$, $SD = 6.97$) and the *input-output-intervention* gain ($M = 3.13$, $SD = 6.87$) was not significant, $t(43) = -1.876$, $p = .7$ ($\alpha = .05$). The Cohen's *d* effect size was small, $d = .40$. (Cohen's *d* of .20, .50 and .80 are, by convention, interpreted as small, medium and large effect sizes, respectively). It was unclear whether the *input-output-intervention* was more effective than the *input-enhancement* treatment.

In order to evaluate the effect of the overall instructional treatment on the students' acquisition of target formulaic sequences, the *pre-test mean* (i.e., the average of the pre-test mean for input-enhancement treatment and that for input-output intervention; $M = 56.63$, $SD = 4.04$) and the *post-test mean* ($M = 58.37$, $SD = 3.24$) were compared by conducting another paired sample *t*-test. The post-test mean was significantly larger than the pre-test mean, $t(43) = -2.376$, $p = .02$ ($\alpha = .025$), and the Cohen *d*'s effect size was small, $d = .48$.

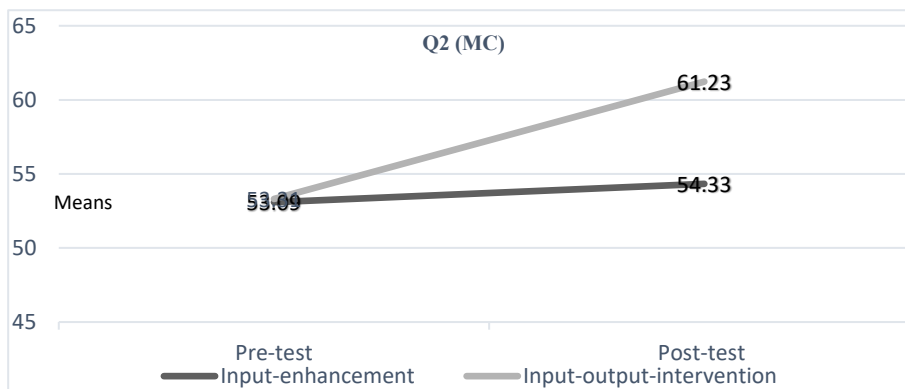
Therefore, for Q1 (i.e., grammaticality-judgement items), it appears that the 15-week classroom teaching in the pertinent EFL course was effective for learning formulaic sequences. However, the teacher-researcher was unable to produce evidence that the *input-output-intervention* treatment was more effective.

Question 2 Section: Multiple-choice Items

Question 2 Section analysed the multiple-choice items from the *form-tests*. At first, the teacher-researcher checked the *z*-scores using SPSS, and there were no outliers (i.e., $\leq \pm 1.96$). Next, and prior to conducting the *t*-tests, preliminary descriptive statistics were computed for the multiple-choice test items (Q2) (Table 10). The means for the *input-enhancement* and *input-output-intervention* at pre-test were 53.09 and 53.31 respectively. The means for the *input-enhancement* and the *input-output-intervention* at post-test were 54.33 and 61.23, respectively (see Table 12). The means at pre- and post-test means are also displayed visually in Figure 2.

Table 12*Descriptive Statistics for Question 2 Section (Multiple-choice items)*

Test	Treatment	
Pre-test	Input-enhancement	Input-output-intervention
<i>M</i>	53.09	53.31
95% CI Lower Bound	51.20	51.35
Upper Bound	54.98	55.27
<i>SD</i>	6.21	6.44
Skewness	-0.13	-0.11
<i>SES</i>	0.36	0.36
Kurtosis	-0.48	-0.94
<i>SEK</i>	0.70	0.70
Post-test	Input-enhancement	Input-output-intervention
<i>M</i>	54.33	61.23
95% CI Lower Bound	52.26	59.90
Upper Bound	56.39	62.56
<i>SD</i>	6.78	4.37
Skewness	0.22	-1.25
<i>SES</i>	0.36	0.36
Kurtosis	-0.78	1.95
<i>SEK</i>	0.70	0.70

*Note. N = 44***Figure 2***Pre- and Post-test Means for Question 2 Section (Multiple-choice items)*

Prior to performing the ANOVA, an initial paired sample *t*-test check was performed to determine whether there was a significant difference at pre-test between the means of the *input-enhancement* and *input-output-intervention* treatment. The pre-test means were not significantly different, $p = .85$. Therefore, an ANOVA could be performed.

ANOVA

The assumptions for the two-way ANOVA were met, as follows. The dependent variables were on a continuous scale. Although the data exhibited some skewness and kurtosis, the two calculations for *z*-skewness (pre-and post-test) and two calculations for *z*-kurtosis (pre-and post-test)

for the main part did not exceed $\leq \pm 1.96$. Therefore, the assumption of normal distribution was met. The sphericity test was passed, and the homogeneity of variances is met. There was no significant difference between the pretest means for the *input-enhancement* treatment and the input-output-intervention treatment, $t(43) = .19$, $p = .85$ ($\alpha = .05$), $d = .02$ (none).

Therefore, a two-way repeated-measures ANOVA was performed for Q2. The first within-subjects factor was *test* with two levels (pre-and post-test), and the second within-subjects was *treatment* with two levels (*input-enhancement* and *input-output-intervention* treatment).

Table 13 displays the ANOVA univariate test results. The *treatment* main effect was significant, $F(1, 43) = 27.84$, $p < .01$, and the effect size was large, $\eta^2 = .39$. The eta-squared value of .39 means the factor explains 39% of the variance. (η^2 of .01, .06 and .14 are, by convention, interpreted as small, medium, and large effect sizes, respectively). That is, the *input-output intervention* treatment was significantly more effective than the *input-enhancement* treatment. The *test* main effect was significant, $F(1, 43) = 17.98$, $p = .01$, $\eta^2 = .30$. That is, the students' test score increased significantly from pre-test to post-test. Then, the *treatment* main effect was significant $F(1, 43) = 27.84$, $p = .01$, $\eta^2 = .39$. Then, the *treatment* x *test* interaction effect was significant, $F(1, 43) = 15.68$, $p = .01$, $\eta^2 = .27$.

To follow up on the significant interaction effect, the two groups' gains from pre-test to post-test were compared. The *input-output-intervention* treatment's gain ($M = 7.91$, $SD = 6.90$) was significantly greater than the *input-enhancement* treatment's gain ($M = 1.24$, $SD = 9.00$), $t(43) = 3.96$, $p = .001$, ($\alpha = .013$), $d = .83$, evidencing that the former treatment was more effective. Additionally, the difference between the pretest and posttest means for each individual treatment was compared. Regarding the *input-enhancement* treatment, the difference between the posttest mean and the pretest mean was not significant, $t(43) = .91$, $p = .37$ ($\alpha = .025$), $d = .19$ (none). For the *input-output intervention* treatment, the posttest mean was significantly larger than the pretest mean, $t(43) = 7.61$, $p = .001$ ($\alpha = .013$), $d = 1.20$ (large).

Table 13

ANOVA Results for Question 2 Section (Multiple-choice items)

Source	SS	df	MS	F	p	η^2
Treatment Error (Treatment)	920.49	1	920.49	27.84	0.01	0.39
	1421.68	43	33.06			
Test Error (Test)	558.42	1	558.42	17.98	0.01	0.30
	1335.42	43	31.06			
Treat*Test Error (Treat*Test)	490.11	1	490.11	15.68	0.01	0.27
	1344.25	43	31.26			

Question 3 Section: Gap-fill items

Question 3 Section analysed the gap-fill items from the *form-tests*. At first, the teacher-researcher checked the *z*-scores using SPSS, and there were no outliers (i.e., $<\pm 3.29$). Then, prior to conducting the *t*-tests, preliminary descriptive statistics were computed for the gap-fill items (Q3) (see Table 14). The means for the *input-enhancement* treatment and the *input-output-intervention* treatment were 40.32 and 43.98 respectively at pre-test. Next, the means for the *input-enhancement* treatment and the *input-output-intervention* treatment were 40.92 and 54.99 respectively at post-test. The means at pre- and post-test are also displayed visually in Figure 3.

Table 14

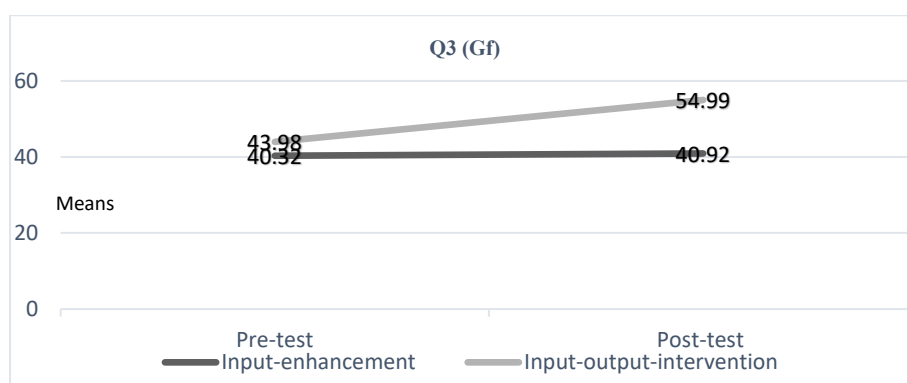
Descriptive Statistics for Question 3 Section (Gap-fill items)

Test		Treatment	
Pre-test		Input-enhancement	Input-output-intervention
	<i>M</i>	40.32	43.98
	95% CI Lower Bound	38.75	41.85
	Upper Bound	41.89	46.10
	<i>SD</i>	5.16	6.99
	Skewness	0.78	0.29
	<i>SES</i>	0.36	0.36
	Kurtosis	-0.67	-1.17
	<i>SEK</i>	0.70	0.70
Post-test		Input-enhancement	Input-output-intervention
	<i>M</i>	40.92	54.99
	95% CI Lower Bound	39.23	52.97
	Upper Bound	42.61	57.01
	<i>SD</i>	5.56	6.65
	Skewness	0.90	-0.42
	<i>SES</i>	0.36	0.36
	Kurtosis	-0.20	0.05
	<i>SEK</i>	0.70	0.70

Note. *N* = 44

Figure 3

Question 3 Section (Gap-fill items): Means



An initial paired-samples *t*-test was performed to determine whether the difference was significant between the two means of the *input-enhancement* and *input-output-intervention* treatments at pre-test. The difference was significant at .001. ($\alpha = .017$ after Holm's Bonferroni adjustment). Therefore, the teacher-researcher chose to compare the gains from pre-test to post-test between the two treatments.

