

Using Genre-Based Approach to Teach Persuasive Netvertisement for English Learners in a Chinese Vocational College

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Abstract

This paper is part of the researcher's Ph.D. thesis to deploy and develop the potential of genre-based pedagogy of systemic functional linguistics to support business-major English language learners' development of persuasive strategies in the written discourse of online advertisement. Given the "value" of netvertisement in motivating consumption, it is vital for non-native English speakers preparing to participate in international e-commerce to take control of the current genre. The research question is how a genre-based writing class can promote students' persuasive netvertisement with appropriate vocabulary, text organization, and strategies of engagement, graduation, and manipulation of information packaging. This paper describes an instructional intervention in Chinese vocational college using genre-based Curriculum Cycle to involve 51 student participants—coming from two classes—in the learning and teaching of persuasive netvertisement. Results identified the significant improvement between pre-and post-tutorial with Wilcoxon Test. Meanwhile, textual analysis of the two randomly selected writings supported the effectiveness of the intervention in terms of the reduced listing of phrases, expanded vocabulary to describe a broader range of products, and improved use of persuasive strategies of engagement (e.g., questioning), graduation (e.g., the metaphorical scenario in image design), and manipulation (e.g., use of subtitling, varied thematic structures). The findings indicate the potential of a genre-based approach in promoting college students' persuasive practices in netvertisement writing.

Keywords: Chinese English learners, Design-based research, English for special purposes, genre-based approach, intervention, netvertisement, persuasion

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Introduction

The ever-changing written modes of business allow for the shifted attention to the teaching of the interpersonal skills that cope with the trend where the messages become short, brief, denotive, and multimodal. Online advertising through well-established e-commerce sites like Amazon, eBay, and Alibaba, stands out of the other more conventional means in its availability through hand-held electronic devices, its audience who goes comparison shopping, and its fragmented, denotative, and organized language with bullet points. This new and important digital advertising genre is rarely introduced to English language classes in Chinese vocational colleges. Though there have been a couple of studies revealing the lexico-grammatical features of netvertisement (Palmer, 1999; Labradora, Ramóna, Alaiz-Moretónb, & Sanjurjo-González, 2014), they are merely descriptive and do not relate their findings to pedagogical theories. Teaching materials on advertisement writing from English as a foreign language are unavailable.

Educational linguists of genre-based pedagogy (GBP) embrace the idea of making explicit recurrent linguistic patterns within socially and culturally valued genres. According to systemic functional linguistics (SFL), writing an effective netvertisement requires the knowledge and skills of appropriate linguistic meaning-making resources (e.g., text structure, vocabulary, rhetorical strategies), bound by contextual factors of field, mode, and tenor, to influence readers during the buying decision process. The explicit teaching of the persuasive features of language is crucial for beginners to raise genre awareness and use lexico-grammatical resources to inform and persuade the target customers.

This study draws upon the SFL-GBP Curriculum Cycle (Gibbons, 2002) and seeks to answer the research question: How does the SFL-GBP writing class promote students' production of persuasive netvertisement with appropriate vocabulary, text organization, and the strategies of engagement, graduation, and manipulation of information packaging? In this study, persuasion refers to the effect or the consequence of an efficient discourse where effective rhetorical strategies contribute to persuasiveness but do not guarantee the fulfillment of the expected purchase result (i.e., the perlocutionary effect). The following sections will discuss the implementation and results of an English writing intervention, carried out with 51 business-major students in a Chinese college, to help them use rhetorical strategies to produce persuasive netvertisement, an emerging and essential text type of advertisement.

This paper will first offer the theoretical construction of persuasion in the discourse of netvertisement (to inform the learning goal) and then review the teaching and learning cycle by SFL-GBP (to inspire the tutorial plan). The Methods section briefly describes the intervention—the experiment stage in Design-Based Research (DBR)—before moving on to the later sections of findings, discussion, and conclusion.

Literature Review

Persuasive Netvertisement as the Learning Goal

Persuasive strategies in English advertising have been discussed by discourse analysis studies. Emphasizing the pedagogical purpose of teaching English in professional settings, ESP researchers like Bhatia (2004) identified a series of moves that formed the promotional genre and proposed a move-structural model for advertisement as a sub-genre of promotion that includes

nine significant moves (see Table one). Despite Bhatia's tentative analysis of only one example advertisement in his seminal work, his move-structural model was supported by later studies of online and print adverts whose primary purpose was to persuade the readers or sway their decisions (Al-Attar, 2017; Chaidet & Pupipat, 2021).

Table 1. *Move-structural model in an advertisement*

Move 1	Headlines
Move 2	Targeting the market
Move 3	Justifying the product/service - by indicating the importance/need - by establishing the niche
Move 4	Detailing the product/service - by identifying - by describing - by indicating the value
Move 5	Establishing credentials
Move 6	Endorsement
Move 7	Offering incentives
Move 8	Using pressure tactics
Move 9	Soliciting responses

Note 1. Adapted from Bhatia (2004, p. 65)

In the domain of print advertising, research that embraces the importance of interpersonal functions has proposed a list of discursive strategies to overcome the possible difficulties and confusion in the communication between advertisers and mass audiences. These strategies can include foregrounding techniques such as alliteration and invented words, preference of rhetorical questions and directives, imitating an informal conversation, using figurative language such as metaphor and metonymy (Fuertes-Olivera, Velasco-Sacristán, Arribas-Baño, & Samaniego-Fernández, 2001).

Digital advertising distinguishes itself from the traditional mass advertising discourse in using an interactive mode of online communication, adopting new persuasive strategies, and offering multimodal content. Labrador et al. (2014) identified frequent linguistic elements of indicating positive evaluation (e.g., multiple modifiers) and informal style (e.g., personal pronouns) from their comparative corpus of online advertisement of electronic products selected from the large retail webinars like El Corte Inglés in Spain and Walmart in the English world. Recent scholars like Kress and van Leeuwen (2020) attempted to develop a comprehensive model exploring the interplay between multiple modalities (including language, visual codes, sound, and even music) that realized the discourse in a specific communication situation. Their proposal of visual grammar moved beyond print advertisement (Kress & van Leeuwen, 2020) to include digital advertisement through social media like Facebook (Saladri, Dash, & Dash, 2020) and Instagram (Hidarto, 2021). However, these descriptive findings have rarely been used in pedagogical practices.

Despite the increasingly elaborated analysis of the lexico-grammatical features of persuasion, researchers seem to be somewhat influenced by classic Aristotle's Rhetoric: logos (logic and reason), ethos (credibility and trustworthiness), and pathos (emotions) (Alexander, Michelle, & Christopher, 2001; Mercedes, 2019). Meanwhile, there has been limited SFL

literature on persuasion in online advertizing with a systemic analysis proposal. Established frameworks like Hyland's (2005) metadiscourse have been used in a range of contexts (Ngo & Unsworth, 2015) but have been scant in advertising (Al-Subhi, 2021). In the current discourse of netvertisement, this study constructs persuasion based on three concepts of engagement, graduation, and manipulation.

Firstly, persuasion and engagement are intrinsically related. To win the favor and motivate the readers' final decision, businesses need to anticipate their audience's expectations, which are influenced by specific cultural and institutional values and beliefs, to reach them. In the openly interactive discourse of netvertisement, engagement is central to the co-creation of values and indeed to the overall value of the product. Two influential theoretical frameworks of evaluation, Model of Interaction (Hyland, 2005) and the Appraisal System (Martin & White, 2005), propose a list of structures that connect to the audience and signal the interactive nature of language use.

