

Exemplar-based Writing Instruction for EFL Junior Secondary Learners

Speaker: Chong Sin Wang



語文教育中心
Centre for Language
in Education



香港教育大學
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*QS World University Rankings by Subject 2018

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- Language Enhancement Programmes in English, Putonghua, and Cantonese
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IELTS

Teaching Development Grant Project (HK\$327,000)

Exemplar-
based Writing
Instruction



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A little bit about myself

- Teacher
 - Lecturer at EdUHK
 - Primary, secondary, post-secondary, undergraduate, and postgraduate ESL and EFL learners
 - Taught in both local and international schools in Hong Kong
 - Assistant Chairperson of the English Department in a local secondary school in Hong Kong
 - Material developer for secondary schools and universities in Hong Kong
- Researcher
 - Research interests: second language writing, written feedback, classroom language assessment
 - Articles in leading international refereed journals on language assessment
 - Books focusing on second language writing and teacher written feedback (Routledge)
 - www.iswchong.com
 - Reviewer and editorial board members of international refereed journals and a UK-based academic publisher
- Teacher trainer
 - Teacher training workshops and seminars for primary, secondary, and post-secondary teachers
 - English Language Education, Music Education



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Agenda for today's teacher training workshop

- Three approaches to writing instruction for young EFL learners
- Exemplar-based writing instruction for young EFL learners



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Use three English words to describe EFL English writing instruction.

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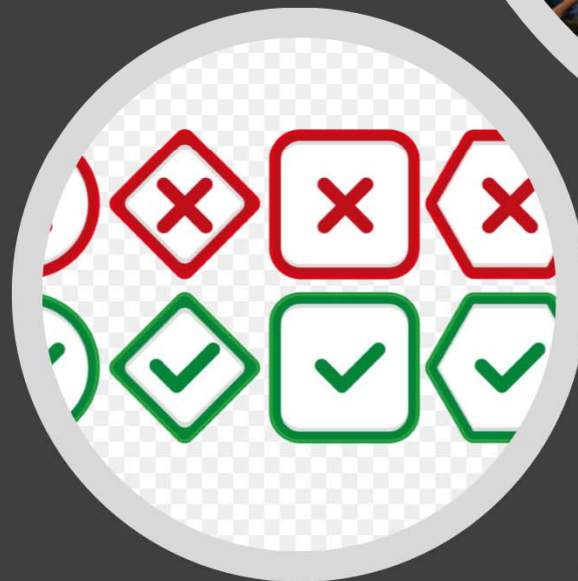
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Teaching writing to EFL learners

- Product-oriented approach
- Process-oriented approach
- Genre-oriented approach

Discussion questions:

- What is your understanding of the three writing instructional approaches?
- Match the three approaches with the three pictures. Explain the approaches using the pictures as clues.



Teaching writing to EFL learners

Approach	Goals	Learner's role	Teacher's role	Sample activity
Product	<ul style="list-style-type: none"> Students produce coherent and error-free writing texts 	<ul style="list-style-type: none"> Imitate, copy, transform models provided by the teacher and/or the textbook 	<ul style="list-style-type: none"> Explain structural and grammatical elements using model texts Give summative, corrective feedback 	<ol style="list-style-type: none"> T provides and explains a model text T gives out a writing question similar to the model text Ss complete the writing task within a given duration by modelling on the model text T grades Ss' writing and writes feedback Ss do corrections



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Teaching writing to EFL learners

Approach	Goals	Learner's role	Teacher's role	Sample activity
Process	<ul style="list-style-type: none"> Students are exposed to the steps involved in drafting and redrafting of a piece of written work 	<ul style="list-style-type: none"> Produce, discuss, reflect on, and rework successive drafts of a text 	<ul style="list-style-type: none"> Facilitate students' discussions and reflections on drafts of a text Give timely, formative and descriptive feedback for students to improve on their drafts Focus equally on grammatical accuracy and content 	<ol style="list-style-type: none"> Prewriting Drafting (focus on coherence and quality of idea; peer assessment; formative feedback by T) Editing (focus on language accuracy) Publishing



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Teaching writing to EFL learners

Approach	Goals	Learner's role	Teacher's role	Sample activity
Genre	<ul style="list-style-type: none"> Students can write in the target language appropriately (with reference to the context, purpose of writing, and audience) and effectively (focusing on communicative functions of specific linguistic features) 	<ul style="list-style-type: none"> Recognize how language, content, and contexts work hand in hand Recognize how patterns of language work for the shaping of meaning 	<ul style="list-style-type: none"> Be explicit about how texts are grammatically patterned; grammar instruction is integrated into the exploration of texts and contexts rather than taught as a discrete component 	<ol style="list-style-type: none"> T provides and explains a model text, focusing on the context, purpose, and audience of the model text T highlights the linguistic features prevalent in the model text, focusing on form and function Ss complete a writing question with the same genre



