


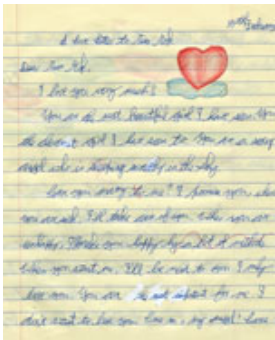
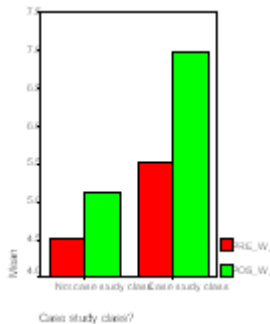
## Exemplar 4: Engaging Students in Dialogic Interaction through Writing

### Overview

This exemplar presents a case study of a group of CMI Secondary 2 students' written assignments and the feedback (corrections and comments) given by Ms Ada Mok, an effective teacher at [Po On Commercial Association Wong Siu Ching Secondary School \(WSC\)](#). In this exemplar, you will see how these written assignments and the teacher's feedback have contributed to the development of the writing ability of a class of students.

The teachers in the school called such assignments Free Writing (or the weekly journal). Free Writing is a common kind of writing assignment in some Hong Kong schools. The research team's investigation into the Free Writing entries written by Ms Mok's students suggests that the teacher's use of a variety of feedback types has helped to enhance students' motivation to write and to carry out genuine dialogic communication with the teacher.

This exemplar features:

 <p>The video subtitles in this exemplar have been slightly edited for easier comprehension.</p>		 <table border="1"><thead><tr><th>Class study class?</th><th>HSC, W</th><th>HSC, W</th></tr></thead><tbody><tr><td>Two study class</td><td>2</td><td>2</td></tr><tr><td>One study class</td><td>2</td><td>6</td></tr></tbody></table>	Class study class?	HSC, W	HSC, W	Two study class	2	2	One study class	2	6
Class study class?	HSC, W	HSC, W									
Two study class	2	2									
One study class	2	6									
<p><u><a href="#">The use of a variety of feedback types</a></u></p>	<p><u><a href="#">Dialogic communication between students and the teacher</a></u></p>	<p><u><a href="#">Language development and grammatical accuracy of students</a></u></p>									

## What is Free Writing?

There are three main types of written student assignments in the junior form English curriculum of Po On Commercial Association Wong Siu Ching Secondary School:

Regular composition	Newspaper cuttings (also called "newscut")	Free Writing
<ul style="list-style-type: none"> <li>Normally 10 pieces in the year</li> <li>Pre-set topics</li> </ul>	<ul style="list-style-type: none"> <li>Submitted every week or every other week</li> <li>Every entry consists of               <ul style="list-style-type: none"> <li>(i) a piece (or pieces) of an article or a report taken from an English-language newspaper,</li> <li>(ii) a response written by the student</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Submitted every week</li> <li>No pre-set topics</li> </ul>

The Free Writing exercise, which was originally called "Journal Writing", has been given a new name because in these submissions, students are encouraged to write about anything they want. The teachers feel that "Free Writing" is a better name for it as the entries students submit can be on a greater variety of topics and of different genres, including short stories and responses to current affairs.

What is impressive about these Free Writing entries is not only the number of submissions and words that students produce, but also the fact that what the students write in their entries indicates genuine communication between the teacher and individual students. Click here to view two [sample Free Writing entries](#).

*What Free Writing is ...*

<u>At school level and for the English Panel</u>	<u>To Ms Ada Mok</u>	<u>To Ms Ada Mok's students</u>
<ul style="list-style-type: none"> <li>A compulsory component in the English curriculum</li> </ul>	<ul style="list-style-type: none"> <li>An indispensable part of her teaching</li> <li>".... without Free Writing, I just can't teach...."</li> </ul>	<ul style="list-style-type: none"> <li>The most favoured writing assignment</li> </ul>
		

## Samples of Free Writing Entries

The Free Writing entries that students submit are evidence of a genuine communication between the teacher and the students.

