# Genre-Based and Process-Based Approaches to Teaching News Articles

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## ABSTRACT

Genre-based and process-based are approaches which claim to improve students' writing proficiency. This study determined the effect of these approaches on news articles written by 80 students in five aspects: content, accuracy, fluency, appropriateness and intelligibility; it evaluated the significant difference between the pretest and post-test of the process-based (control) and the genre-based (experimental) groups; and examined the significant difference in the writing performance of two groups. The study used $t$-test for independent samples and $t$-test for paired samples to analyse the data. Students' output had showed better improvement in five aspects when exposed to genre-based intervention than those exposed to the process-based approach; there is a significant difference between the pre- and post-tests of the control and experimental groups; and there is a significant difference in the writing performance of the students. Both approaches improved students' news articles but those exposed to genre approach performed better than those exposed to process-based approach. Adoption of the genre-based approach in the writing course would help improve students' writing proficiency.

*Keywords:* Genre-based, process-based, news article, teaching, writing

## INTRODUCTION

Writing, according to Hung, is one of the important skills that learners learning English as a second or foreign language must develop (Nueva, 2011). Out of the four macro skills (listening, speaking, reading, and writing), writing is regarded as the most difficult skill to acquire because it calls for a higher level of productive control and considered by many students as a tedious activity.

In the Philippines, English proficiency in the four language domains is declining.

Students obtained a mean score of 6.69 in listening, speaking, reading, and writing in the proficiency test conducted by the International English Language Testing System (IELTS) and this mean is far lower compared with international standards (Geronimo, 2015).

In Central Mindanao University (CMU), many students have difficulty writing effective composition. In order to help the learners develop their writing skills, teachers use different approaches such as product, process, and genre-based.

Product approach focuses on the linguistic features and gives emphasis on evaluating the written output based on the learners' knowledge of language form. Contrary to the product approach, process approach (as its name suggests) emphasises the processes of producing a text such as prewriting, drafting, revising, and editing (Nordin & Mohammad, 2006).

Product and process approaches have been useful in the teaching of academic writing. However, there are limitations as approaches pave the way to the development of another approach – the genre-based, also known as genre-based instruction, which combines the product and process.

Genre-based instruction (GBI) promotes the teaching of specific genres generally encountered by students in the different disciplines and the overt teaching of the language patterns and social conventions of these genres (which are not addressed by the process approach). Awareness of the conventions inherent to these genres, like genres of academic English, is a key

factor in improving learners' writing skills (Osman, 2004).

Product, process, and genre-based approaches have contributed a lot to language pedagogy, in general, and to the development and enhancement of the learners' writing skills in particular. Product approach plays an essential role in enhancing learners' writing skills (Nordin & Mohammad, 2006). Similarly, process approach has a significant influence in the teaching of writing as it values the learners and the stages of text production (Rahman, 2011). Furthermore, genre-based approach substantially improves students' writing because it does not only include the teaching of the content, language and organisation but also social conventions laid for particular genres and the use of language for specific contexts. In this way, the learners are exposed to a real world writing (Chaisiri, 2010).

Findings of various studies, conducted in the different ESL and EFL contexts, reveal the efficacy of the process and genre-based approaches in addressing writing problems of students. However, the researcher has found only a few of such studies in the Philippines (in general) and in Mindanao island (in particular).

Students' writing problems prompted the researcher to evaluate the effect of the approaches on students' writing proficiency in order to find an empirical basis as to which approach works well with CMU students. Thus, this paper explored the performance in the writing of news article of 80 students exposed to genre-based and

process-based approaches in five aspects: content, accuracy, fluency, appropriateness, and intelligibility. It also evaluated the significant difference between the pre- and post-tests of the process-based (control) and the genre-based (experimental) groups and examined the significant difference in the writing performance of the two groups.

