

Part II: Strategies for Implementing AfL & AaL in Writing Assessment

How do you assess students' writing performance?

Are all errors corrected / spotted in students' compositions?

How do students do composition corrections?

Is process writing practised in the learning and teaching of writing? Is it effective?

How do e-learning technology and blended learning change the way writing is taught and assessed?

How to Answer the Three Guiding Questions

Seven Strategies of Formative Assessment

Where am I going?

1. Provide a clear and understandable version of the learning targets.
2. Use examples of strong and weak work.

Where am I now?

3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals.

How can I close the gap?

5. Use evidence of student learning to determine next steps in teaching
6. Design focused instruction, followed by practice with feedback.
7. Engage students in self-reflection and provide opportunities for them to track and review learning progress.

Where the learner is going

Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

- (1) Map out the writing skills & text-types students have to master over time (from 1 term to 3 years)
- (2) Practise steps for analysing writing topics & task requirements

The 3Ws Approach

Highlight keywords in the writing topic

- | | |
|--------------|-------------------------------|
| Who? | (Your role + audience) |
| Why? | (Purpose) |
| What? | (Text-type + topic / content) |

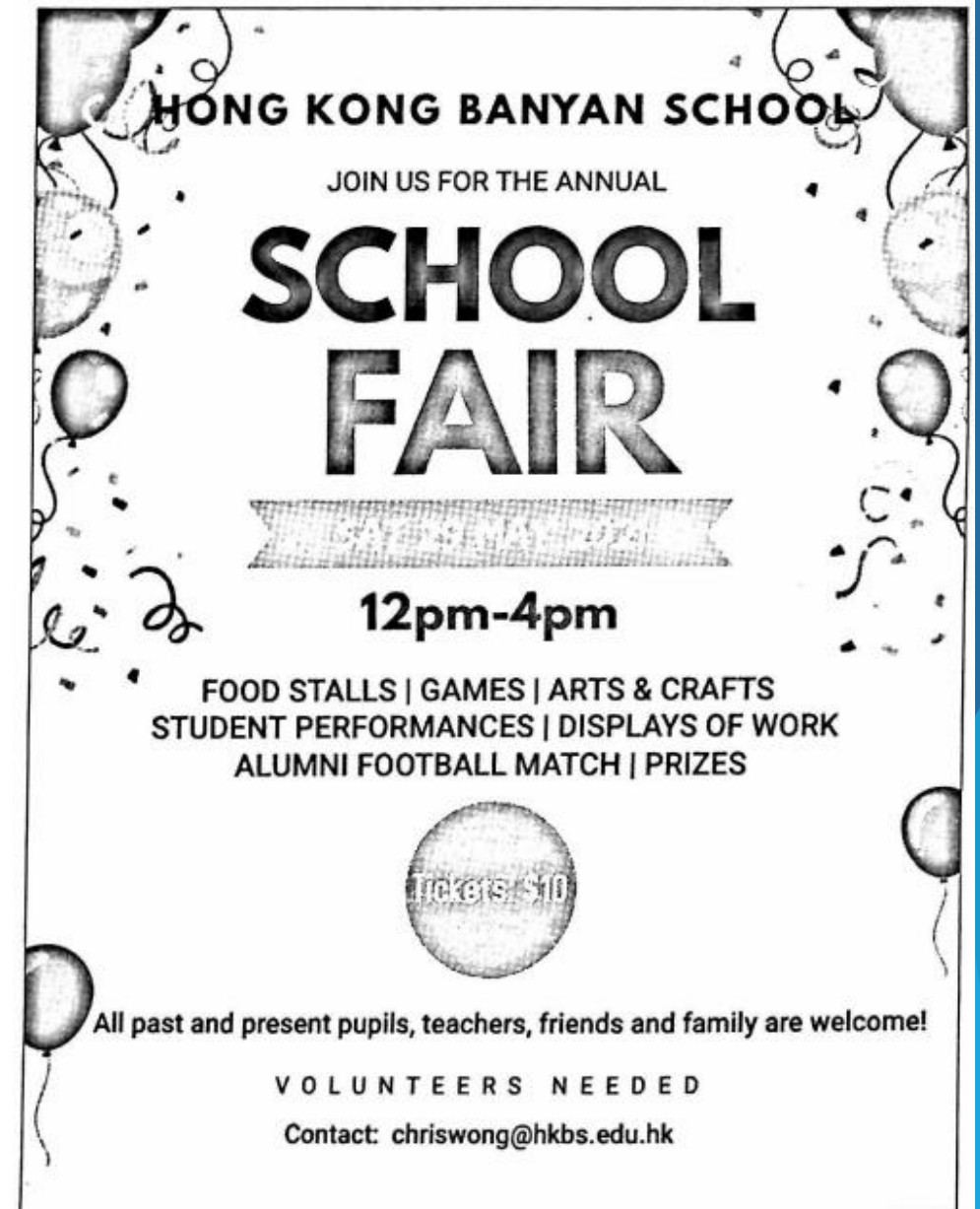
Use the 3Ws approach and highlight the keywords:

2021 HKDSE English Language Paper 2 Writing Question 2

You are helping your school organise the annual school fair. You have been asked to make an announcement about the event during the morning assembly.

Use the poster to help you write your announcement. In your announcement:

- Introduce the event.
- Describe some of the activities that will take place.
- Let students know how they can help out.



Writer's role: school event organize (student leader)

Target reader: schoolmates

Text-type: announcement (speech)

You are helping your school organise the annual school fair. You have been asked to make an announcement about the event during the morning assembly.

Use the poster to help you write your announcement. In your announcement:

Content / topic: an annual school event

- Introduce the event.
- Describe some of the activities that will take place.
- Let students know how they can help out.

Purpose of writing: to inform and promote

Register & tone: semi-formal and persuasive

Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

(3) Feed forward - present learning outcomes (or success criteria) with reference to the topic

Example

Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service before graduation from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.

(3) Feed forward - present learning outcomes (or success criteria) with reference to the topic

- To complete the task successfully, what are students expected to demonstrate in the following aspects?
- Think of 2 most important criteria under each of the following.

Content	Organisation	Language

Establishing Success Criteria with Reference to Task Requirements (p.2)

Task requirements – a detailed analysis of the topic

Language

Vocabulary

- Vocabulary related to voluntary work and community services (e.g. independence, interpersonal skills, care for others)

Tone and Register

- A persuasive tone
- A semi-formal tone

Language Items & Structures

- Persuasive devices (e.g. rhetorical questions, emphatic structures, modal verbs)
- Sentence structures for giving reasons and showing cause-and-effect relationship
- Sentence structures for citing sources and providing evidence
- Sentence structures for addressing opposing views

Content

Relevant ideas and elaboration

Providing background information about the issue (e.g. problems of teenagers nowadays)

Stating the stance towards the proposal, justifying the stance with three reasons for/against requiring 50 hours of community service before graduating from secondary schools

Providing relevant supporting details (e.g. statistics, examples) and clear explanation for each argument

Some experts in education have observed that Hong Kong teenagers are too pampered and spoiled by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring senior secondary students to undertake 50 hours of community service before graduation from secondary schools. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons to support your view.

Additional ideas

Constructing arguments with considerations for different stakeholders' perspectives (e.g. schools, teachers, students)

Addressing some of the arguments likely to be brought up by people with the opposing view

Suggesting better alternatives to the proposed measure if disagreeing with the proposal

Organisation

Coherence

- Clear organisation framework for a one-sided argumentative essay (i.e. an introduction, 3-4 body paragraphs and a conclusion)

Cohesion

- Appropriate use of cohesive devices to link up key arguments
- Logical connection within and across paragraphs

Date:

Task:

Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service before graduation from secondary school.

