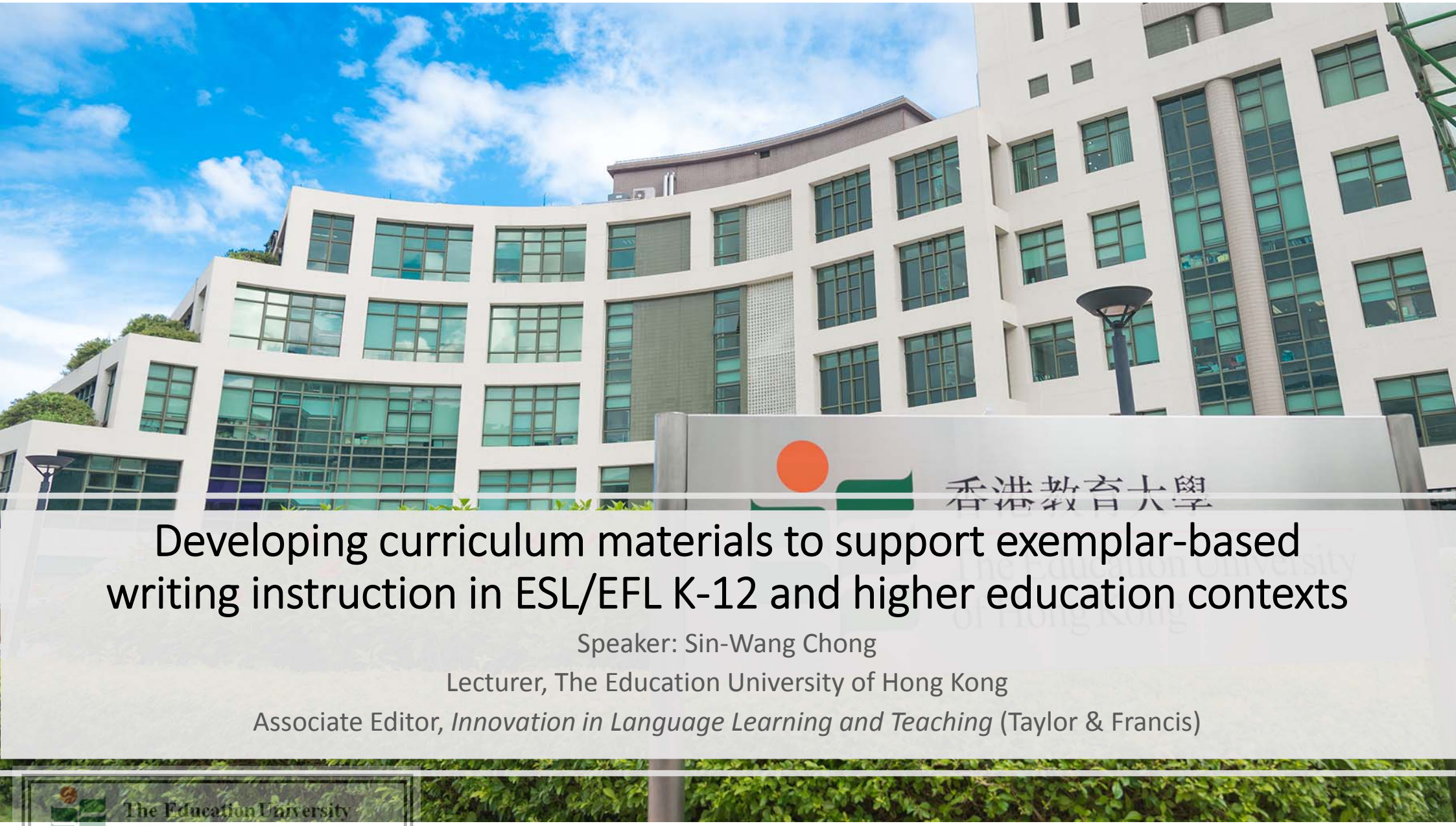

Developing curriculum materials to support exemplar-based writing instruction in ESL/EFL K-12 and higher education contexts

Speaker: Sin-Wang Chong

Lecturer, The Education University of Hong Kong

Associate Editor, *Innovation in Language Learning and Teaching* (Taylor & Francis)

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Recently published paper

Chong, S. W. (2018). The use of exemplars in English writing classrooms: From theory to practice. *Assessment & Evaluation in Higher Education*. Advanced online publication.