The assumptions for the *t*-test were met, as follows. The dependent variables were on a continuous scale. Although the data exhibited some skewness and kurtosis, the two calculations for *z*-skewness (pre-and post-test) and the two calculations for *z*-kurtosis (pre-and post-test) for the main part did not exceed $\leq \pm 1.96$. Therefore, the assumption of normal distribution was met.

The paired sample *t*-test results showed that the difference between the *input-enhancement* treatment ($M = 11.01, SD = 9.27$) and the *input-output-intervention* gain ($M = .60, SD = 5.20$) was significant, $t(43) = 7.247, p = .001$ ($\alpha = .017$). The Cohen's *d* effect size was large ($d = 1.39$), evidence that the *input-output-intervention* treatment was more effective than the *input-enhancement* treatment.

For the following stage, to compare the average *pre-test mean* ($M = 42.15, SD = 5.27$) with the *post-test mean* ($M = 47.95, SD = 5.27$), another paired sample *t*-test was conducted. The difference between the *pre-* and *post-test means* was significant, $t(43) = -6.62, p = .001$ ($\alpha = .017$), and the Cohen *d*'s effect size was large at $d = 1.10$.

Therefore, for Q3 (i.e., gap-fill items), it appears that the 15-week classroom teaching methodology in the pertinent EFL course was effective for learning formulaic sequences. Plus, the teacher-researcher was able to produce evidence that the *input-output-intervention* treatment was more effective.

Essay-analyses

Raw Frequency Scores

Input-enhancement Treatment

Table 15 presents the raw frequency scores of the formulaic sequences for each of the essays of the *input-enhancement* treatment. For this treatment, it shows that students produce virtually none of the formulaic sequences in essays. There was no significant effect for any frequency occurrences (i.e., item observations). This means that the log likelihood value was too low ($G^2 = 0$) (Rayson, n.d.). Consequently, the *input-enhancement* treatment essays were not converted to corpora, and corpus-based statistical analysis for this treatment could not be conducted.

Table 15

Input-enhancement Treatment: Raw Frequency Scores

No.	Discourse Segment Item	Preliminary Essay	Week 5, Week 1	Week 10, Essay 2	Week 15, Essay 3
1	<i>(X also) mentions that</i>	0	1	0	2
2	<i>Is one key factor</i>	0	0	0	0
3	<i>In the absence of</i>	0	0	0	0
4	<i>An additional merit of X is Y</i>	0	0	0	0
5	<i>A major demerit of X is Y</i>	0	0	0	0
6	<i>An argument in opposition to</i>	0	0	0	0
7	<i>Those in agreement support that</i>	0	0	0	0
8	<i>It can be seen from the graph that</i>	0	0	0	0
9	<i>In other words</i>	0	2	4	1
10	<i>The research proposed that</i>	0	0	0	0
11	<i>To illustrate</i>	0	0	0	0
12	<i>The issue with X is Y</i>	0	0	0	0
13	<i>One merit of X is Y</i>	0	0	0	0
14	<i>A drawback of X is Y</i>	0	0	0	0
15	<i>Few people think that</i>	0	0	0	0
16	<i>This paper put forward that</i>	0	0	0	0
17	<i>For instance</i>	0	4	5	6
18	<i>To sum up</i>	0	1	2	2
19	<i>Critics disagree with</i>	0	0	0	0
20	<i>A key merit of X is Y</i>	0	0	0	0
21	<i>Advocates argue that</i>	0	0	0	0
22	<i>Researchers oppose X because of</i>	0	0	0	0
23	<i>With respect to</i>	0	0	0	0
24	<i>With regard to</i>	0	0	0	0

Input-output-intervention Treatment

Table 16 shows the raw frequency scores of the formulaic sequences for each of the essays of the *input-output-intervention* treatment.

Table 16

Input-output-intervention Treatment: Raw Frequency Scores

No.	Discourse Segment	Item	Preliminary Essay	Week 5, Essay 1	Week 10, Essay 2	Week 15, Essay 3
1	1	<i>At first</i>	0	27	16	22
2	1	<i>For a start</i>	0	6	20	16
3	1,5	<i>This essay presents/ed that</i>	0	58	58	58
4	1	<i>This essay suggests that</i>	0	44	54	59
5	2,3,4	<i>The author pointed/s out that</i>	0	35	65	74
6	1,4,5	<i>Although some people X that</i>	0	28	45	41
7	1,4,5	<i>Other people x (that)</i>	0	3	9	16
8	1,5	<i>This essay claims/ed that</i>	0	40	55	60
9	1,5	<i>Due to</i>	1	28	50	77
10	1,5	<i>Because of</i>	2	22	25	43
11	2	<i>One/an advantage of X is</i>	0	22	15	20
12	2	<i>Another advantage of X is</i>	0	8	13	10
13	2	<i>(A) positive effect of X is</i>	0	12	14	13
14	2,3	<i>According to the article</i>	0	22	32	40
15	2,3	<i>The/this article reported/s that</i>	0	13	8	13
16	2,3	<i>For example</i>	1	32	34	19
17	2,3	<i>Such as</i>	2	37	49	30
18	2,3	<i>In addition (to)</i>	0	13	13	15
19	1,2,5	<i>The/this paragraph suggests/ed that</i>	0	7	9	5
20	3	<i>The/this paragraph supports/ed an argument against</i>	0	19	24	26
21	2	<i>This paragraph supported an argument in favor</i>	0	20	24	32
22	3	<i>One/a disadvantage (of X is)</i>	0	12	13	22
23	3	<i>Another disadvantage (of X is)</i>	0	3	6	5
24	3	<i>A negative effect of X is</i>	0	12	19	10
25	3,5	<i>In contrast</i>	0	40	67	72
26	3	<i>In contrast to paragraph one</i>	0	13	20	31
27	3	<i>This paragraph does not support</i>	0	12	16	26
28	4	<i>The problem with (X is Y)</i>	1	7	14	12
29	5	<i>In contrast this/e paragraph supported/s (that)</i>	0	0	1	0
30	5	<i>In contrast this/the essay suggested/s (that)</i>	0	16	23	27
31	3,5	<i>(An) argument against</i>	0	24	30	34
32	2,5	<i>(An) argument in favor</i>	0	24	31	40
33	4,5	<i>(It is) recommended that</i>	0	18	26	31
34	5	<i>In conclusion</i>	4	31	33	34

Note: *Discourse-segments* column refers to: 1 = Introduction, 2 = Argument (For paragraph), 3 = Counter-argument (Against paragraph), 4 = Discussion, 5 = Conclusion. See the *Items* column for their classified items (i.e., *form-functions*) (also see Appendix B for the full template).

For this the *input-output-intervention* treatment, the four essays were converted into four corpora to proceed with statistical corpus-based analysis. Then, prior to calculating the log-likelihood for the significant effect in the difference of frequency between corpora, the following assumptions were checked and met. The observed frequencies of each formulaic sequence per corpora must not be normalised. There may be no absolute values. The total number of words or “number of opportunities” for the observed frequency to occur must be known, and there must be two corpora to compare the observed frequency of one corpus against another corpus (Rayson, n.d.).

The Preliminary Essay Corpus (12342), Essay 1/Corpus 1 (26086 words), Essay 2/Corpus 2 (29368 words), and Essay 3/Corpus 3 (28515 words) for which the students received the *input-output-intervention* treatment were calculated according to the log-likelihood to determine whether there was an effect or difference in the two frequency scores of each formulaic sequences item as they appear between two corpora. The directionality of the score is not a relevant factor for formulaic sequence items with negative G2 values, therefore scores with positive G2 values were ranked (Rayson, n.d.). The higher the G2 value, the more significant is the difference between the two frequency scores.

Table 17 shows that, in Preliminary Corpus and Corpus 1 column, the *input-output-intervention* treatment was effective to increase the formulaic sequences in the students’ essay writing even after only five weeks ($p < 0.05$, critical value 3.84, 95th percentile, 5%). This is a high G2 value level. Moreover, a majority of the formulaic sequences were recorded at an even higher G2 level ($p < 0.0001$, critical value of 15.13, 99.99th percentile, 0.01%).

Even more dramatic were the G2 levels recorded in the Preliminary Corpus & Corpus 3 column. With only three lower-ranking items falling in the 95th percentile ($p < .05$, critical value = 3.84, 5%). Another eight items were in the 99th percentile ($p < .01$, critical value = 6.63, 1%) to the 99.9th percentile ($p < 0.001$, critical value = 10.83, 0.1%) with the remaining items in the 99.99th percentile which is the highest G2 level ($p < .0001$, critical value = 15.13, 0.01%). This shows that the *input-output-intervention* treatment was effective to increase the targeted formulaic sequences in the students’ essay writing from the start of the 15-week course to the end of it.

Although the G2 levels were not as dramatic as the Preliminary Corpus & Corpus 3 column, we can see that these G2 levels were still high when looking at the Corpus 1 & Corpus 3 column. There was a clear top 10 of formulaic sequences with all items at the 95th percentile ($p < 0.05$, critical value = 3.84, 5%). Plus, the top-ranking item was in the 99.99th percentile ($p < 0.0001$, critical value = 15.13, 0.01%), with the second top-ranking item in the 99.9th percentile ($p < 0.001$, critical value = 10.83, 0.1%). Therefore, the effect of the *input-output-intervention* on the usage of formulaic sequences in essays is still noteworthy from Essay 1 to Essay 3.

In the remaining columns, Corpus 1 & Corpus 2 and Corpus 2 & Corpus 3, only the top one to three ranked items are in the or second top-ranked are in the 95th percentile ($p < 0.05$, critical value = 3.84, 5%). The rest do not have high enough G2 levels to be of critical value. This indicates that the increase in usage of the formulaic sequences was made most significantly from the start to the end of the course, yet, what gains were made in the middle of the course, due to the *input-output-intervention* treatment, cannot be clearly defined by this data.