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A genre approach to writing instruction

- Genre refers to abstract, **socially** recognized ways of **using language** in different **contexts** (e.g. writing an informal letter/email to a friend, writing a proposal/report, writing a diary entry)
- Genre instruction stresses that genres are specific to particular **cultures**, reminding teachers that students may not share this knowledge with teachers and urging teachers to go beyond syntactic structures, vocabulary, and composing to incorporate into their teaching the ways language is used in specific contexts.
- Genre instruction enables teachers to set **focuses** for teaching and assessing writing.



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Either/or? Both/and?

In a writing class, students need to be taught both how to use the process to their advantage as language learners and writers, and also how to produce an acceptable product on demand. A shortcoming of the debate around these issues is that process and product have been seen as either/or rather than both/and entities.

However, while students certainly need to learn how to pass exams, they also need to perceive writing as a tool for learning, a tool that can be useful to them throughout their professional and personal lives (pp. 245).

Raimes (1993)

Discussion questions:

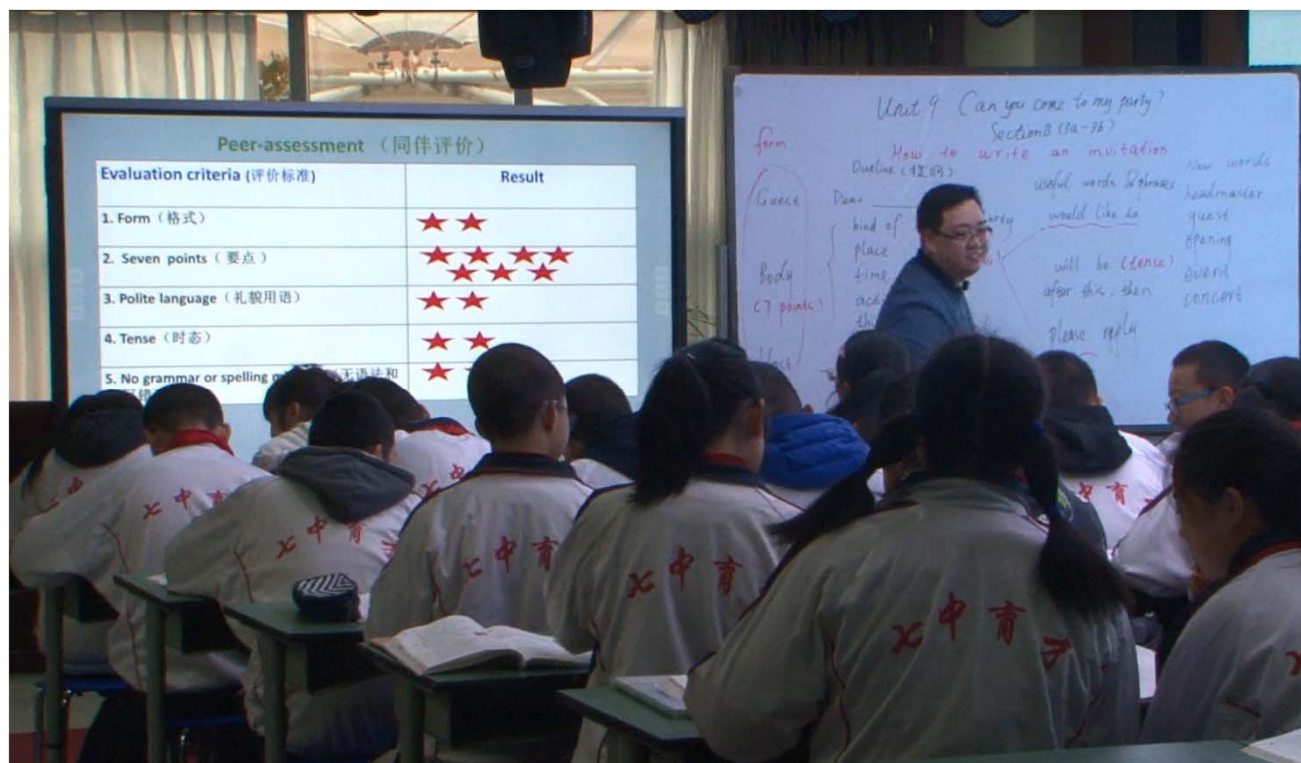
- Which approach do you use most frequently?
- Which approach is the 'best' approach in your teaching context?