Two Free Writing entries are presented here as samples to show what they are like. The topic of the first entry was the student's own choice. The second entry was a love letter, which the teacher asked everyone in the class to submit shortly before Valentine's Day in 2004.

### Sample No. 1

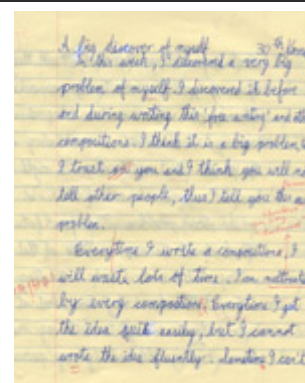
Title: *A big Discover of myself*  
Book 3

30th November, 2003

In this week, I discovered a very big problem of myself. I discovered it before and during writing this "free writing" and other compositions. I think it is a big problem, too. I trust on you and I think you will not tell other people, thus I tell you this own problem.

Everytime I write a compositions, I will waste lots of time. I am maltreated by every compositions. Everytime I get the idea quite easily, but I cannot wrote the idea fluently. Sometime I start my writing. If I start, I will think of many problem about my composition. For example, when I write a composition, I always think about vocabulary and the phrases. Am I wrote it on a right way? I cannot seize the time because of think a lot.

The other problem is the main cause of failure. I think of all the simple idea of that writing, but I want it to be a tempting writing. I think for a long time, but at last I am not brave enough to write my mind down. I am always blamed by my parents. They punish me because of my write time is so long. But if they punish me, I will become a crazy boy.... I want to face my own problem. I think practice make perfect. Would you give me some more extra writing? I want to improve. I don't want to write a slow composition any more. I don't want to blamed by my parents because of writing to slow, and I don't want to be a crazy boy any more. Ms Mok, would you help me?



### Sample No. 2

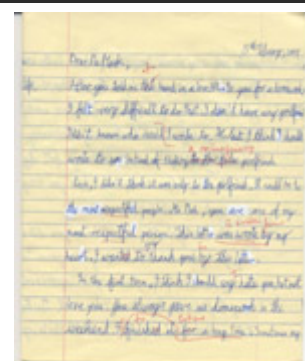
Title: *A love letter*  
Book 4

15th February, 2004

Dear Ms Mok,

After you told me that hand in a love letter to you for a homework, I felt very difficult to do that. I didn't have any girlfriend. I didn't known who should I write to. At last I think I should write to you instead of thinking the other false girlfriends.

Love, I didn't think it was only to the girlfriend. It could be to the most respectful person. This letter was wrote by my head. I



wanted to say thank you by this letter.

In the first term, I think I should say hate you, but not love you. You always gave us homework in the weekend. I finished it for a long time. Sometimes my parents beat me up because I could not finish it in the weekend. You always wrote many words on the blackboard. Sometimes you called due to write a composition with those words. I felt very difficult to do this. Every Wednesday, we must hand in a news cut. I always felt dizzy when I was doing those homework. I hate you very very much at that time.

After the first term test, I knew you did a very good job and I did not hate you anymore. In the English Exam paper, I saw a great improvement in my English. At that time, I knew all the things that you had done was right. I would like to say thank you to you. Thank you for your help. I wanted to say sorry to blame you in the first term. I didn't buy any valentines' present, but I would learn more and do better in the English. I think it is the best present for you.

I love you so much!?!!!!!!!!

Your student

K

These two samples were written by a boy whose writing, as one can see, was not particularly strong. One can, however, appreciate the genuine feelings being communicated through these entries, and the trust and respect developed between the writer and the teacher.

The school supports the implementation of Free Writing in many ways, as it is supportive of other components of the English curriculum and English activities. Since 1998, Free Writing has been made a compulsory component in the English curriculum at POCA Wong Siu Ching Secondary School.

The principal also explains to the students and their parents, through the school's newsletter, the advantages of doing Free Writing (posted on the school website). The article is entitled "Five Reasons to Do Free Writing" (五大寫 Free Writing 的理由)

## **Five Reasons** to Do Free Writing : (五大寫 Free Writing 的理由)



Many students do free writing in the form of keeping a journal (diary). It is an easy and rewarding way to record your life's journey. Even if you only write a few sentences, try to do it every day.