Table 17

Essay-analyses Input-output-intervention Treatment Corpora-based Analysis: Log-likelihood (LL) and Size Effect (SE)

Preliminary Corpus & Corpus 1		Corpus 1 & Corpus 2		Corpus 2 & Corpus 3		Corpus 1 & Corpus 3		Preliminary Corpus & Corpus 3	
Item	LL & SE	Item	LL & SE	Item	LL & SE	Item	LL & SE	Item	LL & SE
2.3.The/this data demonstrates/d that	52.68	1. For a start	6.39	2.3.The/this data demonstrates/d that	7.43	1.5.Due to	19.62	2.3.The/this data demonstrates/d that	87.03
1.Second/ly	45.71	2.3.4.The author pointed/s out that	5.94	1.5.Because of	5.37	2.3.4.The author pointed/s out that	11.01	2.3.4.The author pointed/s out that	53.23
1.5.This essay presents/ed that	44.94	1. At first	4.3	1.5.Due to	4.31	2.3.The/this data demonstrates/d that	10.72	3.5.In contrast	51.79
1.This essay suggests that	34.09	3.5.In contrast	4.06	3.In contrast to paragraph one	2.73	1.4.5.Other people X (that)	8.65	1.5.Due to	47.08
1.5.This essay claims/ed that	30.99	1.5.Due to	3.96	3. This paragraph does not support	2.71	3.5.In contrast	6.64	1.5.This essay claims/ed that	43.16
3.5.In contrast	30.99	1. Second/ly	2.49	1.Thirdly	2.7	3.In contrast to paragraph one	6.07	1. This essay suggests that	42.44
2.3.4.The author pointed/s out that	27.12	1.4.5.Other people x (that)	2.47	3.One/a disadvantage of X is	2.61	1.5.Because of	5.17	1.5.This essay presents/ed that	41.72
5. In conclusion	24.02	2.One/an advantage of X is	2.29	3.A negative effect of X is	2.58	2.3.For example	4.61	1. Second/ly	36.68
1.4.5.Although some people X that	21.69	1.4.5.Although some people X that	2.24	1.4.5.Other people X (that)	2.2	3. This paragraph does not support	4.11	1.4.5.Although some people X that	29.49
1. At first	20.92	2.3.The/this article reported/s that	1.87	2.3.The graph shows/ed that	2.01	1. For a start	3.87	2.3.According to the article	28.77
1.Thirdly	19.37	4.The problem with (X is Y)	1.62	2.5.(An) argument in favor	1.42	2.3.According to the article	3.82	2.5.(An) argument in favor	28.77
3.5.(An) argument against	18.59	5.In contrast this/e paragraph supported/s (that)	1.27	2.This paragraph supported an argument in favor	1.39	2.3.The graph shows/ed that	3.01	1.Thirdly	28.05
2.5.(An) argument in favor	18.59	1.Thirdly	1.13	5.In contrast this/e paragraph supported/s (that)	1.36	2.5.(An) argument in favor	2.75	3.5.(An) argument against	24.46
2.3.For example	18.1	1.5.This essay claims/ed that	0.93	2.3.The/this article reported/s that	1.35	1.5.This essay claims/ed that	2.44	2.This paragraph supported an argument in favor	23.02
2.3.Such as	17.43	2.3.According to the article	0.87	1. At first	1.14	4.5.(It is) recommended that	2.43	3.In contrast to paragraph one	22.3
2.One/an advantage of X is	17.05	3.A negative effect of X is	0.87	2.3.According to the article	1.14	3.One/a disadvantage (of) X is)	2.16	4.5.(It is) recommended that	22.3
2.3.According to the article	17.05	3.In contrast to paragraph one	0.78	1.2.5.This/the paragraph suggests/ed (that)	1.04	1.Thirdly	1.97	5.In contrast this/the essay suggested/s (that)	19.42
2.This paragraph supported an argument in favor	15.5	3.Another disadvantage (of X is)	0.7	2.3.4.The author pointed/s out that	0.88	5.In contrast this/the essay suggested/s (that)	1.95	1.5.Because of	19.35
1.5.Due to	15.27	2.Another advantage of X is	0.68	2.One/an advantage of X is	0.87	2.This paragraph supported an argument in favor	1.83	3.This/the paragraph supports/ed an argument against	18.7

(Table 17. Essay-analyses Input-out-intervention Treatment Corpora-based Analysis [LL & SE] continues)

(Table 17. Essay-analyses Input-out-intervention Treatment Corpora-based Analysis [LL & SE] continued)

Preliminary Corpus & Corpus 1		Corpus 1 & Corpus 2		Corpus 2 & Corpus 3		Corpus 1 & Corpus 3		Preliminary Corpus & Corpus 3	
Item	LL & SE	Item	LL & SE	Item	LL & SE	Item	LL & SE	Item	LL & SE
3.This/the paragraph supports/ed an argument against	14.72	4.5.(It is) recommended that	0.67	4.5.(It is) recommended that	0.6	1. Second/ly	1.51	3. This paragraph does not support	18.7
4.5.(It is) recommended that	13.95	5.In contrast this/the essay suggested/s (that)	0.57	5.In contrast this/the essay suggested/s (that)	0.45	2.3.Such as	1.49	1. At first	15.82
5.In contrast this/the essay suggested/s (that)	12.4	2.3.Such as	0.56	1. This essay suggests that	0.39	1.4.5.Although some people X that	1.44	2.One/an advantage of X is	15.82
2.3.The/this article reported/s that	10.07	2.3.The/this data demonstrates/d that	0.42	1.5.This essay claims/ed that	0.39	1. This essay suggests that	1.06	3.One/a disadvantage (of) X is)	15.82
2.3.In addition (to)	10.07	1.5.This essay presents/ed that	0.41	3.5.(An) argument against	0.38	1. At first	1.05	1. For a start	11.51
3.In contrast to paragraph one	10.07	2.5.(An) argument	0.26	3.5.In contrast	0.36	3.5.(An) argument against	0.96	1.4.5.Other people x (that)	11.51
2. (A) positive effect of X is	9.3	3. This paragraph does not support	0.2	1. For a start	0.34	4.The problem with (X is Y)	0.92	2.3.Such as	11.4
3.One/a disadvantage (of) X is	9.3	1. This essay suggests that	0.18	2.Another advantage of X is	0.31	3.This/the paragraph supports/ed an argument against	0.56	2.3.In addition (to)	10.79
3.A negative effect of X is	9.3	3.5.(An) argument against	0.15	2.3.In addition (to)	0.21	1.2.5.This/the paragraph suggests/ed (that)	0.54	2. (A) positive effect of X is	9.35
3. This paragraph does not support	9.3	2.3.The graph shows/ed that	0.14	3.This/the paragraph supports/ed an argument against	0.15	3.A negative effect of X is	0.4	2.3.The/this article reported/s that	9.35
1.5.Because of	7.82	3.This/the paragraph supports/ed an argument against	0.14	1. Second/ly	0.12	2.One/an advantage of X is	0.36	2.3.The graph shows/ed that	9.35
2.Another advantage of X is	6.2	2.3.In addition (to)	0.09	4. The problem with (X is Y)	0.1	3.Another disadvantage (of X is)	0.34	5. In conclusion	8.46
1.2.5.This/the paragraph suggests/ed (that)	5.42	1.2.5.This/the paragraph suggests/ed (that)	0.07	1.4.5.Although some people X that	0.09	1.5.This essay presents/ed that	0.23	2.3.For example	8.12
1. For a start	4.65	2.3.For example	0.06	3.Another disadvantage (of X is)	0.06	2.Another advantage of X is	0.08	2.Another advantage of X is	7.19
2.3.The graph shows/ed that	3.87	5. In conclusion	0.05	5. In conclusion	0.06	2.3.The/this article reported/s that	0.05	3.A negative effect of X is	7.19
1.4.5.Other people x (that)	2.32	2.This paragraph supported an argument in favor	0.04	1.5.This essay presents/ed that	0.03	2.3.In addition (to)	0.02	4.The problem with (X is Y)	3.97
3.Another disadvantage (of X is)	2.32	2. (A) positive effect of X is	0.01	2. (A) positive effect of X is	0.01	2. (A) positive effect of X is	0	1.2.5.This/the paragraph suggests/ed (that)	3.6
4. The problem with (X is Y)	1.67	3.One/a disadvantage (of) X is)	0.01	2.3.For example	-3.87	5.In contrast this/e paragraph supported/s (that)	0	3.Another disadvantage (of X is)	3.6
5.In contrast this/e paragraph supported/s (that)	0	1.5.Because of	0	2.3.Such as	-4.07	5. In conclusion	0	5.In contrast this/e paragraph supported/s (that)	0

Discussion

The study aimed to address the two research questions in terms of whether the teaching approach of the *input-output-intervention* treatment was more effective than the *input-enhancement* treatment to increase the EFL writers' knowledge of the target form of formulaic sequences. Research Question 1 investigated whether the *form-tests* could ascertain which treatment better increased the number of formulaic sequences learnt by the participants, and Research Question 2 investigated whether the *essay-analyses* could ascertain which treatment better improved student's ability to output more of the learnt formulaic sequences into their persuasive essays.

Research Question 1 (RQ1)

In order to test RQ1, *form-tests* were given as a pre-test (Week 1) and post-test (Week 15), and these tests had three question sections (i.e., grammaticality-judgement, multiple choice, and gap-fill test items) that were answered by participants to evaluate which treatment (i.e., *input-enhancement* or *input-output-intervention*) was more effective for increasing the number of formulaic sequences learnt by EFL writers.

For RQ1, it was hypothesized that the three question sections of the *form-tests* (i.e., Q1: Grammaticality-judgement items, Q2: Multiple-choice items, and Q3: Gap-fill items) would show, through separate statistical analysis, that the students had learnt more of the target forms (i.e., formulaic sequences) when taught by the teaching approach of the *input-output-intervention* treatment over the *input-enhancement teaching treatment*.

For the discussion of RQ1, and in terms of whether the hypotheses could be supported, this part will be further divided into discussion of the pre-and post-tests (i.e., the *form-tests*) separately for the three question sections, referred to as Q1, Q2, and Q3 since that is how they were statistically analysed.

Q1 Section of Form-Tests: Grammaticality-judgement Test Items

Regarding the results from the pre- and post-tests (i.e., *form-tests*) of Q1, it could only be suggested from the statistical analysis carried out that the teacher's classroom teaching methodology led to the progress of students' formulaic sequence awareness from the pre-test (Week 1) to the post-test (Week 15). That is, students had gained a heightened awareness of formulaic sequences, especially with regard to their judgement of which forms were correct or not.

However, there was no significant difference in the gains by students between the teaching methodology of the *input-enhancement* treatment and *input-output-intervention* treatment. Although

students seem to have benefited from the teaching methodologies of both treatments, and increased their formulaic sequence knowledge by Week 15, Q1 is not able to clearly determine or provide necessary evidence as to whether this was due to the effect of the *input-output-intervention* treatment or the *input-enhancement treatment*.