Text Type:

A school newspaper article (one-sided argumentative article)

Designing task-specific assessment form (p.3)

Please tick: ✓	Needs Improvement	Satisfactory	Well Done
A. Content			
1. Providing background information about the issue (e.g. showing cases of Hong Kong students' lack of self-management and problem-solving skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stating one's stance clearly (i.e. either agreeing or disagreeing with the proposal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Suggesting at least three valid reasons to support one's stance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Including arguments from different perspectives (e.g. from the angles of the students, parents, teachers, schools and society)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Addressing the opposing arguments and refuting them to strengthen one's arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Writing about 300 to 400 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Language and Style			
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service (e.g. independence, interpersonal skills, care for others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate expressions and sentence structure (e.g. According to (sb/sthg), ...; As said by (sb), ...; A survey/research conducted by ... showed that ...") to present different kinds of evidence (e.g. statistics, expert opinions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate expressions and structures to give reasons (e.g. I agree that ... because...) and show cause and effect relationship (e.g. ... will bring about/lead to ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using appropriate expressions and sentence structures to address opposing views (e.g. Some people may argue that ..., but...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Using the simple present tense to present general facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Using punctuation correctly and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spelling words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Organisation			
1. Five to six paragraphs, each with a clear focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using an organisational framework (i.e. an opening section to present the background information about the issue and one's stance, a body to support one's view with at least three reasons, and a conclusion to summarise one's arguments and reiterate one's stance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs (e.g. The first reason why ... is that...; In addition, ...; Finally, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where the learner is going

Strategy 2: Use examples and models of strong and weak work (enabling strategy) (pp.5-6)

(1) Show sample model texts from textbooks or teachers

(2) Show peers' work (discuss strengths & ways to improve)

Modelling

A Sample Argumentative Essay

Are Hong Kong Parents Over-protective?

Introduction

When some Hong Kong students were stranded in London Heathrow Airport because of a snowstorm last December, we were all stunned by their selfish behaviour and poor self-management skills. Little did they do except whining about the flight cancellation and poor arrangements of the airlines. They even made up stories of their parents' death in order to board the first flight home. It is obvious that these Hong Kong children are spoiled. Yet, who is to blame for their "prince / princess syndrome"? You will know the answer when you see their dotting parents, who joined in the complaints and urged the SAR government to charter flights to bring the kids home. **Such over-reaction is typical of Hong Kong parents, who are, in my opinion, mostly over-protective.**

Body

Many Hong Kong parents take care of every detail in their children's life. They rush to their rescue when their children face any difficulties. Madeleine Levine, an American clinical psychologist, coined the term "helicopter parents" to describe parents who hover over their children, even when they are already adults. These parents dote on their children so much that they do everything for them. In some extreme cases I have seen parents accompany their children to universities and help them tidy up their dorm rooms. *While these parents may argue that they just want to express their concern for their children, what they do not realise is that their excessive care may hamper their children's development of problem-solving skills.*

Hong Kong parents are also over-involved in their children's school work. They dedicate much of their energy and time to preparing their children for tests and examinations. Some even help their children to finish projects and assignments. A study conducted by the Society for Child Development indicates that over half of the parents interviewed have experienced anxiety over their children's school work, and 73% of them are willing to offer any kind of assistance to ensure their children's academic success. The alarming figures prove parents' over-involvement in children's

Central argument

Topic sentence

Supporting details - Expert opinion

Supporting details - Cases / examples

Opposing viewpoint & refutation

Topic Sentence

Supporting details - Statistics

schoolwork. Vicky Tuck, the principal of Cheltenham Ladies' College, warns parents that their over-conscientiousness and constant supervision may prevent their children from growing into responsible and independent learners.

Hong Kong parents are over-tolerant of their children's misbehaviour. As most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money but forget the importance of disciplining them. It is common to see children running around or shouting on public transports while their parents do nothing to stop them. As the old saying goes, "spare the rod and spoil the child." Parents' unreasonable forbearance leads to children's lack of respect for authority. This explains why discipline problems are on the rise in Hong Kong schools.

Clearly, it is the over-protective Hong Kong parents who create the over-pampered "Hong Kong kids". To fix the problem, parents must change their mindset. They should bear in mind that their children will have to grow out of their protective cocoon and stand on their own feet one day. Over-protection only encourages unhealthy reliance, which definitely does more harm than good to the children's personal development. Children need guidance, not indulgence. It is time that Hong Kong parents reflected on their mode of parenting.

Supporting details - Expert's opinion

Topic sentence

Supporting details - Cases / examples

Conclusion

Reiteration of stance

Here are some sentence structures used to add strengths to the arguments and enhance persuasiveness:

	Examples
Inversion	<ul style="list-style-type: none"> <u>Little did they do</u> except whining about the flight cancellation and poor arrangements of the airlines.
Rhetorical questions	<ul style="list-style-type: none"> Yet, who is to blame for their "prince / princess syndrome"?
Cause-and-effect structures	<ul style="list-style-type: none"> These parents dote on their children <u>so much that</u> they do everything for them. <u>As</u> most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money. Parents' unreasonable forbearance <u>leads to</u> children's lack of respect for authority.
Emphatic structures	<ul style="list-style-type: none"> Clearly, <u>it is</u> the over-protective Hong Kong parents <u>who</u> create the over-pampered "Hong Kong kids". Children need guidance, <u>not</u> indulgence. <u>It is time that</u> Hong Kong parents reflected on their mode of parenting.

Where the learner is

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy) (pp.7-8)

Sample Script with Teacher's Feedback

Topic:

Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service before graduation from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.

Student's Work:

Many people comment that students in Hong Kong are only good at studying and have no life skills. Some experts have found that students in Hong Kong are poor at self-management and problem-solving skills because of the over-protection by their parents. Children are provided all they want, no matter whether it is necessary. Under this situation, some people have proposed that students should be required to undertake 50 hours of community service before they are allowed to graduate from secondary school.

Too much direct copying from the Q. A more creative opening is needed to build the scenario and show the importance of the issue. Use dialogue/ a case/ findings/ vivid descriptions.

Can this proposal improve the current situation?

Effective use of a rhetorical question

You may state your position in the intro.

In my opinion, the proposal is not a good solution to the problem.

First, ~~as Hong Kong students have little experience in social service, they may not know how to do it.~~ If they just do it because they want to meet the requirement but ~~without the heart of learning from~~ this, they will not change much after 50 hours of work. Their self-

Lack of experience seems irrelevant.

Express the idea better with words like "mindset" or "intention".

management and problem-solving skills will still be the same. People may argue that this is still better than nothing and students may gain some experience from the process, but I think there are

any examples?

more effective ways to develop students' skills than this. If the government ~~insist~~ on implementing this policy, the whole spirit of voluntary work will be gone as students ~~are not willing to do it with~~ the aim to serve others. Students cannot benefit from the social service and their time will be wasted.

Nice recap of the key argument

Nowadays, students in Hong Kong have to join a lot of extra-curricular activities such as music instrument classes, swimming courses and sports teams. These activities already occupy most of their free time. Students already feel that time is insufficient for coping with extra-curricular activities and their ^{Unc.n} homeworks. If we take 50 hours more from their free time, which is supposed to be for entertainment and rest, students would be so tired and overloaded. Though we can ask students to do the voluntary work after their public examination at the end of S6, students should actually enjoy some fun and relax after a long long time of hard work. ~~Forcing them to do social service exploit their rest and play time.~~

You need a better topic sentence to show the focus of this paragraph.

Thoughtful of you to take possible counter-view into account and address it

Chinglish! Rewrite using "deprives (sb) of (stha)".

Moreover, self-management and problem solving skills will be improved gradually as students grow up. When students enter society or job market, they have to deal with people and problems and think of solutions themselves. It is not necessary for the government to take such strong measure to fix the problem or push students to grow up. [^] When students graduate from secondary school and start working, they need to finish their duties and face the difficulties ^{Prep.} by their own. They cannot depend on their teachers and parents anymore. ~~This problem of poor self-management will not exist anymore.~~

Would it be too late to wait till students enter the job market to develop such basic skills?

Avoid repeating the same point, add an example/ quote to support this.

unconvincing to argue that the problem will go away as students get a job.

