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The Effects of Using Model-passages for EFL Learners to Teach Non-academic Writing and Discourse Skills*

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Presenting model-passages has been a mainstay of writing instruction for many decades. The purpose of the current study is to examine the empirical effects of presenting model-passages via Feez' (2002) teaching-learning cycle for EFL college students. The instructional effects of using model-passages were analyzed from three aspects. First, the teaching effects on interview skills were assessed via t-test pairs using the oral placement test as pre-test and the mock interview results as post-test. Statistical analysis results indicated that students with active participation significantly improved oral interview skills in terms of accuracy and fluency. Second, cover letter writing samples were analyzed according to Knapp & Watkins' (2005) assessment criteria of exposition. The results indicated that students improved the quality of writing skills in terms of length and genre-generic features. Third, questions in a program evaluation survey were used to identify students' degree of satisfaction regarding use of model-passages presented in Feez's teaching-learning cycle. The students group with active participation showed a significantly high level of satisfaction. In summary, it is apparent that students were able to develop their oral interview skills and improve writing skills as a result of model-based instruction. Also, the degree of satisfaction with using model passages presented via Feez's teaching-learning cycle was statistically significant.

[Genre approach/Model-passages/Model-based instruction]

I. INTRODUCTION

Have you ever seen the scientific models? The scientific models can represent the

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constitution of the things that are too small to see (e.g. molecule)or too large to see completely (e.g. cosmos). It is hard to imagine a dental school without its big plastic tooth, health classes without a CPR dummy or computer simulation for anatomy (Macbeth, 2010). Using models is common practice and models have served as rudimentary instructional devices in real life. The benefit of using models is to help students to understand the structure and organization of the things that learners are learning. Flower (1990) used the analogy to academic writing as the repetition of basic ballet. In the same vein, Hjortshoj (2001) stated that using models in writing classes is like building footstools for beginning furniture makers. Whether models are used in a writing classroom or in real life situation, the commonality is that models provide learners with "the examples of rudimentary steps toward learning social practices" (Macbeth, 2010, p.37).

Think about writing an academic paper for novice EFL students! In general, novice learners lack rhetorical knowledge of the socially appropriate content and structure that matches genre-specific writing requirements. Furthermore, it is very much frustrating for them to deal with theunfamiliargenres that cover such topics as a college admission letter, a job application form, a resume, a cover letter, a business letter, etc. ForEFL learners, not only linguistic features but also a general lack of understanding for the embedded social practice in a particular genre can be the most problematic.

The analogy drawn between writing class and using models in real life situation is quite useful. If you are an apprentice in making a craftwork, what would you do? Following the model that shows you what to do is the easiest way to master the skills of how to make something. It has been well documented that model-based lessons are an effective tool for teaching pieces of academic or non-academic writing that requires social practicedespite the criticism that model-passage use limits or constrains learners' ability (Connors, 1981; Elbow, 1999 Macbeth, 2010; Murray, 1985; Shih, 1986; Silva, 1999; Spack, 1988; Moffett, 1982; Murray, 1985; Perl, 1999; Smagorinski, 1998; Swales, 1997). Even if the criticism is legitimate and accepted, it is still better for novice EFL writers to have something to follow than nothing. Using a model in a specific genre helps students frame their thoughts and reproduce well formatted original documents. It is a generally agreed upon notion that learners begin a writing project by "drawing on what they already know from their prior experience to plan a course of action" (Connor & Carrell, 1993 in Macbeth, 2010, p.34). Thus, the sample texts used in genre approach instruction serve as "model rhetorical elements, principles, and patterns" (Rosa & Eschholz, 2007) and teach "definitive" and "normative basics" (Macbeth, 2010).Models provide what the learners can see with their eyes so that model-based instruction gives novice learners the confidence to finish the job.