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- 3'11" - 7'11"*
- 8'50" - 16'04" (check answer; explain difficult words; introduce key vocabulary)
- 16'05" - 22'55"*
- 24'10" - 24'57"*
- 34'45" - 36'23"*
- 36'35" - 41'26"*
- 43'18" - *

Watch a video ("How to write an invitation?")

Writing question: Choose a party or event and write an invitation to one of your classmates.



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Watch a video ("How to write an invitation?")

- 3'11" - 7'11"* (introduce a writing genre; guided reading)
- 8'50" - 16'04" (check answer; explain difficult words; introduce key vocabulary;
- 16'05" - 22'55"* (introduce writing structure, essential content points, and useful words and phrases; outline)
- 24'10" - 24'57"* (students start writing)
- 34'45" - 36'23"* (self-assessment)
- 36'35" - 41'26"* (peer assessment)
- 43'18" - * (homework: polish composition)

Discussion questions:

- Which approach(es) did the teacher employ in his lesson?
- Do you think his instruction is effective? Why or why not?
- What changes would you make to this lesson?

Writing question: Choose a party or event and write an invitation to one of your classmates.



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Suggested activities based on the three approaches

Approach	Suggested activity
Product	<ul style="list-style-type: none">• Consciousness-raising tasks focusing on the prevalent linguistic features of the model text e.g. simple future tense, the difference between 'will + v.' and 'is/am/are + going to + v.', prepositions for time and date (e.g. 'at', 'on', 'in', 'by')
Process	<ul style="list-style-type: none">• Instead of giving the number of stars and focusing on whether the key elements are present, students can be directed to give descriptive and constructive feedback in the peer and self-assessment tasks e.g. accuracy of simple future tense? Accuracy of prepositions for time and date?• Include more details, explanations, and examples in the rubric to facilitate students' peer and self-assessment
Genre	<ul style="list-style-type: none">• When asking students to deconstruct the model text, teacher can extend the discussion to include various expressions/phrases for politeness (e.g. the use of hedging devices, 'I would appreciate if you could reply by...', 'Regards,')



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From the perspective of curriculum materials development, what **similarity** do you notice in the three instructional approaches?



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WELL, WHAT IS IT?

Exemplars |



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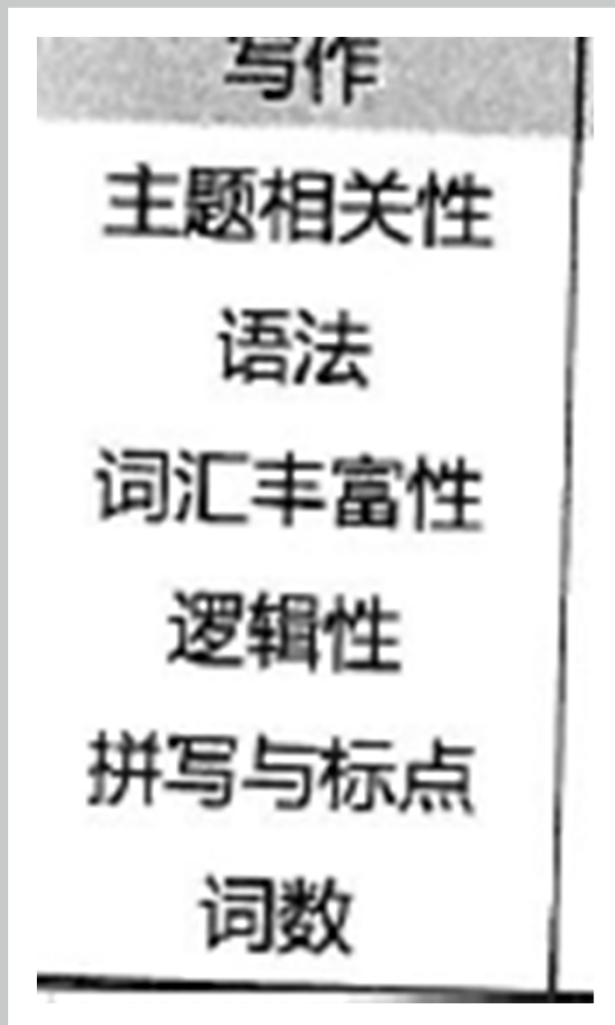
What is an 'exemplar'?

- An 'exemplar' is 'a typical example of work of a particular level of **quality**' (Hendry, 2013, p. 133).
- 'Exemplars' are not 'standards themselves but are indicative of them' (Sadler, 1987, p. 200).
- 'Exemplar-based instruction', or sometimes referred to as 'the use of exemplars', is defined as **the use of exemplars by teachers to illustrate 'a "quality continuum" of authentic student work [or sometimes student work modified by the teacher] to help them make judgements about what constitutes quality'** (Scoles, Huxham, & McArthur, 2013, p. 632; words in brackets mine).