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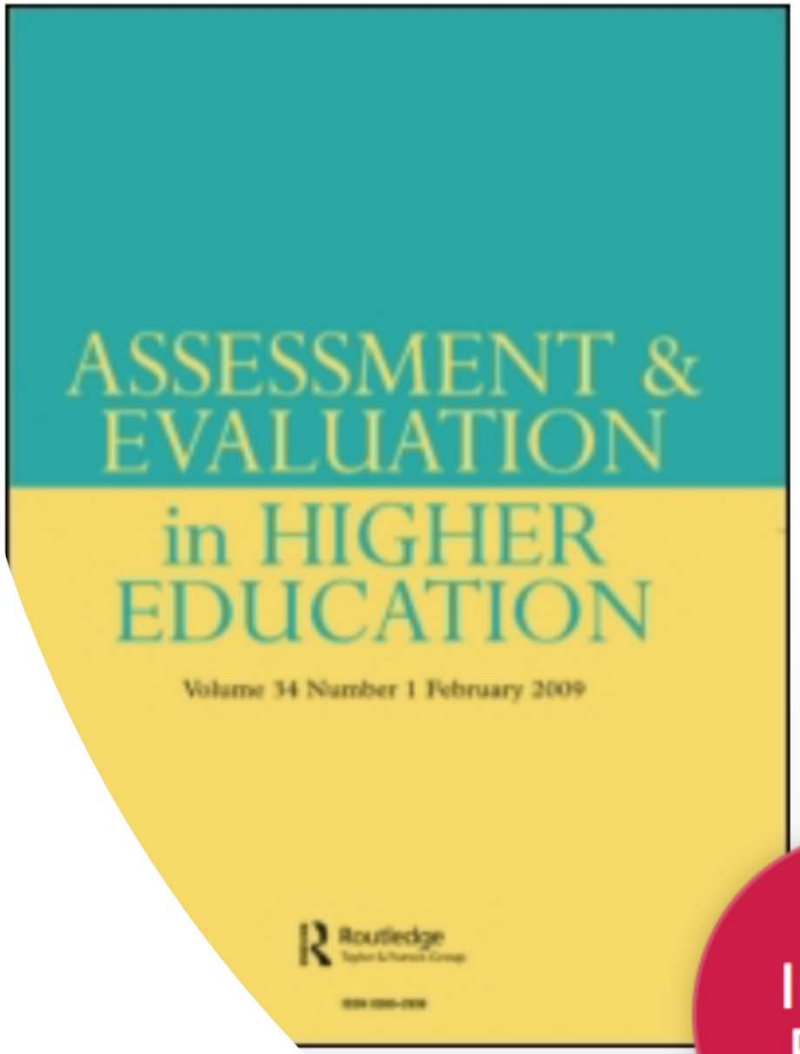

2017 Impact Factor 1.877

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Exemplar-based IELTS writing textbook (TDG project)

- A Teaching Development Grant at the Education University of Hong Kong (EdUHK) (HK$327,000)
- Research-informed, exemplar-based writing instruction in the textbook
- Assessment domains of IELTS writing (academic module)
- Authentic student exemplars

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Design of the workshop

Research-informed

Practice-oriented

Hands-on

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Rundown of today's workshop

- The role of writing exemplars in ESL/EFL writing instruction
- Exemplar-based instruction: Evidence from higher education research
- Theoretical underpinnings of exemplar-based instruction
- Strategies for using exemplars in ESL/EFL writing classrooms
- Examples: EFL junior secondary; ESL university

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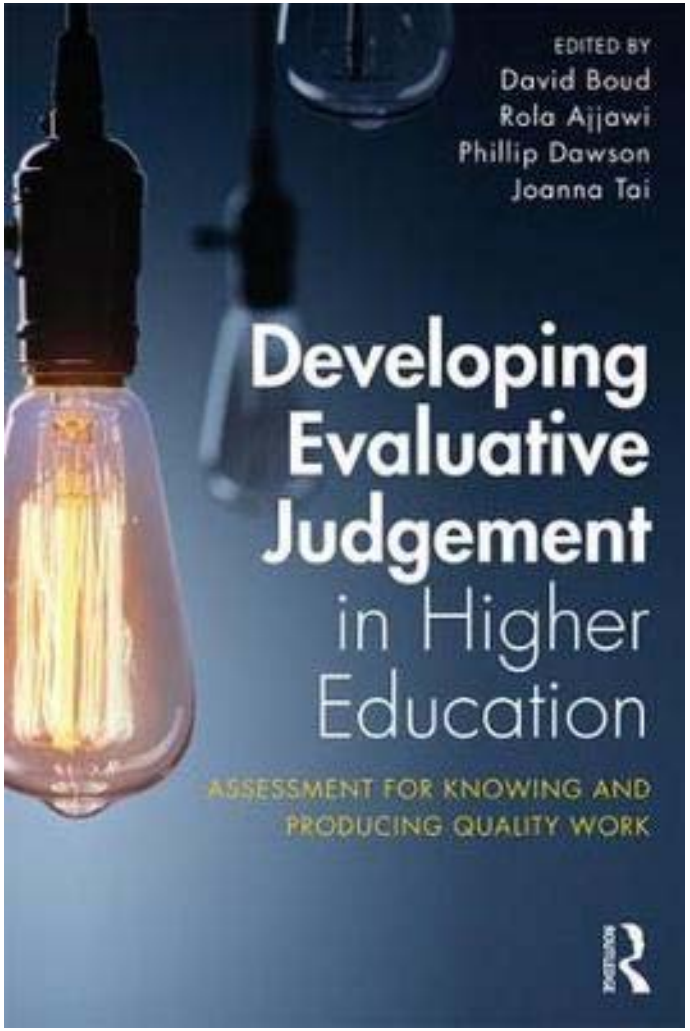

cradle
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Go to **www.menti.com** and use the code **23 97 69**

What is a writing exemplar?

Mentimeter

0

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Definition of 'exemplars'

- 'Exemplars' are defined as samples produced by students (and sometimes teachers) and used to 'illustrate dimensions of quality' (Carless, Chan, To, Lo, & Barrett, 2018, p. 108).

