

The Effect of Twitter on Developing Writing Skill in English as a Foreign Language

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Abstract

This study aimed at investigating the effect of twitter on EFL writing and whether twitter has an effect on: ideas and content, organization, voice and style. This study followed a pretest-posttest experimental-control group design. Two intact classes were chosen to be the sample of the study from level four: one class to be an experimental group and the other class to be the control group. Instrument of the study was an EFL writing test. Students in both the experimental and control groups were pre-tested on their writing skills using the EFL writing test. Students in the experimental group were taught using Twitter and students in the control group were taught using the traditional method of teaching writing. Finally, students in both groups were post-tested using the EFL writing test. The study showed that the experimental group outperformed the control group on post-testing of writing. This difference can be attributed to using Twitter in teaching writing.

Keywords: EFL-Twitter- writing skill

Introduction

Writing is a complex skill. Grabe & Kaplan (1996:24-25) states that "Students in English as a foreign language context will need English writing skills ranging from a simple paragraph and summary skills to the ability to write essays and professional articles". As students enter the workforce, they will be asked to convey ideas and information in a clear manner. If students' writing skill is developed, it will allow the students to graduate with a skill that will benefit for life (Alber-Margan, Hessler & Konrad, 2007). In fact good English as a foreign language writing, as Lee (2003) states "is a key concern for teachers, researchers, textbook writers and program designers in the domain of foreign language teaching."

It has been found that writing is one of the most difficult language skills to master (Kurk & Atay, 2007; Latif, 2007). Alsamadani (2010, P.55) indicates that writing is a challenging and difficult process as it includes multiple skills such as identification of the thesis statement, writing supporting details, reviewing and editing. In the same way, Abu-Rass (2001) added that writing is a difficult skill for native and nonnative speakers alike as students should make balance between multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics.

To overcome the difficulties of writing, Twitter will be used by the researcher as a supplementary tool in teaching writing. "Twitter is the most popular micro blogging application, with almost one million users, called twitterers, who can send and receive messages via the web, SMS, instant message clients, and by third party applications" (Grosbeck & Holotescue, 2008, p.1). Twitter posts known as tweets, are limited to 140 characters including spaces and punctuation, which concentrates the language accuracy and communicative precision (Grosbeck & Holotescue, 2008).

Exciting new technologies mushroom every year and enter our classrooms. It is important to follow these trends- especially if they are popular with young people – and to reflect how they can potentially be applied to our teaching methods and contribute to computer-mediated communication for language learning and teaching. Twitter is a social network services (SNS), which is currently one of the most popular forms of microblogging. Microblogging is a form of blogging, but it differs from traditional blogging in that its content is typically much smaller, in both actual size and aggregate file size. Compared to regular blogging, microblogging makes communication even faster, lowers users' requirement of time and reduces the effort in investing thought for generating content (Java et al., 2007). The researcher used twitter as one of the most update technologies to develop EFL writing skill and overcome the difficulties of writing. Twitter and microblogging are used interchangeably in this study.

Twitter can be viewed as an appropriate writing, editing and revising tool for young students (Kurtz, 2009). After employing Twitter into his writing classes for first and second grade students of elementary school, he concludes that the character limit feature provides a powerful way to teach word choice, ideas and punctuation. Antenos- Conforti (2009) also reports that Twitter enhances university students' writing accuracy in terms of grammar and vocabulary. Setting up a Twitter is simple and requires just an email address, username, and a password.

Definition of Twitter (Microblogging):

Twitter (microblogging) refers to the act of posting a short text message to share one's thoughts or opinions or to update others on one's present circumstances (Java, Finn, Song & Tseng, 2007; Holotescue & Grosbeck, 2009). Some tweet sites also allow users to share other media, such as

images, and to track the updates of a twitterer who interests them (Java, Finn, Song& Tseng, 2007).