There has been much literature that recognizes the importance and efficacy of using models and praises its contribution to learning; however, little empirical research has

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proved the effects of using model-passages particularly in EFL non-academic writing classes. In this research, the topic for examination will be the areas of non-academic writing that have been influenced by presenting model-based instruction in the Feez' (2002) teaching-learning cycle. Thus, the purpose of this study is to empirically examine whether using model-passages is an effective method for teaching college level EFL students to perform English job interviews and write cover letters. Then, I will use the research findings to suggest implications for genre-based instructions and future research.

II. LITERATURE REVIEW

L2 writing research has gone through several paradigm shifts integrating different approaches in order to seek the most efficacy in EFL writing instruction (Badger & White, 2000; Cho, 2012; Ferris & Hedgcock, 1998; Joo, 2010; Raimes, 1991; Silva, 1990). Although using model passages contributed as a great teaching tool, it wasn't always welcomed in the field of L2 writing instruction. Recurrent arguments against using model passages in writing classes make a case that emphasizes the constraint models put on the development of creative writing skills, the tendency for models to oversimplify the writing process, and the rigid incompatibility models have for cross genre writing (Connors, 1981; Elbow, 1973; Johns, 1995; Leki, 1995; Macbeth, 2010; Murray, 1985; Shin, 1986; Silva, 1997; Spack, 1988). The critics argue that models represent genres and writing styles too narrowly in a way that leads students to get stuck following imposed styles.As a result, presenting models predispose students to have particular ideas about content and style (Elbow, 1994, 1998. 1999; Macbeth, 2010; Moffett, 1982; Murray, 1985; Perl, 1999; Smagorinski, 1998; Swales, 1997). Some of the criticism is quite legitimate, in that writing is too varied to be pinned down by a set of common features (Leki, 2007). In the same vein, academic writing is too broad to be captured and taught as a generic set of practices (Spack, 1998; Elbow, 1998). However, as Heap(2000) stated, specifying precise parameters may be impossible, but this doesn't mean structured practice is not necessary. Hjortshoj (2001) argues that despite the variety of ways to produce good genre specific writing, there exists conventions of how to write appealing material for the community members of a particular genre (Brandt, 1990; Brodkey, 1987; Casanave, 1995; Fox, 1991; Johns, 1997; Lillis, 1999; Petraglia, 1995).

Therefore, the question arises how models for teaching novice writers can be structured, so writing conventions are not constrained or misrepresented. In the field of writing instruction, genre-based approach answers this question. Genre-based instruction supports the explicit study of text type asserting that the analysis of sample text can reveal the

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features or rule for writing in a specific genre that can be acknowledged among discourse community members (Bazerman & Prior, 2008; Casanave, 1995, 2002; Hyland, 2002, 2004; Johns, 1997, 2002, 2003; Macbeth, 2010; Prior, 1995, 1998; Swales, 1990; Swales & Feak, 2004). Hyland (2004) regards genre-based instruction as a "visible pedagogy" (p.8) because students begin with modeling, then move toward independent construction. In other word, genre-based instruction is a teaching method using the modeling to help students scaffolding writing features and/or rules and to "involve teachers and learners discussing and exploring the stages of genre and its key grammatical rhetorical features" (p.132).

Nowadays, genre-based instruction is widely accepted as an instructional method for EFL students. There have been a number of research efforts focused on genre-based instruction in teaching academic writing; however, very little research has been done on non-academic discourse or writing. However, non-academic discourse or writing contains even more unspoken rules and embedded culture. This is especially true for writing an application letter to apply for a college or responding to interview questions in a job interview situation. There are social rules that dictate the appropriate behavior in these situations. Recent trends show that teaching how to answer interview questions has become an important genre in teaching English in Asian countries because the process of preparing for interviews provides students an opportunity to reflect on their academic achievement and become a member of working society(Myskow & Gordon, 2010). English interviewing is not only an effective activity for academic learning but also it provides a practical skill that students can apply to get a good job using the target language that students have learned. So teaching English interview skills is one of the most relevant applications of teaching English in an EFL environment. Despite all of these realities facing EFL students in Asian countries, little research regarding effective ways of teaching interview skills has been studied up to now.