1. Free writing can help you remember things that happen in your life. It's fun to look back at what you were doing and thinking last month, last year, or the year before. It's fascinating to see how you've changed and grown.
2. Free writing can help you understand yourself. In your writing, you'll probably record things that matter to you. Looking back at what you've written can help you get to know yourself better.
3. Free writing can help you handle your feelings. Writing about your feelings makes them seem more manageable.
4. Free writing can help you like yourself better and appreciate the person you are. After you've been writing for a while, look back at some of the things you've written. You might see that you're a creative person with a lot of talents, skills, and ideas.
5. Regular free writing can help you in the healing of anxiety, depression, grief, and loss. If your life isn't going so well sometimes, your free writing will help you get over the hard time. Free writing is relaxing. It lowers your blood pressure and heart rate. Writing about stressful events can put them into perspective and calm you down.

*Ringin' Ten volume 48, May 10, 2004*

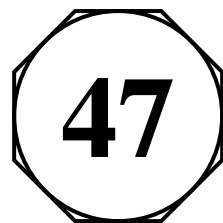
Every teacher in the school is aware of the purposes and ways of implementing Free Writing in the English curriculum. The names of the top Free Writing writers are published from time to time in the school newsletter to parents.





# 清旬

The  
Ringing  
Ten



2004.4.30

寶安商會王少清中學定期通訊/通告，逢每月十、二十及三十日派發。



## 校長話：廁所是一面鏡子

有同學到他校試場應考會考，回來大讚母校的竟是洗手間夠整潔。「以前不曉得，原來我們學校的廁所這樣乾淨！」。看來他們上過的試場學校的廁所太不像話了。其實學校廁所的狀態，多少反映學生的品德行為。

我建議同學們向闊別多年的小學同窗打聽一下，他們現在就讀的中學校風如何，學風怎樣。之後稍作比較，相信大家會異口同聲地說：「原來王少清的學生係咁好的！」不信，你試試看。你會為自己身邊有這麼多純良樸實的好同學而慶幸！

## 本校手球隊創出「六連霸」佳績！



由香港學界體育聯會荃灣及離島區分會舉辦的男子手球比賽，本校於年初已連下兩城，取得**男甲及男乙冠軍**；現男丙再下一城，於比賽最後一秒攻入一球，以一分險勝廖寶珊，令我校**第五度蟬聯荃灣及離島區總冠軍**，完成「六連霸」的賽前目標，勇奪「大滿冠」(男甲、乙、丙組皆奪冠)佳績。男丙的手球健將為：

2A 鄒樂恆	張驊才	2B 馮展恆	張浩然	蔡皓光	2E 蘇梓聰	馮柏裕	連澤鑫	馮昇璋	駱俊傑
1B 陳主威	1C 徐展衍								

## 本校男乙足球隊奪學界季軍：



我校男子乙組足球隊於四月廿四日舉行的荃離區學界足球比賽，奪得季軍，成績令人鼓舞；足球隊隊員名單如下：

4A 楊金福	4B 劉寶麟	4D 李駿彥	何浩文	戴振裕	林廣財	3A 吳賀維	3B 吳峻翔
3C 黃耀永	3D 許永豪	黃晨勇	3E 張立康	2A 胡萬容	2B 陳海青		

## 班際新聞報導比賽結果：

為訓練同學的說話技巧及提高同學對時事的觸覺，本校中文科及德育組特別於 4 月 29 日，為中二及中三級同學舉辦班際「新聞報導」比賽。同學表現出色，具真實感，獲得評判李民標校長及黃振鋒老師很高的評價。兩級的優勝者為：

冠軍：2C 陳素婷 亞軍：2A 顧偉浚 季軍：2D 陳安生

冠軍：3B 勞異珮 亞軍：3A 李嘉利 季軍：3E 巫英才

## 廿五周年校慶音樂會

## 好評如潮：



本校為慶祝創校廿五周年，特別於四月廿六日上午假荃灣大會堂演奏廳舉行音樂會，由學生表演在校際比賽中獲勝的演唱、樂器及朗誦項目，並將錄製成 CD 及 VCD 永留記念。

