INVESTIGATING ESL STUDENTS' WRITING STRATEGIES: A CORPUS-BASED MOVE ANALYSIS

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Abstract: *The goal of this study is to investigate how Reciprocal Teaching Strategies (RTS) of Language Learning Strategies (LLS), proposed by Palincsar and Brown (1984), develops the writing performance of ESL students in Malaysia. A total number of 50 male and female ESL students studying in a selected college in Malaysia has been purposively selected. The participants were divided into 2 groups; a control group and an experimental group. However, the participants in the control group did not receive any treatment. This study using a mixed method is divided into three steps: pre-test, intervention, and post-test. On the pre-test, the subjects are given a written assignment followed by a series of related reading passages during the intervention and a post-test at the end. The students' writing development is analyzed by using the computer-assisted corpus analysis (CACA) approach as proposed by Author 2 (2014). The RTS method enabled the researcher to highlight the rhetorical moves[1] frequently used by students in their written texts. The findings of this study indicated that the method of reciprocal teaching strategies has positive effects on ESL students' writing skill.*

Keywords: *Corpus Analysis; Language Learning Strategies; Reciprocal Teaching Strategies; Writing Skill*

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[1] According to Swales (1984), a move is a small unit in a genre which presents a rhetorical function.

Introduction

Writing has been consistently referred to as one of the most problematic skills for ESL students to become proficient in (Elashri, 2013). Dunsmuir (2015) considers writing as a difficult skill which must be used by students while learning a language. To overcome this challenge, students are recommended to increase their knowledge of language learning strategies (Kayaoğlu, 2011), also known as LLS, which refer to those approaches' students use while encoding the new information (Rose, 2012). However, since the explicit use of LLS to improve ESL students' writing has highly been denied by some teachers, even native English-speaking teachers, this study proposes Palincsar and Brown's (1984) method of reciprocal teaching strategies (RTS) as language learning strategies (Mayer, 1996) including predicting, questioning, clarifying, and summarizing to develop students' writing performance. In doing so, an easily replicable computer-assisted corpus analysis (CACA) proposed by Author 2 (2014) was used to examine the effectiveness of RTS on writing performance of ESL students, studying in a selected higher learning college in Malaysia, on one hand, while on the other hand the CACA approach was also used to analyze various rhetorical patterns in informative texts produced by the participants by using Swales' theory of move analysis (1990, 2004) which refers to a (semantic) unit of analysis in a genre that carries a particular communicative purpose (Swales, 1984). This study has used a mixed method (quali-quanti) research design in order to collect the data needed to answer the following question: *Do Reciprocal Teaching of Language Learning Strategies improve ESL students' writing skill*?

Literature Review

Language Learning Strategies

According to Khezrlou (2012), many scholars such as O'Malley, Chamot, Stewner-Manzanares, Russo, and Küpper (1986), Green and Oxford (1995), Cohen (1998), Hsiao and Oxford (2002), strongly believe that effective language learning occurs only when effective language learning strategies are applied by the learners particularly EFL/ESL students who probably have weaker language learning skills. There is a variety of definitions proposed by scholars for language learning strategies. For example, Celce-Murcia, O'Malley and Chamot (1993) considered language learning strategies as techniques used by English learners in order to simplify the act or process of learning. Cohen (1998) describes learning strategies as those approaches the students consciously employ to develop their knowledge of learning a second language. In his study, Gürsoy (2010) recalls language learning strategies a student-led method which makes learners autonomous in learning a language. Language learning strategies are grouped into different categories by different researchers. Rubin (1981), for instance, classifies language learning strategies into two basic groups including direct and indirect strategies. Direct strategies or Cognitive Learning strategies are those strategies that directly affect the process of learning while indirect strategies create an indirect impact on students' learning. Clarifying, monitoring, memorizing, guessing etc. are located in direct strategies. Indirect strategies, also known as metacognitive strategies, presents planning, prioritizing, setting goals, and self-management. O'Malley and Chamot (1990) divide language learning strategies into three classes, metacognitive including planning, monitoring and evaluating, cognitive strategies which contains resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword method, elaboration, transfer, inferencing, note taking, summarizing, recombination, and translation and social affective strategies that consists of clarification and cooperation. However, Oxford (1990) proposed the most developed classification of her era for language learning strategies. She categorizes them into two basic taxonomies: direct strategies involving memory, cognitive and compensation strategies and indirect strategies which indicate other three strategies namely metacognitive, cognitive and social affective

strategies. Each strategy in each classification plays a significant role in the learners' language learning process. Cognitive strategies, for example, can help learners solve their new problems by referring to what they already learned. Metacognitive strategies make learners independent in monitoring and evaluation. Socio-affective strategies give the opportunity to learners to cooperate with their classmates or native speakers in order to overcome their language learning issues.

Recently, a large number of studies has been conducted to examine the efficacy of language learning strategies on the enhancement of students' writing. For example, Negari (2011) performed an experimental study to check whether language learning strategies bring any difference in EFL students' writing skill. The results of this study showed a considerable improvement in students' writing performance. Similarly, Graham and Perin (2007) investigated 11 effective ways which were expected to promote students' writing skill. The outcomes of the study revealed that students' writing proficiency was developed through the use of these 11 strategies. In another study, Lane (2008) used the self-regulated strategy to investigate the impact of language learning strategies on students with low writing ability. According to the results, students reached a greater achievement in writing.