Interestingly, there are commonalities between the genre-based approach and teaching interview skills in EFL classes. First, both convey the notion that using English is purposeful. According to the advocates for genre-based instruction, language users have developed very specific ways of using languages to accomplish their goals. When a set of texts share the same purpose, they share the same structure, and belong to the same genre (Halliday, 1985; Swales, 1990). Similarly, interviewing is a communicative event and the members share a set of communicative purposes. Martin (1992) asserts that genre is a goal-oriented, staged social process because members of a culture have evolved to achieve goals. In the same context, the interview process is a socially recognized way of achieving a specific purpose (Myskow & Gordon, 2010). From the perspective of genre-based instruction, writing works to communicate with readers to perform a purpose and there are regular and recognizable methods to follow to accomplish it (Park, 2011).This also applies

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to the interview process.

The second commonality between the genre-based approach and teaching interview skills is that bothinclude teaching not only rhetorical patterns but also socially embedded awareness that students should become familiar with. Genre-based instruction is based on the notion that the text is always related to a social context (Knapp & Watkins, 2005), therefore, genre-based instruction goes beyond linguistic features; but emphasizes social practice in teaching writing with the view that writing is a communication with readers in a social environment (Park, 2012).

Sociologist and philosopher Schutz (1976) made an interesting comment about the importance of understanding social practice saying that the taken-for-granted cultural understanding for the members of the community becomes the object of thinking in question for the newcomers to the community. In other words, social practice of the target language is the subject to study for foreign language learners. Teaching the social practices of a particular community to a foreign learner is a very difficult task. Therefore, the question must be raised. How can social practice embedded in a specific genre be effectively taught to EFL learners?

It is notable that teaching interview includes social context that the society expects from the new comers. Since the audience of the interview process is highly specified, teaching interview skills involves a chance to expand social context in which students have to know situations that they will encounter outside the classroom (Myskow & Gordon, 2010). The target audience of interview is a great example of a gate keeper in society that students will have to present with an appropriate display of socially accepted behavior and usage of context appropriate rhetoric features of the target language. Moreover, interview responses include work ethic and represent an individual's value system (Myskow & Gordon, 2010). These are far beyond what students have learned in their English class the typical EFL classroom environment. The basic notion of genre-based instruction and teaching interview skills has two aspects in common, which are "language is purposeful" and "language contains embedded culture".

Despite the common features between genre-based writing instruction and teaching interview skills, presently there is a general lack of research that has been conducted to examine whether genre-based instruction can be effective for teaching non-academic writing and discourse skills. Therefore, it would be meaningful to examine how genre-based instruction using model-passages helps EFL students in acquiring appropriate writing skills for cover letters and proper speaking ability for answering interview questions.

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III. RESEARCH METHOD

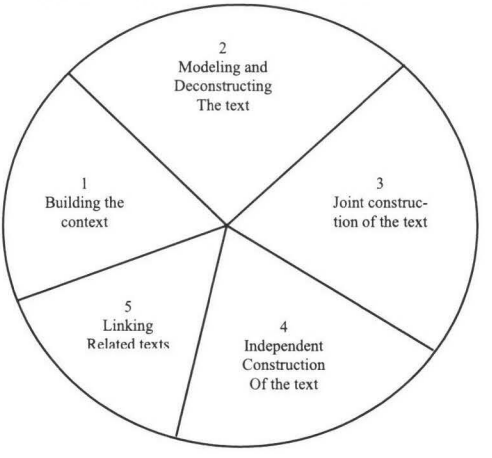
1. Participants and Sites

This study was conducted in 2012 at a college where an English Job Interview Program was provided in order to boost the employment rate for its graduates. The course consisted of five 50-minute sessions per day for four consecutive days. At the research site, 60 students voluntarily participated in this program during their winter break. Of the particular students, there were 42 juniors and 18 seniors from a variety of different majors. 38 were female and 22 were male students. None of them had had more than 3 months overseas English training experience and their TOEIC scores ranged from 430 to 893.

