Implementing Group Dynamic Assessment with Thai EFL Undergraduate Students: A Closer Look at Their Academic Writing Ability

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Article information	Abstract
	The present study aimed to explore how the group dynamic assessment (G-DA) can improve students' writing ability by taking a closer look at five aspects of writing ability: organization, content, vocabulary, language use, and mechanics. In this study, G-DA was integrated with genre-based writing instruction. Fifteen sophomores at one public university who studied English for research participated in the study. Pre-, post-, and transcendence tests were employed to identify the extent to which the students' writing ability in G-DA has improved. In G-DA process, students received several mediations, including narrowing down errors, nominating a potential type of error, and providing clues to help students revise the text. The students wrote three different types of essays: process, cause-effect, and problem-solution. The one-way ANOVA repeated measures showed a significant increase across the pre-, post-, and transcendence test scores. The results also indicated that the implementation of G-DA had a positive impact on the development of five aspects of writing ability, including organization, content, vocabulary, language use, and mechanics.

INTRODUCTION

Writing is challenging due to the difficulties of selecting suitable topics, choosing appropriate words, structuring sentences effectively, and organizing paragraphs to convey coherent ideas (Richard & Renandya, 2002; Xiaoxiao & Yan, 2010). For Thai EFL students, the challenges include difficulties with tasks, feedback from teachers, time constraints, and a lack of knowledge regarding sentence structures and lexical features (Boonyarattanasoontorn, 2017; Pawapatcharaudom, 2007; Rodsawang, 2017). Based on the IELTS Academic average scores of Thai test takers in 2023-2024, the average writing score of Thai test takers was 5.8, which was the lowest score among the three skills, including listening (6.4), reading (6.2), and speaking (5.9) (International English Language Testing System, 2025). Therefore, effective writing instruction is needed for writing ability development.

The genre-based writing instruction emphasizes the use of appropriate language for different types of written texts within a coherent context, defined by particular written communication conventions (Silva & Matsuda, 2010; Swales, 1990; Thornbury, 2006). The genre-based teaching and learning cycle includes the stages of contextualizing, modeling, negotiating, constructing, and connecting, which support the cognitive processes required for students to complete writing assignments. (Feez, 1998; Hyland, 2003, 2014). The genre-based writing approach appears to be the appropriate writing instruction for addressing students' writing difficulties. In addition, writing instruction in a foreign language is important, and assessment also plays a crucial role in evaluating writing ability and predicting academic achievement (Weigle, 2002). Thus, writing instruction and writing assessment should be integrated systematically and simultaneously.

Group dynamic assessment (G-DA) is an alternative assessment approach that combines instruction and assessment. G-DA allows teachers to assess and enhance the abilities of both individual students and entire groups of students in a classroom setting by working within the zone of proximal development (ZPD) of each student and the group (Poehner, 2009). Teachers are able to investigate the current abilities of students and enhance the abilities within their ZPD through the usage of mediations such as hints, guiding inquiries, and explanations. The implementation of G-DA of writing ability was supported by several studies by, for example, Afshari et al. (2020), Ashtarian et al. (2018), Mallahi and Saadat (2020) and Shabani (2018). The results from the mentioned studies demonstrated an improvement in students' writing ability. In brief, G-DA can be applied in classroom settings.

In light of the limitations of studies that integrate G-DA with genre-based writing instruction, this study aimed to develop a practical and realistic model combining G-DA with genre-based writing instruction. The rationale for integrating G-DA with genre-based instruction was its potential to help students develop the ability to organize the structure, develop the content, select appropriate vocabulary, use correct grammar, and use correct mechanics of writing in accordance with the genre and context and the potential to allow teachers to assess and enhance the abilities of both individual students and entire groups of students in a classroom. A review of the literature on genre-based writing instruction and G-DA suggests that integrating these two approaches could help students develop their writing abilities. Research on the integration of G-DA with genre-based writing instruction and the use of mediation types in writing classes at the tertiary level in Thailand remains unexplored. Therefore, this study integrates G-DA with genre-based writing instruction, aiming to achieve two research objectives:

1. To explore the effect of the integration of G-DA with genre-based writing instruction on Thai EFL students' writing ability, and
2. To investigate the types of mediation used by Thai EFL students.

LITERATURE REVIEW

1. Writing ability

Writing ability has been defined differently according to three pedagogical approaches to writing instruction. For a product-oriented writing approach, writing ability is the ability to construct the surface structures of writing at the sentence level, or discourse level, with an emphasis on coherence and the process ability of text by readers (Hyland, 2002). For a process-oriented writing approach, writing ability refers to the ability to produce, arrange, and interpret ideas into written texts (Richards & Renandya, 2002). For a genre-based approach, writing ability is defined as the ability to produce a piece of writing that is suitable for the goals, settings, and audience in addition to the appropriate vocabulary, grammar, and sentence structures (Tribble, 1996). Writing for undergraduate students includes writing essays, reports, academic papers, and theses. These genres of writing have been demonstrated to be challenging for university students who write English as a second language in previous studies (e.g., Evans & Morrison, 2018; Hyland, 2016; Singh, 2017). For Thai EFL undergraduate students, several studies suggested the challenges that Thai EFL undergraduate students face in English writing, including the development of ideas, the lack of knowledge in sentence structures and lexical features, task difficulty, teachers' feedback, and time constraints (e.g., Boonyarattanasoontorn, 2017; Pawapatcharaudom, 2007; Rodsawang, 2017; Seensangworn & Chaya, 2017).

2. Genre-based writing instruction

The genre-based writing approach focuses on the language used in various types of written texts for specific communication purposes and situations (Silva & Matsuda, 2010; Swales, 1990). The genre-based pedagogy considers language acquisition as a process of learning language, learning through language, and learning about language (Rothery, 1989). During the process of learning a language, students acquire knowledge of lexical and grammatical features. In a process of learning through language, students acquire and formulate new knowledge and content. In the process of learning about language, students learn how to employ language to compose texts. The three processes are acquired through the interpretation, production, and engagement with various genres.

This study adopted the genre pedagogy cycle as articulated by Martin and Rose (2005). This genre pedagogy cycle comprises four stages: setting context and building field, deconstruction, joint construction, and independent construction. The setting context and building field stage involves building students' knowledge of the content information in the model texts by activating their prior and relevant knowledge to help them understand the content and context of particular texts. The deconstruction stage involves introducing the model texts to students, and teachers guide them to deconstruct the model texts, including their purposes, structures, and linguistic characteristics. The deconstruction stage aims to enable students to examine and identify purposes, structural patterns, and linguistic characteristics of the model texts. The joint construction stage involves students collaboratively composing the written texts under the teacher's supervision. The independent construction stage is when students compose their own texts individually.