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Relevance of content e.g. theme, topic

Language/accuracy e.g. verb tenses, subject-verb agreement

Range of vocabulary e.g. synonyms, antonyms, theme-related vocabulary

Logical development of idea e.g. elaboration strategies

Spelling and punctuation

Length



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IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors

Discussion questions:

- Are these rubrics conducive to writing instruction? Why or why not?
- How can the use of exemplars contribute to students' understanding of these assessment standards?



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The use of exemplars

Writing rubrics/assessment standards

- Ambiguous and opaque descriptors
- Generic in nature
- Difficult for students to understand the success criteria(not only 'yes/no' but 'good/bad')
- Difficult for teachers to assess students

The use of exemplars

- Exemplify the quality as described in the descriptors
- Focus on a specific writing genre/task
- Demonstrate 'high', 'mediocre', and 'low' performances
- Standardize assessment standards among teachers



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Table 1: A framework of approaches to sharing meaningful knowledge of assessment standards with students in higher education (adapted from O'Donovan et al., 2008)

	The 'laissez faire' approach	The 'explicit' approach	The 'social constructivist' approach	The 'community of practice' approach
Role of the teacher	<i>Passive</i> (wait for students to approach them)	<i>Active</i> (explicitly explain to students the assessment standards)	<i>Active</i> (lead dialogues with students to develop their understanding of assessment standards)	<i>Active</i> (facilitate dialogues amongst students to develop their understanding of assessment standards)
Role of students				
The use of exemplars in IELTS writing and speaking	the form of model essays or speaking scripts without teacher input or discussions with students	the form of model essays or speaking scripts with teachers highlighting the strengths of the exemplars with reference to the IELTS writing and speaking descriptors	and IELTS writing and speaking descriptors are distributed to students. The teacher guides students' understanding of the 'quality' of the exemplars through the use of a range of interactive and	speaking scripts, and IELTS writing and speaking descriptors are distributed to students. Students discuss with peers in small groups (sometimes with the teacher's facilitation)

Discussion question:

- What are the strengths and weaknesses of the four approaches?
- Which approach(es) is more suitable for young EFL learners of writing?

Three approaches to exemplar-based writing instruction

Inductive use of exemplars:

Students are involved in judging the quality of the exemplars by using a marking rubric provided by the teacher. Teachers then explain the assessment standards in relation to the rubric and the exemplars (Hendry, White, & Herbert, 2016).

Scaffolded use of exemplars:

- Students are involved in a pre-task (e.g. producing a part of a writing or speaking task reminiscent of the exemplar) before being introduced to high quality exemplars (Carless, et al., 2018).



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Three approaches to exemplar-based writing instruction

Dialogic use of exemplars:

- Students' opinions are elicited and divergent viewpoints are encouraged (Carless, et al., 2018).
- Students are encouraged to discuss their judgements with their classmates before teachers explicate the assessment standards (Hendry, White, & Herbert, 2016).
- Students are asked to verbalize their judgements and provide suggestions for improving the exemplars (Sadler, 2010).
- Students compare exemplars with their own work and reflect on their own performance through self-reflective questioning (Hounsell, 2008).



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How to
develop
materials for
exemplar-
based writing
instruction?
An example

写作指导



·话题剖析·

本单元话题为“健康与急救”(Health and first aid)。运用正确的表达方式询问健康问题、抒发情感、描述问题产生的原因及结果并给出对应的建议是写作的核心内容。同时能够根据相关提示对事件进行描述也是写作的重要内容。在描述事件时,需要注意恰当地使用时态;在给出建议时,注意情态动词的正确使用。



·范例剖析·

上周的体育课上,有位同学打篮球时严重摔伤了腿,引起了学校对“体育课安全”的关注,老师要求同学们在班会上讨论一下这个问题。请你以“How to Keep Safe in P. E. Class”为题,写一篇发言稿。80个单词左右。



·思路点拨·

本题要求介绍如何在体育课上保持安全“How to Keep Safe in P. E. Class”,主要涉及一般现在时态和一般将来时态。首先可以根据体育课上的意外事故引出话题;题干并未就具体建议进行提示,需要同学们自己来思考,在描述建议时,为了行文连贯流畅,可以使用 first ... second ... third ... fourth 等表示顺序关系的词汇将其串联,最后在建议的基础上呼吁大家重视安全问题。



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How to develop materials for exemplar-based writing instruction? An example



·常用句型·

1. 有时候我们会在生活中碰到一些意外。

Sometimes we may meet accidents in our life.