A concise wrap-up with effective use of parallelism/magic of s!

In conclusion, the policy is ineffective, time-consuming and unnecessary. 50 hours of community service before graduating from secondary school should not be implemented.

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy) (pp.7-8, 9-10)

What is effective and quality feedback?

Informative - point out strengths and weaknesses, help students know where they are and what to do next for improvement

Concrete and **focused** - show specifically what has been done well/not so well with examples

Student-centred -

- Considering students' existing ability and preferences
- **Motivating** and **confidence-building**
- **Engaging learners** in self-reflection and metacognitive skills development

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy) (pp.9-10)

Teacher Assessment Form

Date: _____
 Task: Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service before graduation from secondary school.
 Text Type: A school newspaper article (one-sided argumentative article)

Please tick: ✓	Unsatisfactory	Below Average	Average	Good	Excellent
A. Content					
1. Providing background information about the issue	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stating one's stance clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Presenting at least three valid reasons to support one's stance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Including arguments from different perspectives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Addressing the opposing arguments and critique them to strengthen ones' argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Writing about 300 to 400 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Language and Style					
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate expressions and sentence structures to present different kinds of evidence (e.g. statistics, expert opinions)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use appropriate expressions and structures to give reasons and show cause and effect relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using appropriate expressions and sentence structures to address opposing views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Using the simple present tense to present general facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Using punctuation correctly and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Spelling words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Organisation					
1. Five to six paragraphs, each with a clear focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Using an organisational framework (i.e. an opening section to present the background information about the issue and one's stance, a body to support one's view with at least three arguments/reasons, and a conclusion to summarise one's arguments and reiterate one's stance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Teacher's Comments

Chris, you have stated your stance clearly and tried to support it with three reasons. Good job!

The 3rd reason may not be convincing enough. Strengthen it with more supporting details (e.g. statistics or a quote) or replace it. To come up with a stronger reason, you may consider the issue from a wider perspective – focus not only on students but also other affected parties (e.g. schools/teachers, parents, community/society).

Read my comments and try to address them in your revision. Keep up with your good efforts.

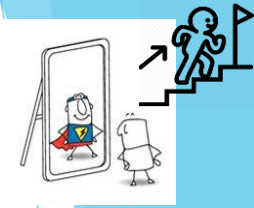
E. Student's Reflections

Taking into consideration the teacher's feedback, I have identified some areas for improvement and planned the follow-up actions:

Weaknesses / areas for improvement	Actions to be taken
e.g. I haven't got enough supporting details for my key arguments.	e.g. I will search the Internet for statistics or quotations from experts such as social workers on students' poor self-management and problem-solving skills

I need teacher's advice/assistance on the following:

Where the learner is



Strategy 4: Teach students to self-assess and set goals for the next steps (destination) (p.10)

(1) Formulating directions for revising or rewriting

E. Student's Reflections
Taking into consideration the teacher's feedback, I have identified some areas for improvement and planned the follow-up actions:

Weaknesses / areas for improvement	Actions to be taken
e.g. I haven't got enough supporting details for my key arguments.	e.g. I will search the Internet for statistics or quotations from experts such as social workers on students' poor self-management and problem-solving skills

I need teacher's advice/assistance on the following:

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(2) Setting goals for tracking progress in writing skills development in a set period of time (e.g. a term) (Appendix 19)

Appendix 19

Form for Promoting “Assessment as Learning” for Writing

Part 1 Self-reflection and Goal-setting

Reflect on your own writing performance with reference to the following:

- > the writing assignments completed in the previous school term
- > your English teacher’s comments/feedback on your work
- > some good writing by your classmates or sample work provided by your teacher

Answer the following self-reflection questions:

1. What are my strengths and areas that need improvement in writing?

Strengths	Areas for improvement

2. What learning goals can I set to build on my strengths and improve my weaknesses by the end of this school term? What possible actions can I take to attain these goals?

Learning goals	Proposed actions
Goal 1 (Content)	
Goal 2 (Language and Style)	
Goal 3 (Organisation)	

Appendix 19

Part 2 Self-tracking on the Attainment of Personal Goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

How far have I achieved my goals?

Goal 1	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□⇒	□□□□□□□□⇒
	My progress in Assignment 3	My progress in Assignment 4
	□□□□□□□□⇒	□□□□□□□□⇒

Goal 2	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□⇒	□□□□□□□□⇒
	My progress in Assignment 3	My progress in Assignment 4
	□□□□□□□□⇒	□□□□□□□□⇒

Goal 3	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□⇒	□□□□□□□□⇒
	My progress in Assignment 3	My progress in Assignment 4
	□□□□□□□□⇒	□□□□□□□□⇒

How to get there

Strategy 5: Use evidence of student learning to determine next steps in teaching (floaters)

Strategy 6: Design focused instruction, followed by practice with feedback (floaters)

(1) Explicit strategy instruction

(2) Focused correction/rewriting for focused feedback

How to get there

How do you address problems identified in students' writing, especially problems related to content, style and organisation?

Examples

Problems identified in the task on “50 hours of compulsory community service”:

- **too much copying of the question in the introduction**
- **limited arguments focusing only on students**
- **key argument/ focus of each body paragraph unclear**
- **lack of elaboration and supporting evidence**
- **boring or abrupt ending**

(1) Explicit strategy instruction (pp. 11-15)

(2) Focused correction / rewriting for focused feedback

Rewriting the introduction	Re-writing 1 body paragraph	Rewriting the conclusion									
<p>Effective Opening for Argumentative/Expository Writing</p> <p>Strategies for writing more effective and engaging introduction</p> <ul style="list-style-type: none">A. Using rhetorical questions to involve the readersB. Building a scenario to show the importance of the issue (e.g. using dialogue, a list of examples and vivid descriptions)C. Citing current news or recent findings to provide background information <p>Read the different openings and identify the strategies the writers use to make the topic a matter of concern to readers and arouse their interest in reading.</p> <div style="border: 1px solid black; padding: 5px;"><p>Opening 1</p><p>Hong Kong economy has been severely impacted by the COVID-19 pandemic, as social-distancing rules and uncertain economic climate undermine people's drive to get out and spend big. <u>According to government statistics, the local retail sector suffered its biggest decline on record last year, with sales plunging by 24.3%.</u> To boost local consumption and speed up the recovery of our battered economy, I believe distributing electronic consumption vouchers is a timely solution.</p><p>Strategies used:</p></div> <div style="border: 1px solid black; padding: 5px;"><p>Opening 2</p><p>COVID-19, Ebola, Swine Flu, SARS, H7N9, and Zika. – these are among the most alarming pandemics in last decade, not to mention the countless contagious and infectious diseases which threaten public health in different parts of the world. <u>Do we need tighter disease control and prevention measures?</u> The answer is an absolute yes.</p><p>Strategies used:</p></div> <div style="border: 1px solid black; padding: 5px;"><p>Opening 3</p><p><u>Have you heard of King's Glory, Modern Education and Beacon College?</u> I bet most Hong Kong students are familiar with these big names. As I know, every student in my class is taking tutorial classes outside school to prepare for the HKDSE Examination. While school teachers frown upon this practice, parents and students consider this a key to success in public examinations. The issue of whether students should attend tutorial schools is one that divides many people and deserves close examination.</p><p>Strategies used:</p></div>	<p>Enhancing the Strength and Quality of Arguments</p> <p>Strategies for Generating Reasons/Arguments</p> <p>(a) Considering the issue from multiple perspectives</p> <p>List the parties that the proposal (i.e. 50 hours of community service before graduation from secondary school) will affect and complete the following table:</p> <table border="1"><thead><tr><th>Stakeholder group</th><th>How will the proposal affect them? (positively <input checked="" type="checkbox"/> or negatively <input checked="" type="checkbox"/>)</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table> <p>Discuss whether each of the parties are likely to support / oppose the proposal and which group(s) views or interest should be considered more when deciding whether to pass the proposal.</p> <p>Strategies for Organising and Presenting Central Ideas/Arguments</p> <p>(b) Writing a clear and effective topic sentence</p> <p>Read the following paragraph and write a topic sentence for it:</p> <div style="border: 1px solid black; padding: 5px;"><p>Topic sentence:</p><p>A recent study shows that 55% of the teenagers aged between 13-15 interviewed have never done any housework (e.g. cooking and dish washing) and 30% of them rely on their domestic helpers to take care of their daily lives. Educational psychologists, however, remind us that it is of critical importance that teenagers master self-management and problem-solving skills before they reach adulthood. If students are required to take part in community services before they graduate from secondary school, they will develop the necessary life skills and be better equipped to face future challenges in their lives</p></div>	Stakeholder group	How will the proposal affect them? (positively <input checked="" type="checkbox"/> or negatively <input checked="" type="checkbox"/>)								
Stakeholder group	How will the proposal affect them? (positively <input checked="" type="checkbox"/> or negatively <input checked="" type="checkbox"/>)										