## LITERATURE REVIEW

Three popular approaches to teaching writing are the product, process, and genre-based. Product-based approach includes the following characteristics: learners imitating a specific model text, emphasising on organisation of thoughts rather than on the generation of ideas and giving more importance to the written output of an individual learner after a single draft. Process-based approach, as the name suggests, involves processes such as brainstorming or generating ideas, class or group activity, organising thoughts, peer-editing, and rewriting or writing the final draft, incorporating some comments and suggestions from the teacher and other learners (Badger & White, 2000).

Of these aforesaid approaches, genre-based is known to be the most improved one (Osman, 2004). Genre-oriented approach was born in the late 1980s to supplement what the process-oriented approach failed to address. The word "genre" is used in various educational contexts to refer to the recognised convention of particular texts in certain cultures (Hammond & Derewianka, 2001).

The product, process and genre-based approaches have contributed a lot to language pedagogy in general, and to the development and enhancement of the learners' writing skill in particular. For example, Nordin and Mohammad (2006) noted that advocates of product approach like Badger and White (2000) contend that it plays an essential role in enhancing learners' writing skill. Similarly, proponents of the process approach claim that it has a significant influence in the teaching of writing as it values the learners and the stages of the text production (Rahman, 2011).

Furthermore, supporters of genre-based approach assert that it substantially improves students' writing because it does not only include the teaching of the content, language, and organisation but also the social conventions laid for particular genres and the use of language for specific contexts. In this way, learners are exposed to a real world writing (Osman, 2014; Paltridge, 2000). Chaisiri (2010) also revealed the result of his research stating that genre-based approach improves the writing ability of students.

Findings of the different scholars on the efficiency of the process and genre-based approaches to teaching writing may be enriched through more studies in various learning contexts involving research participants across age groups.

## THEORETICAL FRAMEWORK

The study is anchored on the principles promoted by Genre Theory and Noticing

Hypothesis. Genre theory is based on the notion that a certain convention characterises a discourse agreed upon by a particular community. It is anchored on the concept of scaffolding championed by the Russian psychologist Lev Semyonovich Vygotsky and American educational psychologist Jerome Seymour Bruner. In this study, Genre theory is used as the basis in teaching students the conventions of news article such as using present tense in the headline and past tense in the body, following appropriate lead, citing quoted lines and others (Elashri, 2013).

Noticing Hypothesis, Richard Schmidt's SLA perspective, is based on the notion that the explicit teaching of the linguistic features heightens learners' awareness on the aspects taught which will be processed in order to facilitate learning (Schmidt, 2010). Ellis (1997) noted that noticing is a prerequisite to learning.

Noticing Hypothesis provides a basis for lexical awareness-raising exercises at a discourse level and justifies the claim that teaching conventional patterns of the news report such as the content, text structure/organisation, verb tense, voice, and lexical items will improve learners' ability to produce the same genre. Exposure to the move structure of the news articles, would help students in their written output in terms of content, accuracy, fluency, appropriateness and intelligibility.

## MATERIALS AND METHODS

This study, which used the quasi-experimental design, was participated by 80 first-year Bachelor of Science in Education students who majored in English with age range of 16-19. Both genders were represented in the study. They were enrolled in English 12 (Writing in the Discipline) class run by a researcher at Central Mindanao University, Musuan, Maramag, Bukidnon, Philippines. These students were grouped into two according to their original block section: 36 for the control and 44 for the experimental. In addition, the study utilised Levene's test to check the homogeneity of variances. It also used t-test for independent samples and t-test for paired samples for data analysis.

The study used two materials. The teacher made checklist and a rubric that were pilot-tested with a group of students who had similar characteristics with the respondents. The content of these materials was later revised based on student feedback.

Teacher-made matrix (Appendix 1) was used to evaluate news articles focusing on the title, verb tense, voice, information provided in the lead/introductory and succeeding paragraphs, intended audience, purpose, context/situation, language used (informal/formal), and tone. The content of the matrix was based on the linguistic features inherent to news articles as outlined by Itule and Anderson (2006). Writing rubric (Appendix 2) which the researcher adapted from Paltridge (1992 as cited in Brown, 2001) was originally developed by the International English Language Testing System (IELTS). It was used to evaluate the students' news articles based on the linguistic features such as

content (ideas and arguments); accuracy in terms of use of cohesive devices and lexical, grammatical, and relational patterns; fluency; appropriateness; and intelligibility. Scoring ranged from 0 to 5 for each aspect (0 for lowest and 5 for highest point).