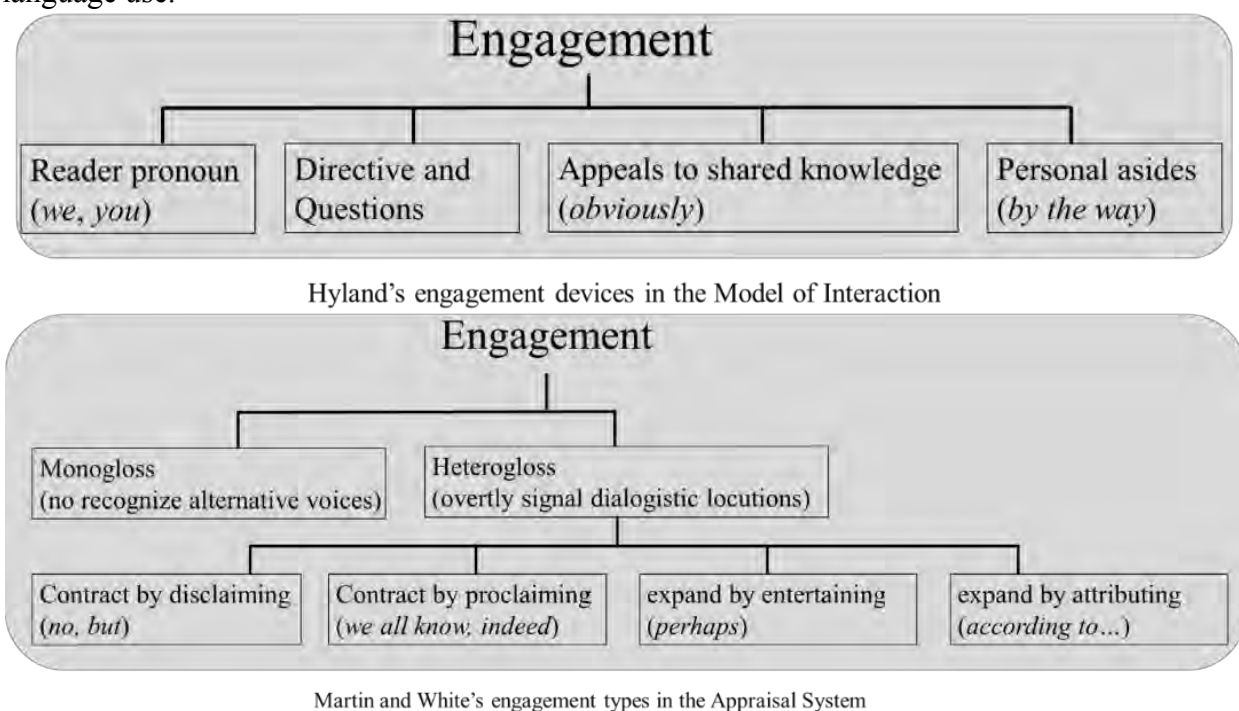


Figure 1. Engagement in Hyland's (2005, p. 177) and Martin and White's (2005, p. 134) models

Secondly, graduation carries interpersonal persuasive weight as it overlaps with the intensity of attitudinal meanings and plays a dialogistic role (Martin & White, 2005) in scaling the degree of authorial voice in the value positions in association with the values of prototypicality shared across the community and degree of aligning readers into the value position being advanced. Linguistic resources include markers like *large*, *greatly*, *slightly* to highlight the intensification and quantification, and phrases like *sort of* and *on earth* to soften and sharpen the focus.

Thirdly, persuasion is manipulative, and rhetorical choices release the manipulative potential of information packaging. According to Quirk, Greenbaum, Leech, and Svartvik (1985), there is a habitual association between given information and thematic position (i.e., clause-initial) and between new information and rhematic position (i.e., not clause-initial). The

structuring of given and new information could be manipulated by skilled rhetoricians like Chomsky, whose argument is difficult to challenge but wise to accept (Hoey, 1999). The sentence below shows an example of manipulative evaluation in a thematic position.

1) The luxurious fabric can help keep your hair soft, moisturized, and tangle free. [from Amazon.com: YANIBEST Silk Pillowcase for Hair and Skin]

In contrast to the rhematic complementary position, the evaluation “luxurious” embedded in the premodification of a noun makes it more readily acceptable by the readers as given information or common ground, which exempts the writer from the need to build any stage for justification for the evaluation.

Finally, persuasion is multimodal since not only the words persuade, but all modes of communication that accompany verbal messages contribute to persuasive effects. Images and sometimes audios not only engage the reader’s attention (engagement), highlight the promotional messages that the verbal text indicates (graduation) but also influence the perception of these messages (manipulation). In other words, the manipulative power can be found in visual patterns where elements in an image receive salience by the size, color, strength of vectors, and their placements in relevance to the other elements (Kress & van Leeuwen, 2020). According to the polarized and centered principles of organization, the right side is associated with new information and the top side as abstract and general information. Meanwhile, the centered position carries the nucleus of information compared to marginal elements.

Systemic Functional Linguistics Genre-Based Approach as the Design Equation

To explicitly address the lexico-grammatical resources in netvertisement, this study adopts an SFL genre-based approach that has its theoretical base from the Sydney School developed by M. A. K Halliday and his followers with a pedagogical interest in teaching practices built on Hallidayan strata of language and systems of linguistic analysis. One issue around the effectiveness of GBP in writing is that students may be slow in the acquisition of genre-appropriate linguistic resources. This problem can be alleviated by explicitly focusing on syntactic structures indicative of academic language practices (Beers & Nagy, 2011; Afifi, 2020). In this study, syntactic and phraseological patterns of high frequency in the model texts will be highlighted, analyzed, and summarized in each class.

Another issue of SFL-GBP is that it is too prescriptive in teaching static language features directly to the students (Freedman & Medway, 2005; New London Group, 1996). On the one hand, to address this problem, Rose and Martin (2012) suggest that students be given opportunities to discuss, debate, and appreciate the text critically in terms of its contexts and social purposes. This suggestion of critical thinking includes, for example, asking students, “Why are personal pronouns like ‘you’ and ‘we’ more frequently expected and used in the netvertisement?” instead of giving students the rubrics of linguistic knowledge about texts. Derewianka (2003) makes a theoretical explanation on the prescriptivism and implicit static vision: register does not “determine” the language choices but is an indicator of probability. The context of situation is fluid depending on the negotiation of subsequent choices. On the other hand, the criticism on the static reproduction of a “closed” set of resources implies the critical role creative language plays in persuading the consumers. For business students who are new to

the discourse of netvertisement, creativity depends on the control of genre-specific resources without which students cannot produce appropriate writings, not to mention such creative strategies as alliteration, punchlines, and striking metaphors.

Gibbons (2002) visualized four stages of the Curriculum Cycle (or the teaching and learning cycle) by Derewianka (1990) and other genre theorists of the Australian school (see Figure two). The current design of teaching and learning followed the four stages to apprentice learners towards the development of genre-specific resources.

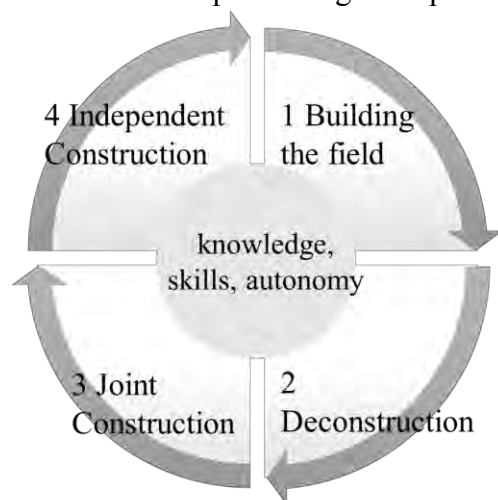


Figure 2. The Curriculum Cycle (Adapted from Gibbons, 2002, p. 110)

Methods

Design of Intervention

The instructional model, the Curriculum Cycle (Gibbons, 2002), proposes four cyclic stages of learning and teaching, from Building the Field, Deconstruction, Joint Construction to Independent Construction, that constitutes the flow of each unit. Table two outlines three phases of the writing intervention and the main activities within each unit.