當日出席音樂會的家長及友校師生共有二百人，本校學生的表現獲得他們的高度評價。以下節錄了部分家長、老師及同學對校慶音樂會的感受：

**家長莊烈峰先生：**音樂會很成功！台上表演同學多才多藝，台下欣賞同學投入、合作；會場氣氛融洽，有很強的凝聚力。

**中文科黃子敬老師：**表演同學非常認真、盡心，水平很高，有大將之風。

**英文科吳國強老師：**I was so touched by the energy flow in the piano recital. I was moved, by the sweetness of voice of the solo verse speakers, their fine feelings and the hundreds of nightingales in the choir. Too short, too short. It was simply not enough! My heart wants more!

**訓導組程兆麒老師：**由學校步行至大會堂時秩序良好；台上同學認真表演，台下同學靜心欣賞。

**3B 莫韻婷同學：**It's a very good chance that students could perform in front of the whole school, it made them feel proud of themselves. The performances of our classmates were very good, especially the Putonghua verse speaking.

## English Week 2004 (英語周) : Have *Fun* and Learn !

We certainly have a good mix in our exceptionally outstanding English Society this year. Every member participates actively, energetically and creatively in all the activities that we organize. After our big party in Halloween, we have another biggie, our English Week, going on these days. Everyone enjoys it a lot and here's what one of our key members, Lee Lee Huang of 3B, would like to tell you more about:

"English society organizes the English Week from 27<sup>th</sup> April to 30<sup>th</sup> April during lunch time from 12:45 - 1:15 at the covered playground. There are 5 games, "Tic Tac Toe", "Body-Check", "Cross-Word Puzzle", "Mind Your Words" and "Bingo". All of these games are exciting and interesting. Besides playing, we can also learn some new words from the games. On Friday, April 20, we have another special activity for you. It is Karaoke. So please come down, join us, have fun and learn some English."

## 申請下年度「學費減免」、「車船津貼」、「書簿津貼」須知：

- (一) 曾在上年度獲得資助的申請人(學生家長)，將於近期收到申請表格 B 及有關文件。若未收到，可電學生資助辦事處 82267067 或 21506091 查詢。
  - (二) 所有未曾申請資助或曾申請而不獲得資助的家庭可取表格 A 申請。表格 A 於五月十日在學校大門派發，派完即止。表格 A 亦可在各民政事務處索取。
- \* 注意：每一家庭只可填一份申請表。申請人請在五月尾前將申請文件直接寄回學生資助辦事處。

## 「英語自由寫」嘉許榜(English Free Writing Writers' List)：

「英語自由寫」計劃為常規作文課之外，同學及老師自願參與的文字交流活動，由去年9月至本年4月，完成了3000字或以上的共有二百多位同學，名單如下：

### 3000字以上：

1C	卓芳婷	趙楓寶	莊綽姿	梁蔚琦	文綺彤	鮑凱琪	黃嘉欣	顏嘉樂	顏兆軒
1E	周廣榮								
2A	房麗鈴	洪挺秀	魏安娜	莊志強	林立				
2B	馮展恆	劉志豪	李文標	梁瀚祥					
2C	許穎欣	李慧琪	鄧梓琪	鄧量謙	胡璟麟	余嘉豪	嚴定匡		
2D	陳淑貞								
2E	黃卓欣	黃樂宜	黃佩珊	陳美木	鍾振龍	梁以謙	沈耀倫		
3B	張顯齡	羅少敏	馬淑婷	婁淇	黃寶陞	楊人龍			
3C	陳賽岸	陳琪詠	周詠君	曾海雯					
4E	陳珮玲	陳雪姬	高愷彤	李思慧	廖子瑩	廖維揚	鄧洛軒		