Mac Arthur&Karchmer-Klein (2010) defines Twitter (microblogging) "also known as social messaging, is a way of communicating short immediate statements to others" (P.60). Twitter is the most popular micoblogging service with more than two hundred million users, who send around 100 million tweets perday (Hatem, 2012).

The benefits of Twitter:

Twitter has so many benefits for education and language learning:

Dunlap&Lowenthal (2009) stated that Twitter is helpful for students in pursuing immediate feedback for classmates and the instructor as they worked on completing assignments. List& Bryant (2009) found that Twitter was helpful as an aid for peer tutoring and social interaction that revolved around academic issues.

Twitter is used for asynchronous interaction among users and followers (Dunlap&Lowenthal, 2009; Grosseck&Holotescu, 2008). It also offers a platform for quick communication which could play as a motivation for language learning (Borau, Ullrich, Feng, Shen, 2009). Twitter provides one enhanced social presence, which is an important element of second language acquisition (SLA) theory through social interaction, discussion and collaborative learning (Borau et al., 2009; Dunlap&Lowenthal, 2009).

Twitter and EFL writing:

Twitter allows instructors to track each student's writing progress and ideas. Posting comments offers students a chance to practice using the language for situational communication while also giving teachers a chance to observe the actual performance of students' comprehension in their target language (Borau et al., 2009). When Twitter is being utilized for class discussion, it facilitates students' skills of summarization by consolidating their thoughts with concise and precise syntactic structure and vocabulary in their tweets (Bart, 2010).

Twitter can facilitate collaborative writing in class and stimulate ideas among multiple users. Students are able to construct sentences in the form of tweets. The concise and precise writing style in Twitter reinforces the focus of the communication, and the writing process is potentially a good exercise for language learners (G.M. Chen, 2011).

Dunlap&Lowenthal (2009) indicated that Twitter allows teachers to check their students' comment and response and students' comment and response and students can view their classmates' tweets and provide feedback. Students reflect on their ideas and the syntactic structure of their tweets so that their thoughts can be understood (Bart, 2010). Cho et al. (2010) indicated that twitter can be efficient in writing by making use of self-evaluation as students can identify their compatible parts to modify and peer- evaluation which helps students to provide suggestion for their fellow classmates.

Previous studies of Twitter and writing:

Most studies have tackled how Twitter is used in EFL learning but fewer studies have dealt with using Twitter in EFL writing. The following are some of these studies:

Lakarnchau (2012) investigated how six Thai EFL learners utilize microblogging while they worked in an assignment that requires them to read and write English texts. The learners' tweets were called and analyzed over a four-week period. The students use Twitter to

communicate with their instructor and to discuss their assignments. The results of the study showed that Twitter is useful in completing their assignments.

Cheng (2012) applied Twitter as a tool for English as a foreign language reading and writing in a college in Taiwan. The participants of the study consisted of 58 college in Taiwan. The study instruments are EFL writing test and a questionnaire to measure the students' attitude after using Twitter. The results of the study showed that Twitter had a positive influence on the experimental group's learning attitude.

Twitter and asynchronous learning

The asynchronous environment allows the instructor to provide feedback with guidelines, explicit explanations, and comments about learners' performance. One inspires learners to modify their comments in the online learning community and stimulates social interaction through meaningful inquires (Murphy, 2007). This teacher-student interaction helps learners gain information about their writing and allows them to remodel themselves by reflecting on feedback. In this study, all Twitter microblogging was conducted with the same framework as an asynchronous teaching approach ; the teacher and the student both made use of asynchronous communication , and the learning performance depended on how well the interaction and information were shared in the learning process (Murphy,2007).

Twitter contains the functions of an asynchronous communication platform and its quick and concise ways to respond also provide users an opportunity to engage in cooperative activities and to improve their communicative skills (Borau et al.,2009; Junca at al.,2011).Asynchronous learning environments provide learners with both a longer period of time to respond with their comments and thoughts in the learning community and use of simultaneous chat function to deliver their ideas throughout the community.