Furthermore, this study involved activities for the control group (process-based): pretest, text analysis, presentation of result of text analysis, comparison and contrast of three news articles (local, national, and international) but no awareness raising exercises on the text structure, and post-test. In the pretest, students were asked to write a news article. Then, they were grouped and instructed to analyse local, national, and international news articles using teacher made checklist. They then presented their group outputs and feedback was given. After that, students (as a group) were required to write collaboratively a news article. During the writing process, the students did the prewriting, drafting, revising, and editing. They also received feedback from their teacher and from their fellow students. As soon as students were ready for an individual writing task, a post test was conducted where they improved their pretest outputs which were rated using the writing rubric modified by the researcher.

For the experimental group (genre-based), the learners did the same activities/processes. The only distinct aspect of the genre-oriented instruction was the consciousness-raising exercises. For example, in the text analysis the content (lead: 5Ws and 1H), verb tense (title/

headline and body), voice, verbal deadwood, and other linguistic aspects inherent to news articles were taught explicitly (through lecture-discussion, genre analysis, and workshop with explicit feedback/error correction from teacher and peers). The students were given the teacher-made checklist (Appendix 2) to guide them in the analysis.

## RESULTS AND DISCUSSION

### Research Question 1

What is the performance of the students exposed to Genre-based and Process-based approaches in five aspects: content, accuracy, fluency, appropriateness, and intelligibility?

Table 1 shows content of the news articles of 27 (75%) students exposed to the process-based approach (control group) showed little apparent coherence and 9 (25%) demonstrated a limited range of ideas in the pre-test. This means that readers would have difficulty following students' work because only a few ideas were expressed with no apparent development in content. In the post-test, the works of 32 (89%) students revealed inadequate ideas while only 4 (11%) illustrated a moderate development although supporting details were still limited. This suggests that there is a little development in the content but details remained incoherent.

In addition, the content of the news articles of 16 (36%) students exposed to genre-based approach lacked unity; the work of 28 (64%) students revealed limited

ideas in the pre-test. In the post-test, works of 36 (82%) students contained limited information while 8 (18%) of them showed a coherent arrangement of details but they still lacked supporting ideas.

Result of this study is similar to the findings of Wu, Lee, Jih, and Chuo (2006) indicating that feedback and revisions significantly improved the content of students' written output. It is also consistent with the result of Pan's study (2000, as cited in Lin, 2010) showing the efficacy of GBI

and process-based approaches to teaching writing because they have helped heighten learners' familiarity with the structure and conventions of the particular genre and improved their writing in terms content and organisation.

Both approaches, to a little extent, helped improve the content of students' news articles in terms of purpose and relevance of ideas expressed. However, there was not much difference in the performance of the control and experimental

TABLE 1
Students' Performance in the Pre-test and Post-test for Content (N=80)

| Qualitative Description | Processed-based (N=36) | | Genre-based (N=44) | |
|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test |
| Cannot write in English at all | | | | |
| Evidence of few ideas with no apparent development. Little apparent coherence to the text. | 27 | | 16 | |
| Limited range of ideas expressed. Development may be restricted and often incomplete or unclear. Information is not arranged coherently | 9 | 32 | 28 | 36 |
| Moderate range of ideas expressed. Topic development is present, but may still lack some detail and supporting statements. Information is generally arranged coherently. | | 4 | | 8 |
| Good range and progression of ideas expressed and coherently arranged, although there may still be isolated problems. Ideas and evidence are relevant, but more detail may still be desirable. | | | | |
| Good range and progression of ideas expressed and coherently arranged, although there may still be isolated problems. Ideas and evidence are relevant,  but more detail may still be desirable. | | | | |

groups pertaining to content. This could be attributed to the number of revision attempts. After all, writing is developed through time with sufficient writing exercises. The process of prewriting, writing, and rewriting consequently leads to the improvement of the content (Nordin & Mohammad, 2006).