Table 2. *A summary of the flow of units*

Phase One: Building the Field	
Unit 1	What does a persuasive netvertisement look like?
Example activity: to discuss impressive advertisement, writing strategies, moves and practice writing with a template (a moon lamp)	
Phase Two: Improving on persuasive writing	
Unit 2	Graduation strategy to persuasion
Example activity: to rank the critical features of pillowcases, build vocabulary base of graduation markers, modify texts, and design images (a high-tech pillowcase)	
Unit 3	Engaging “you” to persuasion
Example activity: to examine and introduce the concept of engagement, identify engagement levels across different discourses, identify engagement language, modify the sample text (a board game)	
Unit 4	Manipulating information packaging
Example activity: to practice and discuss the effects of thematization, identify topical, textual, and interpersonal themes in sample texts, examine the information values in promotional images, modify the draft writing (an electronic tablet, a skincare product)	
Phase Three: Review and assessment	
Unit 5	Review and independent writing

Example activity: to discuss and review move structure and persuasive language resources, identify persuasive features of language in a model text, write independently for a product (choosing from intelligent electronic devices, family entertainment, daily care)

The intervention was run for 17 weeks for the tourism class and 19 weeks for the logistics class due to the timetable of different semesters and adaptations made between the two iterations. Typically, students were assigned one session of English class per week, equal to four class periods, that is, 180 minutes in total.

Participants

The current study initially employed 57 student participants coming from two classes, “18 Tourism and Management 2” with 30 students and “19 Logistics and Management 1” with 27 students, both of which belonged to the TAFE school running as a part of a joint program of an advanced vocational degree between China and Australia. At the outset of the current study, the two classes have shown high passing rates in CET4 (>75%). Most of the participants have been able to communicate fluently with teachers from the Australian party, as they have acquired basic business speaking and writing skills from the Australian business courses, especially in genres like marketing plans, strategy proposals, and case study analysis.

This teaching experiment was part of my Ph.D. project—design-based research (DBR) with two iterations of design and implementation following the process model by Bakker and van Eerde (2015). Considering the primary research question, this paper does not report the iterative process of design and redesign of the instruction. Still, it focuses on the results of pre- and post-tutorial writings and a detailed analysis of two individual students’ writings.

The current study involved student participants from two classes (the tourism class in Iteration One and the logistics class in Iteration Two). Graduates of these two majors are likely to enter the industry of cross-border e-commerce, which usually requires knowledge and skill in intercultural communication and logistics management. Towards the end of data collection, the researcher decided that there were only 26 effective learner participants in Iteration One and 25 participants in Iteration Two, as these students attended most sessions on time, completed worksheets in class, and submitted samples for both pre- and post-tutorials (see, Appendix A, for attendance and tentative appraisal for local writing tasks). The students’ names were coded (pseudonym) in alphabetic ordering.

Data Collection

This study used a pre- and post-tutorial test design to answer the research questions of how the writing intervention improved learners’ writing of persuasive netvertisement. Before the writing tutorial, the two classes attended the test for writing a netvertisement of any products they were familiar with in daily life. Students should choose one product type by themselves as it was afraid that students could find trouble finding the right words or jargon to describe the designated products. In the post-tutorial test, students were required to write for a netvertisement of the product for daily uses by their choice within 45 minutes. In both tests, students received printed worksheets with typed guidelines that asked students to work independently with no plagiarism or external resources.

The original rubric (see Figure three) was based on the theoretical construction of persuasion discussed in the Literature Review. It should be noted that the analysis is qualitative. The evaluation of the use of engagement devices, for example, does not depend on the frequencies of direct address *you*, imperatives, or proclaims but instead the interpersonal functions of these meaning-making choices could achieve. This qualitative appraisal may lead to concerns over the subjectivity of the marking process, and the rest of the section deals with the fears over reliability in detail.

Persuasive Net-ad: Performance criteria and marking scale			
Category	Effectively used 1	Moderately used 0.5	Not effectively used 0
1 Minimal language mistakes, well-formed and meaningful structures > frequent errors that make it hard to read			
2 Following essential move structures > a combination of scattered phrases			
3 Using persuasive strategies > minimal persuasive strategies			
3.1 Graduation markers: a. individual intensifier: super, quite b. infused word (lexis): best, perfect, stunning c. repetition: It gives you smooth experience of streaming. Perfect for online business meetings. d. metaphor: feel like spring			
3.2 Engaging 'you' markers a. Low engagement: never, no; surely, of course b. High engagement: inclusive 'we', you, imperative祈使句, question疑问句; probably, according to sb,...			
3.3 Manipulating (操纵利用) information packaging a. To stress (强调): subtitles, marked theme b. To take authorial evaluation for granted ('主观评价'当作已接受信息): evaluation embedded in Subject			
NB: The writing score equals the sum of each category. The writing that fails to be finished gets 0. The writing that gets 0 to 2.5 is decided to be Not Competent, while the writing that gets 3 to 5 is Competent			

Figure 3. The rubric of functional analysis of persuasive nevertisement writings

To establish reliable scoring results, the researcher asked two colleagues, who have academic backgrounds in SFL, to help rate a randomly selected list of 15 writing samples by established brands (three pieces from banner netvertisement on Amazon.com) and by the student participants (three pieces from pre-/post-tutorial tests). The two raters (Rater 1 and Rater 2) were introduced the development of the rubric of functional analysis and the design of the intervention. At the outset of co-rating, we discussed one sample writing together and reviewed details of the marking scale. The scores were calculated for the correlation between Rater 1/Rater me (Pearson's $r=0.965$) and Rater 2/Rater me (Pearson's $r=0.976$) ratings (see Appendix B for raw data). Despite small samples, the differences in scores indicated close agreement among three raters and satisfactory internal consistency.

Results

Writing Intervention: The Curriculum Cycle

This section devotes to the detailed description of the writing intervention by including excerpts of instructional conversations, in-class writings, and handouts during class activities.

Phase One

The whole Phase One represented the first stage of the Curriculum Cycle—Building the Field—which aimed to raise the awareness of the genre of persuasion by developing background knowledge of the essential structure of discourse and possible linguistic resources of persuasive functions (i.e., persuasive strategies in the teaching context).

To build the background knowledge of the common persuasive elements within an advertisement, we read and shared personal experiences in impressive storylines, slogans, endorsements, and even music. The “official” instructions by e-commerce platforms were extracted and adapted to design a reading comprehension activity, which was supposed to help students develop the general idea of what a “proper” piece of netvertisement should be. While the “official” guidelines included wide product ranges, the researcher focused on electronic and smart devices that were familiar products for students and oriented to reason appeal. The reading activity should serve as a good starting point to build the bases of technical vocabulary like “black painted finish.”

After the warm-up, the idea of the genre was introduced to students by asking students to identify the discourse of netvertisement based on the overall purpose, structure, and language features. The introduction to genre led to the next phase of discussing how discursive moves contributed to the general purpose of persuasion, during which students brainstormed necessary steps (or moves) in netvertisement before matching the sentences with corresponding moves like Headlines (and images), Detailing the product or services, Establishing credentials, and Offering incentives.