Twitter, as an asynchronous community, could facilitate learning via the web and allow users to interact with each other by asking questions, sharing information, and posting personal updates (Dunlap&Lowenthal, 2009; Grosseck&Holotescu, 2008; Stevens, 2008). It also serves a multifunctional purpose through users' online discussion and microblogging abilities, which capture both instructors' and learners' interests (Matsuo et al., 2008).The foundation of asynchronous learning environment is based on social interaction so that the peers encourage one another to generate more efficient language communication.

Problem of the study:

Educators have started to notice the new technologies and explore their effects on student behavior and performance. While there is a supporting evidence to suggest that these technologies have a large influence on the social development of adolescents, an even more pertinent issue for classroom teachers is what effects these technologies have on the academic development of young learners (Fogg, 2010).

Saudi students do not practice enough writing in and out of the classroom, and that the grammar rules their teachers focus on are not put into practice in actual writing. Therefore, Saudi students need much practice in writing (Alhaysony, 2012). As the researcher is an assistant professor at one of the Saudi universities, she noticed that more and more undergraduate students use mobile phones and Twitter applications in their writing in Saudi Arabia. The researcher felt that there is a need for a study of integrating Twitter in EFL writing to find out if it would improve the writing skill of undergraduate students in Saudi Arabia. In this study, the researcher

examined the integration of Twitter as a new technological tool in EFL writing to overcome the difficulties of writing which EFL undergraduate Saudi students face in writing.

Questions of the study:

This current study attempted to answer the following questions:

1-Is there a significant difference in students' writing between learners who use Twitter as a tool in their writing and those learners who do not use Twitter in their writing?

2-Is there a significant difference between the pretest and the posttest scores on the development of the four specific writing skills: ideas and content, organization, voice and style?

To answer these questions, the mean scores of the experimental and the control group in an EFL pre and post writing test were compared using SPSS version 18. In addition, the mean scores of the rubric were compared.

Purpose of the study:

The purpose of this study was to discover the difference in students' writing between learners who use Twitter in their writing and those who do not and whether twitter has an effect on: ideas and content, organization, voice and style.

Significance of the study:

This study brings to light the integration of smart mobile phones and applications on those phones such as Twitter for EFL writing and its effect on ideas and content, organization, voice and style. This study looks specifically at female Saudi undergraduate English students. It also looks at writing skills as evidenced by a modified rubric including: ideas and content, organization, voice and style. This is significant because it informs teachers about the use of smart mobile phones in education. If it is found that the integration of Twitter as a tool in students' writing is effective in improving their writing, then the integration of this tool will help students to improve their writing abilities and encourage EFL university instructors to integrate Twitter in teaching EFL writing.

Assumptions:

It is assumed that EFL writing teachers followed the curriculum laid out by the English department. It is also assumed that the students were able to write a five paragraph essay at the time of the study as it is one of the outcomes of the course.

Limitations:

The limitation was that the study was conducted with only one section of 60 female students who were divided into 30 as an experimental group and 30 as a control group. Another additional boundary was the running of the research in the first semester of 2014 in one university in Saudi Arabia with undergraduate female students.

Sample of the study:

This study was conducted in the college of Science and Arts in a female branch of Qassim University with a population of more than 1200 students in Saudi Arabia. English undergraduate students are studying writing skills in the eight levels of their study at university. They started at a basic writing level and move to writing a five paragraph essay. The college uses high quality

writing textbooks from Oxford University Press (Ashima, Alice et al., Writing Academic English 4th ed. Longman, 2006).

At the time of the study, there were English PhD. and M.A. holders comprising the college who taught writing skills in the college. In this quantitative, quasi-experimental study, one English writing class (level four) was chosen randomly as an experimental group to write essays via Twitter for a period of eight –week period of time. Another English writing class (level four) was chosen to be a control group which study writing in traditional way.

Instrument and material of the study:

An EFL writing test was used in the study as a pre and a posttest. It was designed by the researcher. The rubric that was used was prepared by the researcher. The students use Twitter application which was downloaded for free to their smart phones.