Four native English speakers were hired and they compiled well-written model passages for each genre. Each teacher was responsible for fifteen students grouped by their competency level, which was determined by a placement test. The researcher was the coordinator of this program and provided the faculty with the guidelines of how the program should be conducted. The guidelines included how to instruct students based on Feez' (2002) teaching-learning cycle (Figure 1). Also, detailed directions were given to the native English-speaking faculty to give ideas of how to use model passages for a resume, a cover letter, and answers for the interview questions.

FIGURE 1

The Teaching-Learning Cycle (Feez, 2002, p.65)



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2. Instructional Procedures

Feez' (2002) teaching-learning cycle cited in Park's (2012) study was used in order to present model passages effectively for the students to write a resume anda cover letter as well as answer interview questions. Feez' (2002) teaching-learning cycle is based on Vygotsky's (1978) perspective of collaborative learning and concepts of scaffolding. The core objective is to help students by enhancing their confidence and competence enough to effectively write resumes and cover letters as well as interview answers in English. At the first stage of teaching-learning cycle, the teacher maintained a high level of control over students and intervened in the writing process in order to ensure that students were able to understand and produce the patterns they need to learn. The teachers provided well-written model passages for each genre in the textbook. In the second stage, modeling and deconstructing of the model text were the focus. Students engaged in classroom activities in which students identified 'the development of paragraphs' and practiced 'linguistic structures'. Students were asked to analyze the text structure and linguistic features of the target genre. In the third stage, students constructed typical rhetorical patterns of a resume, a cover letter, and expected interview answers in collaboration with peers in the stage of joint construction of the text. In the fourth stage, students wrote their own draft and turned it in as an assignment by uploading to the class internet café. The next day, teachers edited the students' assignments using track changes and gave written feedback. The edited student writing samples were then re-uploaded to the class internet café. Then, students reviewed the teacher's feedback and wrote the second and third drafts. In this way, students went through several revision processes. In the final stage, students learned how to link related texts. Students shared their classmates' writing samples on the Internet and discussed the strong points and weak points of the texts.

3. Tests

1) Placement Test

The purpose of the placement test is to assess students' competency and to find appropriate class groupings that puts students with similar levels together. The placement-test assesses two areas of linguistic ability. One is writing skill and the other is speaking ability. Students were asked to write paragraphs about self introduction and verbally answer five basic interview questions. In the self-introduction writing task, students were asked to describe their personality, strong and weak points, and their work ethics. The same criteria were asked for the cover letter. Practically, the writing sample of the self-introduction was the first draft of the cover letter. Later, the writing sample

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from the placement test was compared with the final draft of cover letter.

The speaking samples were assessed on one-to-ten scale measuring both accuracy and fluency. The inter-rater reliability was statistically analyzed through Pearson correlation coefficient. The Pearson correlation coefficient between two raters was .87 (p = .000), which is fairly high (Nam, 2006). Students' verbal responses were audio recorded using the software called "Gom Recorder". Students' speaking samples were categorized in to four groups according to their proficiency level.60 students participated in the placement test.

2) Mock Interview

On the last day of the program, students wore business attire and participated in video-taped interview simulations, where students were asked the same five basic interview questions that were used in the placement test. Later, the video-taped interview session on CD was distributed on CD to the students for self-monitoring. Two native English speakers assessed the mock interview samples by using a one-to-ten scale measuring both accuracy and fluency. The inter-rater reliability was .91 (p = .000), which is fairly high (Nam, 2006). 21 students participated in the mock interview.