2. 如果你摔倒了,你应该去医院并且拍一个 X 光片。

If you fall down, you should go to the hospital and get an X-ray.

3. 他永远不会忘记这次经历。

He will never forget this experience.

4. 安全是最重要的事情,我们都应该重视它。

Safety is the most important thing. All of us should pay attention to it.



·小试牛刀·

Good afternoon, everyone! Do you know that we'll be in danger in P. E. class if we are not careful enough? For example, John fell down and hurt his leg badly when he played basketball in P. E. class last week.

What should we do to stay away from dangers in P. E. class? First, we should warm up before doing sports. Second, we must wear sports clothes and shoes in P. E. class. Third, we must be careful when we do some sports. Fourth if we hurt ourselves, we should let the teacher know it at once.

In a word, safety is the most important thing. All of us should pay attention to it.



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Step 1: Develop a rubric (How to keep safe in PE lessons?)

Assessment domain	Descriptor
Content	<p>Relevance of content: The content in the speech is related to the topic of 'safety in P.E. classes' and includes (1) some safety problems students encounter during P.E. classes (their reasons, description of an experience, and consequences) and (2) some suggestions for avoiding these problems.</p> <p>Logical development of ideas: Students should start their speech by identifying the problems faced by students in P.E. classes before providing solutions. Examples/descriptions should be included, whenever appropriate.</p>
Language	<p>Students are able to use the past tense when recounting what happened.</p> <p>Students are able to use basic connectives to increase clarity of their suggestions.</p> <p>Students are able to use modal verbs when giving suggestions.</p>
Vocabulary	Students demonstrate the ability to use a range of common and more sophisticated vocabulary related to the writing topic.
Genre & structure	<p>Speech: Start with greetings, include a hook, use first-person and second-person pronouns, end with a 'thank you'</p> <p>Purpose: Propose suggestions to avoid safety problems in P.E. classes</p> <p>Writer identity: A student</p> <p>Tone: caring, empathetic, informative</p>
Spelling and punctuation	<p>Students are able to spell thematically-related words (i.e. health and first aid) correctly.</p> <p>Students are able to use question marks, periods, and commas correctly.</p>
Length	Write at least 80 words



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Step 2: Collect and/or write up exemplars to illustrate dimensions of quality

A 'good' exemplar (provided by the textbook or teacher)

Good afternoon, everyone! Do you know that we'll be in danger in P.E. class if we are not careful enough? For example, John fell down and hurt his leg badly when he played basketball in P.E. class last week.

What should we do to stay away from dangers in P.E. class? First, we should warm up before doing sports. Second, we must wear sports clothes and shoes in P.E. class. Third, we must be careful when we do some sports. Fourth, if we hurt ourselves, we should let the teacher know it at once.

In a word, safety is the most important thing. All of us should pay attention to it. Thank you.



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Step 2: Collect and/or write up exemplars to illustrate dimensions of quality

A 'mediocre' exemplar (written by students from the previous year)

Do you know how to keep safe in P.E. class. Kepp safe in P.E. class is really importance. Why because last week have a student in the P.E. class play basketball unluckily hurt yourself like hurt your leg. He is really hurt. So do you know keep safe is how to importance? First. In the P.E. class we can wear sports shoes because they can help we run even easy. Second, if we running really quickly, we should carefully ever. Third, we can't fight with others classmates in the P.E. class. Finally, if you hurt yourselves, you must go to doctor. And get an x-ray.



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Step 3: Design evaluative and dialogic tasks based on the exemplars

Materials to be distributed to students: an assessment rubric (simplified and/or in learners' L1), a 'good' exemplar (don't tell students it is a good one), a 'mediocre' exemplar (don't tell students it is not a very good one).

Task 1: Ask students to read and try to understand the rubric by highlighting some words they think are important.

Task 2: Students read the 'good' exemplar and highlight elements they like and dislike using two colors.

Task 3: Students sit in groups to discuss what they like and dislike about the 'good' exemplar. While students are discussing, the teacher roams around the classroom to facilitate their discussions by (1) asking students to give reasons to support their claims, (2) reminding students to refer to the rubric when evaluating the exemplar, and (3) requiring students to refer to a specific portion of the exemplar when giving their opinions (e.g. a word, a phrase, a sentence, a paragraph)

Task 4: Students present their collective viewpoint in groups. The teacher writes down students' opinions on the blackboard. The teacher should refrain from giving his/her 'official' evaluative judgement at this point.



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Step 3: Design evaluative and dialogic tasks based on the exemplars

Task 5: Students read the 'mediocre' exemplar and repeat Tasks 2-4. The teacher may want to regroup the students so that students can listen to opinions from different students.