- The use of exemplars is regarded as one of the promising ways to develop students' understanding of the ambiguous criteria of 'good work'.

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The role of writing exemplars in ESL/EFL writing instruction

Product
- Exemplars are provided by the teacher or textbook which serve as sample texts on which students model their writing

Process
- Writing exemplars produced by students are used to facilitate peer review among students

Genre
- Exemplars are carefully chosen by teachers to illustrate the communicative functions of linguistic features in relation to the purpose, context, and target audience of a particular text-type

Hyland (2007); Wray & Lewis (1997); Young (1978)

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Four approaches of exemplar-based instruction		Pre-dialogue activity	Dialogic use of exemplars	Post-dialogue activity
The 'laissez faire' approach	Increase in student-centeredness	**Distribution of exemplars**	Nil (for motivated students, internal dialogue may take place; dialogue happens incidentally and informally)	Nil
The 'explicit' approach		**Inductive use of exemplars** Assessment standards and an exemplar are given to students to evaluate	Teacher-initiated, teacher-led dialogue on given exemplars	Teacher summarizes dialogic outcomes, highlights the diverse viewpoints of students, provides his/her understanding of the assessment standards by referring to the exemplars
The 'social constructivist' approach			Teacher-facilitated, student-led dialogue on given exemplars	
The 'community of practice' approach		**Scaffolded use of exemplars** Students are asked to complete a similar writing task before being given an exemplar	student-facilitated, student-led dialogue on given exemplars	

Carless et al. (2018); Hendry et al. (2016); Hounsell (2008); O'Donovan, Price, & Rust (2008); Sadler (2010)

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Theoretical underpinnings of exemplar-based writing instruction textbook for IELTS writing

- Intentionality, reciprocity, transcendence,
- meaning
- Person knowledge, task knowledge, strategic knowledge

A balanced focus on:

- Language features
- Content development
- Organization
- Genre knowledge

- Inductive use of exemplars
- Scaffolded use of exemplars
- Dialogic use of exemplars

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Process & genre approaches to ESL writing instruction

Approach	Goals	Learners' role	Teachers' role	A typical teaching sequence
Process	• Students are exposed to the steps involved in drafting and redrafting of a piece of written work	• Produce, discuss, reflect on, and revise successive drafts of a text	• 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	1. Prewriting 2. Drafting (focus on coherence and quality of idea; peer assessment; formative feedback by T) 3. Editing (focus on language accuracy) 4. Publishing
Genre	• Students 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)	• Recognize how language, content, and contexts work hand in hand • Recognize how language is used to shape meaning	• Be explicit about communicative functions of grammar; grammar instruction is integrated into the analysis of texts and contexts rather than taught as a discrete component	1. T provides and explains a model text, focusing on the context, purpose, and audience of the model text 2. T highlights the linguistic features prevalent in the model text, focusing on form and function 3. Ss complete a writing question in the same genre

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Mediated learning experience (MLE)

- According to Vygotsky, 'mediation' entails that human activities and relationships are mediated by material and symbolic tools.
- Originally developed to account for differences in cognitive development of children, MLE suggests that human cognition is not static but can be developed through meaningful interaction and instruction (Presseisen, 1992).
- Recently, MLE has been utilized as 'an intervention approach intended to improve learning' in educational and L2 studies (Lee, 2014, p. 203).

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MLE and feedback

- Feuerstein, Rand, & Rynders (1988) suggest four criteria for interactions to be qualified as mediated learning interaction: (1) *intentionality*, (2) *reciprocity*, (3) *transcendence*, and (4) *meaning*. Lee (2014; 2017) explains these criteria in relation to teacher's feedback:

  - ***Intentionality*:** Feedback should be intentional in directing students' attention to particular areas (e.g. content, coherence, language) rather than giving feedback in an unfocused manner.
  - ***Reciprocity*:** Feedback should be interactional rather than unidirectional in which students play a passive role.
  - ***Transcendence*:** Feedback should facilitate 'feed-up' and 'feed-forward' in which students are able to transfer what they have gained from the feedback to their future writing tasks (Hattie & Timperley, 2007).
  - ***Meaning*:** Feedback should provide students with a clear understanding of their strengths and weaknesses in a piece of writing and actions that can be done to close the feedback loop.