As evidenced by the above-mentioned scholars, there is a close relationship between students' use of language learning strategies and their success in learning a language especially writing. One of these strategies is known as reciprocal teaching strategies (RTS) which is a type of learning strategy used to control students' process of learning via the use of the four strategies of predicting, questioning, clarifying and summarizing. However, even native English-speaking students and teachers are still unaware of the advantages of RTS on students' learning style especially on their writing development (Williams, 2010).

Writing

Writing has been perceived by many scholars (Moussaoui, 2012; Tangpermpoon, 2008; Ghorbani, Gangeraj and Alavi, 2013; Ahn, 2014; Seifoori, Mozaheb & Beigi, 2012; Sabouri, Zohrabi & Vafa, 2014) as one of the heaviest skills (Elashri, 2013) for ESL students to become proficient in. Grabe (2009), Tsai and Lin (2014) find an explanation for this reason by stating that ESL/EFL students are in lack of sufficient language learning strategies to progress their learning. Tangpermpoon (2008) continues that to create a written text, students need to be equipped with a large number of vocabularies as well as a variety of simple and complicated grammatical patterns. Ghorbani et al. (2013) provide another justification for students' deficiency in composing when they declare that ESL learners should also pay special attention to other aspects of writing ranging from planning and organising a text to dictation and punctuation if they need to overcome what hinders their progress while writing. Ibrahim (2006) also recalls process of writing as a complicated one not only for native speakers of English but even for L2 speakers of English because of this fact that they should simultaneously focus on different elements including syntax, semantic, readers etc. required to produce a well written text. Ejraee, Baradaran and Sharif (2014) mention that writing properly is one of the essential abilities' ESL/EFL students are required by English instructors from the very beginning years of school until the highest level of education. More importantly, they also need this skill if they are supposed to enter the working market and find a well-paid job for the majority of which knowing English is an advantage.

Also, writing helps students learn cognitive skills achieving which develop students' learning strategies such as analysis, synthesis, inference, etc. (Bacha, 2002, as cited in Rezaei, Jafari & Younas, 2014). Consequently, as Ahn (2014) and Clay (1983) imply, writing skill should be

paid more attention in curriculums and educational contexts since it plays a sensitive role in students learning process.

Teaching composition skill appropriately to ESL students has been consistently a concern for ESL English instructors. So far so many methods such as Critical Thinking, Cooperative Language learning, Inside Out, Language learning strategies, Portfolio Assessment, Process Writing Pedagogy, Brainstorming, Meta-analysis of Writing, Corpus Based method have been proposed for improving students' writing skill. However, there has always been the lack of an interesting method to encourage students especially those who have been challenging with writing all the time to improve their writing skill. This study, therefore, attempts to test RTS of language learning strategies to take a huge step forward developing students' writing skill.

Methodology

Participants

In this study, a total number of 50 ESL students (25=male & 25=female) studying in a higher college in Malaysia were selected. Higher learning colleges in Malaysia offer two types of programs: a one-year program including 2 semesters and a two-year program which includes 4 semesters in total. The students with satisfactory diploma results will be sent to the one-year program and those who are weaker students with lower grades will attend the two-year program which provides them with sufficient time for course completion. The students selected for this study were from the two-year program, aimed at preparing them to sit for Malaysian University English Test known as MUET, a testing system to check the students' English proficiency, before enrolling into academic programs the local or foreign universities. Hence, it plays a significant role in ESL students' language improvement (Rethinasamy & Man Chuah, 2011).

Amongst a variety of subjects offered to the higher learning students, English language is a compulsory subject for the students to pass. Almost all subjects are taught in English in the selected higher learning college. Therefore, reaching a satisfactory level of English, let it be writing, reading, speaking or listening, is a need for the students studying for the MUET examination. However, one of the English language skills in which the students face a big challenge is writing (Nik, Hamzah & Hasbollah, 2010). As a result, this study focuses on the writing skill of these students which is expected to be improved by the intervention of reciprocal teaching strategy as conducted in the present study.

The participants of this study were divided into 2 main groups; a control group and an experimental group. Only the participants in the experimental group received the treatment, though.

Procedure

There were three stages of investigation employed in this study. The first stage was the pre-test stage followed by the intervention stage and finally the post-test stage. During the pre-test stage, the ESL students were required to write an informative essay about a selected topic "*Why is English important to learn*?" The first composition written by the students before the intervention was considered as their first draft. The intervention was then introduced into the teaching and learning process where a teacher (a facilitator) teaches and models the four reciprocal teaching strategies, namely; predicting, questioning, clarifying, and summarizing. Once the students were able to apply and use all the four strategies properly, they were divided into small groups of four or five. Each student in every group was given a specific role. For example, one student played the role of a clarifier to lexically and syntactically identify the

unknown zones in the text; another one took the role of a predictor who predicted what would come next in the text; and another student became a summarizer to discover the gist of the text and finally one student becomes a questioner to generate a series of related questions. Then, the teacher broke the reading passage into different sections and asked students to start practicing the strategies taught to them earlier. The teacher facilitated the application of all the four strategies by the students. While students were interacting with each other, the teacher walked around the classroom to lead and observe the students' discussion. The teacher also asked follow-up probing questions in order to enhance students' interaction. The teacher required the students to identify the topic, supporting points, examples, words and phrases appropriate to the context, and the relationships between sentences and paragraphs. They were expected to understand explicit and implicit information in the text and follow a logical or chronological sequence of events. The intervention continued for 3 to 4 weeks. The intervention is summarized in Figure 1.