4. Questionnaire

A part of the questionnaire was used to measure the participants' degree of satisfaction regarding use of the textbook and the instructional method. The questionnaire was basically the overall "job interview workshop" evaluation and consisted of 30 questions. The questionnaire was composed of seven areas. The first area was set up to measure the learner's variable (question item one to four) and the second factor was focused on satisfaction with the lecturer (question number five to six). The third variable measured the degree of satisfaction about the text book (question number seven to twelve) and asked whether or not model passages were helpful in learning each genre. The fourth variable was the teaching method (question number thirteen to eighteen) and asked if each learning step presented via Feez's (2002) teaching-learning cycle was useful in learning each genre. The fifth and sixth variables were about assignments and discussion. The last variable was concerned with the overall degree of satisfaction for the program. Question number 28 to 30 requested students' subjective opinion. Each question was assessed according to the five-point Likert scale. The reliability of the survey was statistically analyzed through Chronbach's Alpha and the coefficients was 0.92 (p=.000), which is quite high for statistical reliability (Baek, 2004). The survey was given after a verbal explanation of

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how to take the survey and then it was conducted for 30 minutes. Twenty six students participated in the survey.

5. Data Analysis

Data were analyzed to measure these three aspects; the improvement of verbal proficiency and writing skill as well as the degree of satisfaction. In order to identify if the students' attitude in participation affected the results, students were classified into two groups based on the learners' variable. This group analysis was applied on three categories. First, the verbal proficiency in answering interview questions was examined through statistical analysis of paired t-test. In order to assess the teaching effect in answering interview questions, the verbal part of the placement test was used as pre-test and the mock interview result was used as post-test.

Second, the first draft of the cover letter derived from the placement test and the final draft cover letter were analyzed according to Knapp & Watkins' (2005) assessment criteria of exposition, which included length of writing, generic features of writing, and textual features. Length of writing was assessed by the number of words and clauses per text. Genre-generic features were assessed for text structure, theme development, and rhetoric devices including the use of modalities and mental verbs (Park, 2012).Two native English-speaking faculty members with experience teaching cover letter evaluated text structure and theme development. The inter-rater reliability was statistically analyzed through Pearson correlation coefficient. Pearson correlation coefficient between two raters was .83 ($p = .000$), which is fairly high (Nam, 2006).

Third, six questions regarding the issue of using model passages and the other six questions about the instructional steps of Feez' (2002) teaching-learning cycle out of the program evaluation survey were the objects of the statistical analysis. A paired t-test was employed for statistical analysis to measure the degree of satisfaction.

IV. RESULTS AND DISCUSSSION

1. Pre-test and Post-test Results for Interview

In order to assess the teaching effects on interview skills, the pre-test (speaking samples from the placement test) and the posttest(speaking samples from mock interview) were analyzed through SPSS 20.0.Table 1 is the result of descriptive statistics of t-test. The scores of twenty-one students who participated in both the placement test and the mock interview were analyzed.

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TABLE 1

Descriptive Statistics

		Mean	N	Std. deviation	Std. error mean
t-test	pretest	6.90	21	1.758	.384
	posttest	7.57	21	1.326	.289

TABLE 2

T-test Pairs for Interview

	t-test for equality of means							
	Mean difference	Std. deviation	Std. error difference	95% Confidence interval of the difference		t	df	Sig.
				lower	upper			
Pre-post	-.667	1.528	.333	-1.362	.029	-2.000	20	.059

According to Table 1 and Table 2, the average scores of the post-test were slightly improved compared to the pre-test result; however, the significant level for the statistical analysis was .059, which was bigger than .05 level. Therefore, the test result is not statistically significant at 95% confidence interval of the difference.

On the other hand, Table 3 depicts the group statistics of those who actively participated in the program and those who did not. The groups were divided based on the scores of students' self-assessment. In the survey, question number one through number four were designed to find out whether or not students participated in the program with enthusiasm. The questions were whether students previewed the material before the class, whether student reviewed material after the class, whether students participated in the class activity with enthusiasm, and whether students take the class attended the program without absence. The purpose of this analysis is to know whether the difference between pre-test and post-test exists among two different types of students correlated with enthusiastic participation. Nine students belong to the lower group and 12 students fit to the upper 50%.