To enhance the idea of genre, the researcher introduced the students to the SFL-GBP genre model (Derewianka, 2003), where lexico-grammatical choices affected the genre’s development and were affected by contextual factors like register, field, and tenor. Since students in the first iteration found it challenging to understand the linguistics jargon, the second iteration avoided the direct explanation of the genre model but highlighted the interaction between persuasive language and the customer-advertiser relationship (interpersonal meta-functions). The second iteration designed a discussion activity where students rated the probability of their decision of purchase in four promotional situations of different interpersonal relationships between interactants. In this activity, students concluded that a close, reliable, and authentic relationship was beneficial to the communicative purpose of persuasion. They realized that language enabled meanings to fulfill different interpersonal (meta)functions. Till then, it was believed that students had developed a meta-language repertoire (e.g., interpersonal relationship, move, communicative purpose) for text analysis in the following units of persuasive strategies. Towards the end of the unit, students were asked to practice writing for a household moon lamp, a topic similar to the sample text of electric lights in the previous reading and identification tasks.

In Summary, Phase One established the actual development of students (i.e., the final writing product) or at least had general ideas of what to write about in the texts. This knowledge foundation was necessary before students proceeded to the next phase of rhetorical strategies, where greater focus would be on the conception of evaluation, detailed functional analysis, and writing improvement through persuasive features of the English language.

Phase Two

This phase constituted the core component of the writing intervention, beginning from the awareness of the persuasive forces of the three rhetorical strategies (three units) and moving toward the independent production of netvertisement. There were four sessions in sequence, one for graduation, one for engagement, and the last two for manipulation. The unit of manipulative strategies deserved greater time for the new grammatical concepts of the Theme system concerning information packaging.

Activities at the first stage Building the Field in each unit, despite varied designs in detail, aimed to 1) elicit and expand students' existing lexico-grammatical resources of graduation, engagement, and manipulation of information packaging, and 2) discuss and understand the features and evaluations of a product type that would be the focus of the current unit. Unit Four inspired students' curiosity about their "instinct" of structuring phrases into a sentence and explored the effects of different thematized elements in depth.

Unit Four spent one whole session building students' grammatical knowledge of different Themes associated with their information value and content knowledge of the crucial parameters of a smart tablet. In comparison, the first preparation stages (i.e., Building the field) in Unit Two and Unit Three took less time as students could list several graduation and engagement markers and discuss their interpersonal effects to conclude the importance of building a trustworthy, reliable, and authentic reader-writer relationship.

The second stage, Deconstruction, aimed to build a vocabulary base of target products, support understanding of specialized product features, and identify and appreciate the persuasive forces driven by discursive moves and the rhetorical strategies of graduation, engagement, and manipulation. These purposes were achieved by including the analytical exercise of move-structures and lexico-grammatical (and image) features of persuasive strategies in at least two sample netvertisement, along with the language "toolbox" development by noting down useful nominal and verbal groups for evaluation and description. When decoding the model texts in the graduation unit, students made mistakes when they did not distinguish different types of graduation markers and intentionally missed the items that were new and difficult to them. In this case, the researcher decided not to spend time re-stressing varied types of graduation but to facilitate explicit instructions on how to increase the degree of intensity. Table three records an example instructional conversation that follows the reading strategies by the Reading to Learn approach based on SFL-GBP.

Table 3. *An example excerpt of guided reading (learning about affixes for graduation)*

Teacher	Focus	What compound words can you identify? I mean hecheng ci that can be marked by a hyphen.
Student	Identify	Arch-chill, Q-Max, ultra-elasticity, wave-shaped.
Teacher	Affirm	Good job.
	Focus	Which of these four words are strengthened and graduated?
Student	Identify	Arch-chill, ultra-elasticity, and Q-Max?
	Affirm	Arch-chill, ultra-elasticity, correct. But no for Q-Max.
		Q-Max represents a measurement of the maximum level of coolness.
	Elaborate	The affixes like <i>arch-</i> and <i>ultra-</i> mean extreme, the best among others. Arch-chill is a locally made word and being new strengthens its heightening effect. <i>Arch-chill</i> and <i>arch-elasticity</i> expressed a more potent message than <i>very chill</i> and <i>very elastic</i> .
	Direct	Now circle "arch" and "ultra."

In Unit Four, the Deconstruction stage asked students to act amateur corpus linguists calculating and concluding the nominal group inductively with attributive phrases as the most frequent thematic structure (e.g., a nominal group without attributive phrases, imperative verb phrases, infinitive structures). This decoding activity was supposed to enhance learners' impression of manipulative strategies like dangling modifiers, subtitling, and evaluating Subjects in the netvertisement of electronics and skincare products.

The reading of promotional images was put towards the end of the Deconstruction stage in each unit after the learners discussed the effects of rhetorical strategies in verbal messages. The instructional conversations moved from the teacher's strategy introduction to a guided discussion of sample images. Unexpectedly, most students found little problem in multimodal analysis activity. One good example was Unit Four (see Figure four), where students working in groups were able to explain the information value of eye-catching elements by promptly using the polarized principle, their artistic "instinct" related to the centered principle (Kress & van Leeuwen, 2020), and salience facilitators such as size and color contrast. Despite the learner's warm responses and active discussions, the effectiveness of this activity for Deconstruction should be reflected in later stages of constructing images for netvertisement.

**WHAT INFORMATION
CATCH YOUR EYE AT
FIRST?**



**WHAT INFORMATION
CATCH YOUR EYE AT
FIRST?**



**WHAT INFORMATION
CATCH YOUR EYE AT
FIRST?**





Figure 4. Slide extract of Unit Four Manipulating information packaging

The following two stages—Joint Construction and Independent Construction—were closely interrelated with blurring transition towards each other. In Vygotsky's (1978) terms, at the stage of Joint and Independent Construction, the teacher as significant others offers guidance and feedback to improve sample writings, and students are offered opportunities of self-regulation against the template of marking criteria. What learners produce can be recycled under others-regulation, thus rethinking, redrafting, and rewriting until the expected performance is achieved. The close connection between Joint and Independent Construction rationalized the merging of the two stages into one writing activity in each unit.

The writing activities across three units were divided into three parts, the first one for sample modification or teacher-fronted guidance, the second one for independent writing, and the third one for feedback and rewriting. Students were offered the rubric of persuasive netvertisement (see Figure three) before Independent Construction, which would guide independent writing with established criteria and remind students of what they learned and what they were going to learn.

Incidentally, every piece of individual work was marked and recorded at the end of each unit, though the data were not analyzed by the current paper. The primary purpose was to understand students' progress and examine any weaknesses that should be addressed immediately in the subsequent sessions or iterative cycle according to the nature of DBR.

In Unit Four, the feedback stage took longer than expected for students' devotion to the discussion. In addition to teacher-centered comments, student audiences actively shared their opinions about the persuasiveness and fluency of the language used in a selected list of six student writings on the smartboard. In the conversational excerpt below, students gave practical suggestions to their peers and held a semi-instructional interaction on engaging questions and subtitling strategies.

Table 4. *Conversation transcript excerpt of logistics class*

1	<S01>	Wo jude ni keyiyong shewen yingqi haoqi.
		(Translation: I think you should use rhetorical questions to arouse their curiosity.)
2	<S02>	Ni ye keyiyong a.
		(Translation: You should use questions too.)

3	<S01>	Kan, ni subtitle quming buhao. renjia duo gongzheng.
4		Lao very, very good.
(Translation: Look, you didn't name your subtitles well. Professional writers gave well-structured and clear subtitles. You always love very very and good and put them in your subtitles.)		
5	<S02>	Na yongsha?
(Translation: How should I write good subtitles?)		
6	<S01>	Ultimate entertainment experience, Wonderful,
7		stunning, much smoother gameplay experience.
8	<S02>	Haode na, Liu laoshi.
(Translation: Yes, Liu Sir.)		

Note. <S01> Student Lf, <S02> Student Lc

Such others-regulation as peer-to-peer feedback could be helpful to both parties—the receiver and the commenter—who were encouraged to recall the previously taught persuasive strategies critically.