Reliability and validity:

Since two teachers assessed the writing tests, A Pearson Correlation Coefficient testing for inter-rater reliability was used to assess the consistency of the scores of the two assessors.

Methodology of the study:

In the experimental group, the instructor makes her Twitter account and helped the participants of the study to register for their own Twitter accounts. The participants were then required to "follow" (a process whereby the user identifies whose tweets she will receive) the instructor and their classmates. For the first two weeks, the participants were required to tweet in order to be accustomed to the functions. The instructor posted pertinent questions regarding course content and supplemental articles from the students' textbook and the participants were required to post their answers to the questions in English on Twitter during class. The control group had the same amount of instructional time as the experimental group in this study investigation.

A new article was presented every week as a reading material, and students in the experimental group were asked to briefly summarize the reading materials on Twitter or answer questions posted by their instructor in order to organize various essay writing styles. Students' tweets were evaluated by the researcher based on pertinence to the topics, the grammatical or syntactical effectiveness of their comments, and the depth of the ideas formulated in the tweets to write the essays.

During the class meetings, the instructor projected all the tweets on a screen and briefly discussed them from the perspectives of ideas and content, organization, voice and style. Participants were encouraged to have twitter interactions with their peers regarding their responses to the questions posted from the instructor or from their peers. The Twitter-assisted teaching approach continued for eight weeks over eight course meetings. Each meeting continues for three hours. Students in the control group read the same new article as the experimental group every week, but they were taught with traditional instruction (mainly lecture and in-class discussion) and without any class assistance with Internet media. The instructor gave paper-based copies of materials to the students and they discussed the texts orally or with paper and pencil. Students in the control group are engaged in the same writing exercises as the experimental group such as writing a five-paragraph essay and discussing their essay writing orally in class.

An EFL writing test (See Appendix A) was assigned to the students of the experimental and the control group on the first day of the study as a prewriting test. This test was scored using

the rubric. At the end of the eight weeks, the students in the experimental and the control group wrote again using the same writing test as a posttest in which students have to choose a topic and write a five-paragraph essay and it was scored using a rubric which is prepared by the researcher. The test was corrected by two English teachers that do not teach these undergraduate students. The rubric contained the categories of ideas and content, organization, voice and style (See appendix B). The scores of the two evaluators were used as a benchmark for the final writing assessment. Additionally, each of the four sections of the rubric was scored separately (each has six different scale criteria) so that the researcher could determine if any of the writing skills had improved. The total mark of the test is 24. The scores and the data from the rubric allowed the researcher to determine whether or not the scores had improved since the student began using Twitter.

Data collection and analysis:

In the first day of the study, the students in the experimental group and the control group spent 45 minutes responding to a prewriting test. This group of papers was given to two teachers to score using the rubric. During each academic day for eight weeks, the students tweeted using Twitter to respond to the topic which the teacher gives based on the reading comprehension to write a five-paragraph- essay. The control group was taught in the traditional way of teaching writing (using mainly lectures and in-class discussion). At the end of the eight week, students in the experimental and control groups were tested again using the post writing test. The study questions were scored using a writing rubric which has six different scale criteria including: "does not meet" receives a score of "1", "partially meets" receives a score of "2", "does not fully meet" receives a score of "3", "meets" that receives a score of "4", "more than meets" that receives a score of "5" and "exceeds" that receives a score of "6". The scores were added so that there was a potential total score of 24 on the rubric. The scores were analyzed using descriptive statistics (SPSS) version 18. These four different categories: ideas and content, organization, voice and style scored on the rubric were compared using T-test. Each skill of these was given a score of "1" to "6" depending on how well the students performed in each one.

Results of the study:

The purpose of this study was to discover the difference in students' writing between learners who use Twitter in their writing and those who do not and whether twitter has an effect on: ideas and content, organization, voice and style. The mean scores of the experimental and the control group in the pre and post test of writing were compared using SPSS software to conduct tests. The tables showed these results.