TABLE 3

Group Statistics

	Students'Group	N	Mean	Std. deviation	Std. error mean
Pre-test	Lower 50%	9	6.64	1.502	.453
	Upper 50%	12	7.36	1.865	.498
Posttest	Lower 50%	9	6.89	1.167	.389
	Upper 50%	12	8.08	1.240	.358

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TABLE 4

T-test Pairs for Groups

	Levene's test for equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
								lower	upper
Pre-test	.023	.880	-1.042	23	.308	-.721	.692	-2.151	.710
Posttest	.057	.814	-2.239	19	.037	-1.194	.533	-2.311	-.078

Table 4 shows that the significant level for the pre-test between upper group and lower group was .308 which is translated to mean the significant level for the pre-test was not statistically significant. However, the significant level for the post-test between the two groups was .037 and it was smaller than .05. Therefore it can be said that the significant level for the post-test between the two groups was statistically significant. In other words, students who actively participated in the program improved significantly at the mock interview, although the upper group and lower group performed similarly at the pre-test. In table 2, when students were analyzed as one group, the test results did not show meaningful improvement; however, when the students were divided into groups based on their participation attitude, students who participated with enthusiasm showed remarkable improvement at the mock interview. In this case, those who actively participated in the program achieved their goal in this model based instruction.

2. Analysis of the First and Final Draft of Cover Letter

Knapp & Watkins' (2005) assessment criteria of exposition were used to measure the development of the text comparing the first draft and the final draft of cover letter. It can be considered that the first draft was treated as pre-test because it was taken before the instructional method was applied. In the same light, the final draft was considered to be post-test. The number of participants who submitted both the first and final draft of the cover letter was 34.

1) Length of Text

Table 5 shows the total numbers of words and clauses to examine the development of writing skills in length (Berman & Katzenberger, 2004).

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TABLE 5

Length of Text

	NW		NC	
	First draft	Final draft	First draft	Final draft
Means	135	356	23	32

* * NW is the abbreviation for number of words. NC is the abbreviation for number of clauses.

The mean number of words from pre-test to post-test rose from 135 to 356, while the mean of number of clauses rose from 23 to 32. The drastic rise in length for text submissions indicates that the participants experienced remarkable improvement in their writing skills between the self-introduction writing sample and the final draft of the cover letter. Two explanations might be possible for this outcome. One possible explanation could be that the topic for the writing was given differently so that students' expectation for the length could be different. On the other hand, these results might indicate that presenting model-passages through Feez' (2002) teaching-learning cycle had positive effects on students' writing skill development in terms of length. When only the length of writing is considered, it can be difficult to decipher which variable actually affected the results. Therefore, further analysis was conducted.

2) Genre-Generic Features

Genre-generic features were assessed by four factors; text structure, theme development, use of modality, and use of mental verb (Park, 2012). The text structure and theme development were assessed by two native English-speaking faculties according to the five-point Likert scale. Higher score means better organization in text structure and theme development. Use of modality and mental verbs were analyzed by counting the frequency. Table 6 showed the mean score for each category.

TABLE 6

Genre-generic Features

	First draft	Final draft
Text structure	2.8	4.4
Theme development	2.7	4.5
Use of modalities	3.7	6.8
Use of mental verbs	2.9	1.8

According to Knapp & Watkins' (2005), quality of text structure is related to the inclusion of a thesis statement, arguments and a conclusion in the text (Park, 2012). Theme

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development involved how consistently the text argues related to the given topic, and it was examined based on how well the theme of writing was dealt within the text. In other words, quality of text structure is all about whether students started the statement with thesis statement or by making an argument with an oriental rhetorical pattern, which is an indirect approach to the theme (Connor, 1996; Eggington, 1987; Kaplan, 1966; Ryu, 2006).When it came time for students to submit final draft cover letter, students were able to start with their paragraphs with an appropriate argument and developed the topic within the paragraph by using structures they learned in model-passages. Students showed dramatic improvement in quality of writing in terms of text structure and theme development.