The following three samples were taken from one student randomly to display any traces of progress in the persuasive strategies of manipulating information packaging.

Figure 5. Student Ya's writings for Unit Four of logistics class

Writing transcript 1

Oxford phone 5G New model and new chip Large battery super clear camera

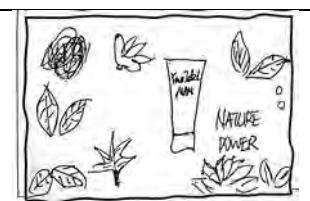
- Power to everything possible: The phone consists of newly-developed Kirin 98000, Android 12.0 and super light glass material. Ensure users to have great user experience. You can work and play hard. 60 megapixel HD front camera and 80 megapixel HD rear camera make shooting more clearly.
- Access to cutting-edge apps: The excellent experience of softwares means we can upload, upgrade, feedback and rank the app experience together with the global users in the Oxford community.
- Android 12.0 is more inclusive so that it supports the applications that need AI technical support.

Writing transcript 2



YourIdeal Man Facewash gentle soft power tough

- Many healthy ingredients: Vitamin C, Aloe vera, palm oil can gently clean the skin for everyone, especially the sensitive skin.
- Use this facewash, and remove dead skin cell, pores effectively.



- Elegant appearance and texture packing mak the facewach more perfect.

Writing transcript 3

Oxford Intel I2000 and Pre-Installed Android OS 99 1920*1080 FHD tablet

- High-definition display screen: 1920*1080 display maeks you read at night with comfortable light.
- Fast network connection: Excellent network connections providing a robust audio experience for fast internet connections.

The first draft demonstrated the learner's awareness of the manipulative power of language by embedding authorial evaluation into the thematic nominal group, for example, "this clear picture presentation" and "the excellent user experience," which enforced the value of Oxford phone to be understood as given information. Student Ya was believed to have acquired of critical features and functions of a smartphone, as was evident in her coherent and reasonable evaluation and description of an "imagined" mobile phone.

In the second draft of male facewash, Student Ya used the persuasive strategies and linguistic resources highlighted in the modeling stage. The dangling modifier, for example, was found in "Mixed with the coolness of the night, the freshing mint calms you down in your haste to date," and it up took some energy of thematicity that set the environment for the effects of "freshing mint." It was interesting to note students' design of images that strictly followed the horizontally polarized pattern of organization: photos were found on the left side as given information while slogans or titles on the right for new information that required the reader's attention and interest.

In the third draft, there was noticeable progress in comparison with the earlier week when students had limited resources (e.g., pronouns "it" and "you" and the name of the product) to fulfill the Theme position. Student Ya's subtitling was improved in her third writing that accurately summarized the bullet paragraph and took the consistent form of a nominal group (attributive adjective + noun phrase). In general, all three writings were Contemporary Satisfactory according to the rubric in Figure three.

Phase Three

Phase Three occurred in the final session that involved two stages in sequence, review and assessment. In the review part, the teacher clarified the persuasive language features and strategies in two model texts. The model text on an intelligent electronic tablet was selected and analyzed cautiously to help students in the later assessment stage that required learners to write on the topic of electronics. In the assessment part, students were required to write two pieces of netvertisement for an electric NBCC tablet and a product for daily use from three, but not limited to, suggested choices—perfume, facewash, and a noodle-pick board game.

Comparison of Pre- and Post-Tutorial Scores

Competent writings of Iteration One increased from 0 to 69% between pre-and post-tutorial submissions, and Iteration Two showed the growth of Competent writings by 68% after the intervention program (see Appendix A). The Wilcoxon Matched-Pairs Signed Ranks Test was used to compare the pretest and posttest scores for three categories of performance: (a) language mistakes that impact the flow of reading, (b) discursive moves of the genre, and (c) three persuasive strategies of graduation, engagement and manipulating information packaging. This non-parametric test aimed to reveal any change, or hopefully progress, in the mean ranks of one sample group of participants, 26 students in tourism class and 25 students in logistics class, who should produce Competent writings after attending the instructional intervention.

The raw data of two groups—pre-and post-tutorial (or pretest and posttest)—were used to compute each sample's rank of the absolute value of difference. For the tourism class, the sum of the positive ranks (W^+) was 0, and the sum of negative ranks (W^-) was 253, and hence the test statistics T ($T = \min\{W^+, W^-\}$) was 0. The critical value for the significance level $p < 0.01$ provided, the null hypothesis was rejected if the type of tail $T \leq 48$. Since $T = 0 \leq 48$, there was enough evidence to claim that the population median of differences was different than 0 at a significance level of 0.01. Similar results were found in the logistics class as the sum of W^+ was 33, the sum of W^- 267, and hence $T = \min\{W^+, W^-\} = 33$. Given the significance level $p < 0.01$, the null hypothesis was rejected if the type of tail $T \leq 61$. The second class showed $T = 33 \leq 61$, indicating the significant changes between the two test results. Appendix B reports the raw data and preliminary mathematical results.

Functional Analysis

This session conducts a detailed functional analysis of the pre-and post-tutorial writings of two randomly chosen students—Student L1 from the tourism class and La from the logistics class—among the 51 participants with good attendance rates. The writing scripts and appraisals are attached to Appendix C.

Student L1's writing scores improved from one to four. In her pretest writing, there were obscure expressions like “made of high-quality soil with ...comfortable hand feel” and “high hiding effect” that made the writing hard to read. An unexpected move Soliciting responses “Pay with Alipay or bank card” was placed between the two moves Headlines and Detailing the product or service. More seriously, her writing featured a simple listing of unrelated phrases throughout the paper and minimal engagement language. Yet, student L1 gained one credit for using graduation strategies effectively, as was found in “texture is as smooth as silk” to intensify the smooth touch of the mug. The images visualized and repeated the verbal messages about the critical product feature of heat-changing colors.

In her posttest writings, Student L1 strictly followed the move structure from Headlines (and images), Detailing the product, to Offering incentives to buy. Besides, the three persuasive strategies were used effectively. A variety of graduation markers could be identified, including “perfect,” “perfectly,” “millions of,” “super,” and “excellent.” Two main types of engagement markers—directives like “enjoy the perfect experience...” and direct addressing like “you” and “your”—were used to initiate the dialogue with readers and effectively built an interactive reader-writer relationship. The writer employed subtitling strategies that highlighted the critical

information and embedded authorial evaluation like “strong,” “excellent,” “striking,” and “efficient” into thematic structures that made the utterance taken for granted. The clause beginnings featured diverse structures, like “with dual-band enhanced Wifi” and “Millions of movies, TV episodes, songs, books, apps and games,” to fulfill a thematic function. This diversity demonstrated a significant improvement since the pretest writing, where the structures typically began with a nominal group consisting of an article and a noun. However, the persuasiveness was reduced by frequent misspellings (e.g., “swell-smelling”), the wrong choice of mood (e.g., “you will enjoy 5G service and provide 90-day limited warranty service”), and obscure collocations (e.g., “Enjoy the progress of washing”).

Student La received two credits in her pre-tutorial writing (see Appendix C). Her writing was easy to understand with well-formed and meaningful structures despite minor language mistakes. However, the writer missed detailing the important luminous feature of the cup, leading to the discrepancy between the image and product description. Linguistic features of the persuasive language were rarely found in pre-tutorial writing. Still, student La manipulated the reader’s attention to the product, in images, by the washout of the background environment and by high tonal contrast.