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Metacognitive knowledge

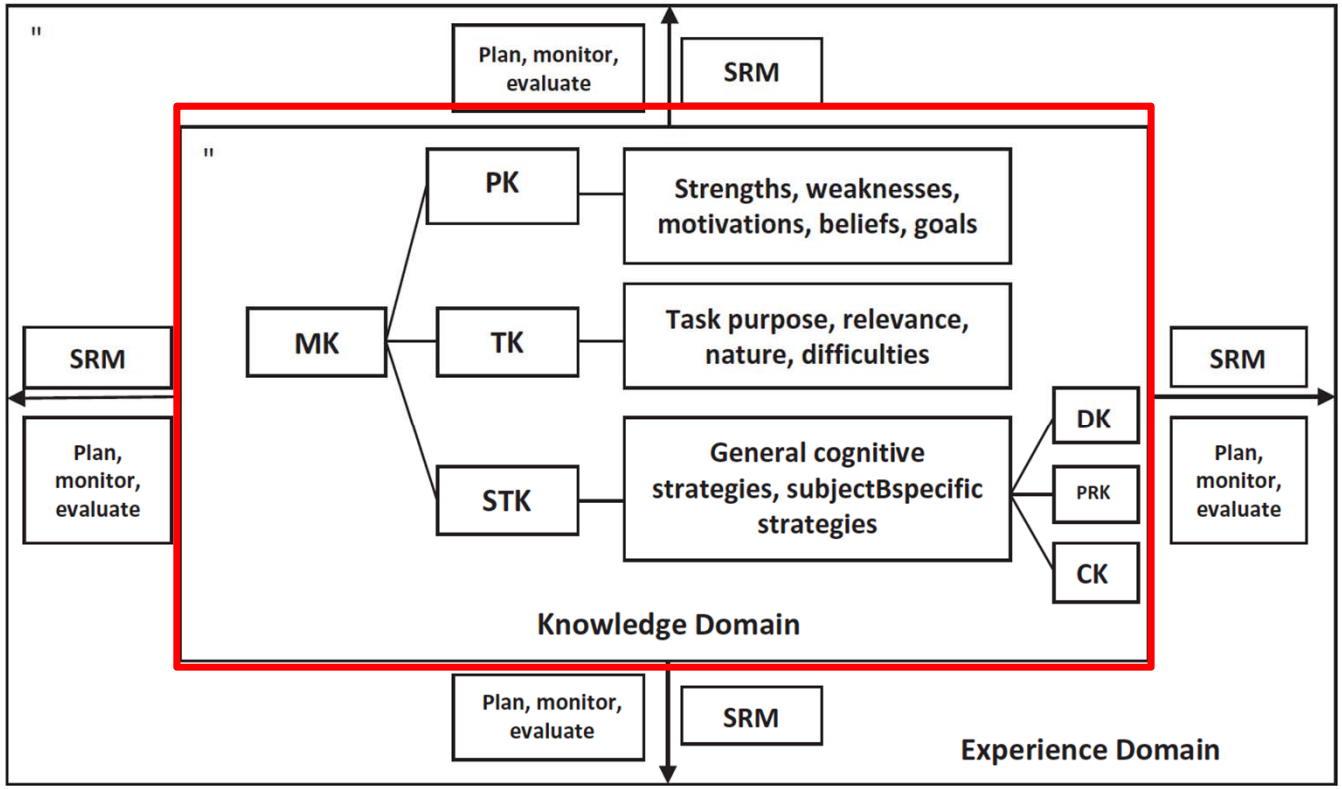

Figure 1. A conceptualization of metacognition.

Chong (2017, p. 6)

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Approaches to exemplar use

Approaches to using exemplars	Description
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, et al., 2016).
Scaffolded use of exemplars	• Students are involved in a pre-task (e.g. producing a part of a writing task reminiscent of the exemplar) before being introduced to high quality exemplars (Carless et al., 2018).
Dialogic use of exemplars	• Students' opinions are elicited and divergent viewpoints are encouraged (Carless, et al., 2018). • Students are encouraged to discuss their viewpoints with their classmates before teachers explicate the assessment standards (Hendry et al., 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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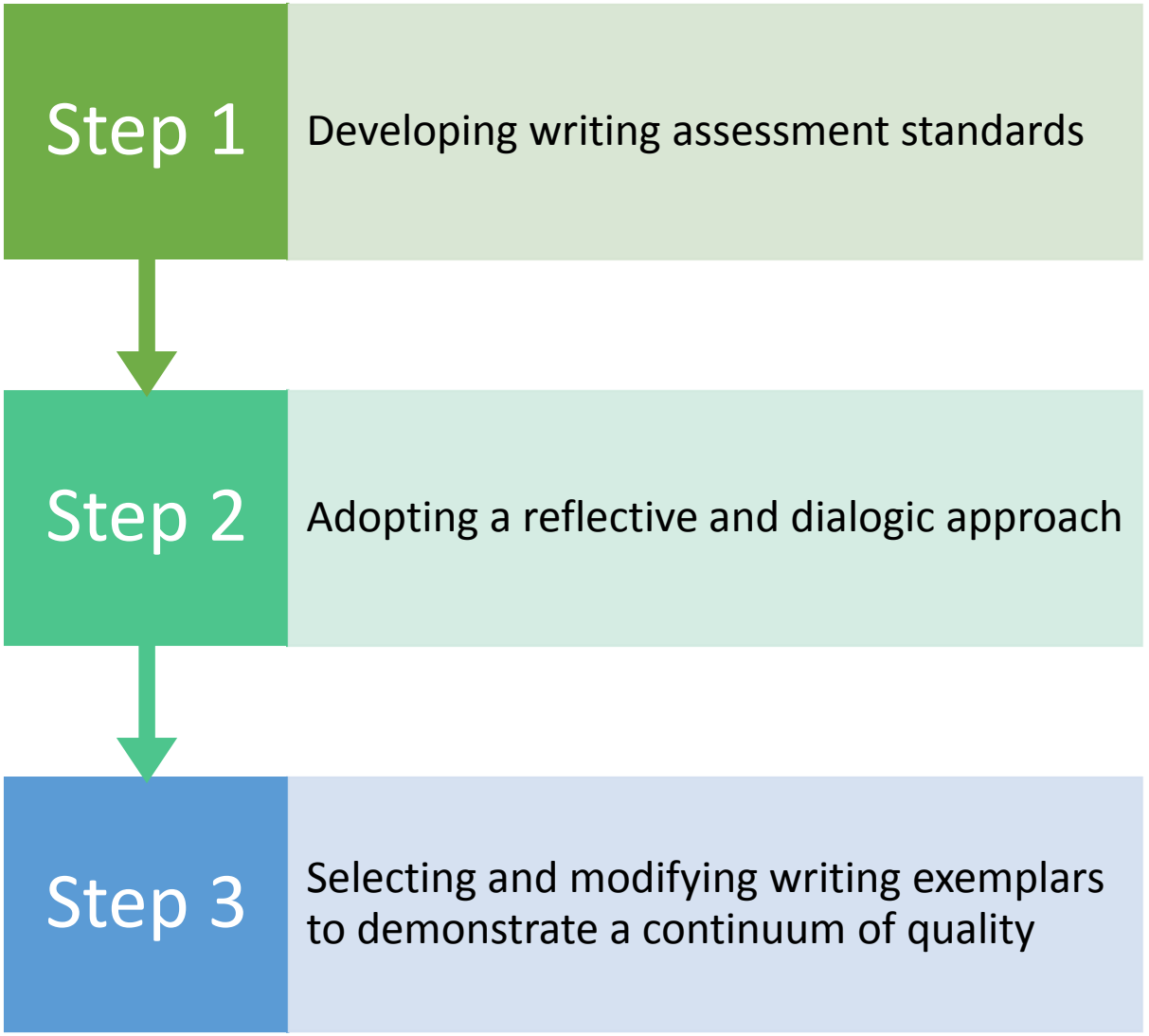
Steps to incorporate exemplars into ESL/EFL writing instruction