3. Group Dynamic Assessment (G-DA)

G-DA is developed from the dynamic assessment based on Vygotsky's sociocultural theory. The key concept of Vygotsky's sociocultural theory is that humans do not relate to the world directly. Rather, their relationship to the world is mediated by cultural artifacts (Poehner, 2014). According to Vygotsky (1981, as cited in Lantolf & Thorne, 2006), the development of an individual should not be examined only by the individual's development but also by the social context in which the individual is situated. DA is based on sociocultural theory, specifically on Vygotsky's notion of the ZPD (Lantolf & Thorne, 2006). DA focuses on examining an individual's ZPD and providing the support in order to develop his or her ZPD (Shrestha, 2020). However, DA was limited to one-on-one teacher-student interactions (Ableeva, 2010; Anton, 2009). Therefore, G-DA has been proposed to maximize the interactions in the classroom contexts.

G-DA is a combination of instructional and assessment procedures that simultaneously assess and enhance the abilities of both individual and groups of students in relation to the ZPD (Poehner, 2009). DA is the foundational principle of G-DA; however, the emphasis has now been shifted from an individual to a group of students. According to Poehner (2009), the G-DA comprises two formats: a concurrent format and a cumulative format, and the procedure of these two formats can be summarized as follows:

The procedure of the concurrent format emphasizes fostering individual development by working within the group's ZPD. Teachers have a dialogue with the entire group and provide implicit-to-explicit mediation, including questions, hints, and explanations that are adjusted according to the group's ZPD. The mediation or interaction shifts from one student to another student one by one. The mediation from the first student sets the course for the mediation of others. This stage establishes and sets the ZPD level for the group, which teachers must work on. The student who interacts directly with teachers is considered a primary interactant, while other students who witness and listen to the exchange are regarded as secondary interactants.

The cumulative format is designed to facilitate the growth of the entire group by working within the individuals' ZPD. Teachers provide implicit-to-explicit mediation in accordance with the individual's ZPD. The course of mediation is provided to one student until they arrive at the correct response. The interaction shifts to other students one by one. The cumulative G-DA procedure benefits the rest of the students in class because students observe and listen to the interaction. The key concept of this cumulative format is that teachers concentrate on developing the entire group of students in the class while working within the individual's ZPD. The cumulative approach has the advantage of making it easier for teachers to track individual and group development. In conclusion, the concurrent format aims to support the growth of each person by working within the group's ZPD, whereas the cumulative format promotes the development of the entire group by working within the individuals' ZPDs (Poehner, 2009).

However, the criticism of G-DA is that it is time-consuming. Previous research by Afshari et al. (2020) noted that the time-consuming nature is a drawback of G-DA because the activity in G-DA depends on students' writing, not the syllabus. Additionally, teachers are expected to

dedicate time to preparing lessons that balance both teaching and assessment. Furthermore, G-DA faces the practical challenge of implementation in the classroom, as managing group activities and arranging teacher-student interactions are two areas where G-DA's implementation in the classroom remains unclear (Saniei et al., 2015).

4. Mediation

Mediation is defined as a method that humans use to govern the material world, others, or their own social and mental activity through the use of "culturally built artifacts, concepts, and actions" (Lantolf & Thorne, 2006, p. 79). Mediation is a purposeful and reciprocal interaction between teachers (and/or written texts) and students to resolve problems and provide developmental support while considering students' ZPDs (Shrestha, 2020). Mediation enables teachers to identify students' areas of difficulty, monitor students' emerging abilities, and assess students' development (Poehner, 2005). As presented in Table 1, Aljaafreh and Lantolf (1994) determined the regulatory scale of mediation between the teacher and students during the dialogic interaction, ranging from implicit to explicit support. Implicit mediation occurs when the teacher asks a question or offers a hint, whereas explicit mediation occurs when the teacher corrects mistakes and gives specific examples.

Table 1
Regulatory scale of implicit to explicit help (Aljaafreh & Lantolf, 1994)

Regulatory Scale
0. Tutor asks the learner to read, find the errors, and correct them independently, prior to the tutorial session.
1. Construction of a "collaborative frame" prompted by the presence of the tutor as a potential dialogic partner.
2. Prompted or focused reading of the sentence that contains the error by the learner or the tutor.
3. Tutor indicates that something may be wrong in a segment (e.g., sentence, clause, line) -- "Is there anything wrong in this sentence?"
4. Tutor rejects the unsuccessful attempts at recognizing the errors.
5. Tutor narrows down the location of the error (e.g., tutor repeats or points to the specific segment which contains the error).
6. Tutor indicates the nature of the error, but does not identify the error (e.g., "There is something wrong with the tense marking here.").
7. Tutor identifies the error (e.g., "You can't use an auxiliary here.").
8. Tutor rejects learner's unsuccessful attempts at correcting the error.
9. Tutor provides clues to help the learner arrive at the correct form (e.g., "It is not really past but something that is still going on.").
10. Tutor provides the correct form.
11. Tutor provides some explanation for use of the correct form.
12. Tutor provides examples of the correct pattern when other forms of help fail to produce an appropriate responsive action from the learner.

Related studies on DA and G-DA of writing ability identified the types of mediations employed in G-DA of writing ability. A previous study on G-DA of the writing ability of Iranian students by Shabani (2018) revealed six types of mediations, including identifying the source of error, narrowing down the location of error, raising students' awareness, nominating potential sources of error, proposing a probable correct response, and offering a correct response and explanation.

Research on DA of academic writing by Shrestha (2020) identified sixteen types of mediation, including clarifying the task, accepting a response, showing affect, asking learner to identify the problem, locating part of the text needing improvement, asking to clarify meaning, identifying the problem in the text, asking to consider a possible solution, checking conceptual understanding, providing metalinguistic clues, providing content clues, rejecting the response with explanation(s), explaining the problem, exemplifying or illustrating, providing a choice of possible solution(s), and providing the correct solution.

In sum, we have seen previous studies that revealed an inventory of mediations used in English writing classes. Research on an inventory of mediations used in English writing classes that integrate G-DA with genre-based writing instruction in tertiary-level education in Thailand remains unexplored.