### 4000字以上：

1D	楊康澄								
1E	陳致宏								
2A	陳怡怡	張營翠	周凱淇	李詠怡	黃梓雯	黃彥婷	王毓霜	林子謙	周卓霖
2B	凌嘉莉	羅子呈	李楓希	李穎珽	施迪成	陸家銘	陳海	黃順威	陳文傑
	張春平	李澤承	李春明						
2C	區穎思	陳嘉欣	陳艷誼	趙汶樺	鍾敏婷	何嘉曦	劉燕翹	萬頌騏	梁正南
	李樂琳	伍家瑩	伍雅儀	沈嘉敏	蕭小玲	曾慧寧	黃佩瑜	連奕琮	黃漢釗
	葉慧雯	霍尙男	何永洸	黎銘堯	林道健				
2E	陳源萍	周夏韻	劉家瑤	李穎琪	溫秀雪	張東林			
3B	陳綺婷	周少為	黃莉莉	郭清霞	劉慧妍	李兆婷	莫韻婷	吳峻翔	嚴國良
	曾偉鳳	項浩江							
3C	陳清雯	張詩雅							
4E	周嫚瑩	金晨璐	梁詠思	徐淑瑩	黃艷玲	鄭魁劍	俞敏		



### 5000字以上：

1D	盧書研								
2A	何玲玲	劉芷欣	潘文綺						
2B	陳雯珊	陳秀芳	陳云	劉貝珍	盧雲峰	黃惠	楊家欣		
2C	符寶文	何靜瑜	溫家嘉	黃詩敏	黃詠霖	王裕笙	楊思遠		
2E	鄭涯淇	徐嘉敏	王楚雯						
3B	鍾靜雯	何詩穎	黎李歡	梁善婷	勞異珮	沈秋雁	冼嘉雯	曾舒蔚	張葦傑
	周家祈	梁汝軒	林冠峰	潘志華	余茗慧	楊家欣			
4E	楊錫豪								
3C	張雅萍								
4E	張心怡	朱嘉怡	郭紫恩	錢兆豐	林佑龍	黃啓謙	楊玉龍		

### 6000字以上：

2A	馬綺均								
2B	路善希	謝鶴宁	張楚宜	凌錦璇	陸穎琛				
2C	黃尹蟬	朱鴻展	郭天健						
2E	陳映霖	黃可欣							
3B	陳曉羚	何鑑棋	林倩君	吳婉芬					
3C	黃彥姿								
4E	何敏婷	何秀玲	許詠珊	梁玉珍	馬穎雯	歐瑞祥	溫家樂	王順錯	楊錫豪





**7000 字以上：**

1D 溫麗玲  
1E 趙汝禧  
2A 周 靜 鄒慧玲 李咏珊  
2B 吳燕婷 曾小龍  
2C 文海媚  
3B 鍾慧妍 范家暉  
3C 麥嘉燕  
4E 張永傑



**8000 字以上：**

2B 陳秀芳 劉浩德  
2C 陳素婷  
3B 劉奕孜 傅習軒 盧志誠

**9000 字以上：**

2B 李玉婷 翁麗娟

**10000 字以上：**

2B 張曼琦



**12000 字以上：**

2C 梁嘉敏  
4E 黃騰騰

**13000 字以上：**

4E 何爾樂

**15000 字以上：**

3B 程中汶



**家長忠告同學：「馬路如虎口！」**

有家長來電表示，早上見到同學為趕上課鐘而衝奔過馬路，險象環生，建議同學提前出門，免生危險。

**翻「跟斗」與後空翻：**

家長來函：

「本人乃貴校初中學生家長。近日在報章上看見一則新聞，乃是一名教育學院學生因練習表演打空翻而受傷，影響一生。使我想起貴校體育課要同學翻『跟斗』，當中的危險是不可忽視的。」

體育老師回應：

「前後滾翻、跳馬等是中學體育課課程中一個重要的基本訓練。本校(以至全港中學)的體育課都要學習基本體操動作，但絕不會要求學生嘗試打空翻。本校體育老師上課以學生安全為第一注意事項，請家長放心。」



**家長教師會新設電郵地址收集你意見：**

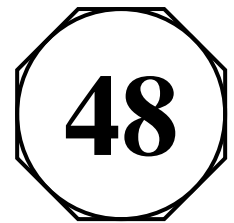
本校家長教師會新設立一電郵地址 [wscpta@yahoo.com.hk](mailto:wscpta@yahoo.com.hk)，歡迎家長來信給家教會會務推展及就所舉辦的活動提出意見及建議；或透過家教會向校方反映你們的訴求和意見。來信請注意：