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Step 1: Developing assessment standards

- A clear set of assessment standards or writing rubrics (Carless & Boud, 2018; Tai et al., 2018)
- Different domains of writing (e.g. content, language, organization, style) with clear descriptive statements differentiating various levels of achievement
  - Course objectives?
  - Course content?
  - Learner
- For Ss with a lower English proficiency…
  - First language
  - Written in simple language
  - Ss' needs?

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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	▪ 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	▪ uses cohesion in such a way that it attracts no attention ▪ skilfully manages paragraphing	▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	▪ sufficiently addresses all parts of the task ▪ presents a well-developed response to the question with relevant, extended and supported ideas	▪ sequences information and ideas ▪ logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately	▪ 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	▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies
7	▪ 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	▪ 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	▪ 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	▪ uses a variety of complex structures ▪ produces frequent error-free sentences ▪ has good control of grammar and punctuation but may make a few errors

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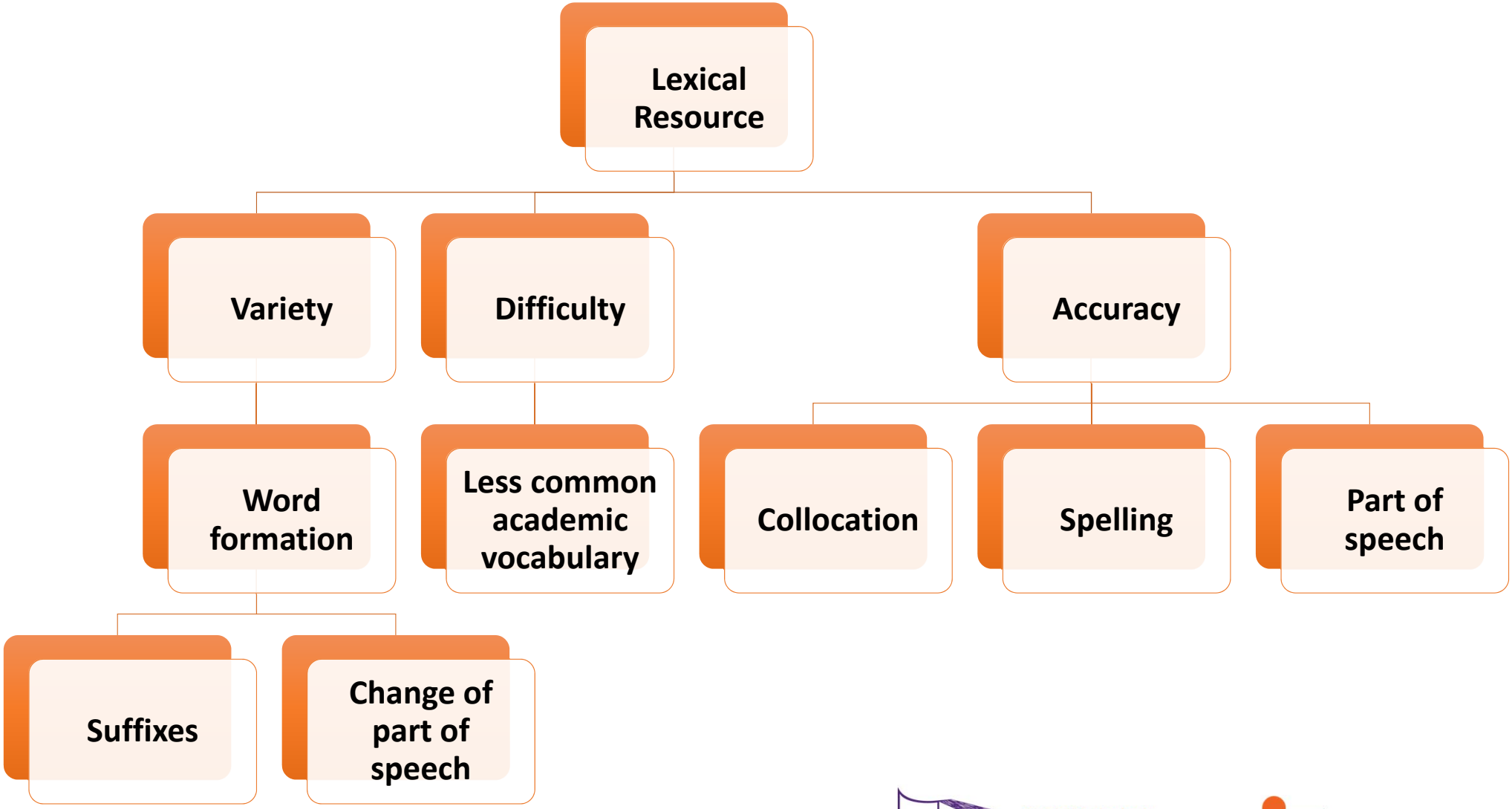