Even though the findings do not indicate clearly which treatment is more effective, this is consistent with the grammaticality-judgment test item (Q1) research. In other words, this question type typically only shows whether students have attained a metalinguistic sense of whether the language form they are being tested on is correct or not (Ellis, 1991). As such, the results here might be plausible since the students may have benefited from a general awareness of formulaic sequences as a result of both treatments, not necessarily from either or of the teaching approaches.

There is also the possibility that the students were guessing the answer, in spite of the two different treatments. With only two options, yes or no, there is a 50 percent chance of the answer being correct, and thus irrespective of their learnt knowledge. The guessing factor, however, is argued, in the case of the grammaticality test, to be mitigated against, if the questions are written precisely (Brown & Hudson, 1998).

Unfortunately, as part of the hypothesis of RQ1, that Q1 (i.e., grammaticality-judgment items) could demonstrate that the teaching methodology of the *input-output-intervention* treatment would be more effective to increase the number of target formulaic sequences learnt by EFL writers over the *input-enhancement* treatment, but it was not supported. Therefore, in the case of Q1, the hypothesis was only partially supported.

Q2 Section of Form-Tests: Multiple-choice Test Items

Regarding the results from the pre- and post-test (i.e., *form-tests*) of Q2, the statistical analysis carried out provided evidence that the classroom teaching methodology of the *input-output-intervention* treatment led to significant progress in the students' knowledge of the targeted formulaic sequences from the pre-test (Week 1) to the post-test (Week 15). That is, the results showed an increase in the number of forms learnt by the students under this treatment when compared with the *input-enhancement* treatment. In the present study it could be determined that Q2, the multiple-choice questions, clearly demonstrated that the gains made by students were a result of the teaching methodology of the *input-output-intervention* treatment.

These results seem consistent with existing research which states that multiple-choice questions are robust statistical analysis instruments. Unlike for Q1, in Q2, each multiple-choice question had four options with only one correct option. Therefore, the guessing factor of students is limited to 25 percent (Brown & Hudson, 1998). The findings of Q2, therefore, support the use of

multiple-choice questions, and it seems this is widespread in the second language assessment literature among certain researcher cohorts.

Fortunately, as part of the hypothesis for RQ1, that Q2 (i.e., multiple-choice items) could demonstrate that the teaching methodology of the *input-output-intervention* treatment would be more effective to increase the number of target formulaic sequences learnt by EFL writers over the *input-enhancement* treatment, was supported. Therefore, in the case of Q2, the hypothesis was supported.

Q3 Section of Form-tests: Gap-fill Test Items

Regarding the results from the pre- and post-test (i.e., *form-tests*) of Q3, the statistical analysis carried out provided evidence that the classroom teaching methodology of the *input-output-intervention* treatment led to significant progress in the students' knowledge of the targeted formulaic sequences from the pre-test (Week 1) to the post-test (Week 15). That is, the results showed an increase in the number of forms learnt by the students under this treatment when compared with the *input-enhancement* treatment. In the present study it could be determined that Q3, the gap-fill questions, clearly demonstrated that the gains made by students were a result of the teaching methodology of the *input-output-intervention* treatment.

Q3 was different from Q1 and Q2 as it was a constructed response assessment item, not a selected-response assessment item (Brown & Hudson, 1998). As such, it may be considered more of a conducive and effective measure for assessing EFL writing skills than the former. This is particularly in terms of increasing students' accurate production of formulaic sequences and within contextualised sentences. Furthermore, since Q3 measures whether the student could actually recall the form in output, and also assesses how accurately they do so, this indicates a level of SLA, or automaticity of the formulaic sequences (DeKeyser, 1998) which is perhaps better detected by the Q3 items than the Q1 and/or Q2 items. This would also give more support for Izumi et al.'s (1990) application of Swain's Output Hypothesis that awareness can also be achieved among EFL learners through production. It seems that the results of Q3 are worthwhile to this study and also consistent with the present research in the field.

Nonetheless, the cohort of students in this current study was from higher proficiency class groups. Therefore, they may have had some existing background knowledge which helped them answer in the pre-test, and this may also account for the pre-test means of both the treatment groups having a significant difference at pre-test. Although this prevented further statistical analysis similar to Q2 being carried out (i.e., an ANOVA), the subsequent statistical tests that could be carried out (i.e., *t*-tests) showed that there was a significant difference in the gains made between the teaching methodologies of the *input-output-enhancement* treatment over the *input-enhancement* treatment. In

other words, the effect size of *input-output-intervention* treatment when compared with the *input-enhancement* treatment was larger in terms of demonstrating formulaic sequences (i.e., target forms) learnt.

In terms of empirical research, the gap-fill items of Q3 seem to best reflect the positions put forward in earlier chapters of this study as a key argument. That is, target language forms should be made more explicit to the learner for true acquisition to take place. This is especially the case for investigating the SLA of form in writing output (Izumi, 2002; Williams, 2007). In Izumi's study, empirical research was carried out which clearly demonstrated that, when students were taught form through the methodology of pushed-output (i.e., Students were required to practice the form with writing exercises by outputting text prior to and again for the final essay evaluation.), the IL can be progressed towards the TL more efficiently (see also Swain, 1995).

Though Brown and Hudson (1998) caution against focusing too narrowly on a target grammatical form as Izumi (2002) did in the aforesaid study, the reality is that few researchers in the EFL writing field have conducted empirical research to test the combination of teaching methods of target form and pushed-output and who also were able to demonstrate a significant effect, aside from Izumi (2002) as mentioned. Although the present study is confounded by the breadth of forms when compared with Izumi's study more accurately defined target form, the findings of Q3 (Gap-fill items) align with it and highlight how important pushed-output is for the SLA of target forms in EFL writing.

Fortunately, as part of the hypothesis for RQ1, that Q3 (i.e., gap-fill items) could demonstrate that the teaching methodology of the *input-output-intervention* treatment would be more effective to increase the number of target formulaic sequences learnt by EFL writers over the *input-enhancement* treatment, was supported. Therefore, in the case of Q3, the hypothesis was supported.

Research Question 2 (RQ2)

In order to test RQ2, *essay-analysis* was carried out and essays were analysed from Week 1 (i.e., the Preliminary essay) Week 5 (i.e., Essay 1), Week 10 (i.e., Essay 2) and Week 15 (i.e., Essay 3) that were submitted by participants to evaluate which treatment (i.e., *input-enhancement* or *input-output-intervention*) was more effective for increasing the number of formulaic sequences learnt and output by EFL writers in their persuasive essays.

For RQ2, it was hypothesized that the *essay-analyses* (i.e., four essays) would show, through their respective corpus (i.e., essays were analysed as four corpora) analysis, that the students had learnt and output more of the target forms (i.e., formulaic sequences) when taught by the teaching approach of the *input-output-intervention treatment* over the *input-enhancement teaching treatment*.

For the discussion of RQ2, and in terms of whether the hypotheses could be supported, it must be acknowledged that there was a caveat in the analyses of the four corpora across the two treatments. That is, the formulaic sequence items (i.e., target forms) for the teaching methodology of the *input-enhancement* treatment could not be compared with the corpora of formulaic sequence items of the *input-output-intervention* teaching methodology. This is because - and although the calculations (i.e., log-likelihood and effect size) were carried out - almost all of the raw frequency data of the tallied *input-enhancement* treatment items was 0 or very close to 0 for each form. Thus, there was virtually no data to interpret; neither was I able to compare it with corpus-analysis results of the *input-output-intervention* treatment which would have made for more robust supporting evidence.

Although the lack of data for the *input-enhancement* treatment is obviously problematic, some positive arguments may be made. Firstly, it could be speculated that the teaching methodology of the *input-enhancement* treatment was entirely too implicit for students to learn formulaic sequences throughout the 15-week course, and thus the results of the study provide evidence that, in fact, the *input-output-intervention* treatment was significantly more effective. Another positive point could be that, although the *form-tests* instrument for collecting the participants data on formulaic sequences may have been more sensitive to determining students' learning of the forms, it does not provide a wholly comprehensive evaluation of student's progress in terms of producing the forms in their EFL essays of persuasive style.

Such findings support also the positions put forward by L2 researchers interested in writing (see Izumi, 2002; Swain & Lampkin, 1995; Swales, 1985; Williams, 2007) who advocate for output as a means for students to notice and to become aware of their inadequacies in knowledge or their interlanguage (IL), to encourage them to attend to their forms, and as a result they are expected to progress better towards the target language (TL). More specifically, this outcome matches one relevant point made in Izumi's study (2002) which also found that, when the forms focused on in the study were taught using an *input-enhancement*-esque (i.e., implicit, noticing-oriented) treatment (e.g., highlighting or underlining), the participants who received this treatment did not produce them in the final cohesive writing text task. Conversely, the participants who received the treatment which required dedicated form practice and were instructed to carry out targeted task- and output-based writing activities (i.e., part of the *input-output-intervention* treatment), were able to produce the forms proficiently in the final cohesive writing text task.

Despite these seemingly supportive points in favour of the *input-output-intervention* treatment, it is not entirely possible to claim from the findings of this data analysis that as a teaching approach this one was more effective. In other words, rather than procuring robust results, the data

could have also been compromised as a result of the poor knowledge, foreplaning and operationalisation of the corpora study by the teacher-researcher. Alternatively, this could also imply the opposite. Therefore, the teacher-researcher would also like to speculate that the results from this corpora-based analyses or lack thereof shows how the *input-output-intervention* treatment is in fact highly conducive to increasing EFL writers' formulaic sequences in output, and thus their persuasive essay proficiency, over the *input-enhancement treatment*. As Biber et al. (2004) state, corpus-based analysis can also be an important method for initial or exploratory research stages to detect new trends related to the formulaic sequences under investigation. Therefore, Biber et al (2004) recommend that, even if rudimentary, the empirical collection and analysis of classroom taught form data for examining frequency scores as being highly important for the detection of formulaic sequence patterning that may go unnoticed in otherwise more fine-tuned discrete-point data research.

In short, from Week 1 to Week 15, the findings of RQ2 show that the targeted forms (i.e., formulaic sequences) in the EFL students' writing output clearly increased. In this vein, the teacher-researcher will discuss some broad trends that provide supporting evidence that the corpora-based analysis from this study detected.