At the end of the intervention, student La’s writing improved in the move structure and persuasive strategies, but her problem of combining phrases in a rushed and cursory way remained still. In other words, her post-tutorial writings were weak in making the message clear and coherent despite grammatically legal structures. One good example of broken cause-effect logic was the bullet-point of “a perfect photo” as the qualities of cameras barely justified the result that users would “see,” rather than “take,” nice photos by the tablet. The headline “Rose series, love with heart” was arguably incomplete and unclear for missing out the product category, for example, Esprit de Parfum or Eau de Cologne. Nevertheless, her writings were strong in strictly following the move structure of the promotional genre and in the use of graduation markers (e.g., “super,” “perfect,” “like the heavy dew on the grass”). Compared to her earlier writing, student La began to use engagement markers (“you”) and a subtitling strategy that inserted authorial evaluations. Still, the linguistic features of the persuasive language were limited and unvaried. For example, the thematic structure “With..., you can ...” (a prepositional phrase) was repeated throughout the two pieces of netvertisement.

Discussion

In general, the Competent writings of the two classes (51 students) across two iterations rose significantly from 0 to 68% and 69% after the writing tutorial. The improvement should suffice to indicate how the SFL-GBP writing intervention supported the teaching and learning of persuasive netvertisement in the local context. The two classes improved on their move structures and engagement, graduation, manipulation strategies. The in-depth functional analysis of two individual students revealed a reduced listing of phrases, expanded vocabulary to describe digital, skincare, and everyday products, increased use of engagement and graduation markers, subtitling strategy, centered principle of image design. The weaknesses lay in the continued favor of “safe” options of persuasive techniques, that is, to limit their linguistic choices to several structures (e.g., dangling modifier “with”) and to several graduation and engagement markers (e.g., “super,” “perfect,” “you”).

The current project attempts to fill the gap between abundant descriptive linguistic analysis and pedagogical applications in the discourse of netvertisement. Empirically, the intervention program is a workable model in teaching persuasive writing of netvertisement that has been shaped by “participant expertise,” by input from “literature,” and by cycles of “field testing” (McKenney & Reeves, 2012, p. 425). The originally developed and tested teaching resources (e.g., handout, syllabus, mini-corpus of netvertisement) represent a meaningful product of educational design research that models the teaching of persuasive writing. Theoretically, the study offers insights and practices that localize the theories of high generality, such as Vygotsky’s (1978) socio-cultural view of learning and Gibbons’s (2002) Curriculum Cycle into the Chinese context of vocational education.

Conclusion

The current project guided student participants into the genre of persuasion by developing a set of genre-specific lexicogrammatical and semiotic resources. There was a significant increase in Competent writings from pre-tutorial (0%) to post-tutorial writings (68% and 69%) across two iterations. A detailed functional analysis of two students, L1 and La, revealed improved generic move structure, engagement and graduation markers, subtitling strategy, and centered principle in image design. However, their writings featured unvaried lexicogrammatical choices of persuasion and a poorly coherent and logical stance. The findings addressed the gap between descriptive linguistic analysis (theories) and pedagogical applications (empirical studies) by relating functional grammar to pedagogical grammar in the design of an English classroom.

The instructional intervention is yet to be fully transferred to other contexts. The researcher asked two colleagues to choose any activities or tools they found helpful in their ESP writing courses. Though they both gave positive feedback in general, the transferability of the current intervention was somewhat limited as the generalization by DBR was restricted to the Chinese culture and students in the local vocational college.

Admittedly, the current intervention can be “coarse” in the teaching and learning of promotional image designs (e.g., overlooking the promotional audios). A more comprehensive writing course in the future should address “new literacy” on multimodal genres, which involves analysis and discussions on verbal, visual, and aural messages. The idea of “new literacies” broadly refers to the literacy practices developed through digital communication technology and is embraced by a range of linguists and educational practitioners (e.g., Kress & van Leeuwen, 2020; Martin & Rose, 2007). These researchers have realized the increasingly important role and influence brought by non-verbal modes, often more visual, on the meanings in communication in the context of business communication and education (Lillis & McKinney, 2003). It is interesting to see how SFL and its genre-based view of multimodality could inform the development and refinement of the current persuasive writing course to help students construct netvertisement with vital semiotic resources of different modes.

About the author

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Appendices

Appendix A

Attendance sheet of two classes

Attendance sheet of 18 Class of Tourism and Management 1 (30 students) in Iteration One

No.	Chinese Name	Student Code	05/24 1 Building the field	05/26 1 Building the field	05/31 2 Graduation	06/02 2 Graduation	06/07 3 Engagement	06/09 3 Engagement	06/14 3 Engagement	06/16 3 Engagement	06/21 4.1 Information Packaging	06/23 4.1 Information Packaging	06/28 4.2 Information Packaging	06/30 4.2 Information Packaging	07/05 5 review and assessment	07/07 5 review and assessment
1	Mo Yirong	/	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent
2	Zhang Jiayu	/	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent	absent
3	Chen Hong	C1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
4	Chen Yiwen	C2	present	present	present	present	present	present	present	present	present	present	present	present	present	present
5	Chen Zihan	C3	present	present	present	present	present	present	present	present	present	present	present	present	present	present
6	Shan Jiwen	D1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
7	Dong Lingxi	D2	present	present	present	present	late	late	present	present	present	present	present	present	present	present
8	Fan Xiangyu	F1	present	present	late	late	present	present	present	present	present	present	present	present	present	present
9	Fang Jia	F2	present	present	present	present	present	present	present	present	present	present	absent	absent	present	present
10	Gao Yan	G1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
11	Hu Shilin	H1	present	present	present	present	business leave	business leave	present	present	present	present	present	present	present	present
12	Jin Zheting	J1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
13	Lai Jiayi	L1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
14	Li Haonan	L2	present	present	present	present	present	present	present	present	present	present	present	present	present	present
15	Lu Juncheng	L3	present	present	present	present	present	present	present	present	present	present	present	present	present	present
16	Luo Yanjun	L4	present	present	present	present	present	present	present	present	present	present	present	present	present	present
17	Shu Yinjie	S1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
18	Wang Xianye	W1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
19	Wang Jiaxin	W2	present	present	present	present	present	present	present	present	present	present	present	present	present	present
20	Wang Qianyin	W3	present	present	present	present	present	present	present	present	present	present	present	present	present	present
21	Wang Wenyi	W4	present	present	present	present	present	present	present	present	present	present	present	present	present	present
22	Wu Shengmiao	W5	present	present	present	present	present	present	present	present	present	present	present	present	present	present
23	Wu Tanwei	W6	present	present	present	present	business leave	business leave	present	present	present	present	present	present	present	present
24	Xu Jia	X1	present	present	present	present	present	present	present	present	present	present	late	late	present	present
25	Xu Minyan	/	late	late	absent	absent	present	present	present	present	present	present	present	present	present	present
26	Ye Jia	X2	present	present	present	present	present	present	present	present	present	present	business leave	business leave	present	present
27	Ying Jianxia	X3	present	present	present	present	present	present	present	present	present	present	present	present	present	present
28	Yu Hanlei	Y1	present	present	present	present	present	present	present	present	present	present	present	present	present	present
29	Zhang Hao	/	late	late	absent	absent	present	present	present	present	present	present	present	present	present	present
30	Zhang Yumin	Z1	present	present	present	present	late	late	present	present	present	present	present	present	present	present

Note: Students with no Student Codes are considered not qualified for the appraisals of pre- and post-tutorial writings.