Table 1

Results of the T-test of the experimental and the control group in the post-writing test

Group	N	Mean	S.D.	t-value	df	Sig
Experimental	30	20	1.84	24.8	29	sig
Control	30	11.3	1		29	

Table 1 shows that there is statistically significant difference at 0.05 between the mean scores of the experimental group($X_1=20$) and the control group($X_2=11.3$) in the post-test

of writing in favor of the experimental group as indicated by T-value(24.8). This difference may be attributed to the effect of the experimental treatment exemplified in Twitter.

Table 2. Results of the T-test of the experimental group in the pre and the post writing test

Test	N	Mean	S.D.	t-value	df	Sig
Pre-	30	9.47	1.40	-84.7	29	sig
Post	30	20	1.34		29	

Table2 indicates that there is statistically significant difference between the mean scores of the pre-test($X_1 = 9.47$) and post-test ($X_2 = 20$) of the experimental group students in favor of the post-test. Hence, such difference may be due to the effect of the experimental treatment exemplified in Twitter.

Table 3. Results of t-test of the posttest of the experimental and the control group in EFL writing sub-skills

Writing sub-skills	Group	N	Mean	S.D.	t-value	df.	Sig.
1-Ideas and content	Experimental	30	3.60	0.498	15.92**	59	Sig
	Control	30	3	5.86		59	
2-Organization	Experimental	30	3.47	0.517	17.77**	59	Sig
	Control	30	3	6.16		59	
3-Style	Experimental	30	7.33	0.476	31.72**	59	Sig
	Control	30	3	9.46		59	
4-Voice	Experimental	30	7.40	0.563	24.44**	59	Sig
	Control	30	3	10.8		59	

Table 3 shows that there is statistically significant difference in the mean scores of the experimental and the control group students in post-test of all sub-skills of EFL writing in favor of the experimental group as t-value for independent sample is between (14.00, 36.33) and proved to be significant at 0.05 (one-tailed) for all sub-skills: ideas and content, organization, voice and style. This difference between the experimental and control group students can be attributed to using Twitter.

Table 4 Results of the t-test of the pre-test and the post-test of the experimental group in overall writing sub-skills

Writing sub-skills	Test	N	Mean	S.D.	t-value	df.	Sig.
1-Ideas and content	Pre	30	2	6.19	16.98**	59	Sig
	Post	30	5	1.87		59	

2-Organization	Pre	30	3	7.67	19.41**	59	Sig
	Post	30	5	8.19		59	
3-Style	Pre	30	3	7.67	30.06**	59	Sig
	Post	30	5	8.96		59	
4-Voice	Pre	30	2	14.38	23.48**	59	Sig
	Post	30	5	16		59	

Table(4) shows that there is statistically significant difference between the mean scores of the pre-test and the post-test of the experimental group students in post-test of all skills of EFL writing in favor of the experimental group as t-value for paired sample is between (9.26,18.63) which proved to be significant at 0.05 (one-tailed) for all skills: ideas and content, organization, voice and style. These differences between the mean scores of pre-test and post-test of the experimental group students can be attributed to the effect of the experimental treatment exemplified in Twitter.