(2) Focused correction / rewriting for focused feedback

Effective (High-impact / lasting-effect) Writing Correction

- **Quality over quantity**
(selective and focused, first things first, less is more)
- **Going beyond accuracy**
(error / sentence / paragraph level correction)
- **Fostering learner awareness, independence and ownership**
 - ✓ Allowing **choice**
 - ✓ **Involving** students in the **thinking** process
 - ✓ Encouraging **inquiry** / **self-directed learning**
 - ✓ Providing evidence for **self-review** and **monitoring**

For example, in the sample student work on 50 hours of community service

- **correcting a few errors/slips** (i.e. “insist”, “homeworks”, “by their own”)
- **rewriting 2 problematic sentences** (i.e. “mindset/intention”, “deprive”)
- **rewriting the weakest paragraph** (opening/ 3rd argument)
- ✓ **individualised (learner-centred) to deepen learning**
- ✓ **economical version of process-writing (less time-consuming but lasting effects)**

How to get there

(1) Explicit strategy instruction

Strategy 1: Short Story Opening

2018 HKDSE English Language Paper 2 Question 9

Strategy 2: Sensory Descriptions

(2012 HKDSE Writing Paper: Part B Q7)

Powerful Adjectives & Sensory Language to Appeal to Our Senses

Senses	Example
Sight	<p>There I saw my brother step out of <u>a fiery red convertible</u> and walked into the classy hotel with <u>white pillars</u> and <u>glowing chandeliers</u>.</p> <p>He wore a stylish slim-fit suit in smoky grey, looking sleek and smart.</p>
Sound	<p><u>Vroom!</u> His car sped past me and vanished around the corner of the street.</p>
Taste	<p>Seeing how well my brother seemed to be doing, I couldn't help feeling <u>sour</u> and <u>bitter</u> with envy.</p>
Smell	<p>As he passed by, a <u>zesty scent</u> surged and waned – I caught a whiff of his <u>exotic cologne</u>.</p>
Touch	<p>My brother was <u>clean-shaven</u> and his hair was slicked back with gel, looking as smooth as an egg tart.</p>

Strategy 3: S.T.E.A.L Characterisation

Speech

What does the character say? How does a character speak to other characters?

My anger and curiosity got the better of me. I confronted my brother bluntly, "How can a jobless man afford such a luxurious car? Where did you get the money?"

Thought

What is revealed through the character's thoughts and beliefs?

Did he win the Mark Six and become rich overnight? Did he borrow money from his friends? My mind was filled with question marks and I figured out the simplest way to find out the answer was to call him.

Effect on others

How does the character treat others? How do other characters interact with the character?

My brother was speechless for a moment, but he then burst into laughter, laughing so uncontrollably that he had to hold his stomach. "I'm just hired as a part-time actor," he explained, "and you are more imaginative than my director!"

Action

What does the character do? How does the character behave?

Thinking about the illegal things my brother might have done to get the money, I stomped my feet and clenched my fist so tightly that my thumbs hurt.

Look

How does the character dress? What does the character look like?

My brother's hair was slicked back with gel, looking as sleek and smooth as an egg tart, while mine was as messy and wiry as a broom. Looking at my brother's glamorous designer tuxedo, I couldn't help feeling pathetic wearing a fake branded T-shirt.

Showing feelings through actions

shocked

- My mouth was wide open.
- I gaped.
- I was taken aback.
- I froze.
- I was motionless and speechless.
- I felt a shiver down my spine.
- My eyes popped out.
- I couldn't believe my eyes.

Strategy 4: Effective Closing

(2007 HKCEE Writing Paper Task 1: David and Amy's Date)

Different ways to close the story (pp.17)

Technique	Example
Twist (ending with a surprise contrary to the reader's expectation)	<p>The movie they watched was so scary that Amy needed to hold her breath throughout. Just as she was about to scream when a ghost popped out on the screen, she heard a deafening cry on her right and saw David unconscious.</p> <p>It was Amy who took David home on their first – and final – date.</p>
Ending the story on a positive note	<p>That was the happiest day ever in my life. I saw some very positive signs from Amy and could sense her fond feelings for me. I would love to spend more time with Amy and get to know her more in the future.</p>
Ending with a question	<p>The sudden downpour left us drenched to the skin. The make-up on Amy's face washed off and her hair was in a terrible mess. I gasped at the ghastly sight and seriously wondered: Is she the Amy I have a crush on?</p>
Dialogue	<p>“When shall we go for a movie again?” David plucked up his courage to ask before Amy stepped into the lift. “Anytime!” Amy raised her head to return a sweet smile – a smile to be imprinted on his mind forever.</p>
Reflections	<p>I couldn't sleep all night after returning home from the show. The Amy I saw was way too different from the sweet long-haired girl sitting next to me in class. I doubted if I had really understood her and began to realise my admiration for her was groundless. Maybe we shall just be friends.</p>

Activity 3: Explicit Strategy Instruction - Application

Coming up with an argumentative essay closing

Topic 1: 2020 HKDSE English Language Paper 2 Question 6

Activity 3: Explicit Strategy Instruction - Application

Coming up with a short story opening

Topic 2: 2021 HKDSE English Language Paper 2 Question 7

How to get there

Strategy 7: Engage students in self-reflection and provide opportunities for students to track and share learning progress (Appendices 18-19)

Self perception of Writing Habit and Competence

Self-reflection Form

To help you set appropriate goals on the development of writing skills for the coming school term/year, please reflect on your writing performance and habit and complete the following form by ticking the appropriate boxes.

Part 1) My writing performance		Please tick (✓)	
Do I consider the following my strengths or areas for improvement in writing?		My strength	My area for improvement
I. Content	a) Coming up with relevant ideas and information	<input type="checkbox"/>	<input type="checkbox"/>
	b) Describing personal experience	<input type="checkbox"/>	<input type="checkbox"/>
	c) Giving opinions/comments	<input type="checkbox"/>	<input type="checkbox"/>
	d) Providing elaborations and supporting details	<input type="checkbox"/>	<input type="checkbox"/>
II. Organisation	a) Use of topic sentences	<input type="checkbox"/>	<input type="checkbox"/>
	b) Linkage within paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
	c) Linkage across paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
	d) Clear text structure (e.g. introduction, body and conclusion)	<input type="checkbox"/>	<input type="checkbox"/>
III. Language	a) Use of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
	b) Spelling	<input type="checkbox"/>	<input type="checkbox"/>
	c) Use of tenses	<input type="checkbox"/>	<input type="checkbox"/>
	d) Use of passive voice	<input type="checkbox"/>	<input type="checkbox"/>
	e) Use of prepositions	<input type="checkbox"/>	<input type="checkbox"/>
	f) Use of connectives	<input type="checkbox"/>	<input type="checkbox"/>
	g) Use of punctuation marks	<input type="checkbox"/>	<input type="checkbox"/>
	h) Capitalisation	<input type="checkbox"/>	<input type="checkbox"/>
	i) Use of pronouns (e.g. <i>he, she, it</i>)	<input type="checkbox"/>	<input type="checkbox"/>
	j) Use of articles (e.g. <i>a, an, the</i>)	<input type="checkbox"/>	<input type="checkbox"/>
	k) Parts of speech (e.g. adjectives, adverbs, nouns)	<input type="checkbox"/>	<input type="checkbox"/>
	l) Using a variety of language structures and sentence patterns	<input type="checkbox"/>	<input type="checkbox"/>
IV. Others	a)	<input type="checkbox"/>	<input type="checkbox"/>
	b)	<input type="checkbox"/>	<input type="checkbox"/>
	c)	<input type="checkbox"/>	<input type="checkbox"/>

Tracking Progress on Goal Attainment

Appendix 19

Part 2 Self-tracking on the Attainment of Personal Goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

How far have I achieved my goals?