Appraisal for the Writing Task in each Session of Iteration One

Number	Chinese Name	Student Code	05/26 1 Building the Field	06/02 2 Graduation	06/16 3 Engagement	06/30 4.2 Information Packaging
1	Mo Yirong	/	NA	NA	NA	NA
2	Zhang Jiayu	/	NA	NA	NA	NA
4	Chen Hong	C1	TC	TC	TC	TC
5	Chen Yiwen	C2	TC	TC	TC	TC
6	Chen Zihan	C3	TC	TC	NTC	TC
7	Shan Jiwen	D1	TC	TC	NTC	TC
8	Dong Lingxi	D2	TC	NTC	NTC	TC
9	Fan Xiangyu	F1	NTC	NA	NTC	TC
10	Fang Jia	F2	TC	NTC	NTC	NA
11	Gao Yan	G1	TC	NTC	TC	TC
12	Hu Shilin	H1	TC	NA	NA	NTC
15	Jin Zheting	J1	TC	NTC	NTC	TC
16	Lai Jiayi	L1	TC	TC	NTC	TC
17	Li Haonan	L2	TC	NTC	NTC	TC
19	Lu Juncheng	L3	TC	NTC	NTC	TC
20	Luo Yanjun	L4	TC	TC	NTC	TC
21	Shu Yinjie	S1	TC	TC	NTC	TC
23	Wang Xianye	W1	TC	NA	NTC	TC
25	Wang Jiaxin	W2	TC	TC	NTC	TC
26	Wang Qianyin	W3	TC	TC	NTC	TC
27	Wang Wenyi	W4	TC	NTC	NTC	TC
29	Wu Shengmiao	W5	TC	TC	NTC	TC
30	Wu Tanwei	W6	TC	TC	NA	TC
31	Xu Jia	X1	TC	NTC	NTC	TC
32	Xu Minyan	/	NA	NA	NTC	TC
35	Ye Jia	X2	TC	NTC	NTC	NA
36	Ying Jianxia	X3	TC	NTC	NTC	TC
37	Yu Hanlei	Y1	TC	TC	TC	TC
38	Zhang Hao	/	NA	NA	NTC	NTC
39	Zhang Yumin	Z1	NTC	NTC	NTC	TC

Note: TC stands for Temporarily Competent, NTC for Not Temporarily Competent and NA for Not Available to any comments. Only "valid" writings are analysed and marked TC or NTC. Writings are not "valid" when writers have missed part of earlier tasks on the handout or be very late to class.

Attendance sheet of 19 Logistics and Management 2 (27 students) in Iteration Two

No.	Chinese Name	Student Code	09/24 1 Building the Field	09/30 2 Building the Field	10/30 3 Graduation	11/06 4.1 Information Packaging	11/13 4.2 Information Packaging	11/20 4.3 Information Packaging	12/04 *CET4&6 Review	12/11 5 Engagement	12/18 6 Review and Assessment
1	Cai Ruoxi	Ca	present	present	present	present	present	present	present	present	present
2	Chen Hao	Cb	present	present	present	present	present	present	present	present	present
3	Chen Haodong	/	sick leave	late	late	present	present	present	present	absent	present
4	Chen Kexin	Cc	present	present	present	present	present	present	present	present	present
5	Feng Shengteng	Fa	present	present	present	business leave	present	present	present	present	present
6	Fu Yu	FB	present	present	present	absent	leave early	present	present	present	present
7	Gao Xin	Ga	present	present	present	present	present	present	present	present	present
8	Gu Yang	Gb	present	present	present	present	present	present	present	present	present
9	Li Jiaqi	La	present	present	present	present	present	present	present	present	present
10	Li Ruiyu	Lb	present	present	late	present	present	late	present	late	present
11	Liang Jiajin	Lc	present	present	present	present	present	present	present	present	present
12	Lin Jiani	Ld	present	present	present	present	present	present	present	present	present
13	Lin Ruyan	Le	present	present	present	present	present	present	present	present	present
14	Liu Ziyu	Lf	present	present	present	present	present	present	present	present	present
15	Lu Qi	/	sick leave	late	late	present	present	present	present	late	present
16	Shao Congyi	Sa	present	present	present	present	present	present	present	present	present
17	Wang Chenyu	Wa	present	present	present	present	present	present	present	present	present
18	Wang Qingqing	Wb	present	present	present	present	present	present	present	present	present
19	Wang Yujia	Wc	present	sick leave	present	present	present	present	present	present	present
20	Xu Tianjie	Xa	present	present	present	present	present	present	present	present	present
21	Yu Wenli	Ya	present	present	present	present	present	present	present	present	present
22	Yuan Qianyi	Yb	present	present	present	present	present	present	present	present	present
23	Zhang Shasha	Za	present	present	present	present	present	present	present	present	present
24	Zhao Shuyu	Zb	present	present	present	present	present	present	present	present	present
25	Zhou Ying	Zc	present	present	present	present	present	present	present	present	present
26	Zhu Chenkai	Zd	present	present	present	present	present	present	present	present	present
27	Zhuang Jiahui	Ze	present	present	present	present	present	present	present	present	present

Note: Students with no Student Codes are considered not qualified for the appraisals of pre- and post-tutorial writings.

Appraisal for the Writing Task in each Session of Iteration Two

Number	Chinese Name	Student	09/30 2 Building the Field	10/30 3 Graduation (text)	10/30 3 Graduation (image)	11/06 4.1 Information Packaging	11/13 4.2 Information Packaging	11/20 4.3 Information Packaging	12/11 5 Engagement
1	Cai Ruoxi	Ca	TC	TC	TC	TC	TC	NTC	TC
2	Chen Hao	Cb	TC	NTC	NTC	TC	TC	TC	TC
3	Chen Haodong	/	NA	NA	NA	TC	NTC	NTC	NA
4	Chen Kexin	Cc	TC	TC	TC	TC	TC	NTC	TC
5	Feng Shengteng	Fa	TC	TC	TC	NA	NTC	TC	NTC
6	Fu Yu	FB	NTC	NTC	NTC	NA	NA	NTC	NTC
7	Gao Xin	Ga	NTC	NTC	TC	TC	TC	NA	NA
8	Gu Yang	Gb	NTC	NTC	TC	TC	TC	NA	TC
9	Li Jiaqi	La	TC	TC	TC	TC	TC	NTC	TC
10	Li Ruiyu	Lb	NTC	NA	NA	TC	TC	NA	NA
11	Liang Jiajin	Lc	TC	TC	TC	TC	TC	NTC	TC
12	Lin Jiani	Ld	TC	TC	TC	TC	TC	TC	TC
13	Lin Ruyan	Le	TC	TC	TC	TC	TC	NTC	NTC
14	Liu Ziyu	Lf	TC	TC	TC	NA	NA	NTC	NTC
15	Lu Qi	/	NA	NA	NA	TC	TC	NTC	NA
16	Shao Congyi	Sa	TC	NTC	NTC	TC	TC	TC	TC
17	Wang Chenyu	Wa	TC	TC	TC	TC	TC	TC	TC
18	Wang Qingqing	Wb	TC	TC	TC	TC	TC	NTC	TC
19	Wang Yujia	Wc	NA	TC	TC	TC	TC	NTC	TC
20	Xu Tianjie	Xa	NTC	NTC	NTC	NTC	NA	NTC	NTC
21	Yu Wenli	Ya	TC	TC	TC	TC	TC	NTC	TC
22	Yuan Qianyi	Yb	TC	TC	TC	TC	TC	TC	TC
23	Zhang Shasha	Za	TC	TC	TC	TC	TC	TC	TC
24	Zhao Shuyu	Zb	TC	TC	TC	TC	TC	TC	TC
25	Zhou Ying	Zc	TC	NTC	TC	TC	TC	NTC	TC
26	Zhu Chenkai	Zd	NTC	TC	TC	NTC	NTC	NTC	NTC
27	Zhuang Jiahui	Ze	TC	TC	TC	TC	NA	NTC	TC

Note: TC stands for Temporarily Competent, NTC for Not Temporarily Competent and NA for Not Available to any comments. Only "valid" writings are analysed and marked TC or NTC. Writings are not "valid" when writers have missed part of earlier tasks on the handout or be very late to class.