5. Studies on Group Dynamic Assessment (G-DA) of writing ability

Research related to G-DA of L2 writing skills by Davin (2011) examined the effects of teacher mediation and peer mediation on fourth-grade and fifth-grade students. The research was conducted to investigate and examine the relationship between teacher mediation in a whole-class context and peer mediation in a small-group context. Four writing tests, consisting of a pre-test, post-test, near-transfer task, and far-transfer task, were used to examine the extent to which students can improve their grammatical knowledge and writing abilities. The results revealed that the principle of DA can be applied in a large group, and G-DA can support the improvement of the formation and use of Spanish interrogative structures in writing assessments of individuals while also benefiting all students. Furthermore, the difference in mediation between teacher and peer was identified.

A previous study by Ashtarian et al. (2018) investigated the application of G-DA in improving the writing accuracy of EFL learners and its potential benefits for secondary interactants. This study employed a multiple-case study design, and data were collected from ten students in a class of twenty-five students during eight sessions of the DA program. The results showed that G-DA effectively helped students overcome their linguistic problems. This study also provides insight into how secondary interactants benefit from the interactions between mediators and primary interactants.

Research related to G-DA of L2 learners' writing abilities, as presented by Shabani (2018), revealed that G-DA can diagnose the sources of writing difficulties and develop writing abilities. The researcher also highlighted that the interaction procedure in G-DA served to move the entire class forward within its ZPD and co-construct the individuals' ZPDs within the classroom context.

A previous study by Tabatabaee et al. (2018) investigated the impact of interventionist DA, cumulative G-DA, and static assessments on the grammatical accuracy of narrative writing among 75 EFL learners. The participants were grouped into three groups, including interventionist DA, cumulative G-DA, and static assessments. The results indicated that cumulative G-DA had a more significant impact on the development of the EFL learners' accuracy in writing narrative paragraphs.

The study by Afshari et al. (2020) investigated the effects of G-DA on the writing development of students at three proficiency levels. The study focuses on student development, patterns of mediation, and the perceptions of students and teachers about G-DA. The results indicated that G-DA was most effective for low-ability students as compared to mid- and high-ability students. The results showed that mediation was effective in G-DA, helping students write better and improve their self-regulation, as evidenced by the decrease in the number of mediations required over the course of the time period. Moreover, most students and teachers had positive attitudes towards G-DA for its support of EFL writing development.

A previous study by Mallahi and Saadat (2020) implemented a cumulative format of G-DA and an interactionist approach to DA in the writing course. This study compared more-skilled and less-skilled students' writing abilities. The results suggested that the mediation provided was highly effective in enhancing the writing proficiency of both groups of writers, regardless of their level of talent. Students have been able to both benefit from the mediation they received and resolve their issues in writing. Furthermore, the dominant patterns of tutor-mediated and learner reciprocity movements in a recorded DA intervention session were identified to determine their potential impact on the students' writing development.

So far, we have seen that the previous studies (Afshari et al., 2020; Ashtarian et al., 2018; Mallahi & Saadat, 2020; Shabani, 2018; Tabatabaee et al., 2018) have explored the effects of G-DA on writing ability, and the findings demonstrated the appropriateness of implementing this method in EFL writing class. Studies on G-DA of writing ability have been conducted primarily in other countries, and it is necessary to further investigate this concept in the local context of Thailand. Although a relevant body of studies exists on G-DA of writing ability, a review of the literature reveals that no previous studies have specifically examined the integration of G-DA with genre-based writing instruction among Thai EFL university students.

6. Research conceptual framework

Figure 1 presents a conceptual research framework for this study, which illustrates how G-DA integrates with genre-based writing to enhance writing ability. The figure illustrates the genre pedagogy cycle proposed by Martin and Rose (2005), which was adapted to integrate with G-DA framework developed by Poehner (2009). G-DA was incorporated into genre-based writing instruction in Stage 3 joint construction and Stage 4 independent construction. Therefore, the integration of G-DA with genre-based writing instruction consisted of four phases: Phase 1, writing instruction; Phase 2, G-DA Session 1; Phase 3, individual writing task; and Phase 4, G-DA Session 2.
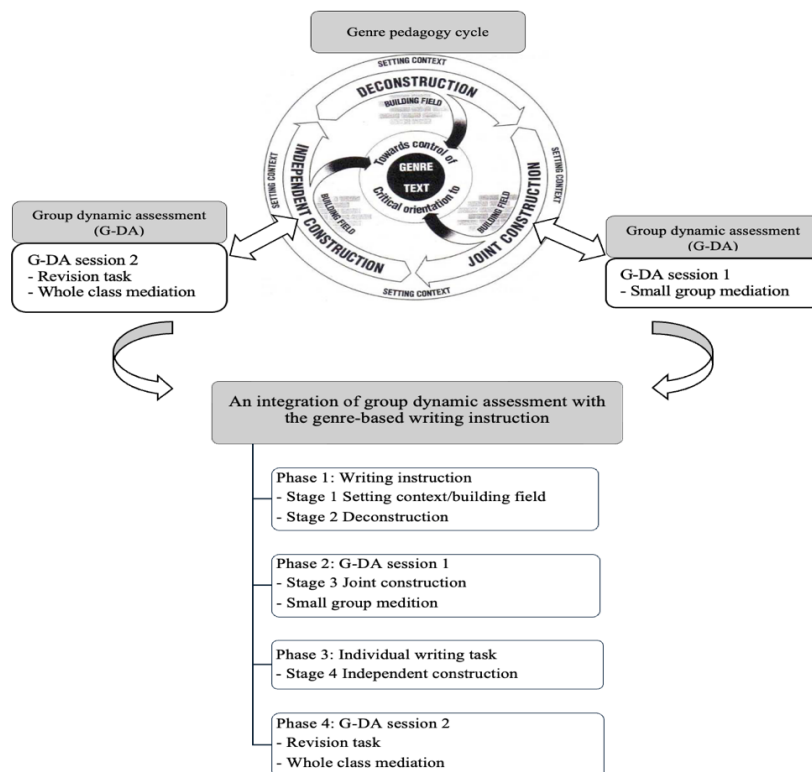
Figure 1 Research conceptual framework

RESEARCH METHODOLOGY

1. Context of the study

The present study was conducted at a public university in Kanchanaburi Province, Thailand, in which the researcher is an English instructor. At this university, students in the Faculty of Science were required to undertake an undergraduate research project in their fourth year. To ensure that students acquire English academic writing skills, two courses were provided in their second year: English for Project Writing and Presentation and English for Research. However, students still encountered difficulties in structuring their writing, developing content, selecting appropriate word choices, employing correct sentence structures, and using accurate writing mechanics. Therefore, the integration of G-DA with genre-based writing instruction was conducted in the course entitled "English for Research", which focuses on the writing process in academic essays, specifically process essays, cause-and-effect essays, and problem-solution essays. The course duration was 15 weeks, and the class met 3 hours per week.