The use of modalities was analyzed by counting the frequency of modal auxiliaries. The main function of modality is to allow the speaker or writer to express their opinion of necessity, permissibility and probability (http://en.wikipedia.org/wiki/Modality). On average, participants used 3.7 modalities in the first draft, while they used 6.8 times in the final draft. Also, participants used various modal verbs such as *may, must, would and should* in the final draft. Students' dramatic improvement in their use of modalities to effectively express their opinion or attitude indicates that the instruction used in this research positively affected the participants' writing quality.

Unlike other features, the use of mental verbs decreased from 2.9 to 1.8. In other words, participants used fewer mental verbs such as "I think" in the final draft. The results reflect the fact that students were able to convey their opinions with an objective style of writing after learning from model-passages.

3) Textual Features

Textual features were assessed by frequency of connectives and complex sentence structure. To examine use of connectives, four types of connectives was examined.

Temporal connectives are used to indicate the order in the text such as "first", "now", "next", and "then". Additive connectives are to add the argument such as "and", "besides", "also", "moreover". Causal-conditional connectives are used to link points. The examples are "because", "so", "however", and "nevertheless". Comparative connectives are used to present counterpoints including "on the other hand" and "instead" (Park, 2012).

According to Table 7, the participants used additive connectives most, whereas comparative connectives were used the least in the first draft. Meanwhile, use of temporal and causal-conditional connectives increased in the final draft. The results indicated that in the final draft, students were able to effectively express their opinion in a logical relationship by using connectives (Park, 2012).

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TABLE 7

Frequency of Connectives

	First draft				Final draft			
	T	A	Ca	Co	T	A	Ca	Co
Mean	2.3	3.1	1.2	1.1	4.3	4.1	3.4	2.7

**Note: T is the abbreviation for temporal connectives. A is the abbreviation for additive connectives. Ca is the abbreviation for causal-conditional connectives. Co is the abbreviation for comparative connectives.

Also, for this study the development of writing skill was measured by the frequency of a complex sentences containing one main clause and one or more subordinate clauses. As shown in Table 8, the participants used 2.3 complex sentences in their first draft while they used 6.1 complex sentences in the final draft.

TABLE 8

Frequency of Complex Sentence Structure

	First draft	Final draft
Means	2.3	6.1

Not only the number of subordinate clauses but also various subordinate causes were employed by using "if", "although", "because", "when" in the final draft. The results indicate that students reached a higher level for utilizing complex sentences after the instruction.

3. Analysis of Questionnaire

A survey for the workshop evaluation was conducted at the end of the program. However, only the questions regarding using model-passages and those of instructional method were analyzed. In order to identify if there were any differences between students who participated in the workshop with enthusiasm and those who did not, group statistics were analyzed based on the learner's attitude as measured by questions one through six.

Similar to Table 3, the descriptive statistical analysis of the survey was done based on the upper 50% of the students who had high participant scores and lower 50 % of the students who marked themselves as less enthusiastic articipants of the program. For the purpose of this study, a third variable (e.g. using model-passages) and fourth variable (e.g. instructional method using Feez's (2002) teaching-learning cycle) were analyzed.

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TABLE 9

Group Statistics

	Students Group	N	Mean	Std. deviation	Std. error mean
Textbook	Lower 50%	11	3.6970	.40701	.12272
	Upper 50%	15	4.1111	.60967	.15742
Teaching method	Lower 50%	11	3.8788	.51148	.15422
	Upper 50%	15	4.3889	.44395	.11463

Table 9 shows the descriptive statistical analysis of satisfaction with the textbook and teaching method. The scores of mean, standard deviation, and standard error mean were analyzed by students groups of high degree of participation and low degree of participation. The students who had high participation evaluated the textbook and the teaching method more positively than those who participated in the program with low enthusiasm. In order to investigate whether there is a difference between these two groups, a paired t-test was analyzed.