Appendix B

Raw data of test results and reliability test of rubric

Reports the raw data and basic statistic results of the tourism class in Iteration One

Scores of pre-tutorial and post-tutorial writings of Iteration One

Scores of pre-tutorial and post-tutorial writings of Iteration One					
Pair	Pre-tutorial	Post-tutorial	Difference	Abs. Difference	Sign
1	1	3	-2	2	-1
2	2	5	-3	3	-1
3	2	3	-1	1	-1
4	2	4	-2	2	-1
5*	2	2	0	0	0
6*	2	2	0	0	0
7*	2	2	0	0	0
8	2	5	-3	3	-1
9*	1	2	-1	1	-1
10	2	4	-2	2	-1
11	1	4	-3	3	-1
12	1	3	-2	2	-1
13	1	3	-2	2	-1
14	2	3	-1	1	-1
15	1	3	-2	2	-1
16	2	3	-1	1	-1
17	1	3	-2	2	-1
18	2	4	-2	2	-1
19	2	3	-1	1	-1
20	1	3	-2	2	-1
21*	2	2	0	0	0
22*	0.5	2.5	-2	2	-1
23*	1	2	-1	1	-1

Scores of pre-tutorial and post-tutorial writings of Iteration One					
24	2	4	-2	2	-1
25	2	3	-1	1	-1
26*	1	2	-1	1	-1
*Students were had been late or absent for more than one session.					

Reports of the raw data and basic statistic results of the logistics class in Iteration Two

Scores of pre- and post-tutorial writings of Iteration Two					
Pair	Pre-tutorial	Post-	Difference	Abs. Difference	Sign
1	2	3	-1	1	-1
2	1	3	-2	2	-1
3	2	3	-1	1	-1
4*	1	2	-1	1	-1
5*	2	1	1	1	+1
6	2	3	-1	1	-1
7	2	3	-1	1	-1
8	2	3	-1	1	-1
9*	2	0	2	2	+1
10	1	2	-1	1	-1
11	2	4	-2	2	-1
12	1	2.5	-1.5	1.5	-1
13	1	0	1	1	+1
14	2	3	-1	1	-1
15	1	4	-3	3	-1
16	2	4	-2	2	-1

Scores of pre- and post-tutorial writings of Iteration Two

17	1*	3	-2	2	-1
18	2	2	0	0	0
19	2	3	-1	1	-1
20	1	4	-3	3	-1
21	2	3	-1	1	-1
22	2	5	-3	3	-1
23	1	4	-3	3	-1
24	1	2	-1	1	-1
25	2	3	-1	1	-1

*Students were had been late or absent for more than one session.

Pearson correlation test for inter-rater reliability of rubric

rater me	rater 1	rater 2
5	5	4.5
4.5	5	4
5	5	4.5
1	1	0.5
0.5	1	0
2	1.5	1.5
4	4	4
2.5	2.5	1.5
4	3.5	3.5
2	1.5	1.5
1	1.5	0.5
1	1.5	1
3	4	3
2	2.5	2.5
0	0	0

X = rater 1; Y = rater me

R Calculation

$$r = \frac{\sum((X - M_x)(Y - M_y))}{\sqrt{(\sum SS_x)(\sum SS_y)}}$$

$$r = 37.5 / \sqrt{((38.733)(39))} = 0.9648$$

X= rater 2; Y = rater me

R Calculation

$$r = \frac{\sum((X - M_x)(Y - M_y))}{\sqrt{(\sum SS_x)(\sum SS_y)}}$$

$$r = 37.5 / \sqrt{((37.833)(39))} = 0.9763$$

Appendix C



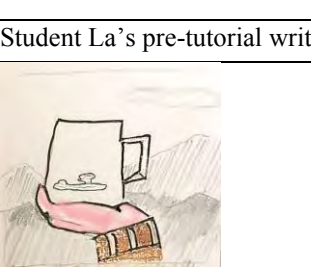
Two students' writings for functional analysis

Student L1's pre-tutorial writing



Heat Changing star wish mug

- Pay with Alipay or bank card
- Made of high-quality soil with fine workmanship and comfortable hand feel
- The cup surface has no traces and texture is as smooth as silk
- High temperature resistant, small printing color difference and high hiding effect

	
Score: 1	
Minimal language mistakes, well-formed and meaningful structures: 0.	
Following essential move structure: 0.	
Graduation strategies: 1.	
Engagement strategies: 0.	
Strategies of manipulating information packaging: 0.	
Student L1's post-tutorial writing 1	
NBCC Tablet Large Display Super Battery 5G-enabled 2GB of RAM	
<ul style="list-style-type: none"> Strong authorization: Millions of movies, TV episodes, songs, books, apps and games will satisfy you all requirements of learning, working and entertainment. Excellent Function: Enjoy the perfect experience of reading, browsing the web, watching video and listening to music. Super evaluation: A smooth touch and fast induction speed will give you the perfect using experience. A striking design: with Dual-band enhanced WiFi, you will enjoy 5G service and provide 90-day limited warranty service. 	
Student L1's post-tutorial writing 2	
	<p>A facewash with super function and efficient ingredients</p> <ul style="list-style-type: none"> The efficient function: the function of removing make-up dead skin cells, oil, dirt and other types of pollutants from the skin of the face will help you to unclog pores and prevent skin conditions perfectly. Diverse ingredients: The product contains Vitamin C, Tea tree oil, Organic aloe vera and fatty acids. These ingredients can help you to hydrate skin and reduce wrinkles. Special experience: The fresh fragrance will make you feel swell-smelling. Enjoy the progress of washing.
Score: 4	
Minimal language mistakes, well-formed and meaningful structures: 0	
Following essential move structure: 1	
Graduation strategies: 1	
Engagement strategies: 1	
Strategies of manipulating information packaging: 1	
Student La's pre-tutorial writing	
	<p>Heat Changing Magic Mug</p> <ul style="list-style-type: none"> The picture will be displayed when the water temperature is above 140°F Support for personal customization and free choice of photos Support Visa card, PayPal payment



Score: 2

Minimal language mistakes, well-formed and meaningful structures: 1

Following essential move structure: 0.5

Graduation strategies: 0

Engagement strategies: 0

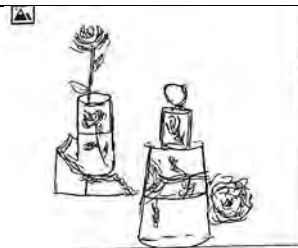
Strategies of manipulating information packaging: 0.5

Student La's post-tutorial writing 1 (same with transcript 2.14)

NBCC Tablet Large Display Super Battery 5G-enabled 2GB of RAM

- [a stunning design] With a super lightweight design, you will enjoy a metal design and 8" IPS display.
- [a fast support by 5G] With a fast dual-band and enhanced Wi-Fi, you will have the most perfect experience in watching video and listening to music.
- [a large storage] With a 215GB of internal storage, you can get more than million of movies in tablet.
- [a perfect photo] With a 2MP front and rear-facing cameras, you can see the best and clearest photos on the tablet.
- [90-day limited warranty] With a 90-day limited warranty, you don't have to worry about it.

Student La's post-tutorial writing 2



Rose series, love with heart

- [a special green and lychee aroma] The opening rose, the special green and lychee aroma are like the heavy dew on the grass in the morning.
- [Unique packaging art] Along with the pressing, the scents of flowers are depicted according to their true state.
- [a big attraction] With the special aroma of lychee, you attract everyone's attention.

Score: 3

Minimal language mistakes, well-formed and meaningful structures: 0

Following essential move structure: 1

Graduation strategies: 1

Engagement strategies: 0.5

Strategies of manipulating information packaging: 0.5