Computer Assisted Corpus Analysis (CACA)

The ESL students' written texts were gathered and compiled into a learner corpus consisting of two developed individual corpora which were named Pre-test Written Texts and Post-test Written Texts. This became the raw corpus of the study. After collecting the students' written texts, they were converted to plain texts and saved in two new folders. Then, the researchers set a new code for each written text such as PreWT1 or PostWT1 which refer to the pre-test or the post-test produced by the students No.1. These written texts were again saved as separate files in the computer. The coded files were then POS (part of speech) tagged using CLAWS4 Tagger, an online software which tags the part of speech of the texts in two ways; vertically and horizontally. The tagged files were then loaded to a concordance software called AntConc 3.4.3w, designed by Laurence Anthony in 2002 to assist in corpus analysis, in order to check the frequency of the POS used in the texts. The results of the syntactical analysis of the texts in the pre-test were tabulated and compared with the written texts produced by the students during the post-test. The figure below (Figure 2) shows the examples of the written texts' POS CLAWS tagging and the number of times they occurred in a text.

Move Analysis

For a better understanding of the move analysis, the word "move" should be first defined clearly. A move is a small semantic and syntactic unit in a genre which presents a rhetorical function (Swales, 1984). Mobasher and Mohammad Ali (2015) consider moves as the strategies used by an author to shape the skeleton of a genre. Move analysis, consequently, concentrates on the study and analysis of the so-called units in a written text. In order to see whether there was any difference between the students' use of moves or writing strategies before and after the intervention, a move-based analysis was conducted (Swales, 1984, 1990; Author 2, 2014). A pre-determined list of moves used by the students was developed by the researchers through the use of 10 written texts from the pre-test. The raw corpus was used to conduct the move analysis. The texts in the corpus were move-tagged manually is a small unit in a genre which presents a rhetorical function. These steps were repeated with texts from both the pre-test and the post-test. AntConc version 3.2.1 was also used to check the frequencies of moves. To avoid the word count errors to occur, each move was placed in the angle brackets < >. The manual tagging of the raw corpus led the researcher to identify a set of new moves occurring as the result of the intervention.

Inter-coder Reliability

For the sake of checking the reliability of the analysis done by this study, the inter-coder reliability assessment was selected as the best tool. Two higher learning English teachers who were also PhD students in Applied Linguistics were first trained everything related to the moves. Then they were given 10 out of 50 samples to check and code based on the coding system identified by the researchers of this study. Several discussions were made on the move analysis model proposed by the researchers. The results of the inter-coder reliability indicated that there was an 89 percent of agreement between the coders.

Reciprocal Teaching Strategies (RTS)

Reciprocal Teaching Strategies proposed by Palincsar and Brown (1984) is a mutual method for learning the required strategies to master a language, writing in this study. Brown and Campione (as cited in Ahmadi, 2012) define reciprocal teaching strategies as a bilateral method of teaching and learning a language, which involves the cooperation between the students and the teacher or the students and the students. There are four components embedded in reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing. Each strategy has its own benefit. With the use of predicting strategy, students are able to guess what will happen next in the reading passage (Ghorbani, Gangeraj & Alavi, 2013). As its name suggests, the strategy of clarifying identifies the unknown components of a text such as cumbersome sentences, unfamiliar words, or ambiguous concepts (Doolittle, 2006). In the phase of questioning, the students are required to generate questions based on the central and main ideas of the text (Yang, 2010). Summarizing, as one of the aspects in writing process (Nodoushan, 2012), helps the readers provide a brief summary of the text by focusing only on the gist of the text (Ahmadi, 2012), to put the main ideas in a logical and meaningful order, and to correct the grammatical mistakes they make. The students just keep the most important information and ideas of the text and then write them again by using their own words. To increase the ability of learning in students and make them more independent in language learning, the teacher divides the students into small groups of four or five and then gives each student a specific role. For example, one student takes the role of a Predictor, another one might be given the role of a Questioner, the next student plays the role of an Identifier, and the fourth student becomes a Summarizer. These strategies are first modeled by the teacher. Once the students learn them well, they apply them individually.

A large number of studies have been conducted regarding the effect of reciprocal teaching strategy on EFL students' learning style. In their study, Ghorbani, Gangeraj and Alavi (2013), for instance, confirmed the effectiveness of reciprocal teaching strategies on Iranian EFL students' writing performance. In another study, Ahmadi and Gilakjani (2012) examined the effect of reciprocal teaching strategies on EFL students' reading comprehension enhancement. The results of this study indicated that students could successfully enhance their reading skill through the use of reciprocal teaching strategies. Similarly, another study was conducted by Yang (2010) on the influence of reciprocal teaching strategies on the development of EFL/ESL students' reading comprehension. Based on the findings of this study, reciprocal teaching strategies benefited students to promote their reading ability. However, to the best of the authors' knowledge, only a limited number of teachers have designed a teaching syllabus in which RTS is used in their writing classes to promote their students' level in writing. The present study highlighted and tested the effectiveness of reciprocal teaching strategy (RTS) as mean of developing and improving ESL students' writing skill.