Goal 1	My progress in Assignment 1	My progress in Assignment 2
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Goal 2	My progress in Assignment 1	My progress in Assignment 2
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Goal 3	My progress in Assignment 1	My progress in Assignment 2
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Reflection on Progress over Time and the Way Forward

Appendix 19

Part 3 End of Term Evaluation

Look back and reflect on the process of working towards your personal goals. Complete the following thought bubbles:

A124

Promoting AfL and AaL in Writing

Teacher's role

- Guide students to analyse the writing topic and task requirement
- Establish the success criteria with learners and present them in a student friendly language
- Provide focused feedback to help learners understand their strengths and weaknesses
- Teach writing skills / strategies explicitly and adopt effective correction practices
- Offer advice when learners set goal, and formulate plans to improve writing
- Plan the writing curriculum carefully to provide opportunities for learners to practise, recycle and consolidate writing skills learned over time

A Quick Wrap-up

Extending from AfL to AaL -- Empowering students to monitor & evaluate own progress

Summative	AoL	<ul style="list-style-type: none">• describes the level students have attained• shows what they know/can do over a period of time• gives an overview of previous learning for reporting/selection purposes
Formative	AfL	<ul style="list-style-type: none">• integrates assessment into learning & teaching• helps students understand what they are learning, what they have attained, what is expected of them• helps teachers collect learning evidence to provide timely feedback & refine teaching strategies
	AaL	<ul style="list-style-type: none">• engages students in reflecting on & monitoring their progress of learning• involves students in regulating the learning process, evaluating their own performance against the learning goals & planning for the next step in learning

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Source: <http://www.edb.gov.hk/LPFenglish>

Zhang, L. (2001). Awareness in reading: EFL students' metacognitive knowledge of reading strategies in an acquisition-poor environment. *Language Awareness*, 10 (4), 268-288

Q&As session

To measure or to learn; that is the question.

Broadfoot (1996)



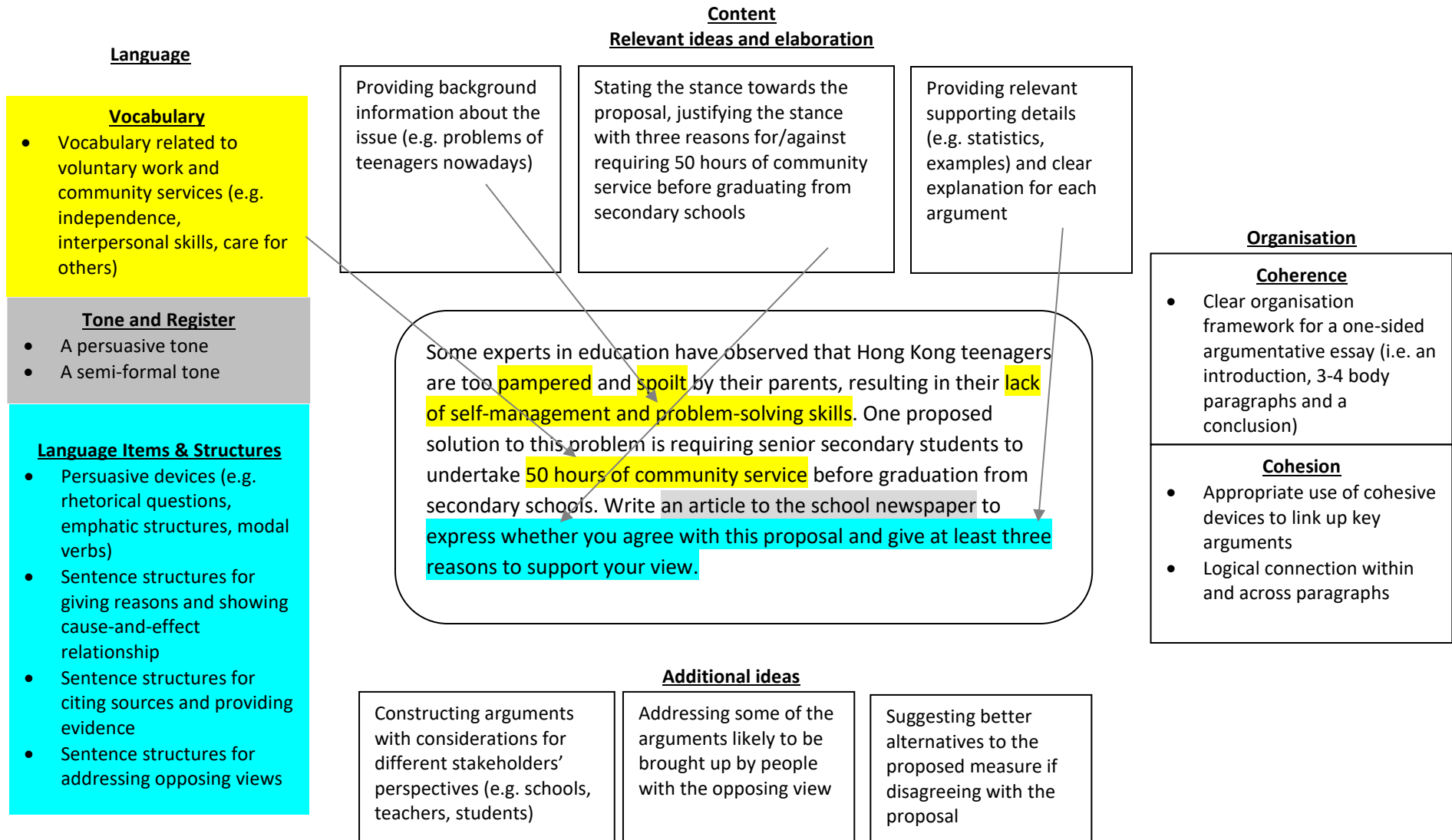
Professional Development Programme
Effective Assessment Practices in the English Language Curriculum
Part II – Strategies for Implementing AfL and AaL in Writing Assessment

Exemplar on Argumentative Writing

Writing Task (Long)

Topic:	Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring senior secondary students to undertake 50 hours of community service before graduation from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons to support your view. Write about 300 – 400 words.
Related Module / Elective Module: (S5-6)	<ul style="list-style-type: none"> • Study, School Life and Work • Learning English through Social Issues • Learning English through Debating
Student Level:	Senior Secondary (S4-6)
Text-type:	School magazine article
Communicative Functions:	<ul style="list-style-type: none"> • Express agreement and disagreement • Justify one's point of view
Role of the Writer:	A senior secondary student
Target Reader:	Secondary students and teachers

Task requirements – a detailed analysis of the topic



Peer /Self Assessment Form

Date:

Task:

Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service before graduation from secondary school.