Task 6: The teacher explains the key words in the rubric to the students. The teacher evaluates and compares the two exemplars in front of the students. At this point, it is important for the teacher to:

- focus on not only **the presence or absence** of certain elements, but their **quality**
- always give reasons and refer to the students' opinions when giving an evaluative judgement
- consolidate **declarative knowledge** of students (e.g. some grammar concepts, useful vocabulary, phrases)
- remind students **not to copy from the exemplars** and emphasize that these exemplars are examples but not model compositions.



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Step 3: Design evaluative and dialogic tasks based on the exemplars

A 'good' exemplar (provided by the textbook or teacher)

Greetings

Good afternoon, everyone! Do you know that we'll be in danger in P.E. class if we are not careful enough? For

A hook to attract audience's attention; show concern

Recount a safety problem

example, John fell down and hurt his leg badly when he played basketball in P.E. class last week.

Use simple past tense when recounting a past problem

A hook to attract audience's attention

Use of connectives to structure suggestions

What should we do to stay away from dangers in P.E. class? First, we should warm up before doing sports.

Second, we must wear sports clothes and shoes in P.E. class. Third, we must be careful when we do some

Use 'should' and 'must' when giving suggestions to emphasize their importance

sports. Fourth, if we hurt ourselves, we should let the teacher know it at once.

Use first-person pronouns to facilitate interaction with the audience

In a word, safety is the most important thing. All of us should pay attention to it. Thank you.



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Step 3: Design evaluative and dialogic tasks based on the exemplars

A 'mediocre' exemplar (written by students from the previous year)

Do you know how to keep safe in P.E. class. Keep safe in P.E. class is really importance. Why because last week have a student in the P.E. class play basketball unluckily hurt yourself like hurt your leg. He is really hurt. So do you know keep safe is how to importance? First. In the P.E. class we can wear sports shoes because they can help we run even easy. Second, if we running really quickly, we should carefully ever. Third, we can't fight with others classmates in the P.E. class. Finally, if you hurt yourselves, you must go to doctor. And get an x-ray.

Is the punctuation used correctly? (Hint: Should a period be placed at the end of a question?)

Should there be a punctuation after the question word 'why'? (Hint: a period, a comma, or a question mark)

What verb tense should we use when describing a past experience?

What is the simple past tense of the following verbs which are usually associated with P.E. lesson and safety?

- play, jump, exercise (+ed)
- hurt, hit (unchanged)
- Fight, fall, run (irregular)



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Step 3: Design evaluative and dialogic tasks based on the exemplars

A 'mediocre' exemplar (written by students from the previous year)

Do you know how to keep safe in P.E. class. Keep safe in P.E. class is really importance. Why because last week have a student in the P.E. class play basketball unluckily hurt yourself like hurt your leg. He is really hurt. So do you know keep safe is how to importance? First. In the P.E. class we can wear sports shoes because they can help we run even easy. Second, if we running really quickly, we should carefully ever. Third, we can't fight with others classmates in the P.E. class. Finally, if you hurt yourselves, you must go to doctor. And get an x-ray.

Why did the student use 'first', 'second', 'third', and 'finally' in the writing? Is it a good practice?

Can you think of other connectives that mean the same?

First: **first of all, to start with**

Second/third/fourth: **next, another suggestion is, besides**

Finally: **lastly, last but not least**

Are these modal verbs used correctly? Why or why not?

How should this word be spelt?

If time allows, add a few miscellaneous questions as well e.g. issues with sentence fragments.



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How to
develop
materials for
exemplar-
based writing
instruction?
Your turn

写作指导

·话题剖析·

本单元话题为“家务与许可”(Chores and permission)。(1)分析做家务的长处及短处,最后总结:孩子应该或不应该做家务,或直接开篇提出自己对做家务的观点,然后分享自己某次做家务的经历和感受;(2)要求能够学会礼貌地提出请求,征询别人的许可,同时表达自己的看法。单元也涉及亲子关系的探讨、个人情感的表达等。

·范例剖析·

英语课上,老师组织全班同学就“周末活动”这一话题进行小组调查,其中“do homework”和“do the housework”两项活动对比鲜明。作为小组发言人,请你以 Li Fang 的名义,根据下表内容,用英语写一篇 80 词左右的发言稿。

Weekend Activity Survey

Activities Name	do homework	watch TV	exercise	do the housework
Li Fang	✓	✓	×	×
Zhou Hai	✓	×	✓	×
Jim	✓	✓	✓	×
Chen Guang	✓	✓	×	×