The Benefits of Reciprocal Teaching Strategies

Many researchers, including Oczkus (2010) and Rosenshine & Meister (1994) who have done 16 studies on RTS, believe that RTS is a powerful and effective technique of language learning which can be applied to different levels of education. Both, young and adult students, studying in primary or secondary schools or higher learning can benefit from this method (Palincsar & Brown, 1986). During just a short time, a few weeks, for instance, students become confident in learning a language which leads to students' better achievements. Since RTS is a cooperative way of learning in which the students and the teacher interact with each other to master a language, not only the social interaction (Güvenç, 2010) but also the skills such as listening, and speaking will be embedded in students. Through this method, students will have some interactions and discussions with their group mates or their teacher, while applying the four strategies in Reciprocal Teaching Strategies. One of the obvious facts about RTS is that it is mostly dealt with reading passages. Therefore, reading comprehension which is frequently regarded as a challenging skill for students will be improved as well. One of the strategies which is included in RTS is the strategy of Summarizing. This strategy appears for two main reasons. Based on Pakzadian and Rasekh (2012), summarization can be used by EFL learners for reading development. On the other hand, Khoshsima, Rabani and Nia (2014) believe that this strategy is beneficial for EFL/ESL learners as it positively and affectively influences their writing performance. Therefore, both writing and reading, the two significant literacy skills in English, will be focused on at the same time. However, the teacher has to be skillful enough to draw the learners' attention towards the simultaneous learning of reading and writing. Another advantage of RTS refers to vocabulary learning. According to Ahmadi (2012), RTS can boost the vocabulary skills in students. If students develop their vocabulary knowledge, they become proficient in spelling and writing, in general. The last but not the least benefit of RTS is that it can help future graduates and redesign higher education. This study investigates the effect of Reciprocal Teaching of Strategies (RTS) on ESL students' writing improvement. The sample of this study is selected from the students studying in a matriculation college (Form 6) in Malaysia. After graduation, the above-mentioned students choose either to continue their studies by registering in one of the universities inside or outside of Malaysia or enter the job market. In either case, they are required to have a good writing knowledge. During the college or university time, a college or university student should know how to write at least a simple essay properly. The majority of college or university courses including business, nursing, accounting, teaching and so on need writing. Regarding the relationship between writing and finding a good job, it can be said that most employers require the job candidates to be good at writing. For being a secretary, for instance, you need to know how to write an email or a letter (formal, informal), take notes, send a message via social medias and make appointments. If someone is interested in getting a lawyer position, he or she should have sufficient knowledge about writing a court paper. Those people who want to become a teacher or an engineer should be familiar with the skill of writing a good report. Even as a security guard of a condominium, you should be able to know how to register the visitors which again requires the writing skill. The effective method of RTS including four strategies of predicting, questioning, identifying and summarizing can help students especially ESL students improve their writing skill. The more confident they are in writing, the higher their chances are of getting a good job. The other way RTS can benefit graduates looking for a job is that it is a collaborative method in which students interact and interplay with each other to reach the main purpose of learning. In this way, they learn how to do a team work which is a need for some jobs involving groups.

Results

Quantitative Results

The quantitative analysis of the corpus showed that before the intervention, the students' use of appropriate transitions for causes (because, due to, since, as) and effects (consequently, as a result, therefore) was not salient. Table 1 shows the examples of transitions used to show causes and effects by the students during the pre-test.

Regarding the data in Table 1, the students only used a few cause transitional words named "as, since and because" to present the cause of occurring an event. This table also reveals that "so" was the only transitional word used by most students to show the consequence of an action or a cause.

The frequency of the transitions used to show causes and effects were analysed and tabulated. The analysis showed the use of transitions for causes are higher than the use of transitions showing the effects. Table 2 below shows the frequency of both the transitions as used by the students.

As seen in Table 2, this student has only used a total number of 7 transitions (4 causes & 3 effects) for both causes and effects. However, this number was increased to 10 including new transitional words after the intervention was taught to students. As Palincsar and Brown (1984) believe, the strategies of questioning and clarifying in reciprocal teaching give students this opportunity to get familiar with new words and grammatical patterns in a genre via asking a variety of questions related to the text. After clarification, students are suggested to copy the new vocabulary and structures and use them while summarizing the reading passages. The following table (Table 3) reveals the rate at which the transitional words are repeated before the intervention.

As shown above in Table 3, the number of transitional words used by the student was raised in the post-test. It was because the teacher had provided students with reading passages which were closely related to the topic given to them, and also matched with the type of genre they were required to write i.e. a cause and effect essay.

The other rhetorical change found in the corpus, before and after the intervention, was students' enhancement in producing thesis statements. In the pre-test, most thesis statements, used to begin a new paragraph, did not properly describe/reflect the main idea of the text i.e. the reasons why English language is important. An example is illustrated below:

Sentence: One of the importance of English is it helps students in their studies.
Source: TGDPreWT1

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-----_PUN
one_CRD of_PRF the_AT0 importance_NN1 of_PRF English_NN1 is_VBZ
it_PNP
helps_VVZ students_NN2 in_PRP their_DPS studies_SENT ._PUN
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The failure in producing satisfactory thesis statements, however, was overcome through the use of reciprocal teaching, particularly summarizing, after the intervention. With this method, the teacher divides the text into different sections to be discussed. In this way, not only are not students forced to read a long passage at one time, which sounds boring for most of them, but they are also encouraged to use the strategy of summarizing to get the main idea/gist of each section (Palincsar & Brown, 1984). The horizontally tagged sentence below is borrowed from the same student's essay mentioned earlier:

Sentence: Besides, English is really important if you want to travel overseas.
Source: TGDPreWT1

```
-----_PUN
Besides_AV0 ,_PUN English_NN1 is_VBZ really_AV0 important_AJ0
if_CJSyou_PNP
want_VVB to_TO0 travel_VVI overseas_SENT ._PUN
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As seen above, the student successfully developed his ability to produce more meaningful and well-structured main ideas for each paragraph after being taught the intervention.

Qualitative Results

The use of move analysis benefited the authors to investigate the students' informative texts which have not been paid too much attention in literacy classes (Duke, 2004). The following moves shown in Table 4 were pre-determined in students' corpora during the pre-test:

As seen in Table 4, these moves shaped the primary outline of the students' texts in the pre-test. Similar to Swales' (1984) Move 1, Step 2: Indicating specific topic, in this study, Move 1 is used to give the reader(s) a general picture of what they are going to read about; Move 2 which is consistent with Swales' (1990) Move 2, Step 2, presents the background knowledge of the study for the readers; Move 2a draws the reader's attention to the gist of the paragraph; with Move 2b, which is the reminder of Swales' (1990) Move 2, step 1A, Indicating a gap, the writer informs the reader that there is a lack of knowledge in accordance with the topic under discussion; Move 2c creates the main idea of the essay; Move 2d serves as the supporter of the thesis statement; Move 3, mostly used at the end of a paragraph, reproduces the main idea; Move 4 which is similar to Swales' (1984) Move 3, Step 1A, Outlining purposes, is used to overview the objectives of the students' essay; Move 5 provides some suggestions regarding the topic under discussion. The following table (Table 5) describes the rate at which each move is repeated in the pre-test.

From the data in Table 5, it is apparent that Move 2c (Providing examples to support the main idea of the paragraph) is the most frequently used move before the intervention. It implies that students supported their thesis statements mostly by providing them with examples. Move 2a (Establishing the thesis statement for each paragraph) is located at the second place. Based on Table 7, almost every student began a new paragraph with a new thesis statement. Move 3 (Emphasizing the thesis statement at the end of each paragraph), followed by Move 2b, is taken place for 7 times. At the end of each paragraph, for more emphasis, the students repeated the main idea of the paragraph which appeared at the beginning of each paragraph. Moves 4 (Overviewing the objectives) and 5 (Providing a recommendation), with the same frequency, are ranked as other moves with lower frequencies. In comparison to other moves, Moves 4 and 5 were not used very often by the participants. The rest of the moves i.e. Move 1 (Stating the title) and Move 2 (Stating the importance of the topic) almost appeared equally through the

participants' essays. All participants had selected a title which was "the importance of English" for their essays. Move 2 showed no specific change in frequency. However, as Table 6 evidences, the results of analyzing the frequencies of moves after the intervention were quite different from the ones found in the pre-test.

As illustrated in Table 6, there is a significant increase of moves (strategies) used by the participants in the post-test. Like the results shown in Table 5, Move 2c, for the second time, shows the highest frequency in Table 6. This time, however, the number of occurrences is increased. This result indicated that students could successfully apply the strategies of predicting and clarifying to their essays. The frequency of Move 2b also increased in PostWT2 and PostWT3 showing that the strategies of clarifying or questioning were effectively used. Although Move 3 did not present a big change, it was developed in PostWT1 through the use of predicting and/or clarifying. The other Move that revealed an increase in the number of frequencies was move 4, where the improvement was caused by employing the strategy of summarizing. It helps students to only focus on the most important sentences in a section of the essay or the essay itself. In compared to the results in Table 5, Moves 1 and 2d showed a slight change in the post-test. The number of both these moves increased. Move 2 still remained unchanged in the post-test. Move 4 changed from 6 to 9 in frequency. This change might be caused by two main reasons. First, the strategy of summarizing enabled the participants to provide a general review of the objectives of their essay in the conclusion section which leads them to a better understanding of the text (Oczuks, 2003; Glass & Zygouris, 2005). Second, the method of RTS allowed the participants to sit together and share their ideas with each other. In this way, even if those participants who have not prepared an overview of the objectives for their essay can benefit from the exchange of thoughts while discussing with their group mates. Move 5 did not change significantly in the post-test.

According to what was mentioned above, it is obvious that the changes made by the participants in their post-tests can be the outcome of the effective use of reciprocal teaching strategies.

It can be understood from Table 7 that in addition to the moves in the pre-test, 7 other new moves were found in the post-test. Each move is the identifier of one the reciprocal teaching strategies taught by the teacher to students. "Creating a mind map", for instance, can be the result of using the strategy of summarizing. To teach summarizing, the teacher (the author) normally uses a representative drawing and asks students to list the main idea of each paragraph and then integrate them. Therefore, students might be inspired by their teacher's method of teaching summarization for using the strategy of mind mapping. "Justifying the thesis statement", can be produced through the use of the strategy of predicting. After establishing the thesis statement for each paragraph, the student in charge of controlling other students' prediction (predictor) helps other students to predict what they are going to read in the next lines or how they are going to support or extend the main idea by generating certain questions. The following sentence is taken from a text coded as TGDPostWT2:

<Move 2> English language is a universal language and it is spoken worldwide.
<Move 3> There are about three quarters of people worldwide use English to communicate with their family, lecturers, friends and relatives.

The first sentence, tagged as <Move 2>, is the thesis statement produced by the student after the intervention to start the first paragraph of his essay. Differentiating the moves before and after the intervention indicated that after being taught the reciprocal teaching strategies, the students developed their ability to support a main idea through new ways such as giving a

reason(s). The use of the strategies of predicting or questioning afforded the students this opportunity to improve their writing skill by creating new moves (strategies). In the sentence, coded as <Move 3>, the student has used the infinitive, to communicate, to bring a reason why English is a universal language and why it is spoken worldwide.

The other new move which appeared in the students' post-tests was "Generating a research question". As Palincsar and Brown (1984) stated, the use of the strategy of predicting gives students the opportunity to amalgamate their background knowledge to new information they collect from the text, so that they can generate a research question related to the content of the text.

One of the main features of a cause and effect informational text is to show the causes and effects of an event. After the intervention, reciprocal teaching strategies particularly the strategies of questioning and predicting made students more capable of justifying why something happened and what happened. As seen in Table 7, "Justifying the example" is a new move (strategy) employed by students in their post-tests to support the example they had already created by finding a reason.

According to Table 7, the students also benefited from the reciprocal teaching strategy of summarizing to draw a brief conclusion in their post-test. By summarizing, students learn how to separate the most important information from the less important (Palincsar & Brown, 1984). "Expressing the condition under which the thesis statement might be fulfilled" is the next move found in students' texts after the intervention was implemented. This move was developed by students after they mastered the strategy of clarifying. With the help of their teacher, the students learned that conditional sentences can be used as a formula by them when they intend to make a cause and effect essay. This clarification made students use a conditional sentence as a supporter of the main idea of the passage in particular or the text in general.

The strategy of summarizing also helped students be able to "Develop the objectives" of their writing essay. This new move was mostly used at the end of the concluding paragraph.

Besides investigating the new moves in the post-test which is pictured in Table 8 above, the authors also focused on the number of times each move occurred in students' written texts to check if there was any development in their writing.

The 7 moves in the post-tests were selected to illustrate the frequency distributions of new moves produced by the participants. According to the calculation of new moves in Table 9 above, it can be indicated that <Move 2> is occurred with the highest frequency in compared to other moves. It is distributed for 9 times in Table 9. A concordance plot is provided for <Move 2> as the most frequently used moves amongst others.

Move 4 is followed by Move 2 in Table 9. It shows a total frequency of 8 in Table 9. As it can be seen, <Move 1> and <Move 3> have an equal frequency in Table 9. Both occurred for 7 times in the participants' post-tests. Similarly, <Move 6> and <Move 7> which are equally used by the participants are the least frequently used moves with a frequency of 5. Finally, <Move 5> appeared for 6 times within the participants' post-tests.

The Function of Each Move
Checking the frequency of moves in the participants' post-tests led the authors to interesting results regarding the effectiveness of RTS. In their post-tests, the participants used move 1

(Creating a mind map) to draw their thoughts in the center or margin of their post-test. As Clarke, Truelove, Hulme and Snowling, M. J. (2013) state, mind mapping in Reciprocal Teaching plays a significant role in helping students learn a new vocabulary. They continue that it also teaches them how to create a general picture for their written texts by mind mapping the main ideas before they begin writing. In this way, the students put their ideas in a logical order so that they never lose their path when they write (Palincsar & Brown, 1984). There is a tight relationship between mind mapping and summarizing which is one of the main strategies in Reciprocal Teaching. Before summarizing the passage, the students read, the teacher encourage the students to use the mind mapping technique in the pre-writing stage. Move 2 (Justifying the thesis statement) reflects the right choice of the teacher for reading passages that match with the students' educational level and more importantly the genre of the reading passages. In this study, the authors gave the participants an informative (cause and effect) essay topic to write about. The reading passages provided by the authors in the intervention phase were all informative showing the participants what elements an informative essay includes, and how