Text Type:

A school newspaper article (one-sided argumentative article)

Please tick: ✓	Needs Improvement	Satisfactory	Well Done
A. Content			
1. Providing background information about the issue (e.g. showing cases of Hong Kong students' lack of self-management and problem-solving skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stating one's stance clearly (i.e. either agreeing or disagreeing with the proposal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Suggesting at least three valid reasons to support one's stance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Including arguments from different perspectives (e.g. from the angles of the students, parents, teachers, schools and society)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Addressing the opposing arguments and refuting them to strengthen one's arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Writing about 300 to 400 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Language and Style			
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service (e.g. independence, interpersonal skills, care for others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate expressions and sentence structure (e.g. According to (sb/sthg), ...; As said by (sb), ...; A survey/research conducted by ... showed that ...") to present different kinds of evidence (e.g. statistics, expert opinions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate expressions and structures to give reasons (e.g. I agree that ... because...) and show cause and effect relationship (e.g. ... will bring about/lead to ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using appropriate expressions and sentence structures to address opposing views (e.g. Some people may argue that ..., but...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Using the simple present tense to present general facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Using punctuation correctly and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spelling words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Organisation			
1. Five to six paragraphs, each with a clear focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using an organisational framework (i.e. an opening section to present the background information about the issue and one's stance, a body to support one's view with at least three reasons, and a conclusion to summarise one's arguments and reiterate one's stance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs (e.g. The first reason why ...is that...; In addition, ...; Finally, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Other Comments

Modelling

A Sample Argumentative Essay

Are Hong Kong Parents Over-protective?

When some Hong Kong students were stranded in London Heathrow Airport because of a snowstorm last December, we were all stunned by their selfish behaviour and poor self-management skills. Little did they do except whining about the flight cancellation and poor arrangements of the airlines. They even made up stories of their parents' death in order to board the first flight home. It is obvious that these Hong Kong children are spoiled. Yet, who is to blame for their "prince / princess syndrome"? You will know the answer when you see their doting parents, who joined in the complaints and urged the SAR government to charter flights to bring the kids home. **Such over-reaction is typical of Hong Kong parents, who are, in my opinion, mostly over-protective.**

Introduction

Central argument

Many Hong Kong parents take care of every detail in their children's life. They rush to their rescue when their children face any difficulties. Madeleine Levine, an American clinical psychologist, coined the term "helicopter parents" to describe parents who hover over their children, even when they are already adults. These parents dote on their children so much that they do everything for them. In some extreme cases, I have seen parents accompany their children to universities and help them tidy up their dorm rooms. *While these parents may argue that they just want to express their concern for their children, what they do not realise is that their excessive care may hamper their children's development of problem-solving skills.*

Body

Topic sentence

Supporting details -
Expert opinion

Supporting details -
Cases /examples

Opposing viewpoint &
refutation

Hong Kong parents are also over-involved in their children's school work. They dedicate much of their energy and time to preparing their children for tests and examinations. Some even help their children to finish projects and assignments. A study conducted by the Society for Child Development indicates that over half of the parents interviewed have experienced anxiety over their children's school work, and 75% of them are willing to offer any kind of assistance to ensure their children's academic success. The alarming figures prove parents' over-involvement in children's

Topic Sentence

Supporting details -
Statistics

school work. Vicky Tuck, the principal of Cheltenham Ladies' College, warns parents that their over-conscientiousness and constant supervision may prevent their children from growing into responsible and independent learners.

Supporting details -
Expert's opinion

Hong Kong parents are over-tolerant of their children's misbehaviour. As most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money but forget the importance of disciplining them. It is common to see children running around or shouting on public transports while their parents do nothing to stop them. As the old saying goes, "spare the rod and spoil the child." Parents' unreasonable forbearance leads to children's lack of respect for authority. This explains why discipline problems are on the rise in Hong Kong schools.

Topic sentence

Supporting details -
Cases / examples

Clearly, it is the over-protective Hong Kong parents who create the over-pampered "Hong Kong kids". To fix the problem, parents must change their mindset. They should bear in mind that their children will have to grow out of their protective cocoon and stand on their own feet one day. Over-protection only encourages unhealthy reliance, which definitely does more harm than good to the children's personal development. Children need guidance, not indulgence. It is time that Hong Kong parents reflected on their mode of parenting.

Conclusion

Reiteration of
stance

Here are some sentence structures used to add strengths to the arguments and enhance persuasiveness:

	Examples
Inversion	<ul style="list-style-type: none"> <u>Little did they do</u> except whining about the flight cancellation and poor arrangements of the airlines.
Rhetorical questions	<ul style="list-style-type: none"> <u>Yet, who is to blame</u> for their "prince / princess syndrome"?
Cause-and-effect structures	<ul style="list-style-type: none"> <u>These parents dote on their children so much that</u> they do everything for them. <u>As</u> most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money. Parents' unreasonable forbearance <u>leads to</u> children's lack of respect for authority.
Emphatic structures	<ul style="list-style-type: none"> Clearly, <u>it is</u> the over-protective Hong Kong parents <u>who</u> create the over-pampered "Hong Kong kids". Children need guidance, <u>not</u> indulgence. <u>It is time that</u> Hong Kong parents <u>reflected</u> on their mode of parenting.

Sample Script with Teacher's Feedback

Topic:

Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service before graduation from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.

Student's Work:

Many people comment that students in Hong Kong are only good at studying and have no life skills. Some experts have found that students in Hong Kong are poor at self-management and problem-solving skills because of the over-protection by their parents. Children are provided all they want, no matter whether it is necessary. Under this situation, some people have proposed that students should be required to undertake 50 hours of community service before they are allowed to graduate from secondary school.

Too much direct copying from the Q. A more creative opening is needed to build the scenario and show the importance of the issue. Use dialogue/ a case/ findings/ vivid descriptions.

You may state your position in the intro.

Effective use of a rhetorical question

Can this proposal improve the current situation?

In my opinion, the proposal is not a good solution to the problem.

First, as Hong Kong students have little experience in social service, they may not know how to do it. If they just do it because they want

Lack of experience seems irrelevant.

to meet the requirement but without the heart of learning from this, they will not change much after 50 hours of work. Their self-management and problem-solving skills will still be the same.

Express the idea better with words like "mindset" or "intention".

People may argue that this is still better than nothing and students may gain some experience from the process, but I think there are

any examples?

more effective ways to develop students' skills than this. If the government ^{Aggr}insist on implementing this policy, the whole spirit of voluntary work will be gone as students are not willing to do it with the aim to serve others. Students cannot benefit from the social service and their time will be wasted.

Nice recap of the key argument

do not participate in the service voluntarily

True! Forcing students to do voluntary work defeats the purpose.

Nowadays, students in Hong Kong have to join a lot of extra-curricular activities such as music instrument classes, swimming courses and sports teams. These activities already occupy most of their free time. Students already feel that time is insufficient for coping with extra-curricular activities and their ^{Unc.n}homeworks. If we take 50 hours more from their free time, which is supposed to be for entertainment and rest, students would be so tired and overloaded. Though we can ask students to do the voluntary work after their public examination at the end of S6, students should actually enjoy some fun and relax after a long ~~long~~ time of hard work. Forcing them to do social service exploit their rest and play time.

You need a better topic sentence to show the focus of this paragraph.

Thoughtful of you to take possible counter-view into account and address it

Chinglish! Rewrite using "deprives (sb) of (sth)".

Moreover, self-management and problem solving skills will be improved gradually as students grow up. When students enter society or job market, they have to deal with people and problems and think of solutions themselves. It is not necessary for the government to take such strong measure to fix the problem or push students to grow up. When students graduate from secondary school and start working, they need to finish their duties and face the difficulties ^{Prep.}by their own. They cannot depend on their teachers and parents anymore. This problem of poor self-management will not exist anymore.

Would it be too late to wait till students enter the job market to develop such basic skills?

Avoid repeating the same point, add an example/quote to support this.

unconvincing to argue that the problem will go away as students get a job.

A concise wrap-up with effective use of parallelism/magic of 3!

In conclusion, the policy is ineffective, time-consuming and unnecessary. 50 hours of community service before graduating from secondary school should not be implemented.