Table 2 shows the pretest of the 32 (89%) students who were exposed to the process-based approach; the results display students' inadequate knowledge of linguistic, discourse convention, style, use of punctuation, spelling, verb tense, voice, and use of cohesive devices. Similarly, 42 (95%) of the students who were exposed to genre-based approach showed the same inadequate knowledge for accuracy in the pre-test. However, in the post-test, 36 (82%) students had improved their performance in terms of accuracy. They were already

TABLE 2
Student Performance in the Pre-test and Post-test for Accuracy (N=80)

| Qualitative Description | Processed-based (N=36) | | Genre-based (N=44) | |
|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test |
| Cannot write in English at all | | | | |
| Very limited grasp of lexical, grammatical, textual/relational patterns, and style. Little grasp of the use of punctuation, spelling, verb tense, voice, and use of cohesive devices. | 32 | 22 | 42 | |
| Limited grasp of lexical, grammatical, textual/relational patterns, style, use of punctuation, spelling, verb tenses, voice, cohesive devices | 4 | 14 | 2 | 36 |
| Moderate grasp of lexical, grammatical, textual/relational patterns, style, use of punctuation, spelling, verb tenses, voice, cohesive devices enabling the expression of broader range of meanings and relationships between those meanings. Occasional faults in punctuations, spelling, verb tense, and use of cohesive devices | | | | 8 |
| Competent grasp of lexical, grammatical, textual/relational patterns, style, although problems may still occur with the use of punctuation, spelling, verb tenses, voice, cohesive devices. Relationship within and between propositions is generally well-managed. | | | | |

conscious about the writing conventions for news articles.

In the post-test, there were improvements in the spelling, use of punctuation marks and grammar. However, accuracy in terms of use of the simple past form of the verb, avoidance of the use of verbal deadwoods, use of active voice, adherence to the principle of conciseness, observance of inverted pyramid structure (writing the most important details first like what, who, where, when, and why) and others remained a problem.

This result is in agreement with the findings of Djiwandono (2011) who discovered consciousness-raising technique with emphasis on the linguistic/grammatical aspects of the text significantly improved students' skill in writing their ideas following the accurate rhetorical moves or text conventions. Similarly, Nueva (2013) found that genre-based intervention programme had improved students' use of verb tense, voice, and rhetorical moves set for news articles.

The result implies that students who were exposed to genre-based approach performed better than those exposed to process-based approach.

Table 3 reveals that in the pre-test, majority or 31 (86%) of the students exposed to process-based approach and 34 (77%) of those exposed to genre-based approach wrote very short texts which were composed of incoherent ideas and some of them were difficult to follow because the words, phrases, and sentences were not strung together neatly.

In the post-test, only 19 (53%) in the control group while 40 (87%) in the experimental group showed improvement in terms of fluency. There were four (9%) respondents who wrote with moderate level of subtlety and flexibility. The findings show positive development in terms of vocabulary and flexibility.

The results show that although both approaches helped improve students' fluency, the experimental group performed better. Findings are consistent with the study conducted by Nueva (2013) who noted that consciousness-raising activities and scaffolding helped enhance students' confidence in writing news articles which, in turn, also improved their writing fluency.

The results further implied that students showed improvement in writing but they had not reached the desired competence for writing news articles.

Table 4 shows that in the pre-test, majority or 32 (89%) of the students in the control group and 40 (91%) of those in the experimental group utilised language that is not appropriate for news article such as the use of verbal deadwood, contraction, very long sentences, passive voice instead of active, non-observance of inverted pyramid.

In the post-test, only 3 (8%) in the control group while 39 (87%) in the experimental group showed significant improvement in their writing in terms of appropriateness. The results implied that the experimental group performed better as a consequence of the consciousness-raising activities conducted in the classroom.

The findings or results of this study is

consistent with Lin (2010)'s who showed the performance of respondents exposed to genre-based instruction had significantly improved in the post-test in terms of text organisation, use of discourse relational signals, and correct and appropriate use of linguistic aspects.