The first trend occurred between the Preliminary Essay Corpus (Week 1/2) and Essay Corpus 1 (Week 5). That is, the overall frequency effect size of the majority of formulaic sequences of the *input-output-intervention* treatment from the start of the course (i.e., when the template was first introduced to the students, and discourse-segments and their form-functions had been practiced) to the first data collection after five weeks was large. This indicates that the formulaic sequences of the *input-output-intervention* treatment were adopted rapidly and early on in the course and is demonstrable by their increased output in Essay 1 (Week 5) as compared to the Preliminary Essay (Week 1/2).

The next trends were detected between the Preliminary Essay Corpus (Week 1/2) and Essay 3 Corpus (Week 15) and similarly between the Essay 1 Corpus (Week 5) and Essay 3 Corpus (Week 15). That is, from the start of the course (Week 1-5) and end of the course (Week 15). Again, the frequency effect size of the majority of formulaic sequences from the start of the course compared to the final data collection after the formulaic sequences had been taught by the *input-output-intervention* treatment was large. Although there was a rapid increase of output of formulaic sequences from Week 1 to Week 5 (discussed aforesaid), and no outstanding increases in the output of formulaic sequences from Week 5 to 10 this increase did not decline or fluctuate; rather, the output of the number of newly learnt formulaic sequences slowly yet steadily increased and thus was also maintained by students, albeit in different combinations of formulaic sequences, until Week 15.

Another trend of note reveals a weakness of the teacher-researcher in affecting a well-oiled research design. In other words, their teaching schedule of formulaic sequences over the 15 weeks with regard to the discourse-segments and the form-functions as highlighted in the template, which is part of the *input-output-intervention* treatment. This is speculated by the teacher-researcher to be the reason why the formulaic sequences in output by the EFL writers were shown by the analysis to only have increased steadily and have only been merely maintained rather than increasing more dramatically in the middle weeks of the treatments. If the teacher-researcher had followed the research design more closely, the analysis obtained might more closely resemble the research outcomes of established researchers of move- and corpus-analysis studies whereby formulaic sequence pattern detection is important (See Biber et al., 2004; Cortes, 2013; Hyland, 2007, 2008; Swales, 2004).

For example, the *form-functions* (i.e., formulaic sequences) for the argument *discourse-segment* were taught in Weeks 2-3, and the *form-functions* for the counter-argument discourse-segment were taught in Weeks 4-5. However, from the corpus-analysis between Essay Corpus 1 to Essay Corpus 2 and to Essay Corpus 3, this study could not be analysed to make more detailed observations as to when, that is, at what point in the study students learnt and thus used these formulaic sequences (i.e., target forms) in their persuasive essays. Indicating that perhaps the teacher's classroom teaching was not discerning enough to show that, when the *discourse-segments* (e.g., for argument and counter-argument) and their related *form-functions* were taught (e.g., *an argument in favour of* or *an argument against*, respectively) from Week 1 to 5, they would also correspondingly be found in their Week 5, Essay 1.

Unfortunately, as for RQ2's hypothesis, in that, the *essay-analyses* instrument would demonstrate that the teaching approach of the *input-output-intervention* treatment over the *input-enhancement* treatment would be more effective to increase the number of target formulaic sequences learnt and used by EFL writers in their persuasive essays could only be partially supported. However, despite the *input-enhancement* teaching approach not being factored in, at the same time, the instrument of *essay-analyses* for RQ2 did show that the *input-output-intervention* teaching approach increased the number of target forms, that is, newly learnt formulaic sequences as a result in the output of EFL essays of persuasive style. Therefore, in the case of RQ2, the hypothesis was only partially supported.

Conclusion

Summary of the Findings

Despite several caveats as mentioned, the findings of the present study, which had two parts, *form-tests* and *essay-analyses*, provides some clear evidence and from both of these instruments that the *input-output-intervention* treatment was more effective than the *input-enhancement* treatment. Effectively supporting, with respect to the associated teaching approach of the former, which adopted a dual-methodology (i.e., form methods combined with genre methods).

On the whole, the *form-tests* research design - which used descriptive statistics, *t*-tests and ANOVA - was more discerning in comparing and contrasting the treatments and thus could demonstrate, and under which of the instructional treatment that students learnt more target forms (i.e., formulaic sequences) by the end of the 15-week course. In other words, *form-tests* provided evidentiary support that the *input-output-intervention* treatment was more effective than the *input-enhancement* treatment. Of the *form-tests* part of the study, Question Section 2 (Q2) (i.e., multiple-choice items) and Question Section 3 (Q3) (i.e., gap-fill items) in particular showed this to be the case. Even though Question 1 (i.e., grammaticality-judgement items) could show that there was an instructional treatment effect, it could not discern which treatment that this was as a result of. Furthermore, for Q2 an ANOVA could be performed, while for Q3 it could not. Nonetheless, both Q2 and Q3 demonstrated, and with evidence that the *input-output-intervention* treatment was the most effective for instructing students since they improved their target form knowledge and use the best under this treatment.

As for the *essay-analyses* research design, it drew on the four merged essay data which were then converted to four respective corpora for rudimentary corpus-based analysis according to log likelihood and size effect parameters. Thus, this study's corpus was unique as it was primary data, and highlights why teacher-researcher study can be so important to the area of EFL writing teaching and research. However, as was discussed in Chapter 5, the *input-enhancement* treatment could not provide adequate data, nor data of any significance to then be able to compare and contrast it with the *input-output-intervention* treatment (Some reasons were speculated as to why in the previous chapter.). Yet, even though the analysis was only performed with the *input-output-intervention* corpora, this instructional treatment did provide evidence that the number of target forms (i.e., formulaic sequences) that were output or used in essays increased by the end of the 15-week course. In fact, overall, there was a dramatic increase in the number of formulaic students of the study used by students from the start of the course, that is, the Preliminary Corpus and/or the Essay 1 Corpus to the end of the course, that is, the Essay 3 Corpus. Although the increase was not as incremental as

the research design had intended, there a steady increase in the EFL writers' usage of the formulaic sequences (albeit after the initial dramatic uptrend after the first few weeks of treatment). As a result, the number of formulaic sequences output by students continued to clearly increase and this, though steady instead of dramatic, was maintained until the end of the course.

Therefore, it could be said that the *input-output-intervention* treatment was effective in contributing to an improvement in students' EFL writing proficiency due to their increased knowledge of and output of target forms (i.e., formulaic sequences) as quantified by the essays. Furthermore, the *form-tests*' part of the research design was more successful to compare and contrast the two treatments than the *essay-analyses* part, and for Q2 and Q3, it could show that the *input-output-intervention* treatment over the *input-enhancement* treatment had a significant effect on increasing the participants' knowledge of formulaic sequences. Thus, because this research found that the *input-output-intervention* and its teaching approach as the superior of the teaching approaches, this gives rise to the effectiveness of a dual-methodology put forward by this study.

Pedagogical Implications

The pertinent study was designed as a teacher-researcher orientated study, whereby empirical data could be gathered, collated, and analysed from the practitioner's own classroom. As mentioned, in the EFL writing literature and textbooks, the selection of target forms, and even when the authors go so far as to classify and categorise them, are often not empirically informed (see Koprowski, 2005). It is hoped therefore, that this study may prompt to even a small degree the greater adoption of the teacher-researcher standard, embedded in the classroom, and subsequently, more pervasively for the EFL writing field. As a consequence, this may develop a more collegial environment as to the sharing of effective EFL writing teaching approaches, which is typically practiced in assessment criteria and syllabi creation (Myers, 2015). Moreover, due to this study providing evidence that the *input-output-intervention* teaching approach is more effective than the *input-enhancement* teaching approach to operationalise and actualise a dual-methodology; it is put forward that this finding may also give, albeit limited insight, into trajectories of further exploration of such combinations of existing methodologies and which remain untested in the EFL writing field.

By combining two methods, the teacher-researcher has outlined in earlier sections of this study that this concept of duality can be found in existing pedagogical notions. For instance, in schema theory (Carrel, 1984), focus-on-form (Long & Robinson, 1998), move-analysis (Swales, 1981; Cortes, 2013) and to a lesser extent in the model of argumentation (Toulmin, 1950). Due to this, the advancement of the field in methodology for EFL essay writing and especially of persuasive style, is relatively inhibited.

However, for the pertinent study, it may present a new pedagogical notion. Since on review, as separate methods, form and genre lack certain aspects which the teacher-researcher believes could more effectively evolved through combining them to better imbue the dual-method concept into the EFL undergraduate writing classroom. For instance, the drawback of schema theory is that it even though this theory can be applied from reading to writing to contribute to the ideal that form and genre should not be treated as mutually exclusive methods, it has not been applied to the EFL writing field as this study suggests. Moreover, it seems to be a theoretical musing which remains as a belief; that is, it does not appear to have been empirically tested, and to reiterate, nor applied to the writing classroom in the way that the teacher-researcher has put forward that it should be (see Reid, 1998).

This seems also to be true for the focus-on-form methodology which was coined by Long and Robinson (1998), and is supposedly situated between focus-on-formS and meaningful communication of CLT methods. It also appears that this attempt to define focus-on-form as the central position, has also not been explored with respect to the EFL writing classroom, nor empirically in the way that the pertinent study has attempted. In addition, aside from Izumi's study (2002), which seemed to have put forward the idea of "pushed-output" (i.e., forms need to be practiced through production before being output into writing texts for awareness to occur), very few studies, even in recent decades seem to have built on this original premise of Schmidt's (1995) noticing and output hypotheses as Izumi has (2002). To recap, noticing, and thus awareness raising of forms can be achieved through production of both pre-practice writing tasks in the classroom and subsequent essay writing tasks to illicit the forms; in other words, pushed-output (see Izumi, 2002). As Williams (2007) has also sought to raise in her study, albeit not tested empirically, focus-on-form can effectively prompt form acquisition if the form is treated more explicitly. Yet, as DeKeyser (1998) cautions, it should not be to the extent of isolated drill practice (i.e., in the way of focus-on-formS) but to a certain extent, activities such as gap-fill can present more contextualized practice of writing. The findings of the pertinent study similarly showed positive effects for gap-fill exercises and form usage. Thus, it seems form output, and which draws upon Focus-on-formS is discerning for SLA achievement of formulaic sequence learning outcomes.