2. Research design

This study was a pretest-posttest-transcendence test design. The pretest-posttest-transcendence test design was employed because it allowed for the evaluation of students' development

before and after the intervention. Also, the pretest-posttest-transcendence test design could provide the results of the extent to which students could apply their acquired knowledge to more challenging tests or transcendence tests. A nondynamic pre-test was administered following the implementation of G-DA in the genre-based writing instruction, and the non-dynamic post-test and transcendence test were administered. The researcher, a teacher, conducted the integration of G-DA with genre-based writing instruction in a 3-hour writing class over a 15-week period. Additionally, the researcher was the person who coded the types of mediation used in the writing class. The researcher analyzed the qualitative data numerous times to confirm the analysis and interpretations.

3. Participants

An intact group of 15 second-year students who studied in the conservation biology program at the Faculty of Science was assigned to the researcher. They were both female and male, and their ages ranged from 19 to 21. The participants had finished three required English courses: English Level 1, English Level 2, and English for Project Writing and Presentation. According to the Common European Framework of Reference for Languages (Council of Europe, 2001), the participants' English language skill level ranged between A2 and B1 levels. They were all consented with the approval from Chulalongkorn University Ethical Review Board for Research with Human Subjects (No.303/65).

4. Instructional and research instruments

4.1 Instruction materials

Lesson plans

The lesson plans were developed in accordance with the integration of G-DA with genre-based writing instruction. The course was divided into three units for teaching and learning three types of writing: process essays, cause-and-effect essays, and problem-solution essays. Each unit consisted of 4 sessions, totaling 12 hours. The class met 3 hours per week, as per the university's class schedule. The instructional procedure for integrating G-DA with genre-based writing instruction in the lesson plan was designed to last 12 hours, covering the teaching and learning of each genre of writing. The lesson plans were validated by the experts in the field of language instruction and assessment using the Item-Objective Congruence (IOC) Index. The result in the IOC was 0.73. The experts recommended that the researcher revise the time allocation and specify the procedures of G-DA in the lesson plan. The researcher extended the time allocation of both the joint construction activity and the individual writing activity. Table 2 presents the instructional procedure of the integration of G-DA with genre-based writing instruction in the lesson plans.

Table 2

Instructional procedure of the integration of G-DA with genre-based writing instruction in the lesson plans

	Phases	Activities	Time Allocation
1	Writing Instruction	Stage 1: Setting context/Building field A warm-up activity to activate students' prior and relevant knowledge for writing the essay.	30 minutes
		Stage 2: Deconstruction - Reading the model essay and analyzing its organization. - Grammar and vocabulary exercises	2 hours 30 minutes
2	G-DA Session 1	Stage 3: Joint construction - Outlining the essay - Students write the draft in groups.	90 minutes
		Small group mediation - Revising tasks - Teacher conducts G-DA by providing mediations (implicit to explicit) for the draft.	90 minutes
3	Individual Writing Task	Stage 4: Independent construction - Students write the essays individually.	3 hours
4	G-DA Session 2	Revision task - Students identify and correct the errors	1 hour
		Whole class mediation - The teacher conducts G-DA by giving the mediation starting from the most implicit towards the most explicit mediation, including a wide range of leading questions, hints, and explanations until the intended correct forms are elicited. - The teacher wraps up the structural pattern and language features of this type of essay.	2 hours

Writing tasks

There were six writing tasks, each corresponding to three types of essays: a process essay, a cause-and-effect essay, and a problem-and-solution essay. For each type of essay, two writing tasks were assigned to students. One writing task involved a joint construction activity, and another was an individual writing task. The writing tasks were constructed by Hyland (2019) and Weigle's (2002) important factors for writing tasks. The writing tasks were validated by the experts in the field of language instruction and assessment using the IOC Index, yielding a result of 0.73. The revisions involved the instructions, word limit, and time allocation. The word limit was increased from 200 to 250 words, and the time allocation was adjusted from 60 to 90 minutes. The instructions for the writing assignments were revised to enhance their clarity.

4.2 Research instruments

Pre-test and post-test

The pre-test and post-test were designed to examine the effectiveness of G-DA in enhancing writing ability by assessing writing ability before and after the implementation of G-DA with

genre-based writing instruction. The pre-test (non-dynamic test) was administered to assess students' independent writing ability before G-DA. The post-test (non-dynamic test) was administered to evaluate the extent of writing development after the implementation of G-DA. The pre-test and post-test were essay writing tests. The pre-test was administered on week 1, and the post-test was administered on week 14. The pre-test and post-test were validated by experts in the field of language instruction and assessment, yielding an IOC Index of 0.75. Two experts recommended adjusting the time allocations and the test instructions. The time allocations were changed from 120 minutes to 90 minutes, and the test instructions were revised for clarity. The pre-test and post-test are presented in Appendices A and B.

Transcendence test

Transcendence, or transfer, refers to the ability of students to apply the knowledge they have acquired through their learning to a new context or another assessment (Shrestha, 2017). The objective of the transcendence test was to evaluate the extent to which students could apply their acquired knowledge to the new or other assessment contexts. In this study, the transcendence test was designed based on the fundamental concept of the transcendence test, as outlined by Moore (2017) and Shrestha (2017). The task difficulty level is increased to allow teachers to determine the extent to which students' abilities have developed. The transcendence test in this study was an essay writing test designed to be more challenging than the post-writing test. The transcendence test is presented in Appendix C. The transcendence test was administered at week 15, following the post-test administered at week 14. The transcendence test was validated by the experts in the field of language instruction and assessment, and the result of the IOC Index was 0.78. The experts recommended minor modifications to the test instructions and the allocation of time. The test instructions were revised to prevent ambiguity, and the time allocation was reduced from 120 minutes to 90 minutes.

Writing scoring scale

This study employed a writing scoring scale adapted from Farhady et al. (1994) and Jacob et al. (1981). The scoring rubric was utilized to assess the students' essays in the pre-test, post-test, and transcendence test. The writing score scale was analytic. The writing scoring scale consisted of five criteria, including organization, content, vocabulary, language use, and mechanics. The score for each criterion was 20 points, so the total score was 100 points. To rate the students' essays, the two external raters, who have experience in teaching and assessing writing for more than five years, rated all of the essays written by students in the pre-test, post-test, and transcendence test. The scoring scale is presented in Appendix D.

