



# Effects of a Synthesis Teaching Orientation Toward Process, Purpose, and Context on Second Language Writing

Presenter: Li Li  
ID: 2407513

## Introduction

Different writing conceptions drive different teaching orientation in classrooms. The teaching orientations vary from structure to content, from process to context. It is uncommon for educators to adhere strictly to a single orientation, given that writing is one of the most complex activities involved in language learning. This paper will explore the effects of a synthesis teaching orientation toward process, purpose, and context (Hyland, 2003) on L2 writing in classroom.

## Research Questions

What changes occur in overall grading of students' writing as a result of a synthesis teaching orientation toward process, purpose, and context?  
What effects does a synthesis teaching orientation toward process, purpose, and context have on CAF measurement of students' writing?

## Methodology

This quasi-experimental classroom-based study will be conducted in a school of foreign languages of a university in China. The participants with similar proficiency levels and language backgrounds will be assigned into two groups.  
Group A: Traditional teaching orientation  
Group B: Synthesis teaching orientation

## Timetable

Stage 1: Pre-test  
Stage 2: Instruction from the same lecturer in different teaching orientations  
Stage 3: Post-test

## Findings

By comparing the results of writing tasks from the pre-test and post-test, the effects of a synthesis teaching orientation toward process, purpose, and context on L2 writing may vary across different dimensions when evaluated using overall grading and CAF measurement. It is possible that overall grading and CAF assessment may contradict or complement each other. This topic warrants further investigation.

## Conclusion

The study may reveal that a synthesis teaching orientation toward process, purpose, and context has significant effects on certain aspects of L2 writing (to be discussed). Compared the traditional instructions, a synthesis teaching orientation toward process, purpose, and context may equip students with deep understanding of writing process, broadening their awareness of social purposes of writing, and taking the particular readers into consideration.

## Data Analysis

According the overall grading and CAF measurement, the same lecturer analyzes the writing tasks from both the pre-test and post-test, comparing the differences between the two.

Table 1: Overall Grading

|           |                       | Pre-test |    | Post-test |    |
|-----------|-----------------------|----------|----|-----------|----|
|           |                       | Mean     | SD | Mean      | SD |
| Content   | Response to task      |          |    |           |    |
|           | Clarity of ideas      |          |    |           |    |
| Structure | Logical flow          |          |    |           |    |
|           | Coherence & Cohersion |          |    |           |    |
| Language  | Vocabulary errors     |          |    |           |    |
|           | Grammar errors        |          |    |           |    |

Table 2: CAF Measurement

|            |                   | Pre-test |    | Post-test |    |
|------------|-------------------|----------|----|-----------|----|
|            |                   | Mean     | SD | Mean      | SD |
| Complexity | Structural        |          |    |           |    |
|            | Lexical           |          |    |           |    |
| Accuracy   | Vocabulary        |          |    |           |    |
|            | Grammar           |          |    |           |    |
| Fluency    | Number of clauses |          |    |           |    |
|            | Number of words   |          |    |           |    |

## References

Hyland, K. (2003) *Second Language Writing*. New York: Cambridge University Press.  
Davison, I. (2024) 'The effects of completing collaborative or independent writing on the development of language use in individual writing'. *Journal of Second Language Writing*, 65, Article 101128. Available at: <https://doi.org/10.1016/j.jslw.2024.101128>  
Huang, Y. (2020) *A process-genre approach to teaching writing: effects on Chinese EFL learners' argumentative writing quality, genre knowledge and metacognitive strategies*. PHD thesis. The University of Auckland. Available at: [researchspace.auckland.ac.nz/bitstream/handle/2292/52844/Huang-2020-thesis.pdf?sequence=4&isAllowed=y](https://researchspace.auckland.ac.nz/bitstream/handle/2292/52844/Huang-2020-thesis.pdf?sequence=4&isAllowed=y) (Accessed: 03 November 2024).