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EFL Grade 7: How to keep safe in PE lessons? - speech

Assessment domain	Descriptor
Content	**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. **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.
Language	Students are able to use **the past tense** when recounting what happened. Students are able to use **basic connectives** to increase clarity of their suggestions. Students are able to use **modal verbs** when giving suggestions.
Vocabulary	Students demonstrate the ability to use a range of common and more sophisticated vocabulary related to the writing topic.
Genre & structure	**Speech:** Start with greetings, include a hook, use first-person and second-person pronouns, end with a 'thank you' **Purpose:** Propose suggestions to avoid safety problems in P.E. classes **Writer identity:** A student **Tone:** caring, empathetic, informative
Spelling and punctuation	Students are able to spell thematically-related words (i.e. health and first aid) correctly. Students are able to use question marks, periods, and commas correctly.
Length	Write at least 80 words

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Step 2: Selecting and modifying writing exemplars to demonstrate a continuum of quality

- Exemplars are different from 'model essays' because they illustrate a continuum of quality (high, average, low) (Carless et al., 2018)

- Three ways of selecting and modifying writing exemplars:
  - Include exemplars of different lengths (e.g. sentence-level, paragraph-level, essay-level)
  - For weaker students, sentences in an exemplar which are important can be highlighted or underlined so that students can focus on the salient features
  - Wordings or phrases that may cause confusion need to be revised

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Exemplar 3.1

Referring to the graph, it shows the number of academic jobs in some humanities and social sciences disciplines from 2012 to 2014.

Guiding question	Yes/No	Remark
Did the student indicate what the graph is about?	Yes	The student indicated the topic of the graph and the period concerned.
Did the student use different wordings or did s/he simply copy the question?	Yes	The student started the overview with 'referring to the graph'; replaced 'gives information' with 'shows'; replaced 'between…and…' with 'from…to…'
Did the student summarize the graph in a succinct manner?	No	

Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)

Sentence-level exemplar

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Exemplar 3.4

To start with, the number of academic jobs in English declined gradually from 1200 to 900 between 2012 and 2014; yet English still managed to have the highest number of jobs compared to other disciplines.

Regarding subjects that showed a steady boom in the amount of jobs over the three years, there were approximately 200 more academic jobs in the discipline of communication. Furthermore, the number of jobs in sociology escalated slowly between 2012 and 2014.

Guiding question	Yes/No	Remark
Did the student choose the most important and representative data points to report or report every data point?	Yes	"declined gradually from 1200 to 900 between 2012 and 2014"
Did the student categorize data and information into groups?	Yes	"Regarding subjects that showed a steady boom in the amount of jobs over the three years,..."
Did the student report data that represent the extremes in the graph?	Yes	"…yet English still managed to have the highest number of jobs compared to other disciplines."

Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)

Paragraph-level exemplar

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Exemplar 3.12

The pie charts indicate the distribution of online sales for four retail sectors in China between 2008 and 2018.

In 2008, all retail sectors, including electronics and appliance, food and beverage, home furnishings and video games occupied more than one-fifth of the online sales in China. In 2018, electronics and appliance dominated the four retail sectors. On the other hand, video games dropped in its distribution of online sales. Besides, the distribution of online sales for home furnishing remained unchanged, while food and beverage showed a decline in the distribution of online sales compared to that in 2008.