For Teacher's Use

Teacher Assessment Form

Date:

Task: Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service before graduation from secondary school.Text Type: A school newspaper article (one-sided argumentative article)

Please tick: ✓	Unsatisfactory	Below Average	Average	Good	Excellent
A. Content					
1. Providing background information about the issue	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stating one's stance clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Presenting at least three valid reasons to support one's stance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Including arguments from different perspectives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Addressing the opposing arguments and critique them to strengthen ones' argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Writing about 300 to 400 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Language and Style					
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate expressions and sentence structures to present different kinds of evidence (e.g. statistics, expert opinions)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use appropriate expressions and structures to give reasons and show cause and effect relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using appropriate expressions and sentence structures to address opposing views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Using the simple present tense to present general facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Using punctuation correctly and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Spelling words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Organisation					
1. Five to six paragraphs, each with a clear focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Using an organisational framework (i.e. an opening section to present the background information about the issue and one's stance, a body to support one's view with at least three arguments/reasons, and a conclusion to summarise one's arguments and reiterate one's stance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Teacher's Comments

Chris, you have stated your stance clearly and tried to support it with three reasons. Good job!

The 3rd reason may not be convincing enough. Strengthen it with more supporting details (e.g. statistics or a quote) or replace it. To come up with a stronger reason, you may consider the issue from a wider perspective – focus not only on students but also other affected parties (e.g. schools/teachers, parents, community/society).

Read my comments and try to address them in your revision. Keep up with your good efforts.

E. Student's Reflections

Taking into consideration the teacher's feedback, I have identified some areas for improvement and planned the follow-up actions:

Weaknesses / areas for improvement	Actions to be taken
e.g. I haven't got enough supporting details for my key arguments.	e.g. I will search the Internet for statistics or quotations from experts such as social workers on students' poor self-management and problem-solving skills

I need teacher's advice/assistance on the following:

Effective Opening for Argumentative / Expository Writing

Strategies for writing more effective and engaging introduction

- A. Using rhetorical questions to involve the readers
- B. Building a scenario to show the importance of the issue (e.g. using dialogue, a list of examples and vivid descriptions)
- C. Citing current news or recent findings to provide background information

Read the different openings and identify the strategies the writers use to make the topic a matter of concern to readers and arouse their interest in reading.

Opening 1

Hong Kong economy has been severely impacted by the COVID-19 pandemic, as social-distancing rules and uncertain economic climate undermine people's drive to get out and spend big. According to government statistics, the local retail sector suffered its biggest decline on record last year, with sales plunging by 24.3%. To boost local consumption and speed up the recovery of our battered economy, I believe distributing electronic consumption vouchers is a timely solution.

Strategies used:

Opening 2

COVID-19, Ebola, Swine Flu, SARS, H7N9, and Zika. – these are among the most alarming pandemics in last decade, not to mention the countless contagious and infectious diseases which threaten public health in different parts of the world. Do we need tighter disease control and prevention measures? The answer is an absolute yes.

Strategies used:

Opening 3

Have you heard of King's Glory, Modern Education and Beacon College? I bet most Hong Kong students are familiar with these big names. As I know, every student in my class is taking tutorial classes outside school to prepare for the HKDSE Examination. While school teachers frown upon this practice, parents and students consider this a key to success in public examinations. The issue of whether students should attend tutorial schools is one that divides many people and deserves close examination.

Strategies used:

Opening 4

“Hey, shall we discuss the STEM project in the canteen after school?”

“I cannot make it. I have to rush to the Modern Education Centre for King Chan’s tutorial.”

Does the conversation sound familiar to you? To many students, lessons don’t end when school breaks up because this is the beginning of their after-school tutorial classes. Are students really that keen to learn? Is attending tutorial classes necessary and beneficial?

Strategies used:

Enhancing the Strength and Quality of Arguments

Strategies for Generating Reasons/Arguments

(a) Considering the issue from multiple perspectives

List the parties that the proposal (i.e. 50 hours of community service before graduation from secondary school) will affect and complete the following table:

Stakeholder group	How will the proposal affect them? (positively <input type="checkbox"/> or negatively <input type="checkbox"/>)

Discuss whether each of the parties are likely to support / oppose the proposal and which group(s) views or interest should be considered more when deciding whether to pass the proposal.

Strategies for Organising and Presenting Central Ideas/Arguments

(b) Writing a clear and effective topic sentence

Read the following paragraph and write a topic sentence for it:

Topic sentence:

A recent study shows that 55% of the teenagers aged between 13-15 interviewed have never done any housework (e.g. cooking and dish washing) and 30% of them rely on their domestic helpers to take care of their daily lives. Educational psychologists, however, remind us that it is of critical importance that teenagers master self-management and problem-solving skills before they reach adulthood. If students are required to take part in community services before they graduate from secondary school, they will develop the necessary life skills and be better equipped to face future challenges in their live

Strategies for Elaborating and Substantiating Central Ideas/Arguments

(c) Immediate and long-term consequences (for extending explanation)

Complete the flow chart to show the impact of the proposal on students:

Proposal: Making 50 hours of voluntary work compulsory for all secondary school students
↓
Immediate/short-term effect:
↓
Medium-term effect:
↓
Long-term effect:

(d) Adding more substance and supporting details to enhance the arguments

Different kinds of supporting details for the body paragraphs:

- Examples / cases
- Statistics
- Expert opinions

Read a sample paragraph and identify different kinds of supporting details used:

Central argument: The Hong Kong government should not give a cash handout to citizens to boost consumption and the local economy	
Topic sentences: The cash handout does not help to tackle the root of the economic decline.	
	According to Dr. Y Moneyback of <u>The Everyday Economist</u> , a cash handout does little to tackle root problems, such as the uncertain economic climate and widespread unemployment/ underemployment caused by the ongoing pandemic situation.
	When a cash handout was adopted in Macau and other places, people in general spent more money but the inflation rate went up afterwards, creating an economic bubble.
	An opinion poll has revealed that 55% of the respondents consider the cash handout a short-term fix, while 35% express that they would spend the money right away on a phone upgrade or a short vacation.

Effective Closing for Argumentative/Expository Writing

Strategies for writing more appealing conclusion

- A. Summarising/reiterating the key points made (rule of magic 3)
- B. Building urgency and appealing for action
- C. Expressing a wish or envisioning a brighter future
- D. Echoing the opening

Identify the strategies the writers use to appeal to the readers in the following closings.

Closing 1

Key argument: **The government should distribute electronic consumption vouchers to citizens.**

Electronic consumption vouchers are a form of lucky money widely welcomed by Hong Kong people. Distribution of the vouchers to citizens can effectively boost local spending and consumption, which helps to revitalise the economy and safeguard employment. With the past success in launching similar relief measures and voucher schemes, it is believed that the Government has the ability to implement the scheme in a timely and cost-effective manner.

Strategies used:

Closing 2

Key argument: **The government should tighten disease control and prevention measures.**

The battle against the COVID-19 pandemic has been going on for long but the end is not in sight. This global health crisis is a wake-up call on the importance of tighter disease control to safeguard public health. “Prevention is better than cure” makes both common sense and economic sense. What doesn’t kill us should not only make us stronger, but also wiser. I look forward to the day when I need not rely on ZOOM schooling and see a sea of masked faces around, and this calls for the collective efforts and wisdom of the world.

Strategies used:

Closing 3

Key argument: **Attending tutorial schools is not necessarily evil if students do so with the right learning attitude and intention.**

“We strive to excel” is probably a motto shared by students, teachers, as well as the tutor kings and queens. Both secondary schools and tutorial schools aim at helping students to achieve academic excellence, though through different means. If students attend tutorial classes with the intention to extend their learning and hone their skills, rather than seeing this as a shortcut to success in public exams, tutorial schools may not necessarily be an evil. No matter what, I hope students will value learning over exam results and owe their academic success to not only the tutor kings, but also their school teachers.

Strategies used:

Examples of Short Story Writing Techniques for Focused Teaching

Effective Opening

(2018 HKDSE Writing Paper: Part B Q9)

9. Learning English through Short Stories

Imagine you are a pet bird in a cage. One day your owner left your bird cage open.



Write a story from the bird's point of view.