it should be formed. One of the essential features of a cause and effect essay is to justify the reasons why certain things happen. Reasoning and justifying can be considered as the supporting sentences for the ideas created by the participants. Therefore, this skill can be improved well if the teacher chooses the relevant reading passages and the worksheets. Generating the research question which is the content of Move 3 is inspired by the strategy of questioning. According to Palincsar and Brown (1984), in RT the students learn how to monitor their understanding of what they have read by generating a variety of questions such as fact, reflective and opinion questions for clarification, prediction and interpretation. This strategy enabled the participants of this study to address a research question for their essays. Based on the observation made by the authors of this study, another significant factor that made the participants find a research question for their essays was the teacher's strength to effectively model self-questioning. This skill gave the participants of this study the idea of questioning about the main idea or gist of the reading passage they were reading. Besides learning the strategy of self-questioning, thinking loud was also developed in participants at the same time. Another activity which is practiced by both the students and teacher in RT is how to draw a conclusion (Move 5) from the reading passage they read (Palincsar & Brown, 1984). Making inferences is done for a better reading comprehension which is beneficial for creating a better piece of writing. In this study, the observations of the participants' essays in the post-test revealed that Move 6 i.e. providing the thesis statement with a condition resulted from the strategy of summarizing. The best strategy to use to effectively practice finding and restating the main ideas of a text is summarizing. It helps students say what they have read in their own words. Since the thesis statements in the reading passages were supported by the conditional sentences at times, the participants of this study imitated and applied this strategy to provide the thesis statements with a condition. An example is given in Table 10 below:

As Table 10 witnesses, this participant started his paragraph by choosing a thesis statement related to the topic given to him. Then, he supported the thesis statement with a conditional sentence, type one. As Oczkus (2010) points, if the students have understood the purpose of the model (strategy) taught by the teacher, there is no problem with copying, be it copying the reading materials, other students' utterances or the summary offered by the teacher. It was also noticed that the strategy of summarizing or mind mapping takes an important role in forming Move 7 (Developing the objectives of the study).

Discussion
The evidences and analyses collected by this study are all proofs of the effectiveness of the method of reciprocal teaching in writing development of ESL students who are from a selected

college in Malaysia. Reciprocal teaching is a combination of four strategies namely predicting, questioning, clarifying & summarizing. Learning either of these strategies was beneficiary for the students. For example, the strategy of predicting strengthened their critical thinking having an evident relationship with students' writing improvement (Boyer, 1983) via guessing what they were going to read later in the text; the strategies of questioning and clarifying helped them understand different complicated and unfamiliar sections such as unknown words in the text, and make more developed meaningful sentences; and the strategy of summarizing taught them how to write what they had already read in brief. In other words, summarizing can strengthen both the students' comprehension and writing skills at the same time. As a cooperative method, reciprocal teaching paved the way for the students to become independent readers as well as writers. It also taught them how to get new ideas from other classmates by participating as a member of a team, thus encouraging teamwork.

This study highlighted and provided useful feedback on the problems being faced by ESL students while performing the written communication. Using RTS can help students empower the skill of asking questions about any unknown or complicated issue.

Another significant contribution of this study would be in the form of the introduction of an uncomplicated, effective computer-based tool, namely the computer-assisted corpus analysis or CACA, for short (Author 2, 2012, 2014), to evaluate and improve students' writing performance. Apart from that, using this computer-based method is also beneficial for English teachers who are looking for a quick and easy approach for assessing their students' writing ability.

Since for learning and teaching Reciprocal Teaching Strategies (RTS) students are required to sit together in a circular way, they learn how to cooperate with each other which leads them to the best level of the second language learning. As Vygotski (1978) believes, to facilitate learning a second language, the first thing students should be taught is how to become able to interact with each other in pairs or groups. This way of learning and teaching will enable students to share their ideas in L2 and decrease the fear of talking in a second language alone.

The last but not the least benefit this study presents is that it helps the research studies on critical thinking in relation to second language learning especially writing move towards a higher level. According to the previous research, this area still needs more investigation.