TABLE 10

T-test Pairs

	Levene's test for equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95%Confidence interval of the difference	
								lower	upper
Textbook	1.090	.307	-1.951	24	.063	-.41414	.21223	-.85217	.02388
Teaching method	.024	.877	-2.715	24	.012	-.51010	.18786	-.89783	-.12237

Table 10 reveals that the significant level for the upper group and lower group regarding textbook was .063 so that the significant level for the two students' groups was not statistically significant. Although students' evaluation for the textbook was greater than .05, the significant level is smaller than .01. Therefore, the evaluation for the textbook is statistically significant at a 90% confidence level.

However, the significant level for the teaching method between two groups was .012 and it was smaller than .05. Therefore it can be said that the significant level for the teaching method using Feez's (2002) teaching-learning cycle was statistically significant at a 95% confidence level. In other words, students who actively participated in the program evaluated the teaching method significantly better than students with low participation.

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V. CONCLUSION

This study examined the instructional effects of using model passages in teaching writing a cover letter and answer in goral interview questions using quantitative data. Also, the degree of satisfaction of using model-passages and Feez' (2002) teaching-learning cycle were assessed via questions in a program evaluation questionnaire. First, in order to assess the effects of genre-based instruction in teaching interview skills, t-test pair was analyzed using the oral placement test as pre-test and the mock interview result as post-test. When students were divided into two groups by participation level, students with active participation showed improvement on oral interview skill in terms of accuracy and fluency.

Second, cover letter writing samples were analyzed according to Knapp & Watkins' (2005) assessment criteria of exposition. The number of words and phrases increased and the results indicated that students showed improvement in terms of length; however, it was not determined whether the positive results were derived from true instructional effects or whether the results were a product of expectation bias inherent to the different assignments. However, the analysis of genre-generic features clearly showed improvement in quality of writing. Students were able to write paragraphs with a thesis statement instead of taking an indirect approach to the theme, which can be typically seen in an oriental rhetorical pattern. Also, raters evaluated students' writing with quality development in terms of consistency within the topic. Students were able to use modalities more often to express their opinion or attitude and used fewer mental verbs to convey their opinions objectively. Students showed improvement in using textual features, which could be found in increased frequency of connectives and complex sentence structures in the student writing samples.

Third, survey questions were used to identify the degree of satisfaction about using model-passages presented in Feez's (2002) teaching-learning cycle. When students were grouped into categories based on different participation attitudes, the upper group students showed satisfaction at a significant level for using model passages and Feez's (2002) teaching-learning cycle. In other words, students who actively participated in the program gave high reviews for both the textbook using model passages and the teaching method reflecting Feez's (2002) teaching-learning cycle.

In sum, it is clear that students were able to develop their oral speaking skills and improve writing skills in a short period of time as a result of genre-based instruction. Also, students' degree of satisfaction for genre-based instruction was statistically significant. As reviewed in the literature, genre-based instruction using model-passages has traditionally been a mainstream method for writing instruction. Moreover, this study's results show that expanding the implementing of genre-based instruction should be further explored. Namely, the results of this study give positive insights for EFL teachers on how to

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implement model-passages in non-academic writing and discourse EFL classes.

However, there are limitations in this study. It is not clear in this study whether the instruction truly improved the students' ability in writing and speaking. Or their oral passages and writing samples were better simply because students copy and modified the well-written model sentences. This should be addressed as the subject for future research. Therefore, it is necessary for future researchers to examine the retention rate for the acquired rhetoric patterns after an extended period of time following the model-based instruction.

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