Technique	Sample Openings
1. Flashback (start with an event in the <u>present</u> and link it to events in the <u>past</u>)	Now I can finally heave a sigh of relief. What a narrow escape from death! Thank God that I'm still alive. I start to miss my home, the wooden bird cage where I have lived for years. It all began yesterday morning when I left my cage.
2. Dialogue	"I don't care where you take it, but I have feather allergy! I hate birds. They carry avian flu!" The yelling of my master's new girlfriend woke me up. I could hear my master beg – "Could you give me some time?" before my bird cage was violently burst open.
3. Start with a surprise (often "into the middle of an event") to build readers' anticipation	Oh no! I couldn't believe my eyes. Fear seized me as I saw my master covered in blood. I wished I could talk and report to the police what I witnessed.
4. Description and introduction of a character	Everyone in the village knows my master is a bird lover and collector. I am his beloved little canary, living in a brass antique cage with a built-in climate monitor. Recently, my master's temper has changed. He became quieter and sometimes said strange things. Last night, he mumbled, " <u>The greatest love is letting go!</u> " and this morning I found my cage left open.
5. Description of the setting (place, time, weather)	It was a day with the finest weather. <u>I could</u> feel the gentle breeze brushing my feathers. <u>I could</u> see the beaming smile of the sun. <u>I could</u> hear other birds chirping in the tree outside my window. It was a perfect day for outdoor fun and I seemed to be the only miserable caged bird. <u>If only I could</u> go out! I closed my eyes and made a wish. To my surprise, God answered my prayer. In the wink of an eye, my cage burst open and <u>I could</u> smell freedom.


Effective Closing


(2007 HKCEE Writing Paper: Task 1)


Topic: David and Amy's Date


Task 1

Complete the story told below for your school magazine. Think about the question in picture 4 and write an interesting ending for your story. Give the story a title.

1.  1. *Amy, would you like to go to the cinema with me on Saturday?* *I'd love to.*

2.  2. *Fashion House*
Lee's Hair Salon

3.  3. *OK. Bye mum.* *Have a nice time, Amy. Don't be late home.*

4. *How did David feel when he saw Amy*


Ways to give your story a more dramatic / effective closing

Technique	Example
1. Twist (ending with a surprise contrary to the reader's expectation)	<p>The movie they watched was so scary that Amy needed to hold her breath throughout. Just as she was about to scream when a ghost popped out on the screen, she heard a deafening cry on her right and saw David unconscious.</p> <p>It was Amy who took David home on their first – and final – date.</p>
2. Ending the story on a positive note	<p>That was the happiest day ever in my life. I saw some very positive signs from Amy and could sense her fond feelings for me. I would love to spend more time with Amy and get to know her more in the future.</p>
3. Ending with a question	<p>The sudden downpour left us drenched to the skin. The make-up on Amy's face washed off and her hair was in a terrible mess. I gasped at the ghastly sight and seriously wondered: Is she the Amy I have a crush on?</p>
4. Dialogue	<p>“When shall we go for a movie again?” David plucked up his courage to ask before Amy stepped into the lift. “Anytime!” Amy raised her head to return a sweet smile – a smile to be imprinted on his mind forever.</p>
5. Reflections	<p>I couldn't sleep all night after returning home from the show. The Amy I saw was way too different from the sweet long-haired girl sitting next to me in class. I doubted if I had really understood her and began to realise my admiration for her was childish. Maybe we shall just be friends.</p>

Reminder:

Your ending should be closely connected to the events before it and should not be abrupt or far-fetched.

Suggested Answers to Workshop Activity 3

Effective Article/Essay Closing

Learning English through Debating

To raise public awareness of healthy eating, some countries now legally require food manufacturers to put warning labels on foods that are high in sugar, saturated fat and salt.

- Write an argumentative essay.
- Argue either for OR against the effectiveness of food warning labels in changing people's eating habits.

2020 HKDSE
Paper 2 (Writing)
Part B: Q6



Closing 1: Strategy used – **Summarising/reiterating the key points made**

Expressing a wish or envisioning a brighter future

Putting warning labels on unhealthy foods is a practice widely adopted in health consciousness-raising campaigns of western countries. It has been proven effective in encouraging label viewing and informed food purchases, undermining the advertising appeal of unhealthy foods on young minds, and changing consumer perceptions and habits. With the successful implementation of graphic warnings on tobacco products, I hope to see the measure extended to all kinds of unhealthy foods, so as to remind people to consider the health implications of their food choices.

Closing 2 : Strategy used – **Building urgency and appealing for action**

Cardiovascular diseases (CVDs), diabetes, obesity, cancers – all these health hazards are on a rise and we surely don't want to see an increasingly unhealthy population more vulnerable to illnesses. "You are what you eat" – unhealthy diet is a leading cause of many health problems. To stop people from falling into the traps of advertising tactics and making uninformed shopping decisions that jeopardise their future health, it is time that the Hong Kong government introduced mandatory warning labels on unhealthy foods.

Closing 3: Strategy used – **Echoing the opening (rhetorical questions to involve readers)**

How tempting would the chocolate bar be if the wrapping was slapped with a picture of decaying teeth or a diseased heart? How appetising would the chips look with a big cancer warning symbol on the packing? Junk foods are invitingly packaged and strategically displayed to incite impulse buying. What is a better antidote than quenching the desire with graphic warnings that reveal the naked truth?

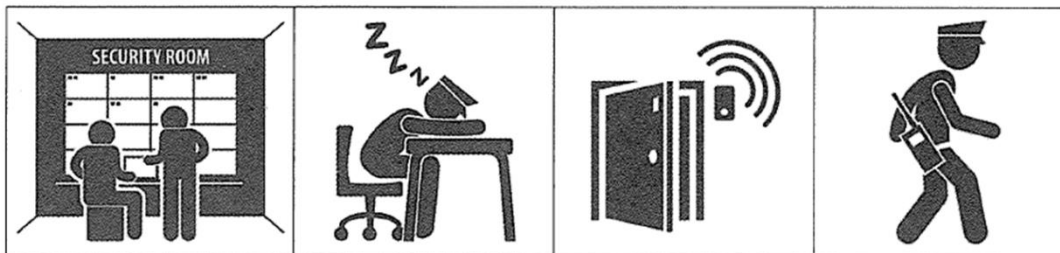
Opening:

How alluring are the chocolate bars near the checkout counter! The enticingly packaged chips are beckoning in the snack aisle. Many people, like me, cannot resist the temptation of fatty and sugary foods. Junk food producers are so good at using positive cues to lure consumers, making unhealthy foods look tasty and cool, but these are land mines and time bombs. Some visual reminders and scare tactics are needed to caution consumers against their potential harm.

Effective Story Opening**2021 HKDSE Paper 2 (Writing) Part B: Q7****⑦ Learning English through Short Stories**

You are joining a short story contest organised by a book shop.

- Write a scary story about a security guard on duty one night.
- Use the pictures to help you write your story. You can use the pictures in any order.



Different ways to start telling the story

Character Description	My colleague Bob always slacks and dozes off during work hours. Last night, he was drooling and snoring terribly as usual when the alarm went off.
Setting Description	It was the coldest night of the year, making night shift more unbearable than ever. The piercing wind brushed my icy hands. I was literally frozen. All of a sudden, the light in the security room kept flickering. Before I could figure out what to do, it went off completely, leaving me alone in an eerie darkness.
Peak moment	I couldn't believe my eyes. Fear seized me as I saw a faceless figure in a white cloak with blood hanging from the ceiling. I let out a terrible scream and dashed out of the room.
Dialogue	"Wake up! Wake up!" I <u>yelled</u> at the top of my voice, "a ghost is at the staircase!" "Are you dreaming?" Bob, my colleague, asked in disbelief while rubbing his sleepy eyes.
Begin with the end	"Safe at last!" I heaved a sigh of relief after a narrow escape from the "ghost". What a scary night. It all began when the alarm in the carpark went off at midnight.