Three students (8%) in the control group used language that was appropriate to news report in the post-test. In an interview, it was found that these students had some experience in journalism when they were in high school. This suggests that awareness of how a text is formed leads to a well-structured text.

Table 5 reveals that in the pre-test, majority or 20 (56%) of the students in the control group and 40 (91%) of those in the experimental group could express only very simple meanings and the readers would spend some time to digest the intended message.

In the post-test, 32 (89%) in the control group while 44 (100%) in the experimental group showed significant improvement in writing in terms of intelligibility. Result of this study is consistent with the findings of Nueva (20013) who revealed that explicit feedback and revision consequently improved students' written outputs.

TABLE 3
Students' Performance in the Pre-test and Post-test for Fluency (N=80)

| Qualitative Description | Processed-based (N=36) | | Genre-based (N=44) | |
|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test |
| Cannot write in English at all | | | | |
| Isolated words or short stock phrases only. Very short text. | 31 | 17 | 34 | |
| Texts maybe simple, showing little development. Limited structures and vocabulary. Little subtlety and flexibility | 5 | 19 | 10 | 40 |
| Texts show increased development. Writes with a fair range and variety of language.Moderate level of subtlety and flexibility. | | | | 4 |
| Can generally write spontaneously the required genre.  Competent use of a range of grammatical structures and vocabulary. Competent level of subtlety and flexibility. | | | | |
| Writes well the required genre and on matters relevant to specific genres. Good range of grammatical structures and vocabulary, subtlety, and flexibility. | | | | |

TABLE 4
Student Performance in the Pre-test and Post-test for Appropriateness

| Qualitative Description | Processed-based (N=36) | | Genre-based (N=44) | |
|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test |
| Cannot write in English at all | | | | |
| Use of language (including lay-out) is minimally appropriate to text type,. function, and communicative goal. | 32 | 25 | 40 | |
| Use of language is generally appropriate to function, text type, and communicative goal within a limited range of text types. Lay-out is generally appropriate to text type. | 4 | 3 | 4 | 39 |
| Use of language is generally appropriate to function, text type, and communicative goal within a moderate range of text types. Lay-out is generally appropriate to text type | | 8 | | 5 |

TABLE 5
Students' Performance in the Pre-test and Post-test for Intelligibility

| Qualitative Description | Processed-based (N=36) | | Genre-based (N=44) | |
|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test |
| Cannot write in English at all | | | | |
| Can convey only very simple meanings. Concentration and constant verification necessary on the part of the reader | 20 | | 40 | |
| Can convey basic meanings, although with some difficulty | 16 | 32 | 4 | |
| Broadly able to convey meanings, although errors can interfere with communication | | 4 | | 44 |
| Communicates meanings effectively. Only occasional interference due to errors. | | | | |
| Communicates meanings comprehensively and effectively; qualified intelligibility in specific genres. Can generally be understood without any difficulty. | | | | |

The results indicate that both approaches improved students' writing in terms of intelligibility as a consequence of the scaffolding, peer editing, and revising activities in the class. Sufficient input such as feedback from the teacher and other students would likely result in an improved written output (Wei, 2013).

*Research Question 2*

Is there a significant difference between the pre- and post- tests of the process-based and the genre-based groups in the five aspects?

Table 6 shows the pre-test and post-test mean scores of the students exposed to the process-based and genre-based approaches in five aspects: content, accuracy, fluency, appropriateness, and intelligibility which had significant difference with each p-value that is equal or less than 5%.

Students who were exposed to both process-based and genre-based approaches performed better in the post-test. This result is consistent with the findings of Foo (2007) who found that learners who were exposed to process and genre-based approaches

had expressed their ideas in writing more efficiently than those exposed to product approach.

In addition, learners who received genre-based approach had higher mean difference in the pre- and post-tests particularly in accuracy and appropriateness. This result concurs with the previous study of Nueva (2013) where student awareness about the inherent linguistic convention of news report was heightened (manifested in their written output) after the genre-based intervention programme.