An inventory of mediations and mediation record chart

An inventory of mediations provided to students in G-DA sessions was adapted from mediations presented in Shabani's (2018) and Shrestha's (2020) findings, as shown in Table 3. The inventory of mediations was organized from the implicit to the explicit scale based on the regulatory scale proposed by Aljaafreh and Lantolf (1994). The rationale for adaptation was based on the principle of implicit-explicit mediation in the regulatory scale and on the mediations identified

for use with students in the pilot study. Additionally, the mediation record charts were used to document the types of mediation that students received from the teacher during G-DA sessions. While offering mediations to students, the teacher was also a person who recorded the types of mediation on the mediation record chart that students received from weeks 2-13. In addition, the teacher cross-checked by listening to the audio clip that was recorded in class after finishing each class. Furthermore, this study also opened to the new emerging mediations that could be used to assist students during G-DA sessions. The experts validated the mediation record chart, and the result of the IOC was 0.84. The experts recommended minor revisions, such as adding more columns to document the newly identified mediation types and an additional comment section.

Table 3
An inventory of mediations of this study adapted from Shabani (2018) and Shrestha (2020)

Level of Explicitness	Mediations
1	Asking a learner to identify the problem on the text.
2	Narrowing down the part of the text that needs an improvement.
3	Nominating the potential problems in a segment.
4	Indicate the real source of the problem.
5	Asking students to provide probable correct response.
6	Providing the clues to help students arrive at the correct response.
7	Providing correct response and explanation.

Audio recording

The audio recording was used to help the teacher record the mediations that the teacher provided to students during the interaction between the teacher and students in G-DA sessions. Before recording the audio clip, the researcher obtained permission from all students. The audio clips that recorded teacher-student interactions were transcribed. Then, the transcriptions were analyzed for the types of mediation.

5. Research procedure

Phase 1: Development and validation of research instruments

First, the researcher studied theories and research related to genre-based writing instruction and G-DA, and then designed an integration of these approaches for the present study.

The instruction materials and research instruments were constructed and validated by the experts in the field of language instruction and assessment using the IOC Index. The results in the IOC were calculated to examine the average level of agreement among the experts, and the researcher revised the instructional materials and research instruments according to the experts' suggestions.

The pilot study was conducted to examine and confirm the effectiveness of the instructional materials and the research instruments. The pilot study took three weeks in an English course entitled "English for Project Writing and Presentation". The participants in the pilot study were

similar to the participants in the main study in terms of age, educational background, and English language proficiency. After the pilot study, some instructional materials and research instruments were revised. The lesson plan was adjusted in terms of time allocation. The researcher extended the time allocation of both the group writing activity and the individual writing activity. Also, the instructions in the writing tasks and writing tests were revised for clarity.

Phase 2: Procedure of data collection

Quantitative and qualitative data were collected in this study. The quantitative data were collected from the scores in the pre-, post-, and transcendence tests to examine the effects of G-DA on students' writing ability. The qualitative data were collected from the mediation record chart and transcriptions that were transcribed from the audio recordings. The data collection lasted for fifteen weeks, or one semester. Table 4 outlines the data collection procedure used in this study.

Table 4
Procedure of data collection

Week	Procedure
1	- Orientation
	- Pre-test
	- G-DA procedure training
2-13	- Conducting the integration of G-DA with genre-based writing instruction
	- Recording audio clip
14	- Post-test
15	- Transcendence test

***Group dynamic (G-DA) training and its integration with genre-based writing instruction***

G-DA training was conducted in the first week of the semester. The students were provided with an explanation of their roles in G-DA procedure. The researcher conducted a mock-up G-DA procedure with students. During the mock-up G-DA procedure, the researcher provided mediations to the students. They practiced responding to the mediations received from the teacher. The first phase of integrating G-DA with genre-based writing instruction began in the second week of the semester, following G-DA training.

As shown in Figure 2, the integration of G-DA with genre-based writing instruction involves four phases: writing instruction, G-DA session 1, individual writing task, and G-DA session 2. The first phase was writing instruction, which consisted of stage 1, setting context/building field, and stage 2, deconstruction. The activities in the stage 1 setting context/build field included activities that activated prior and relevant knowledge to prepare students to read the model texts. The activities in stage 2 deconstruction involved activities that guided students to identify purposes, structures, and linguistic features of the model texts, including exercises on grammar and vocabulary.

The second phase was G-DA session 1, which involved a joint construction writing activity and small-group mediation. In a joint construction writing activity, the teacher assigned students to small groups based on their performance on a pre-test. During the joint construction task, students were enabled to work collaboratively, generate ideas, listen to different viewpoints from group members, exchange ideas, discuss, and negotiate with friends to plan, write, and revise their drafts more effectively. During small-group mediation, the teacher can identify the problems in students' writing and provide implicit-to-explicit mediation according to the individual's ZPD and the small group's ZPD. The small group mediation enabled students to identify mistakes and revise the drafts of their group work, allowing them to co-construct their knowledge within a group.

The third phase was independent writing, which involved students writing essays individually and submitting them to the teacher. The teacher reviewed and categorized the errors into five aspects: organization, content, vocabulary, language use, and mechanics. The teacher then designed revision tasks using the students' errors on their essays.

The fourth phase was G-DA session 2, which involved revision tasks and whole-class mediation. For the revision tasks, students worked individually to identify the errors in essays. During the whole-class mediation, the teacher asked each student in class to identify and revise the errors in the essays, and the teacher provided implicit-to-explicit mediation to students.
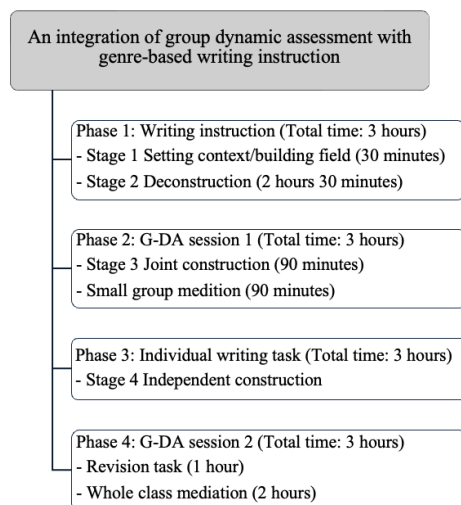
Figure 2 An integration of G-DA with genre-based writing instruction

6. Data analysis

Quantitative and qualitative data analysis was employed. To analyze the quantitative data, a one-way ANOVA repeated measures was used to compare the scores in the pre-test, post-test, and transcendence tests. The quantitative data were obtained from pre-, post-, and transcendence test scores. The inter-rater reliability between two raters was computed using Pearson correlation. The Shapiro-Wilk test was employed to evaluate the normality of the distribution

of students' test scores. The Shapiro-Wilk test examines whether a variable is normally distributed in a given population. If the *p*-value is more significant than a chosen significance level (e.g., 0.05), it can be concluded that the data at that level is likely normally distributed. The Shapiro-Wilk test statistic for this test was not significant ($p > .05$), suggesting that the score distribution was normal. For the qualitative data analysis method, content analysis was employed to examine the types of mediation offered to students in class.