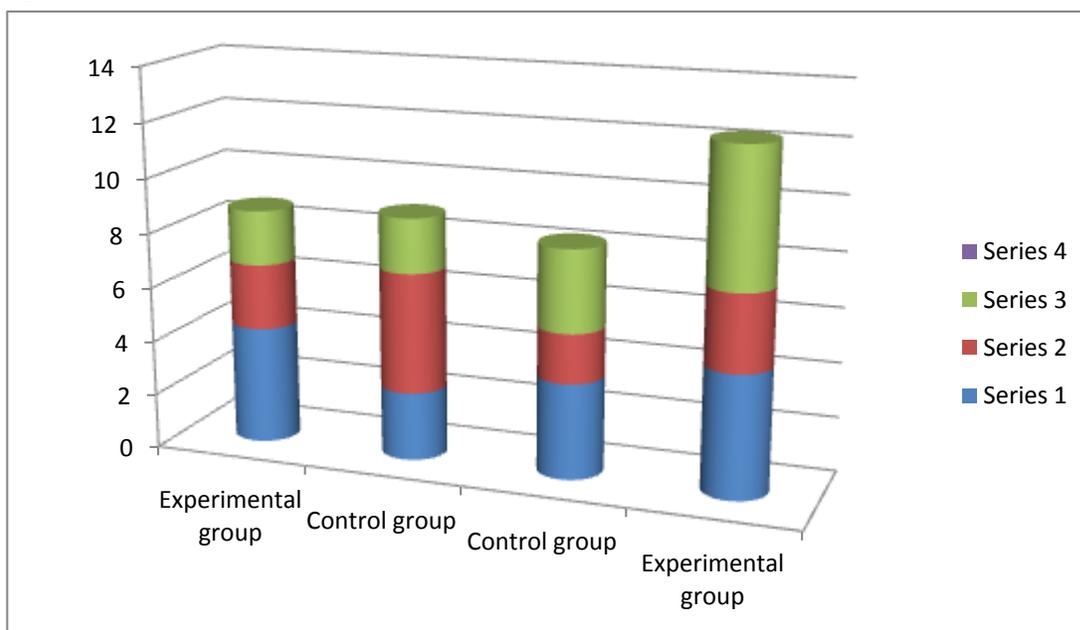


Figure 1. shows results of the T-test of the experimental and the control group in the post-writing test

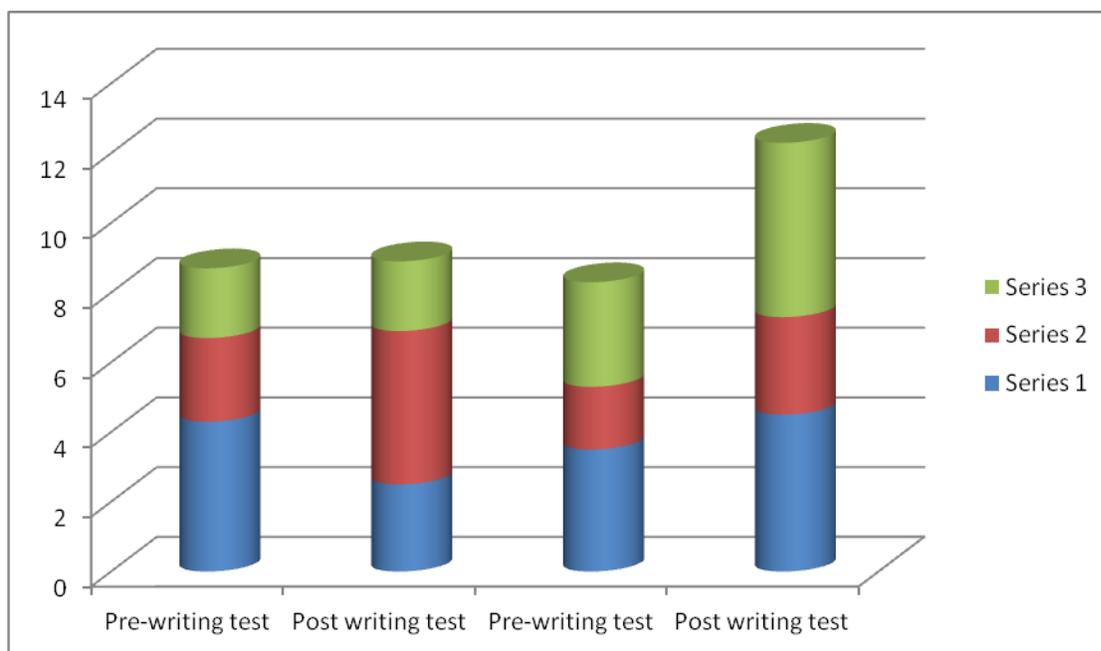


Figure2. shows the results of the T-test of the experimental group in the pre and the post writing test