Therefore, the teacher-researcher speculates that the dual-method which the pertinent study is putting forward, and which is informed to a degree by schema theory, focus-on-forms, move-analysis, Toulmin's argumentative model, genre, form taxonomies (Cohesive functions by Halliday & Matthiessen, 2004; Cortes' move-analysis, 2013; Hyland, 2008; Siepmann, 2005 & Toulmin, 2003); that is, the *input-output-intervention* teaching approach, could effectively redefine focus-on-form. A dual-method teaching approach in the EFL writing classroom may even build on and further develop the final writing task aspect of Izumi's (2002) study due to the genre criteria in which to

shape output. In other words, the *input-output-intervention* teaching approach, apart from practicing the target form in classroom writing tasks and outputting them in essays, as Izumi's (2002) study put forward; the pertinent study adds a more in-depth aspect through the manifestation of genre via the model of the template. It is hoped that such a template can effectively model the EFL persuasive essay genre by facilitating necessary input and intervention dimensions of the *input-output-intervention* teaching approach, and push a more comprehensive genre-based and form-imbibed output by the EFL writer demonstrative of discourse community accepted conventions. This is because the template, rather than being a decontextualized taxonomy list, an abstract theory or a methodology represents a skeletal version of an entire essay, and at the same time classifies and categorises the forms in functional ways. In the pertinent study, this is referred to as *discourse-segments* and their respective *form-functions*. Thus, a practical classroom teaching approach is supported, and the potential for the cognitive learning load of the EFL undergraduate writers is anticipated to be reduced through the *input-output-intervention* teaching approach.

In other words, the teacher-researcher believes that if the EFL writing teacher can use *input-output-intervention* dual-method of teaching in the classroom and additionally as a research approach (if they are teacher-researcher), the template can be instrumental as a teaching tool. This is because the template deconstructs the persuasive essay into its building blocks with the *discourse-segments* and their respective *form-functions*; and simultaneously provides students with a tool or reference material to reconstruct the essay by referring back to the *discourse-segments* and how their *form-functions* are arranged. Thus, providing a holistic overview, or genre perspective towards the EFL undergraduate persuasive essay, in combination with appropriate target form usage.

This implies that the pedagogical proposition of a dual-method supports the teaching-learning cycle being realized as Hyland (2007) envisages; yet the pertinent study seeks to additionally present a research design to empirically support this. To restate, the teaching-learning cycle denotes that after several cycles of repetition and intervention having occurred in the classroom, the teacher can eventually withdraw their involvement, yet the cogs of empowering their students to advance will continue. The teacher-researcher asserts that under the umbrella of the *input-output-intervention*, the instrument of the template simulates this cycle and therefore has relevant pedagogical implications for the classroom teacher, teacher-researcher and their students alike. For the pertinent study, students can be expected to advance their EFL writing proficiency gains, and more independently.

Limitations

Research into SLA writing, is notoriously challenging, and the pertinent study was no exception. There were numerous limitations within this study, of which will be outlined following.

Even though this study could show, over a 15-week course, from the start of the study (Week 1) compared with the end of the study (Week 15), that the *input-output-intervention* was a sound teaching approach to increase the number of formulaic sequences used; it was less discerning to detect more specifically during the other weeks of the study. This made it difficult to determine when students began to adopt the target forms in their essay writing. One reason for this could have been that the research design only had a pre- and post-test. That is, when each of the formulaic sequences were taught, and when they were output in their persuasive essays, only became clear at the start and end of semester, not during the semester. Another reason was that the teacher researcher found it difficult to balance classroom management, teaching and researching at the same time. This resulted in the data quality having weaknesses or having less relevance than it could have if the teacher had been more focused on the research design being conducted more masterfully. That is, these data observations were connected to the poor execution of the teaching schedule of the sets of *input-enhancement* and *input-output-intervention* formulaic sequences. It was subsequently especially apparent with respect to these formulaic sequences' patterning or place in the genre rhetoric of a persuasive essays in terms of *discourse-segments* and their appropriate *form-functions* as shown by the *form-tests* and *essay-analyses* instruments. The teacher-researcher additionally speculates that these caveats can be further traced back to the initial planning stages of the research design due to the target form or formulaic sequence selection, classification and categorisation. Another caveat is highly likely due to the teacher-researchers' inexperienced conduct of the research design. The perceived limitations as a result, will be discussed in more detail following.

The limitation attributed to the teacher-researcher's selection, classification and categorisation process for deciding on the formulaic sequences prior to the actual commencement of the pertinent study will be addressed. In short, as the committee reviewers of the pertinent study critiqued, the target forms selected were not investigated accurately enough in planning stages, nor took into account the breadth and depth required at the theoretical and philosophical level. Therefore, the Literature Review could be considered weak in this respect. Nevertheless, in the selection process of forms, for both the *input-enhancement* and *input-output-intervention* teaching approaches, Halliday and Matthiessen's (2004) conjunctions, Hyland's orientations, and Cortes' (2013) move-analysis, in addition to compilations by Siepmann (2005) and that of other EFL formulaic sequences researchers albeit non-empirical such as Nattinger and DeCarrico (1992), were consulted. Despite an adequate degree of effectiveness that these taxonomies provide to classify and categorise the formulaic sequences, as aforesaid, they are not necessarily comprehensive of all the conventions that are required to be met to truly construct a persuasive EFL essay that is underscored by a dual-method as hypothesised. This was also revealed in the data analysis, mentioned following.

It was especially seen in the *form-tests*, whereby the difference between the pre-test means of the two treatments for Q1 and Q2 were significant enough to not allow the teacher-researcher to perform an ANOVA statistical analysis. Alternatively, paired sample *t*-tests were performed in light of gathering imperfect data. Therefore, the teacher-researcher, had also replicated, in this respect, of what she was critical of Hyland for by focusing on other researchers' taxonomies. Due to this, the teacher-researcher overlooked a whole plethora of formulaic sequences with other pragmatic functions which, in hindsight, are vitally important to addressing the conventions of EFL persuasive essays more comprehensively. For instance, by relying too heavily on classification taxonomies from corpus linguistics, such as Cortes' (2013) interpretation of Swales' move-analysis for the *discourse-segments*, which focuses on introductions of research articles only, or on Halliday and Matthiessen's (2004) taxonomy of conjunctions, which denotes that formulaic sequences generally function as sentence initial adverbs for the *form-functions*. Consequently, the *discourse-segments* and the *form-functions* were biased towards other teacher-researchers' and researchers' purposes for their own taxonomies. To a degree this is good practice to reference the literature, and necessary, however, as the teacher-researcher intended to collect primary research data, she should have allocated considerably more time to the planning stages of her research design, alongside researching for the Literature Review in order to better define her own purpose. In this way, the teacher-researcher could have oscillated between the focus-on-formS end of the continuum, and offset it better by, at the same time, with the communication of meaning, CLT genre end of the continuum. As such, resulting in the progressively combining both ends more centrally in the methodological middle of the continuum.

Hence, it is recommended for other EFL writing teacher-researchers who might be interested in this study to be more cognisant of planning in-depth prior to conducting the research design to be able to pursue it with absolute confidence and resolve when embedded in the classroom. Even though the teacher-researcher attempted to best mitigate the formulaic sequence instruction demands by scheduling which formulaic sequences she would teach and in which weeks for both treatments (i.e., *input-enhancement* and *input-output-intervention* teaching approaches) prior to starting the study; in hindsight, her resolve was not strong enough. If she had had a heightened commitment to the pursuit of the schedule, the empirical data would have likely shown more profound results, irrespective of her piloting of the forms, and thus supported the hypotheses more definitively.

As the student carries their L1 to the classroom, they are likely not aware of, or familiar with these forms; thus, it is not only for data collection purposes, but it is the educational responsibility of the teacher to thoroughly investigate and teach to EFL essay writers, their appropriate use. Thus, this issue of selection, classification and categorisation of the formulaic sequences or target form has manifested itself in the data and affected the results not overall, but acts adversely against a more

detail-orientated and comprehensive analysis. On reflection the teaching-learning cycle was made less effective by the teacher-researcher herself.

This leads into the second main limitation attributed to the novice teacher-researcher herself. Despite studying applied linguistic statistics for many years, this study was the first experience for the teacher-researcher to observe how the data impacts research outcomes, and can procure poor results. In addition, how the data can also reveal to the teacher-researcher their teaching biases. Having taught in the style of CLT for most of her teaching career, it was remarkably obvious in the data results which revealed this. In other words, if the teacher-researcher had had more of an orientation towards grammar and the focus-on-formS method, that is the formal grammatical aspects of language learning for the pertinent study, better results may have been demonstrated. These flaws were manifested in and directly impacted the gathering of more informative data. More specifically, and with regard to the data collection, several limiting factors should be highlight with respect to the data gathering instruments of the *form-tests* and *essay-analyses* of the pertinent study.

In this way, the teacher-researcher's selection of question sections to gather the data should have also been better researched and thence planned out. As was reported in earlier chapters, in *form-tests*, Question Section 1 (Q1) (i.e., grammaticality-judgement items), these items were only able to detect a teaching effect but could not discern between the two treatments (i.e., *input-enhancement* versus *input-output-intervention*). Since this was a hypothesis of the pertinent study, the teacher-researcher should have chosen a better question type. As Q1 only had two options, yes or no, there is a 50 percent chance of the answer being correct, due to the guessing factor (Brown & Hudson, 1998). Hence, more rigorous pilot testing of the question items is very important (Fulcher, 2012) and especially prior to embarking on a teacher-researcher-orientated study.

For the *essay-analyses*, there were issues with the nature of the data collected from the *input-enhancement* treatment, and due to this, it could not be analysed. As for the *input-output-intervention* treatment, in retrospect, a scoring or assessment component was not tied directly to the template, even though it should have been. Despite the fact that the teacher-researcher drew attention to the template in essay feedback between the essay submissions, the template was not used as a method of scoring students' essays. Thus, students' evaluation scores were given without explicit factoring in of the formulaic sequences and according to persuasive essay's criteria (i.e., the *discourse-segments* and *form-functions* of the template). This likely made it less clear to the EFL writers how the teaching approach, inclusive of the template was inextricably tied to students' essay evaluation. In short, such a lack of systematic factoring in of a feedback component to the research design, may have inhibited students' need to proactively learn the target forms as patterned in the template.

Better adherence to improving on the limitations raised in this section would ensure that EFL

teachers and teacher-researchers of persuasive EFL essay writing and student writers themselves are on the same page in the classroom with respect to the goals that they are both working towards, and for the dual-method teaching approach and the consequent teaching-learning cycle to be impactful.