FINDING AND DISCUSSIONS

1. The effects of Group Dynamic Assessment (G-DA) on writing ability

The first research objective aimed to examine the effects of G-DA on students' writing ability.

The effects of Group Dynamic Assessment (G-DA) on the overall writing ability

The one-way repeated measures ANOVA was conducted to determine the effect of G-DA on students' writing ability in the pre-, post-, and transcendence tests. As presented in Table 5, the effect of G-DA was significant, $F(2,13) = 83.54$, $p < .05$, partial eta-squared = 0.93. On average, the pre-test ($M = 49.93$, $SD = 1.99$) values were lower than the post-test ($M = 69.47$, $SD = 2.31$) and lower than the transcendence test ($M = 72.13$, $SD = 2.76$). Post hoc comparisons were conducted using the Bonferroni correction. The difference between pre-test and post-test, -19.53 95% CI [-23.50, -15.56], was statistically significant ($p < .05$). The difference between the post-test and transcendence test, -2.67, 95% CI [-5.23, -0.10], was statistically significant ($p < .05$). The difference between the pre-test and transcendence test, -22.20 95% CI [-27.50, -16.90], was statistically significant ($p < .05$).

Table 5

Results of one-way repeated measures ANOVA of pre-test, post-test, and transcendence test scores

Tests	Mean	SD	95% Confidence Interval		$F(2,13)$	η²
			Lower	Upper		
Pre-test	49.93	1.99	45.67	54.20	83.54*	0.93
Post-test	69.47	2.31	64.52	74.41		
Transcendence test	72.13	2.76	66.21	78.05		

*$p < .05$

The results of a one-way ANOVA with repeated measures revealed a significant improvement in scores from the pre-test to both the post-test and the transcendence test. The results indicated that integrating G-DA with genre-based writing instruction improved students' writing ability. The results aligned with the findings of G-DA research conducted by Afshari et al. (2020); Ashtarian et al. (2018); Mallahi and Saadat (2020); and Shabani (2018), which indicated positive effects on students' writing ability following the implementation of G-DA in writing courses.

The findings on students' development in their writing ability can be explained by the activities in G-DA session 1 and G-DA session 2. G-DA session 1 involved joint construction activities and

small group mediation. The joint construction activities provided students with the opportunity to work on writing tasks collaboratively in groups. According to Aljaafreh and Lantolf (1994), students' participation in a social activity enabled them to appreciate a "collaborative frame". The small-group mediation allowed the teacher to identify issues in students' writing. The teacher offered mediation tailored to each individual's ZPD, as well as that of the small group. Poehner (2009) noted that G-DA improves L2 classrooms because teachers are more aware of their students' emerging skills, resulting in better learning conditions. G-DA session 2 involved revision tasks and whole-class mediation. While completing the revision tasks, students identified the errors in their writing. During the whole-class mediation, the teacher was able to work in both individuals' and groups' ZPDs through the use of mediations, which helped students improve their writing abilities. According to Davin (2013) and Poehner (2009), establishing an individual's ZPD within a social context enables even passive individuals to gain knowledge from the mediation. The efficacy of G-DA on students' writing ability was also influenced by students' participation in the dialogue during the whole-class mediation activity. Swain (2000) defined collaborative dialogue as a process in which speakers collaborate to solve problems and develop knowledge.

In addition, the findings also showed that students' writing ability in a transcendence test was significantly improved, which is consistent with previous studies by Farrokh and Rahmanim (2017), Shabani (2018), and Shrestha (2017) on the development of writing ability. This present study revealed that G-DA can also enhance students writing ability in the more challenging task. The results of this study confirmed Poehner's (2009) findings that G-DA enhances second language instruction by tailoring mediation to align with students' emerging skills and creating more effective learning environments. Furthermore, the significant improvement in students' writing ability on the transcendence test could also be attributed to the revision task in G-DA session 2. During the revision task activity, students had the opportunity to work independently to identify, notice, and correct errors in their essays. The revision tasks allow students to work on their own and use their efforts to revise the written texts so students could apply these skills in the transcendence test.

The effects of Group Dynamic Assessment (G-DA) on five aspects of writing

As presented in Table 6, the results of a one-way ANOVA with repeated measurements showed that all five aspects of students' writing ability —organization, content, vocabulary, language use, and mechanics —improved significantly. The findings suggest that integrating G-DA and genre-based writing instruction can enhance students' writing abilities. The effectiveness of G-DA in improving the five areas of writing ability can be attributed to the revision task. The revision task allowed students to review and revise the language structure and the mechanics of the writing (e.g., punctuation), resulting in what Schmidt (2001) termed "noticing". According to Schmidt (2001), attention is a necessary and sufficient condition for long-term storage to occur. In addition, the findings suggested that vocabulary was the least improved aspect of the five aspects of writing ability. The findings of this study partially correspond with a previous study by Klungthong and Wasanasomsithi (2024), which indicated that integrating DA and vocabulary learning techniques (VLS) could improve students' comprehension of word meanings but not their understanding of grammatical functions. Moreover, Schmitt and Cater (2000)

noted that vocabulary learning is a gradual process; therefore, learners should be exposed to a new word repeatedly. The findings of the present study suggest extending the time in G-DA sessions to focus on vocabulary and conducting supplementary vocabulary exercises, thereby promoting students' vocabulary knowledge.

Table 6
Results of one-way repeated measures ANOVA of five aspects of writing in pre-test, post-test, and transcendence test

Aspects of Writing	Pre-test		Post-test		Transcendence test		$F(2,13)$	η^2
	M	*SD*	*M*	*SD*	*M*	*SD*		
Organization	11.07	0.60	14.73	0.52	15.60	0.62	50.32*	0.89
Content	11.00	0.57	14.40	0.50	13.33	0.65	29.70*	0.82
Vocabulary	10.20	0.41	13.27	0.52	12.80	0.55	19.72*	0.75
Language use	9.27	0.45	13.27	0.48	14.73	0.49	36.58*	0.85
Mechanics	8.40	0.65	13.80	0.57	15.67	0.62	56.06*	0.90

*$p < .05$

2. Results of the types of mediation

The second research objective was to investigate the mediations that the teacher used to assist students with their writing. The result of content analysis revealed an inventory of mediations that emerged from the interaction between the teacher and students in G-DA sessions, as presented in Table 7.