*Research Question 3*

Is there a significant difference between the writing performance of the control and experimental groups?

Table 7 shows the writing performance of students with a group mean of 13.28 for those exposed to process-based approach and 15.22 for genre-based approach. This figure implies that students in the experimental group performed better than those in the control group.

TABLE 6
Pre-test and Post-test Scores of the Respondents Exposed to Two Approaches

|  | Process-based (Control) | | | | Genre-based (Experimental) | | | |
|---|---|---|---|---|---|---|---|---|
|  | Pre | Post | *t*-value | *p*-value | Pre | Post | *t*-value | *p*-value |
| Content | 2.25 | 3.11 | 14.28 | .00** | 2.63 | 3.18 | 7.18 | .00** |
| Accuracy | 2.05 | 2.17 | 2.09 | .04* | 2.00 | 2.81 | 13.91 | .00** |
| Fluency | 2.14 | 2.71 | 6.73 | .00** | 2.22 | 3.02 | 8.88 | .00** |
| Appropriateness | 2.05 | 2.25 | 2.91 | .01** | 2.02 | 2.88 | 16.50 | .00** |
| Intelligibility | 2.45 | 3.11 | 8.07 | .00** | 2.63 | 3.20 | 6.42 | .00** |
| Total | 10.97 | 13.28 | 13.78 | .00** | 11.54 | 15.22 | 25.46 | .00** |

\*   significant at 5%  (p≤ .05)
\*\* significant at 1%  (p≤ .01)

TABLE 7
Writing Performance of Students Exposed to Process-based and Genre- based Approaches

| Approaches | | Mean | Standard Deviation |
|---|---|---|---|
| Process-based | (control) | 13.28 | 2.02 |
| Genre-based | (experimental) | 15.22 | 1.05 |

The results are similar to the findings of Chaisiri (2010) who found that genre-based approach improved the writing ability of the students. However, it is contrary to the findings of Hashemnezhad and Hashemnezhad (2012) who discovered that students who were exposed to post-process approach (genre-oriented) did not demonstrate a significant advantage over those who received process-oriented approach. Their study, however, was focused on the EFL context while the present study is within the ESL setting which could be a reason for such discrepancy.

**CONCLUSION**

Based on the data of the study, three conclusions were drawn. First, both process-based (control) and genre-based (experimental) approaches help improve students' writing of news articles in five aspects: content, accuracy, fluency, appropriateness and intelligibility. However, students in the experimental group obtained higher group means which imply better performance than those in the control group especially in terms of accuracy and appropriateness. Second, there is a significant difference between the pre- and post-tests of the control and experimental groups. Third, there is a significant difference in the writing performance of the two groups specifically in terms of accuracy and appropriateness. This implies that in the context of learner-participants, genre-based approach to teaching writing helps enhance the writing skills of students more effectively than the process-based approach. This is a consequence of explicit teaching of the linguistic features inherent to news articles.

This study focused on the teaching of news articles in an ESL context. To validate further its findings, more studies on evaluating the effectiveness of genre-based approach may be conducted in another ESL or EFL setting focusing on other genres and allotting longer period for intervention (activities). The results could be used to justify the adoption of the approach in the teaching of writing.

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## APPENDIX 1

## TEACHER-MADE MATRIX

|  | Local | National | Foreign |
|---|---|---|---|
| Title |  |  |  |
| Verb tense<br> Title |  |  |  |
| Body |  |  |  |
| Voice (active/passive) |  |  |  |
| Information provided in the lead/introductory paragraph | Who:<br>What:<br>When:<br>Where:<br>Why:<br>How: |  |  |
| Details provided | 2nd Paragraph:<br>3rd:<br>4th:<br>5th: |  |  |
| Intended audience |  |  |  |
| Purpose |  |  |  |
| Context/Situation |  |  |  |
| Language (formal/informal) |  |  |  |
| Tone |  |  |  |
| Other observations |  |  |  |