Future Studies

Writing is ubiquitously known one of the most complex and difficult of the four skills to acquire for EFL writers. As this study also revealed to the teacher-researcher, when embedded in the undergraduate classroom, it is very difficult for the teacher-researcher to carry out a study pertaining to the EFL writing field. However, the teacher-researcher still desires for the pertinent study to be considered informative to the EFL writing field. Therefore, the teacher-researcher puts forward two main ways which might address the limitations as previously described, and for further improvements on in future studies, and especially with regard to the execution of the teacher-research design that has been explored in this study. The first relates to the classification and categorisation of target forms, termed by the pertinent study as formulaic sequences. By pursuing this aspect of the study more rigorously, the teacher-researcher seeks to improve the selection of the forms from a more theoretical, pragmatic, philosophic and grammatical dimension. The second is related to improving on data collection best practice by the teacher-researcher to ensure more quality data can be gathered. By attending to these two aspects, it is believed that the inextricable connection will be better established as to the effectiveness of the proposed *input-output-intervention* or dual-method teaching approach proposed.

In other words, by not dismissing focus-on-forms, a traditional grammarian approach to classify and to categorise forms, in both initial stages of research design, and incorporating these procedures into methods which inform teaching approaches is important. As a result, focus-on-form can be better centered, pedagogically, on a continuum between grammar and meaning. This may not have been the premise intended by Long and Robinson (1998) who tend to incline more towards the meaning-oriented or CLT end of the continuum. Yet it seems what those researchers who advocate output, Schmidt (1990) and Izumi et al. (1999), including corpus applied linguistics such as Biber et al. (2004) and Cortes (2013), and to a lesser extent the genre purist, Hyland (2007, 2008) who endeavors to link corpus linguistics into genre, were attempting to signal in all their respective, and oft cited research demonstrates. In fact, the teacher-researcher highlighted in the pertinent study through her somewhat moderate quality of data collection that the weakness in her teaching approach during the operationalization of the study was clear. That is, out of habit, she tended towards a meaning orientated CLT style over a grammarian one. Since this was observed in the empirical data analysis, it is quite important for the teacher-researcher's professional development, and as a higher

education teacher-researcher to rectify this by enveloping focus-on-formS into her active teaching approach. In this way, it will be beneficial primarily to the undergraduate EFL writers' SLA. Moreover, it will heighten the dual-method's underlying principle that she seeks to forge of form and genre interdependency, (i.e., with focus-on-form at the centre of the continuum between grammatical formS and meaningful communicative genres).

For future research designs, to better classify and categorise the target forms in the initial planning stages, the teacher-researcher would like to draw on Searle (1976) whose acknowledgement and development of Austin's (1976) work is generally associated with speech act theory, and both were philosophers and grammarians in the pragmatic realm of illocutionary acts. The reasoning behind this is inherit in the process of writing and producing a certain type of genre, is performance. Therefore, speech act theory, as it relates to a productive skill, would be of merit for the teacher-researcher to better classify and categorise formulaic sequences for EFL writing genres.

Specifically, Austin (1976) put forward five types of categories of English performative speech act verbs, or illocutionary acts: verdictive (delivering of a finding, e.g., *describe, calculate, describe*), exercitive (giving a decision, e.g., *recommend, advise*), behabitive (including a reaction, e.g., *criticize, apologise, challenge*), and commissive (committing the speaker, e.g., *promise, contract, guarantee*), expositive (giving views or arguments, e.g., *illustrate, object to, identify*). This study maintains and despite the consensus of researchers that seem to exist against Austin's (1976) categories (see Alvarez, 2005 and Thomas, 1995), they are still informative. In fact, more established researchers' categories, such as Halliday & Matthiessen's (2004) item classification of conjunctions (refer back to Table 1), despite its precision, it limited to the sentence initial adverbial. In contrast, Austin's "tentative" technical terms seems be conducive to adding a breadth and depth that is both more malleable and more applicable to a wider-variety of or diverse taxonomy of formulaic sequences appropriate for the act of production required by EFL persuasive essay writers. This proposition can be supported by a recent study by Hasunuma (2017) who attempted a similar reinvigoration of Austin's (1962) categorization (although it was isolated to verb-functions, not the multi-string formulaic sequences of the pertinent study).

With respect to this argument for the case of the future development of the pertinent study, one of the teacher-researcher's supervisors alerted her to classifying formulaic sequences by applying Austin's categories (see Table 18). In Table 18, it can be seen that those formulaic sequences such as *To address the issue of X, Y needs to* are categorised as a exertive to give a decision by Austin's categories. Thus, it seems this methodology can account for the complexities of the formulaic sequence in writing inclusive of a performative or productive dimension; yet in a simple straightforward way that could aid teacher explanation of the pragmatics behind the target

form, and thus the appropriate use of it in EFL persuasive essays for undergraduate students in the classroom. Perhaps Austin's "tentative" categories can still hold true today, and can also be further enveloped into the teacher-researcher's future studies within the EFL undergraduate writing field.

Table 18

Application of Austin's (1962) "tentative" illocutionary acts

Austin's Categories	Description of technical terms	Formulaic sequences of this study
Verdictives	delivering of a finding	<i>Although some critics argue, others argue</i>
Exertives	giving a decision	<i>To address the issue of X, Y needs to</i>
Commissives	committing the speaker /writer	<i>One advantage of X is Y</i>
Behabitives	including a reaction	<i>The problem of X is Y</i>
Expositives	giving views or arguments	<i>In other words,</i>

Note. Categories adapted from Austin, J. (1962). How to do things with words. The Clarendon Press by H. Suzuki, personal communication, December, 28, 2021

In addition, Searle's (1976) proposed a criteria of twelve points to more clearly distinguish the illocutionary acts and address his perceived notion of the inadequacies of Austin's (1962) five categories, is worthy of exploring in future studies. Searle (1976) deemed twelve points could further build on Austin's research. The twelve, largely self-explanatory points by technical term also represent how Searle (1976) expanded on Austin's terms by way of his interpretation of illocutionary act differences with Austin's. These differences are considered to be in the following twelve ways:

1. "the point (or purpose) of the (type of) act" (p.345),
2. "the direction of fit between words and the world" (p. 346),
3. "expressed phycological states" (p.347),
4. "the force or strength, with which the illocutionary point is presented" (p.348),
5. "the status or position of the speaker and hearer as these bear on the illocutionary force of the utterance" (p.348),
6. "the way the utterance relates to the interests of the speaker and hearer" (p.348),
7. "relations to the rest of the discourse",
8. "propositional content that are determined by illocutionary-force indicating devices" (p.349), and the differences between
9. "those acts that must always be speech acts" (p.349),
10. "those acts that require extra-linguistic institutions for their performance and those that do not" (p.349),
11. "those acts where the corresponding illocutionary verb has a performative use and those where it does not" (p.350), and differences in
12. "the style of the performance of the illocutionary act" (p.350) (Searle, 1976)

As can be seen by the twelve points, they delve into the act of production through performance, albeit in speech, however, the teacher-researcher proposes that such illocutionary acts, could be applied to EFL essay writing in the way that the teacher-researcher did not explore in selecting her formulaic sequences. Moreover, since the pertinent study was conducted in the EFL context, ascertaining the cultural domains pervasive to L1 writing, such as those which Reid (1998) and Kaplan (1966) have identified, would further bolster the target form selection. EFL writers, by virtue of their L1, may not fully grasp the appropriate use of the plethora of formulaic sequences available to them and the “act” of how they can be manipulated to pattern in genres, such as persuasive essays at EFL undergraduate level. In short, for future studies, these twelve points, in combination with cultural considerations, can provide a more accurate procedures for the target form selection by the teacher-researcher. Moreover, through this process of selection, including categorising and classifying the forms, it is anticipated to aid classroom teaching, particularly from the angle of explaining formulaic sequences for students in the EFL writing classroom. Thus, the teacher-researcher confers with one of her thesis supervisors on the import of Searle’s work and believes that it can offer insight, and also temper critical socio-linguistic positions as taken by, for example, Pennycook (2004). He lamented from a theoretical dimension that due to the persuasiveness of English as a lingua franca, little was being done to attend to English’s newfound linguistic diversity. For future studies, the teacher-researcher therefore would take into consideration Searle’s (1976) twelve points for the performative and subsequent methodological, but also philosophical foundation worthy of inclusion in the EFL writing context at the undergraduate level. Adopting this stance, the teacher-researcher seeks to explore these performative facets for this context more comprehensively in future studies.

Other more favourable ways that the pertinent study could be improved on for future studies is related to the practical aspects of the research design itself, and the way in which the teacher-researcher operationalised it. In particular, she would capitalise more on the out-of-class time during the 15-week semester. On reflection, this was a valuable time resource and a lost opportunity in a variety of respects, and it potentially had a substantial impact on the data collection and on the student’s learning of and potential acquisition of the target forms. Hence, for future studies, developing and planning a parallel out-of-class hours study schedule prior to conducting the study would reinforce considerably the in-class lesson schedule (which was in fact part of the pertinent study’s research design procedures). This would encourage greater washback from the teaching to the learning of the EFL writers (McNamara, 2000). Further, from a pedagogical perspective, these out-of-class activities should be deconstructed versions of the *discourse-segments* and *form-functions* in the manner of Izumi’s (2002) study; yet for the persuasive essay genre. As such, EFL writers can

reconstruct more fluidly and independently their persuasive essay writing output for evaluation internal to or external to the EFL classroom discourse communities.

As a side note, when the pertinent study was conducted, and the raw data was being collected, the wide spread use of laptops and digital course management systems (CMS) were not as common as they are today. Adopting a digital CMS could have better facilitated the aforesaid parallel out-of-class schedule for student's practice of the formulaic sequence output. Out-of-class output tasks, and in-class tasks can also be prepared in advance, updated, edited, and monitored easily via digital CMS. Furthermore, the teacher-researcher simultaneously can collect and collate the raw data required for subsequent statistical and corpus analysis. For example, digital data collection settings for discrete tests, such as the *form-tests* of the pertinent study, could be set to require all participants to answer all questions; otherwise, they will be unable to submit. This is important to maximise the number of items to be analysed and is consequential to improving the data quality.

Moreover, from the student perspective, they would also be able to retain a digital copy of their own of their work and teacher feedback to review in the course of continuing their studies. Thus, digital CMS and their technological advancements should be capitalized on to execute better teaching methods, student learning opportunities, research design and data collection. In general, digital CMSs would aid the conducting of any classroom teacher-research in a more efficient, practical, and accurate manner. As a final point, the adoption of more efficient digitally enhanced research designs in the field of EFL writing teacher-research could also better inspire the testing of and replication of colleagues' studies and spur the subsequent development of the field to promote L2 writing proficiency.