Discussion:

This is a study of the effect of applying Twitter as a supplementary tool on students' writing. The two major questions in this study were analyzed using pretest and posttest outcomes to examine students' writing skills: ideas and content, organization, voice and style. When looking at the treatment of Twitter, the experimental group outperformed the control group in the post writing test. This improvement in the experimental group writing may be attributed to using Twitter. Also, the experimental group showed improvement in their writing skills: ideas and content, organization, voice and style. This indicated that Twitter can have a positive effect on improving students' writing skills. Since only 22% of undergraduate university write at or above the proficient level (Magrath, 2003), the results of this study are important to help university English instructors find methods to assist students in improving writing skills that are needed later on in life. This would indicate that teachers need to use any means available to develop this skill. Since Twitter is an available tool, teachers should use this tool to improve writing skills that will help the students as they get a job.

Through Twitter platform of asynchronous interaction, Twitter offers participants learner-centered experiences with knowledge scaffolding through peer interaction (Lubiner et al., 2008) as it allows users to engage in discussion and give feedback on specific tweets either publicly or in private. Like previous studies (Ajayi, 2010; George&Dellasega, 2011& Johnson, 2011), Twitter online discussion occurred both in and after class meeting. From the instructor's observation, the students in the experimental group produced more tweets and wrote more than the control group. Twitter can stimulate students' ideas in the form of tweets. Through Twitter concise style, students can write summaries and essays and the instructor can track each student's writing progress (Borau et al., 2009; Bart, 2010& Chen, 2011).

As there are very few studies which investigate the effect of Twitter on students' writing, this study indicated that Twitter could be used to develop students' writing skill as well as

Lakernchnchau (2012) and Cheng (2012). From the instructor's observation, the participants in the experimental group often tweeted each other to ask for answers during their in-class session. Moreover, the students behaved more conscientiously in their task engagement. The instructor also pointed out that more students in the experimental group ask questions of her by sending their questions via tweets. On the other hand, only a few of the students in the control group showed concern about course-related activities. Most of the participants in the control group remained silent during most of the course meeting session, and they generally did not ask any questions regarding writing assignments or writing drills in class. Peer interaction was infrequent in the control group.

To sum up, this study allows the university EFL instructor of writing to understand the effect of Twitter as a tool to teach writing. In addition, the study revealed that ideas and content, organization, voice and style could be improved with the addition of Twitter.

About the Author:

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Writing test

Choose one of the following topics and write a five-paragraph- essay about it:

Topic one: Celebrating the National Day in Saudi Arabia.

Topic: Legal and illegal download from the Internet.

EFL writing rubric

6-Exceeds:

Ideas and content:

- The essay presents a unifying theme or main idea without going off on tangents.
- It stays completely focused on topic and task.
- It includes in-depth information and exceptional supporting facts and details that fully develop the topic.

•It fully explores many facets of the topic.

Organization:

- The essay presents a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion).

-The writing progresses in an order that enhances meaning.

-It includes smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences).

Style:

-The essay includes vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details).

- It demonstrates control of a challenging vocabulary.

-Writing is exceptionally fluent.

- It includes varied sentence patterns, including complex sentences.

- It demonstrates use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense).

Voice:

-The essay establishes and maintains a style appropriate to purpose.

-It demonstrates a strong sense of audience.

-It exhibits an original perspective (e.g., authoritative, lively, and/or exciting).

5-More than meets:

Ideas and content:

-The essay presents a unifying theme or main idea without going off on tangents.

- It stays focused on topic and task.

-It provides in-depth information and more than adequate supporting facts and details that fully develop the topic.

-It explores many facets of the topic.

Organization:

-The essay presents a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion).

-The writing progresses in an order that enhances meaning of text.

-It includes smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text. (Writing may have an occasional lapse.)

Style:

-Essay includes vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid.

-It demonstrates control of vocabulary.

- The writing is very fluent.

- It includes varied sentence patterns, including complex sentences.