## APPENDIX 2

| | Overall Description | Content (Ideas and argument) | Accuracy (Lexical, grammatical, text structure/ pattern, style) | Fluency (Ability to use language/words/ sentences to express ideas spontaneously) | Appropriateness (Use of language specific to genre/text type) | Intelligibility (Ability to convey ideas in a more understandable way) |
|---|---|---|---|---|---|---|
| 0 | Cannot Write in English at all | | | | | |
| 1 | Intermittent writer. Very difficult to follow | Evidence of few ideas with no apparent development. Little apparent coherence to the text. | Very limited grasp of lexical, grammatical, textual/relational patterns, and style. Little grasp of the use of punctuation, spelling, verb tense, voice, and use of cohesive devices. | Isolated words or short stock phrases only. Very short text. | Use of language (including lay-out) minimally appropriate to text type, function, and communicative goal. | Can convey only very simple meanings. Concentration and constant verification necessary on the part of the reader. |
| 2 | Limited writer. Rather difficult to follow. | Limited range of ideas expressed. Development may be restricted and often incomplete or unclear. Information is not arranged coherently | Limited grasp of lexical, grammatical, textual/relational patterns, style, use of punctuation, spelling, verb tense, voice, and use of cohesive devices. | Texts maybe simple, showing little development. Limited structures and vocabulary. Little subtlety and flexibility. | Use of language generally appropriate to function, text type, and communicative goal within a limited range of text types. Lay-out generally appropriate to text type. | Can convey basic meanings, although with some difficulty. |
| 3 | Moderate writer. Fairly easy to read and understand | Moderate range of ideas expressed. Topic development is present, but may still lack some detail and supporting statements. Information is generally arranged coherently. | Moderate grasp of lexical, grammatical, textual/relational patterns, style, use of punctuation, spelling, verb tense, voice, and use of cohesive devices enabling the expression of broader range of meanings and relationships between those meanings. Occasional faults in in punctuation, spelling, verb tense, voice, and use of cohesive d5evices. | Texts show increased development. Writes with a fair range and variety of language. Moderate level of subtlety and flexibility. | Use of language generally appropriate to function, text type, and communicative goal within a moderate range of text types. Lay-out appropriate to text type. Textual organization and lay-out generally appropriate to text type. | Broadly able to convey meanings, although errors can interfere with communication. |

**APPENDIX 2 (*continue*)**

| 4 | Competent writer. Easy to read from start to finish. Text-generally well-organized. | Good range and progression of ideas expressed and coherently arranged, although there may still be isolated problems. Ideas and evidence are relevant, but more detail may still be desirable. | Competent grasp of lexical, grammatical, textual/relational patterns, and style, although problems may still occur with the use of punctuation, spelling, verb tense, voice, and use of cohesive devices. Relationship within and between propositions generally well-managed. | Can generally write spontaneously on general topics. Competent use of a range of grammatical structures and vocabulary. Competent level of subtlety and flexibility. | Use of language generally appropriate to function, text type, and communicative goal within a moderate range of text types. Lay-out appropriate to text type. Textual organization and lay-out generally appropriate to text type. | Communicates meanings effectively. Only occasional interference due to errors. |
|---|---|---|---|---|---|---|
| 5 | Good writer. Can write well within general and own purpose areas. Able to produce organized, coherent, and cohesive discourse. | Good writer. Can write well within general and specific genres. Able to write organized, coherent, and cohesive discourse. | Confident and generally accurate use of lexical, grammatical, textual/relational patterns, and style, punctuation, spelling, verb tense, voice, and use of cohesive devices. Relationship within and between propositions generally well-managed. | Writes well on general topics and on matters relevant to specific genres. Good range of grammatical structures and vocabulary, subtlety, and flexibility. | Use of language generally appropriate to function, text type, and communicative goal within a moderate range of text types. Lay-out appropriate to text type. Textual organization and lay-out generally appropriate to text type. | Communicates meanings comprehensively and effectively; qualified intelligibility in specific genres. Can generally be understood without any difficulty. |

Adapted from Paltridge (1992)