The results showed 12 types of mediation, namely (1) asking students to identify the problems in the text, (2) accepting students' responses, (3) asking students to clarify their responses, (4) rejecting students' responses, (5) narrowing down the errors, (6) locating the errors, (7) nominating a potential type of error, (8) specifying the errors, (9) identifying the errors, (10) providing clues to help students revise the text, (11) translation, and (12) providing a correct response and explanation. It was found that these mediations could assist students in both primary and secondary interactions.

The findings of this study were partially aligned with previous research on G-DA in writing (Aljaafreh & Lantolf, 1994; Ashtarian et al., 2018; Poehner, 2005; Saniei et al., 2015; Shabani, 2018; and Tabatabaee et al., 2018) because this study identified four new subcategory types of mediation, including (2a) giving compliments, (2b) providing another choice of revision, (4b) asking students to recheck their revision, and (4d) cheering up. It was found that the four new subcategory types of mediation can create a lively environment and encourage students to participate in mediation sessions of G-DA.

Table 7

Types of mediation with examples

Mediation	Examples
1. Asking students to identify the problems in the text	*Now, let's take a look.* *Is there anyone who can answer what is missing? Can you figure out what is missing?* (Excerpt from mediation dialogue 2, Problem-Solution Essay Session)
2. Accepting students' responses	*Correct.* (Excerpt from mediation dialogue 9, Process Essay Session)
(2a) Giving compliments	*Excellent.* (Excerpt from mediation dialogue 18, Cause/Effect Essay Session)
(2b) Accepting with choice of revision	*That's correct.* *And you can add 'People' or 'We'.* (Excerpt from mediation dialogue 7, Cause/Effect Essay Session)
3. Asking students to clarify their responses	*Where is the position in which a subject is missing?* (Excerpt from mediation dialogue 12, Problem-Solution Essay Session)
4. Rejecting students' responses	
(4a) Repeating response with a questioning tone	*It will rain, so I'll take an umbrella.* (Excerpt from mediation dialogue 42, Cause/Effect Essay Session)
(4b) Asking students to recheck their revision	*Is it just this part that is incorrect?* *Is there anything else that we should revise?* (Excerpt from mediation dialogue 22, Cause/Effect Essay Session)
(4c) Rejecting response	*The first part is correct.* *Is there any other part that is incorrect?* (Excerpt from mediation dialogue 42, Process Essay Session)
(4d) Cheering up students	*Som, that is alright. Don't worry,* *Many of your classmates don't know how to spell 'planting' correctly.* (Excerpt from mediation dialogue 3, Problem-Solution Essay Session)
5. Narrowing down the errors	*Is there anything wrong in the first part?* (Excerpt from mediation dialogue 25, Problem/Solution Essay Session)
6. Locating the errors	*Here. 'And regular check the driving.'* (Excerpt from mediation dialogue 22, Problem/Solution Essay Session)
7. Nominating a potential type of error	*Is it (the introduction paragraph) composed of a hook?* *Let's look at the components.* *There should be a hook, background, and thesis statement, is that right?* (Excerpt from mediation dialogue 1, Problem/Solution Essay Session)
8. Specifying the errors	*This sentence is a cause/effect sentence.* (Excerpt from mediation dialogue 25, Cause/Effect Essay Session)
9. Identifying the errors	*'Because of the Social Media' is a cause.* *'people talk less and get worse health.' is an effect.* *What should be in the middle of these two clauses?* (Excerpt from mediation dialogue 25, Cause/Effect Essay Session)

Mediation	Examples
10. Providing clues to help students revise the text	*There should be 'is, am, or are' with 'able'.* *So, what can you add here?* (Excerpt from mediation dialogue 25, Cause/Effect Essay Session)
11. Translation	*The writer wanted to explain that* *(Translation)* มันควรจะมีมาตรการตรวจสอบระดับควันที่ปล่อย ออกมาจากยานพาหนะ (Excerpt from mediation dialogue 24, Problem-Solution Essay Session)
12. Providing a correct response and explanation	*The meaning is still incomplete.* *We should use 'There should be'.* (Excerpt from mediation dialogue 18, Problem-Solution Essay Session)

Implicit mediations

The results showed that types of mediation in the implicit scale, which were categorized based on a regulatory scale (from implicit to explicit mediation) by Aljaafreh and Lantolf (1994), included (1) asking students to identify the problems in the text, (2) accepting students' responses, (3) asking students to clarify their responses, and (4) rejecting students' responses. The findings suggested that these implicit mediations provided the teacher with an opportunity to help students reach their full potential, allowing them to correct mistakes in their writing independently. Moreover, these types of mediation provided an opportunity for the mediator to bring out students' full potential to identify and correct the error parts in their essays. The findings agreed with Aljaafreh and Lantolf (1994) that if students require implicit mediations, it indicates that they can be more independent or self-regulate. According to Shrestha (2020), students reach the stage of self-regulation when they can complete the tasks with little or no help from teachers.

The mediations between the implicit and explicit scale

The findings revealed that the types of mediation between the implicit and explicit scale included (5) narrowing down the errors, (6) locating the errors, (7) nominating a potential type of error, (8) specifying the errors, and (9) identifying the errors. The study found that these types of mediations help students identify text problems, correct errors, and improve writing ability by highlighting errors in paragraphs, sentences, and words, allowing students to focus on specific areas and co-create knowledge. According to Shabani (2018), the mediation served as a consciousness-raising exercise that highlighted previously difficult-to-identify writing elements, facilitating the recognition of writing elements such as word order, punctuation, and tense-marking, which were within the learners' ZPD but were not accessible without assistance. The findings of this study also confirmed Farrokh and Rahmani's (2017) findings that the strategies of mediation involved (1) managing the interactions, (2) helping the learners to reconsider their L2 production, (3) helping the learners to notice the clues, (4) helping the learners to use the artifacts, and (5) enhancing writing abilities.

Explicit mediations

The findings indicated that the explicit mediations consisted of providing clues to help students revise the text, translation, and providing a correct response and explanation. It was found that these explicit mediations were used to assist students fully or when students were unable to identify and correct mistakes in their essays on their own. The usage of these explicit mediations demonstrates that students still require help from the instructor, which Shrestha (2020) refers to as 'the other regulation' or the stage at which students require or are controlled by the teacher, who works within the students' ZPDs. The teacher must still provide direction, explanations, and examples for students' essays. Nassaji and Swain (2000) noted that explicit feedback is more effective than implicit feedback because the latter requires a significant amount of mental effort from students, making it difficult for them to identify errors accurately. However, students' dependency on teachers' explicit mediation could be the drawback of explicit mediation. Therefore, teachers should consider when to provide or reduce offering the explicit mediations.