Final Conclusion

From the pertinent study, it seems clear that there is a pressing need for methodological advancement to address the present lack of empirically supported methods which inform the teaching of and research into EFL persuasive essay writing at the undergraduate level. Hence, the teacher-researcher has put forward a coalescence of the methodology, or a dual-method at the pedagogical centre of the methodological continuum which progresses on focus-on-form as it stands in the literature today. That is, the teaching approach proposed to operationalise this position is informed by the pertinent study's research design which empirically tested the dual-method through *input-output-intervention*, and which is characterised by the way that it is situated on the aforesaid continuum between the methods of: focus-on-formS (i.e., appropriate classification and categorisation of grammatical terms or target forms of formulaic sequences) and communication of

meaning (i.e., CLT) through genre (i.e., the appropriate patterning of *discourse-segments* and *form-functions* within persuasive essays). In other words, the teacher-researcher has revisited and sought to develop and advance the potential of focus-on-form through a dual-method teaching approach in the pertinent study.

This study has found evidence to support its hypothesis that when teacher-researchers adopt a dual-methodology to inform their teaching approach in the EFL persuasive essay writing classroom; and it incorporates the research design aspects of this study's *input-output-intervention* treatment, it is effective to improve students' written proficiency in both form and genre. Namely, as propelled by the notion of pushed-output (see Izumi, 2002), the pertinent study demonstrated an increase in the target form of formulaic sequence use in 5-paragraph persuasive essays. Further, when teachers, teacher-researchers and students become accustomed to this dual-method, it is anticipated that EFL writers will be able to better develop their own L2 repertoire of formulaic sequences, and understand how they pattern in persuasive essay to meet its genre conventions.

In doing so, the teaching and learning cycle has been realised (see Hyland, 2007); whereby a teacher is expected to intervene initially in the learning stages in the classroom, and then predicted to withdraw confidently from being at the centre of student learning outcomes. This should be acted on by the teacher once students are demonstrating more autonomy in their language learning and associated acquisition processes. In other words, EFL writers will have attained a certain level of automaticity in their proficiency level of persuasive essays, and such independence in the L2 is a core aim of SLA learning outcomes. Moreover, it is argued that EFL writing students' essays of persuasive style will be more readily accepted by the larger discourse community in which they are writing for, and for some students this could have construct validity external to the present educational institution. For instance, they are likely to be more highly evaluated in the writing section of international English language proficiency tests.

Pending revision of the pertinent study, the teacher-researcher hopes that if similar studies are conducted, and especially by embedded teacher-researchers; that is, those who can gather data in greater support of the proposed dual-method as represented by the *input-output-intervention* teaching approach, it could proliferate among, primarily, fellow teacher-researchers effecting a springboard for further investigation (Myers, 2015). At the very least, the instrument of the template of this dual-methodology may provide a valuable learning resource for students, teaching tool for teachers and research instrument for teacher-researchers in the classroom alike. At best, the proposed dual-method teaching approach through *input-output-intervention* by this study could and ideally does contribute to the development of the undergraduate level of the EFL writing field.

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Appendices

A. Class List of Target Formulaic Sequences: *Input-enhancement* Treatment

The issue with X is
One key factor is
The issue with X is
The answer suggested is
Critics disapprove of
In the absence of
One merit of X is
An additional merit of X is
A key merit of X is
A drawback of X is
A demerit of X is
A main demerit of X is
An argument in agreement of
An argument in opposition to
Advocates agree that
Few people think that
Those in agreement support that
Researchers oppose
The paper argues that
This paper puts forward
For instance
To illustrate
The graph indicates
From this graph, it can be seen
To sum up,
That is
With respect to
The research proposed

B. Template of Target Formulaic Sequences: *Input-output-intervention* Treatment

Discourse-segment 1. Introduction form-functions:

Form-function 1. Introductory sentence

Form-function 2. Outline key points of essay:

a) At first/For a start, + *this essay presents that* + (In favour point - Paragraph 1)

b) Secondly, *this essay suggests that* + (Against point - Paragraph 2)

c) Third, *the author points out that* + (Discussion point - Paragraph 3):

While/Although some people think that ..., other people support that ...

Form-function 3. Claim: *This essay claims that topic X is + due to/because of +*

Discourse-segment 2. Support/for paragraph form functions:

Form-function 1. Topic sentence:

This paragraph supports an argument in favour of + due to/because of +

Form-function 2. Argument for:

One advantage of X is, Another advantage of X is, A positive effect of X is

Form-function 3. Facts/Data:

Facts: *According to the article, The article reported that, The author points out that, For example, Such as, In addition to,*

Data: *The graph shows that, The data demonstrates that,*

Form-function 4. Concluding sentence: *This paragraph supports/suggests that*

Discourse-segment 3. Against paragraph/Counter-argument form-functions:

Form-function 1. Topic sentence:

This paragraph supports an argument against + due to/because of +

Form-function 2. Counter argument:

One/A major disadvantage of X is, A negative effect of X is

Form-function 3. (See Move 2, Step 3)

Form-function 4. Concluding sentence: *In contrast to paragraph one, this paragraph does not support + because/since/due to +*

Discourse-segment 4. Discussion form-functions:

Form-function 1. *The problem with X is Y, While/Although some people think that + [+ or -] + In contrast [opposite + or -]*

Form-function 2. + Reasons: *For this reason, Due to X*
+ Solution: *It is suggested/recommended that*

Discourse-segment 5. Conclusion form-functions:

Form-function 1. Concluding sentence

Form-function 2. Recap key points of the essay:

a) Initially, + *this essay presented that* + Paragraph 1: *Argument in favour of X*

b) *In contrast, this essay suggested that* + Paragraph 2: *Argument against X*

c) Following this, *the author pointed out that* + Paragraph 3: Discussion: *While/Although some people think that ..., other people support that ...*

+ Reasons: *For this reason, Due to X ...*

+ Solutions: *It is recommended that ...*

Form-function 3. *In conclusion, this essay claims that ... + due to/because of*

C. Participant Consent Form

XXX University
Department of XXX

Year. Month. Day

Dear Students,

You have been invited to participate in a series of two tests and four essay collections researching Japanese university student usage of formulaic sequences in the English as a Foreign Language (EFL) writing classroom.

This test is voluntary, anonymous and confidential. Furthermore, it has no effect on your grade for this course.

Your data will not be individually analysed. Rather, the group data will be calculated.

If there is any part that may identify you, it will remain entirely confidential to the researcher only.

If you have any questions about the study, please feel free to contact, Kristie Sage: sagekristie@swu.ac.jp

Your signature indicates that you have given consent, yet you are free to withdraw your participation at any time.

Thank you for your participation!

Kristie Sage

Signature: _____

Student number: _____ (CONFIDENTIAL)

Date: Year Month Day

D. Pre- and Post-Test Formulaic Sequences

Q1. Grammaticality-judgement Items

1	<i>With the problem X is Y</i>	Y/N
2	<i>Step X that is the problematic first because of Y to recognise is</i>	Y/N
3	<i>One advantage of X is Y</i>	Y/N
4	<i>Disadvantage main of X is Y</i>	Y/N
5	<i>In favour of X is Y an argument</i>	Y/N
6	<i>Although some critics argue that X is true, others argue that Y is true.</i>	Y/N
7	<i>At first, this essay states that</i>	Y/N
8	<i>Example for</i>	Y/N
9	<i>Argued has, this essay in conclusion</i>	Y/N
10	<i>To address the issue of X, Y needs to</i>	Y/N
11	<i>At first, it is suggested that the issue of X be addressed because of Y</i>	Y/N
12	<i>A further merit of X is Y</i>	Y/N
13	<i>Demerit of a major X is Y</i>	Y/N
14	<i>Opposing arguments of X include Y</i>	Y/N
15	<i>Those possible also suggest in favour alternatively X is Y</i>	Y/N
16	<i>The graph indicates that</i>	Y/N
17	<i>This can be seen that from graph it</i>	Y/N
18	<i>In other words,</i>	Y/N
19	<i>The proposed research that</i>	Y/N

(Appendix D. Pre- and Post-Test Formulaic Sequences continues)

Q2. Multiple-choice Items

20

* the problem of X, Y should... a) To solution b) A result of c) To solve d) For result of

21

* solution is as follows ... a) The recommendation b) Its recommended c) Its proposal d) The proposed

22

* of X is Y a) Additional advantages b) An additional advantage c) Good things d) A good thing

23

* of X is Y a) Negatively aspected b) For negative aspects c) A negative aspect d) Negativeness is an aspect

24

* against X is Y

a) At argued b) An argue c) An argument d) In argue

25

* argue that X contradicts Y

a) Supporting people b) Not supporting people c) Opposing people d) Opponents

26

To *

a) illustrated b) illustration c) illustrate d) illustrating

27

The graph * that

a) sees b) shows c) knows d) is

28

* to X

a) Accorded b) According c) In accordance d) Accord

29

The * X is Y

a) issue against b) issued for c) issuing to d) issue with

30

The answer * is

a) suggestion b) suggested c) suggests d) suggesting

31

A * X is Y

a) positive for b) positively in c) merit at d) merit of

32

A * X is Y

a) drawback at b) drawback to c) drawback on d) drawback of

33

* of X include Y

a) Supportingly argumented b) Supporting arguments c) Supported argument d) Supports argument

34

* support X over Y

a) Criticism b) Critical c) Criticising d) Critics

35

*, this paper says that

a) In first b) For firstly c) First d) First for

36

Second, this paper * that

a) exclamation b) claims c) exclaims d) claiming

37

For *,

a) sure b) firstly c) exemplification d) instance

38

* This essay will argue that...

a) In last b) In total c) For sum d) To sum

(Appendix D. Pre- and Post-Test Formulaic Sequences continues)

Q3. Gap-fill Items

- 39 _____ to X, Y is a problem
- 40 A m _____ criticism of X is because of Y
- 41 A p _____ aspect of X is Y
- 42 One d _____ a _____ of X is Y
- 43 _____ some supporters suggest X, others suggest Y
- 44 It _____ be argued that X is true, however there is also the idea that ...
- 45 Secondly, this essay will _____ the following points ...
- 46 The o _____ trend from this graph demonstrates that
- 47 _____ is, ...
- 48 This article reported that ...
- 49 The problem of X is c _____ b _____ Y
- 50 Critics dis _____ of X because of Y
- 51 A _____ merit of X is Y
- 52 A d _____ of X is Y
- 53 Advocates suggest X, while those who _____ suggest Y
- 54 Some researchers a _____ with X, while others a _____ with Y
- 55 _____ as ...
- 56 X s _____ that ...
-