·思路点拨·

调查报告类写作通常需要提炼结果要点,针对结果发表自己的观点,表达希望与呼吁。本题的调查要点是对于不同的活动及同学们的参与情况。题干明确说明了“do homework”和“do the housework”的鲜明对比,所以在描述结果的时候,可以使用 but, however 等连接词使短文连贯。分析题干,本题议论的重点应该是作为学生的我们该如何平衡学习与其他活动,尤其是家务劳动。



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How to
develop
materials for
exemplar-
based writing
instruction?
Your turn



·常用句型·

1. 有的同学认为做家务能够让我们变得独立。
Some students think doing chores help make us independent.
2. 另外的同学认为他们有太多的学习压力,所以没有时间做家务。
Other students think they have so much stress in studying that they have little time for housework.
3. 我觉得我们要学习,也应该做家务。
In my opinion, students should study and also do housework.
4. 为了有一个干净整洁的家,每个人应该分担一些家务。
Everyone should share the housework in order to have a clean and tidy house.



·小试牛刀·

Good morning, everybody. I am Li Fang. Here are the results of our group survey. There are four students in our group. All of us always have to do our homework on weekends, but none of us do the housework on weekends. Most of us like watching TV, but only half of us like doing exercise.

I don't think the result is good. For us teenagers, studying isn't the only thing we should do. We all think that there is something as important as study, such as social practices, outdoor activities and the housework. These activities can give us more chances to improve ourselves. We all hope that we could have less homework and more time to do things we like on weekends.



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A 'mediocre' exemplar

A 'mediocre' exemplar (written by a student)

Our class held a discussion about whether students should do chores or not. Here are the results. Some students should do chores. Because they think students is one of the family, they have to help out with parents to do chores. Another reason is can culture created and independent. However, the others have different view. They think students should not do chores. Because of the busy work. They have no time to do chores. And do chores will waste much time for study. Second, when students grow up, they have much time to do chores.



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Your tasks

Work in	Work in a group (3-5 people)
Develop	Task 1: Develop an assessment rubric
Design	Task 2: Design a series of evaluative and dialogic tasks based on the exemplars
Devise	Task 3: Devise a teacher-students dialogue (1-2 mins.) to exemplify how teachers can explain ONE assessment standard to students adopting a communicative approach
Present	Task 4: Present your outcomes for Tasks 1 and 2. Act out your dialogue in Task 3.



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Teacher-students dialogue (Carless & Chan, 2017)

Table 2. Coding scheme identifying teacher moves.

	Codes	Examples of teacher talk
(1)	Eliciting student views	Any other view on that?
(2)	Eliciting views from a specific student	Mario, anything to say?
(3)	Inviting questions from students	Any question you want to ask?
(4)	Probing for explanation	I want to hear why classmates think that it is not appropriate to use a table in the essay
(5)	Revoicing student views	Winnie was saying that if we represent the ideas in a table format, then probably it would limit the thinking
(6)	Summarising student views	So you mentioned three points, one is that the author was able to identify the change
(7)	Elaborating student views	It seems that this comment is pointing out something important. It is saying that the structure of the paragraph is coherent and logical.
(8)	Praising contribution	Actually I think they raised a very good point
(9)	Offering views	In my view, the author knew a lot of theories. He understood the concepts but he just didn't connect them purposively
(10)	Wait time	Waiting for 3–21 seconds
(11)	Referring to the assessment criteria	So, sometimes we have to avoid the use of grand words because it may illustrate to the assessor that you do not fully understand the words. Remember the criterion of understanding relevant literature
(12)	Prompting reading of the exemplar	You may also refer to page 5 of the essay
(13)	Asking for an example	How about in Sample 2, what was the future action the author was mentioning?
(14)	Giving an example	I can read the relevant sentence from the exemplar: 'These elements of good science teaching will form the blueprint for my future lesson planning'
(15)	Interpreting the exemplar	The author may be thinking that it is more important to motivate the students to learn
(16)	Organisation	How about we start with the criteria of presentation format? Vicky and Winnie, please share your work



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Teacher-students dialogue (Carless & Chan, 2017)

Transcript 3. Eliciting views from a specific student (code 2)

1. Teacher: Any more things that you noticed? How about Linda? I heard that you talked to Tina and changed your views
2. Linda: Yes, originally I thought that the author provided a lot of evidence to support his views, but actually Tina mentioned the evidence is about the effectiveness of the teacher rather than evidence to support his view. So it is not too related to the task in the reflective essay
3. Teacher: Linda was saying that originally she thought it is good for the author to provide evidence that the teaching is effective. But then on reconsideration, it seems to her that the main focus of the essay is about changing views of good science teaching rather than whether the lesson is effective or not. The evidence is not very focused on the changing views of science teaching. Is it what you mean?
4. Linda: Yes
5. Teacher: Sometimes when we're writing we lose a bit of our focus, so remember to think about the focus of your writing

Transcript 4. Summarising student views (code 6)

1. Teacher: I have actually selected some very good comments that you wrote in the preparatory task but we don't have sufficient time to cover them. So, for example, Tina is saying that Sample 2 has a nice structure, introduction, development and wraps up the ideas at the end. I will post them on Moodle, have a look at them



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Go to www.menti.com and use the code 25 20 95

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Which idea from today's workshop do you want to try out in your writing lessons?