- It demonstrates use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense).

Voice:

- The essay establishes and maintains a style appropriate to purpose.

-It demonstrates a sense of audience.

-It exhibits an original perspective (e.g., authoritative, lively, and/or exciting).

4-Meets:

Ideas and content:

- The essay presents a unifying theme or main idea. (Writing may include minor tangents.)
- It stays mostly focused on topic and task.
- It includes sufficient information with supporting facts and details that develop the topic. (Details may not be fully developed; ideas may be listed.)
- It explores some facets of the topic.

Organization:

- The essay presents a meaningful whole with a beginning, middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion).
- The writing generally progresses in an order that enhances meaning of text.
- It includes transitions between sentences and paragraphs to enhance meaning of text. (Transitions may be rough, although some topic sentences are included.)

Style:

- Essay includes vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning.
- It demonstrates control of basic vocabulary.
- The writing is fluent.
- It exhibits some varied sentence patterns, including some complex sentences.
- It demonstrates an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense).

Voice:

- The essay establishes and maintains a style appropriate to purpose.
- It demonstrates a sense of audience.
- It exhibits an original perspective (e.g., authoritative, lively, and/or exciting).

3-Does not fully meet:

Ideas and content:

- The essay attempts a unifying theme or main idea.
- It stays somewhat focused on topic and task.
- It includes some information with only a few details, or list ideas with minimal facts and supporting details to develop the topic.
- It explores some facets of the topic.

Organization:

- The essay has a beginning, middle, or an end that may be weak or absent.
- The writing demonstrates an attempt to progress in an order that enhances meaning.(Progression of text may sometimes be unclear or out of order.)
- It demonstrates an attempt to include transitions. (Some topic sentences are used. .Transitions between sentences and paragraphs are weak or absent.)

Style:

- The essay contains basic vocabulary, with words that are predictable and common.
- It demonstrates some control of vocabulary.
- The writing is generally fluent.
- It contains mostly simple sentences (although there may be an attempt at more varied sentence patterns).
- It is generally ordinary and predictable.

Voice:

- The essay demonstrates difficulty establishing and maintaining a style appropriate to purpose.
- It demonstrates little sense of audience.
- It generally lacks an original perspective.

2-Partially meets:

Ideas and content:

- The essay attempts a main idea.
- It sometimes loses focus or ineffectively displays focus.
- It includes little information and few or no facts and details to develop the topic.
- It explores only one or two facets of the topic.

Organization:

- Writing has only one or two of the three elements: beginning, middle, and end.
- The writing is sometimes difficult to follow. (Progression of text may be confusing or unclear.)
- Transitions are weak or absent (e.g., few or no topic sentences).

Style:

- The essay contains limited vocabulary. (Some words may be used incorrectly.)
- It demonstrates minimal control of vocabulary.
- The writing exhibits some fluency.
- It relies mostly on simple sentences.
- It is often repetitive, predictable, or dull.

Voice:

- Essay demonstrates difficulty establishing a style appropriate to purpose.
- It demonstrates little or no sense of audience.
- It lacks an original perspective.

1-Does not meet:

Ideas and content:

- The essay is difficult for the reader to discern the main idea.
- It is too brief or too repetitive to establish or maintain a focus.
- It includes little information with few or no facts and details or unrelated facts and details to develop the topic.
- It is unsuccessful in attempts to explore any facets of the prompt.

Organization:

The writing has only one or two of the three elements: beginning, middle, or end.

- It is difficult to follow, with the order possibly difficult to discern.
- Transitions are weak or absent (e.g., without topic sentences).

Style

- The essay contains limited vocabulary, with many words used incorrectly.
- It demonstrates minimal or less than minimal control of vocabulary.
- It lacks fluency.
- It demonstrates problems with sentence patterns.
- It consists of writing that is flat and lifeless.

Voice:

- The essay demonstrates inability to establish a style appropriate to purpose.
- It demonstrates a lack of a sense of audience.
- It lacks an original perspective.