The online sales for retail sectors distributed more evenly in 2008 compared with that in 2018. Moreover, electronics and appliance was the only retail sector that demonstrated a greater distribution of online sales in this decade. (134 words)

Guiding question	Yes/No	Remark
Did the student report data by using not only verbs (e.g. increased, decreased) but also adverbs and adjectives to denote the extent of change?	Seldom	Only one instance of such use is noted: "The online sales for retail sectors distributed more evenly in 2008…"
Did the student report data that are presented in the graph or table and not include explanations of the data?	Yes	No predictions and personal interpretations of data were included as they are not required by the question.
Did the student include specific numbers to support his/her data description?	No	No percentages from the two pie charts were included.
Did the student report the majority of the data points or information presented in the graph?	Yes	The student reported information related to all four retail sectors as presented in the pie charts.

Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)

Essay-level exemplar

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EFL Grade 7: How to keep safe in PE lessons? - speech

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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EFL Grade 7: How to keep safe in PE lessons? - speech

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 yourselfs, you must go to doctor. And get an x-ray.

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Step 3: Adopting a reflective dialogic approach

- Create exemplar-based pedagogic tasks which are reflective and dialogic in nature (Hounsell, 2008; Hendry et al., 2016; Carless et al., 2018)

- Tasks can be designed to promote students' reflective thinking by:
  - Asking students evaluative questions
  - Phrasing questions using the keywords found in the assessment standards
  - Asking students to give examples from the exemplars as evidence

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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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·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 carefu enough? For example, John fell down and hurt his leg badly when he played basketball in P. E. clas last week.

What should we do to stay away from dangers in P. E. class? First, we should warm up befo doing sports. Second, we must wear sports clothes and shoes in P. E. class. Third, we must be caref 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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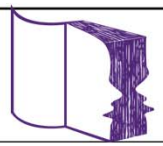
Exemplar 9.2

First and foremost, inadequate monitor brings by distance education will cause high withdraw rate. By adopting distance education, teachers and student are no longer sitting in the same classroom in class - students are required to watch pre-recorded video lesson instead. In view of the phenomenon that most parents need to work in daytime, there will not be any authorities to supervise students in classes. As a result, this may contribute to a high withdrawal rate. Offering a tutor for every student is clearly unaffordable. Therefore, assigning after-lesson quiz for students is a way to surmount the problem. If all students are required to take a test regarding teaching content after lesson, they will be more willing to attend online lesson with a view to get a pass. The pupils will attend and be concentrated in online class after implementation of live lessons.

Guiding question	Yes/No	Example/Suggestion
Did the student form new words through the use of prefixes?	Yes	in-adequate pre-recorded un-affordable
Did the student form new words through the use of suffixes?	Yes	withdraw-al implement-ation educat-ion
Did the student form new words through the use of conversion?	Yes	pass (v.) → a pass (n.) after lesson → after-lesson (adj.)
Did the student form new words through the use of compounding?	Yes	with-draw class-room day-time



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Exemplar 9.11 (paragraph 1)

The number of slash workers is rising (Q1) in recent years. Youngsters would like to be (Q2) slash workers because they want to broaden their horizon (Q3). There are bad impacts (Q4) brought by slash workers such as (Q5) shortage of full-time workers and low salary tax revenue.

Questions for paragraph 1:

Q1. What is a more formal and academic word to replace 'rising'?

Escalating/skyrocketing/increasing/on the rise

Q2. What is a more formal and academic expression to replace 'would like to be'?

Opt to be/prefer to be/are inclined to be

Q3. What is the spelling mistake of 'horizon'?

Horizons (the expression is 'broaden one's horizons' which means to enrich one's understanding about something)

Q4. What is a more formal and academic word to replace 'bad impacts'?

Setbacks/drawbacks/pitfalls/disadvantages

Q5. What is a more formal and academic expression to replace 'such as'?

Namely/including

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Exemplar 9.11 (paragraph 2)

First and foremost, youngsters want to be slash workers because they would like to broaden their horizon (Q1). Take my friend Jack as an example, he works as an English tutor, a secretary and a photographer at the same time. Having several jobs allows him to experience both flexible and regular (Q2) workplace cultures. Being slash workers can also (Q3) enable Jack to broaden their horizons (Q4) by offering him more opportunities to make new friends. He meets colleagues in each job and able to encounter people in different backgrounds (Q5).

Questions for paragraph 2:

Q1. The same expression 'broaden one's horizons' has been used in the first paragraph. Can you suggest another synonymous expression?

… because they would like to explore different possibilities in life

Q2. The collocation between "regular" and "workplace cultures" is wrong. Can you suggest an alternative to "regular"?

A formal workplace culture

Q3. What is a more formal and academic word/expression to replace "also"?

Moreover/Furthermore/Additionally, being slash workers enables…

Q4. The same expression 'broaden one's horizons' has been used in the first paragraph. Can you suggest another synonymous expression?

…enable Jack to **expand his social circle** by offering him more opportunities to make new friends.

Q5. In the expression "in different backgrounds", the collocation between the preposition "in" and the noun "backgrounds" is wrong. Can you suggest another preposition?

From/with different backgrounds

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Exemplar 9.11 (paragraph 3)

The social consequences of having more slash workers are shortage in full-time workers and low salary tax revenue. When full-time jobs become less appealing for (Q1) youngsters and the full-time places (Q2) remain unchanged, a shortage in full-time workers may emerge in the labour market. Also (Q3), income received from some of the part-time jobs will not be reported to the authorities. As a results (Q4), many slash workers can avoid salary tax and salary tax revenue may become less (Q5) in the long run.