In this study, only students studying in one particular higher learning college in Malaysia have been chosen as participants. Further studies should focus on other students with different levels. The method of RTS can benefit Malaysia's Ministry of Education who has always been concerned with English proficiency of Malaysian students. It can also help English teachers in Malaysia, all students throughout the world, test makers, and other researchers who would like to conduct an in-depth study in the same field.

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List of Tables

Table 1

The Use of Transitions to Show Causes and Effects during the Pre-test

Transitions for causes	Transitions for effects
1. It is a big concerned for people nowadays as they are unaware of the importance of English language. 2. English language is really important since it is widely used all over the world. 3. You will do the interview in English because most of the company needs their workers to be good in English as they need to meet a lot of clients and shareholders from other countries.	1. So, English is really importance to help students in their studies. 2. So, English is importance to get you job and do your job efficiently. 3. So, English language is really important if you want to go abroad.

Table 2

Frequency of Transitions in the Pre-test

Transitions	No of concordances
For causes	4 (as, since, because, as)
For effects	3 (so, so, so)

Source: TGDPreWT1

Table 3

Frequency of Transitions in the Post-test

Transactions	No of occurances
Causes	6 (as, due to, since, because, for)
Effects	5 (as a result, so, consequently)

Source: TGDPostWT1

Table 4

Pre-determined List of Moves for the Pre-test

Move 1: Stating the title;
Move 2: Stating the importance of the topic, in terms of;
Move 2a: Establishing the thesis statement for each paragraph;
Move 2b: Indicating the gap;
Move 2c: Providing examples to support the main idea of the paragraph;
Move 2d: Indicating the objectives of the essay;
Move 3: Emphasising the thesis statement of the paragraph in terms of;
Move 3a: Restating the thesis statement
Move 4: Overviewing the objectives;
Move 5: Providing a recommendation

Table 5

Frequency of Moves in the Pre-test

Move	1	2	2a	2b	2c	2d	3	4	5
PretWT1	1	1	5	1	6	1	1	1	3
PreWT2	1	1	4	0	10	1	3	0	1
PreWT3	1	1	4	0	3	1	3	0	2
PreWT4	1	1	5	0	5	0	1	1	0
PreWT5	1	1	5	1	3	0	0	1	1
PreWT6	0	1	4	1	4	1	0	1	0
PreWT7	1	1	5	0	6	1	0	1	0
PreWT8	1	1	4	1	7	1	4	0	0
PreWT9	1	1	5	1	6	1	5	0	0
PreWT10	1	1	4	1	4	1	5	1	1

Table 6

Frequency Distributions of Moves in the Post-test

Move	1	2	2a	2b	2c	2d	3	4	5
PostWT1	1	1	5	1	8	1	2	1	3
PostWT2	1	1	5	1	10	1	3	1	1
PostWT3	1	1	5	1	4	1	3	1	2
PostWT4	1	1	5	0	5	1	1	1	0
PostWT5	1	1	5	1	3	1	1	1	1
PostWT6	1	1	4	1	5	1	4	1	0
PostWT7	1	1	5	0	5	1	0	1	1
PostWT8	1	1	4	1	7	1	4	0	0
PostWT9	1	1	5	1	6	1	5	1	0
PostWT10	1	1	5	2	5	1	5	1	1

Table 7

List of New Moves for the Post-test

Move 1: Creating a mind map
Move 2: Justifying the thesis statement
Move 3: Generating a research question
Move 4: Justifying the example
Move 5: Drawing a conclusion
Move 6: Providing the thesis statement with a condition
Move 7: Developing the objectives of the study

Table 8

List of New Moves in the Post-test with Examples

Moves
Creating a mind map Example:
Justifying the thesis statement Example: English language is a tool to connect people from all over the world
Generating a research question Example: There must be a reason why people around the world commonly use English language.
Justifying the example Example: It is becuase, sometimes you need to deal with clients and shareholders from other countries.
Drawing a conclusion Example: In conclusion, I hope that student will see the importance of English and realise

| how important the language is for their own future. |
| Providing the thesis statement with a condition
Example: If you want to travel overseas, of course you need to communicate with other people wherever you go especially if you are in tricky situation and you need to ask for help. |
| Developing the objectives of the study at the end of the students' essay
Example: The influential wave of globalisation, information, and communication technology is a good reason for Malaysians to improve their English. |

Table 9

Frequency Distributions of New Moves in the Post-test

Move	1	2	3	4	5	6	7
PostWT1	1	1	1	0	0	1	1
PostWT2	1	1	1	1	1	0	0
PostWT3	1	0	1	2	1	0	1
PostWT4	1	1	1	1	1	3	1
PostWT5	1	1	1	1	1	0	1
PostWT6	1	4	1	1	1	1	1
PostWT7	1	1	1	2	1	0	0

Table 10

Providing the Thesis Statement with a Condition (Move 6)

First and foremost, English will definitely help you a lot when you want to further studies. <Move 6> If you are poor in English, you will blow your chance for better education or worse you are going to have a big problem studying at University.
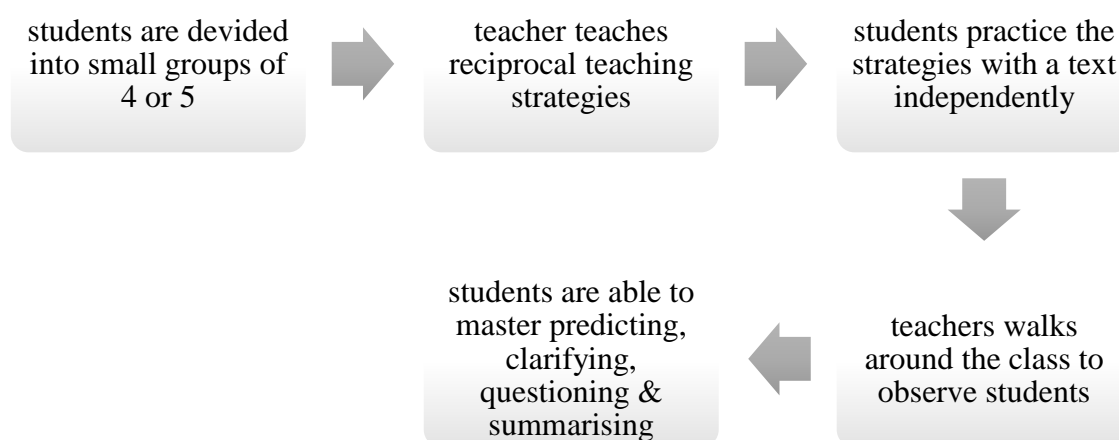
List of Figures

Figure 1. The Intervention – The Use of Reciprocal Teaching Strategies

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                        -----_PUN
   As_CJS we_PNP know_VVB English_AJ0 language_NN1 is_VBZ commently_AV0
        people_NN0 use_VVB in_PRP the_AT0 world_NN1 ._SENT -----_PUN
  English_AJ0 language_NN1 has_VHZ become_VVN the_AT0 international_AJ0
               language_NN1 ._SENT -----_PUN
   About_AV0 90%_NN0 percent_NN0 subject_NN1 was_VBD taught_VVN in_PRP
                        the_AT0
     English_AJ0 language_NN1 at_PRP university_NN1 ._SENT -----_PUN
  So_AV0 ,_PUN as_CJS a_AT0 students_NN2 ,_PUN they_PNP must_VM0 able_AJ0
                        to_TO0
   speak_VVI ,_PUN understand_VVB and_CJC writing_VVG in_PRP English_NN1
                        ._SENT
                        -----_PUN
   The_AT0 importance_NN1 of_PRF English_AJ0 language_NN1 are_VBB to_TO0
                        make_VVI
  sure_AJ0 we_PNP can_VM0 work_VVI with_PRP people_NN0 from_PRP other_AJ0
 country_NN1 ,_PUN then_AV0 to_TO0 study_VVI at_PRP university_NN1 to_PRP
   and_CJC to_TO0 communicate_VVI with_PRP people_NN0 that_CJT does_VDZ
                        not_XX0
        understand_VVI your_DPS language_SENT ._PUN
```

Figure 2. A Horizontal CLAWS Tagged Pre-test

Figure 3. Antconc POS Concordance