 Mentimeter

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Conclusion

- Three approaches to EFL writing instruction: product, process, genre -
-> either/or? Both/and?
- The role of exemplars in the three instructional approaches
 - Clarify and illustrate dimensions of quality in a written work
 - Make assessment rubrics and standards accessible to students
 - More focused writing instruction and facilitate assessment, giving of feedback, and self- and peer assessment
 - A dialogic and communicative approach --> student-centered instruction, co-construction of knowledge and understanding, reflective and evaluative abilities --> positive transfer to future writing tasks



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Relevance to the Chinese context

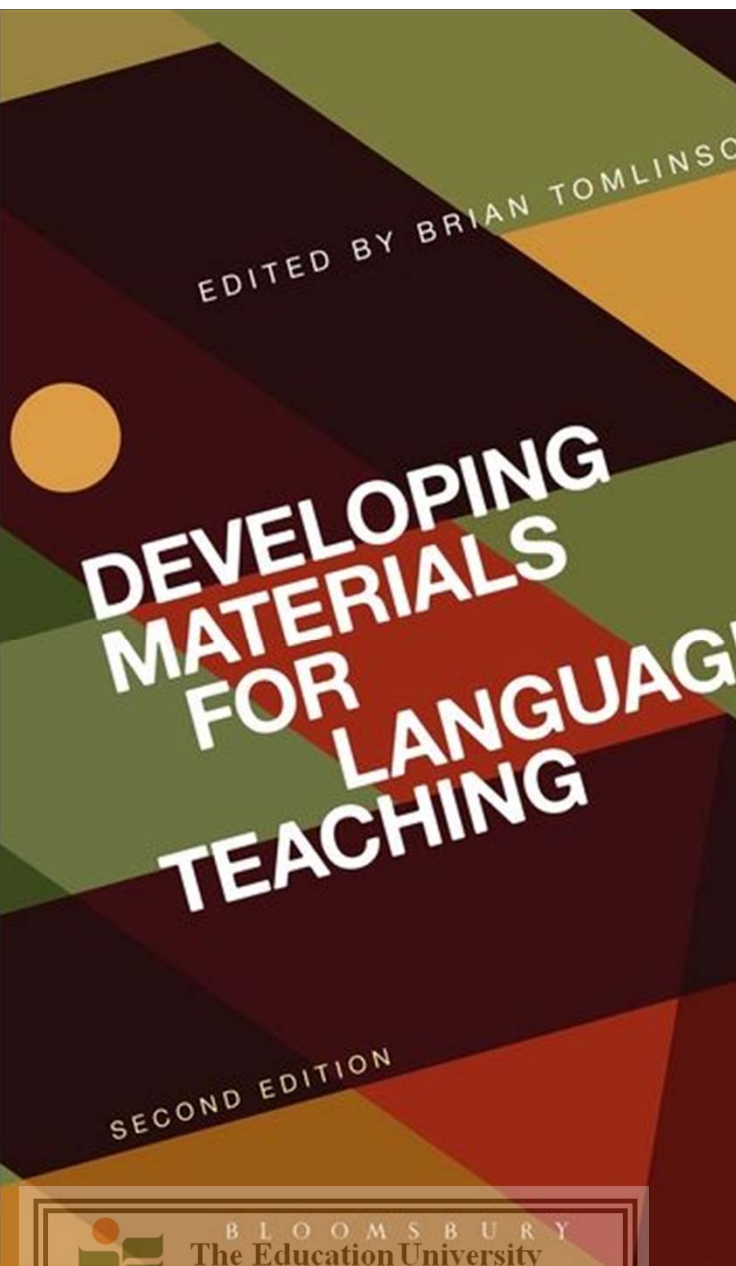
课堂转型（课堂革命）

- 1、从知识“传递”转向知识“建构”
- 2、从课堂“教学”转向课堂“导学”
- 3、从“教师”角色转向“导师”角色
- 4、从讲解分析转向引导探究



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start small

Conclusion



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THANK
YOU!



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