Questions for paragraph 3:

Q1. The collocation between "appealing" and "for" is wrong. Can you suggest another preposition?

Appealing to somebody

Q2. What is a more formal and academic word to replace "places"?

(Job) vacancies

Q3. What is a more formal and academic word to replace "also"?

Moreover/Furthermore/In addition/Additionally/Besides

Q4. What is the spelling mistake in the expression "as a results"?

As a result

Q5. What is a more formal and academic word to replace "become less"?

Reduce/dwindle/lessen/decrease/diminish

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Exemplar 9.11 (paragraph 4)

In conclusion, wanting (Q1) to broaden their horizons (Q2) would be a reason (Q3) for young people to become slash workers. Disadvantages of the glowing (Q4) number of slash workers may lead in (Q5) full-time worker shortage and a drop in salary tax revenue.

Q1. What is a more formal and academic expression to replace "wanting"?

Having the desire

Q2. The same expression 'broaden one's horizons' has been used multiple times. Can you suggest another synonymous expression?

Familiarize themselves with a broader range of knowledge and understanding

Q3. What is a more formal and academic expression to replace "a reason"?

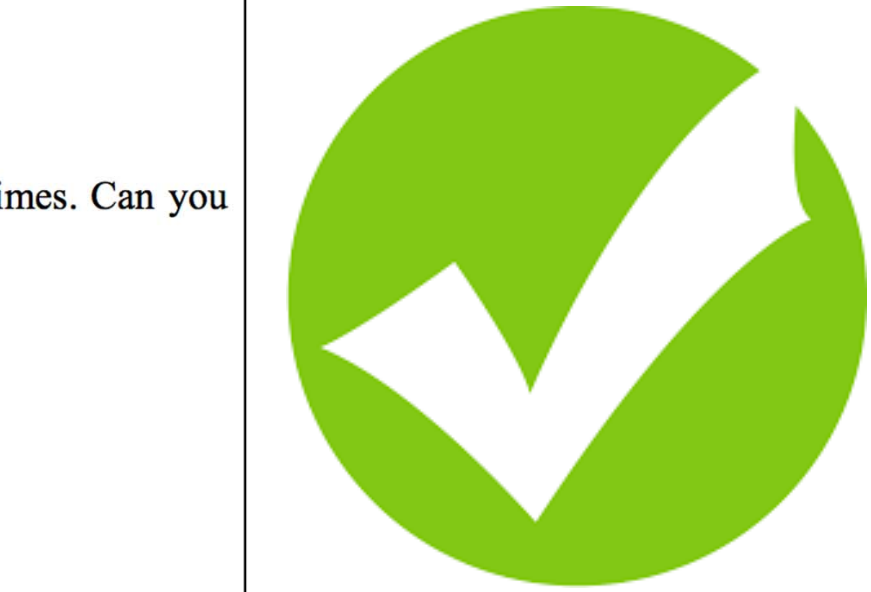
A contributing factor

Q4. What is the spelling mistake of "glowing"?

Growing ("glowing" means emitting light)

Q5. The collocation between "lead" and "in" is wrong. Can you suggest another preposition?

Lead to/result in



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In last week's PE lesson, a student hurt his legs while playing basketball. This incident has raised the importance of being safe during P.E. lessons. Your teacher asks your class to discuss this issue in the lesson. Write a speech of around 80 words entitled "How to Keep Safe in P.E. Class'.

也是写作的重要内容。

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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EFL Grade 7: How to keep safe in PE lessons? - speech

Assessment domain	Descriptor
Content	**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. **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.
Language	Students are able to use **the past tense** when recounting what happened. Students are able to use **basic connectives** to increase clarity of their suggestions. Students are able to use **modal verbs** when giving suggestions.
Vocabulary	Students demonstrate the ability to use a range of common and more sophisticated vocabulary related to the writing topic.
Genre & structure	**Speech:** Start with greetings, include a hook, use first-person and second-person pronouns, end with a 'thank you' **Purpose:** Propose suggestions to avoid safety problems in P.E. classes **Writer identity:** A student **Tone:** caring, empathetic, informative
Spelling and punctuation	Students are able to spell thematically-related words (i.e. health and first aid) correctly. Students are able to use question marks, periods, and commas correctly.
Length	Write at least 80 words

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An example: inductive & dialogic use of 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 'endorsed' evaluative judgement at this point.

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An example: inductive & dialogic use of 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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An example: inductive & dialogic use of exemplars

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

Greetings — A hook to attract audience's attention; show concern

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

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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An example: inductive & dialogic use of 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 yourselfs, 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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An example: inductive & dialogic use of 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 yourselfs, 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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In an English class, your teacher conducted a survey about students' weekend activities. The result shows that there are divergent viewpoints about whether students should 'do homework' or 'do housework'. Compose a 80-word speech using the name Li Fang.

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

·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

A 'good' exemplar

·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

Scan me

Work in	Work in a group (3-5 people)
Develop	Task 1: Develop an assessment rubric
Design	Task 2: Design an evaluative and dialogic task 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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Mentimeter

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

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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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Sin-Wang Chong @ivancsw
Email: iswchong@eduhk.hk

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