CONCLUSION

The study aimed to examine the effects of G-DA on students' writing abilities and to investigate the types of mediation used to assist and promote students' writing abilities. The findings indicated that G-DA had positive effects on students' writing ability, and G-DA could help students to maintain their improved writing ability in the transcendence test or a more challenging test. Students can also improve their writing skills in five key areas: organization, content, vocabulary, language use, and mechanics. The findings also revealed the usage of 12 types of mediation: asking students to identify the problems in the text, accepting students' responses, asking students to clarify their responses, rejecting students' responses, narrowing down the errors, locating the errors, nominating a potential type of error, specifying the errors, identifying the errors, providing clues to help students revise the text, translation, and providing a correct response and explanation.

THEORETICAL AND PEDAGOGICAL RECOMMENDATION

This present study provided theoretical and pedagogical recommendations that could be beneficial for future research in the areas of G-DA and genre-based writing instruction. Theoretical implications of this study's findings provide empirical evidence that students' writing ability can be significantly enhanced through the integration of G-DA with genre-based writing instruction, as demonstrated in the transcendence test or a more challenging test.

As for the pedagogical implication, this study provided a realistic model and a practical procedure for the integration of G-DA with genre-based writing instruction, which involves four phases: writing instruction, G-DA session 1, individual writing task, and G-DA session 2. It is recommended that EFL writing teachers who wish to incorporate G-DA in writing classes should have a theoretical understanding of G-DA principles and procedures. Before implementing

G-DA in writing classes, teachers should conduct G-DA training and a mock-up G-DA procedure to allow students to practice the G-DA procedure, including practice in providing and receiving mediations. In addition, teachers should use the appropriate mediations, as the efficacy of G-DA is influenced by the suitability of these mediations. Lastly, teachers should ensure students' engagement in G-DA procedure. Teachers should ensure that both primary and secondary interactants engage in the dialogue because students' participation in G-DA procedure can enable them to address and correct errors effectively.

RECOMMENDATIONS FOR FUTURE RESEARCH AND LIMITATIONS OF THIS STUDY

The recommendations for future research can be provided in four areas. First, the study suggests that G-DA may not be suitable for all aspects of writing ability or linguistic elements, with the results showing that vocabulary was the least improved aspect. Future research should explore these issues and find suitable solutions. Second, future research should explore the potential of G-DA in enhancing EFL writing ability across different age groups or proficiency levels, as the current study focused on second-year university students aged 19-21, suggesting the need for future research with other age groups. Third, G-DA is one of the alternative assessments for incorporating with the writing instruction for EFL university students. The extent to which students can sustain the enhancement in their writing ability remains unknown as we advocate for lifelong learning. Consequently, future research is required through the conduct of a longitudinal study. Lastly, an intriguing area of research that warrants further investigation in the future is the application of G-DA to assess and develop students' writing abilities in other genres, such as creative writing and business correspondence.

Furthermore, this study is small-scale research involving undergraduate students in Thailand. The results of this study may be limited to educational institutions located in similar environments. It is possible that the implications of this study may not apply to different student groups or other teaching and assessment contexts. Another issue is that the effectiveness of G-DA procedure was dependent on teachers' competence. For teachers who would like to incorporate G-DA in the writing instruction, it is recommended to practice G-DA procedure before implementing it in class. By providing a detailed explanation of G-DA procedure, it is expected that this study offers an insightful understanding of G-DA to teachers who wish to apply it in various circumstances.

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Appendix A

Pre-test of writing ability

Name:_____Student ID_____

Time: 90 minutes
Word limit: 250 words

Direction:
There are many ways for students to learn English successfully. Some students listen to music in English, but others make friends with foreigners to practice their English.

Write a 5-paragraph essay of at least 250 words on the topic of **"What are the best techniques to be successful in learning the English language?"**

You will have **90 minutes** to complete the essay.

Appendix B

Post-test of writing ability

Name:_____**Student ID**_____

Time: 90 minutes
Word limit: 250 words

Direction:
Nowadays, teenagers use social media such as Instagram, Twitter, TikTok, etc. There are some negative impacts of social media on teenagers, such as eye fatigue, poor sleep, etc.

Write a 5-paragraph essay of at least 250 words on the topic **"What are the best ways for teenagers to use social media?".**

You will have **90 minutes** to complete the essay.

Appendix C

Transcendence test

Name:_____**Student ID**_____
Time: 90 minutes
Word limit: 250 words

Direction:
There are advantages and disadvantages of using smartphones in daily life. Some students use smartphones to search for information, but others think using smartphones distracts them from studying.

Write a 5-paragraph essay of at least 250 words to discuss the advantages and disadvantages of smartphones and explain how university students can use smartphones to assist their learning.

You will have **90 minutes** to complete the essay.

Appendix D

Scoring rubric
(Adapted from Farhady et al., 1994; Jacob et al., 1981)

Component	Point	Criteria
Organization	20-16	**Excellent to very good** Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used, arrangement of material shows plan; supporting evidence given for generalization; conclusion logical and complete.
	15-11	**Good to average** Adequate title, introduction, and conclusion; body is acceptable, but some evidence may be lacking. Some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.
	10-06	**Fair to poor** Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	05-01	**Very poor** Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-16	**Excellent to very good** Essay addresses the assigned topic: the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thoughts.
	15-11	**Good to average** Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
	10-06	**Fair to poor** Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	05-01	**Very poor** Essay does not reflect careful thinking; inadequate effort in area of content, or no apparent effort to consider the topic carefully.
Vocabulary	20-16	**Excellent to very good**: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	15-11	**Good to average**: adequate range, occasional errors of words/idiom form, choice, usage, but meaning not obscured
	10-06	**Fair to poor**: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	05-01	**Very poor**: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language use	20-16	**Excellent to very good**: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

Component	Point	Criteria
	15-11	**Good to average**: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	10-06	**Fair to poor**: major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	05-01	**Very poor**: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	20-16	**Excellent to very good**: demonstrates mastery of conventions, few errors in spelling, punctuation, capitalization, and paragraphing
	15-11	**Good to average**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	10-06	**Fair to poor**: frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused and obscured
	05-01	**Very poor**: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, or not enough to evaluate