- ☐ 必須具真實姓名、子女在校就讀班別及通訊方法，以便本會跟進；
- ☐ 本會將秉承良好的家校協作傳統，謹慎處理閣下來函，積極回應。



# 清旬

The  
Ringing  
Ten



2004.5.10

寶安商會王少清中學定期通訊/通告，逢每月十、二十及三十日派發。



## 校長話：教育是 **外國** 的好？

一個關於數學能力的調查顯示，一九九九年美國學生在三十八個國家中排行十九。九五五年的調查中，首五位分別是新加坡、南韓、香港和日本（中國和印度沒有參加）。

近兩年，經濟合作發展組織(OECD)用了兩年半時間研究全球 40 多個國家（包括英、美、日、加、澳、紐、韓、愛爾蘭和香港等）的教育成效。下列研究結果，說明我們不宜妄自菲薄！

- (1) 數學教育效能：香港名列第一位。
- (2) 科學教育效能：香港名列第三位。
- (3) 閱讀教育效能：香港名列第六位。
- (4) 教育效能受到家庭貧富影響：香港最小。

## 校舍擴建工程小統計：

- (一) 新翼大樓啓用日期：2004 年 9 月
- (二) 銀禧園（校務處對開空地，為紀念建校廿五周年建設）開幕日期：2004 年 11 月
- (三) 整項工程共增加樓面實用面積約一萬四千平方英呎，每呎成本三千元。
- (四) 第二期工程（包括建造電梯，裝修新圖書館，新教員室）將於 2004 年 7 月展開，一年完成。
- (五) 善後工程（主要是重鋪球場）於 2005 年暑假完成。

## 初級組合唱團 **上電視**：



「第五十六屆香港學校音樂節優勝者電視錄播」第八集，將會播出本校初級組合唱團 A 隊的精彩表演，詳情如下：

- 日期： 2004 年 5 月 14 日（星期五）  
時間： 中午 12 時 30 分至下午 1 時正  
電視台： 明珠台  
內容： 新界區最佳中學初級組合唱團 —— 寶安商會王少清中學

# 午間英語藝墟：精彩表演歡迎你！



## ( Parents are welcome to join the Lunch Time Show! )

本校英文科於 5 月 3 日至 31 日，中午 12 時 45 分至下午 1 時 25 分，舉辦一年一度的「午間英語藝墟」節目 (Lunch Time Show)，中一至中四各班同學將輪流表演，歡迎家長到場欣賞。中三級同學已率先於首個星期進行表演，其他各班的演出日期如下：

日 期	表 演 班 別	日 期	表 演 班 別
5 月 10 日	4A	5 月 20 日	2D
5 月 11 日	4B	5 月 21 日	2E
5 月 12 日	4C	5 月 24 日	1A
5 月 13 日	4D	5 月 25 日	1B
5 月 14 日	4E	5 月 27 日	1C
5 月 17 日	2A	5 月 28 日	1D
5 月 18 日	2B	5 月 31 日	1E
5 月 19 日	2C	☺	☺

## 下學期測驗全級首二十名精英榜 (Second Term Test Top Twenty List)：

名次	中 一 級	中 二 級	中 三 級	中 四 級	中 六 級
1	莊綽姿	嚴定匡	陳曉羚	張庭筠	葉煥浩
2	李雅妍	郭天健	黃莉莉	陳 濠	林碧婷
3	周祖兒	鄧梓琪	林倩君	李曉民	李 穎
4	陳卓群	陳素婷	劉奕孜	黃慧心	黃瑞琴
5	葉展鵬	趙汶樺	勞異珮	鍾美儀	黃景暉
6	謝潤宜	伍家瑩	何鎧棋	葉德莉	劉穎殷
7	黃嘉欣	李咏珊	林冠峰	周潔盈	楊家顏
8	潘 昱	區穎思	陳綺婷	姚俊勤	陳敏芳
9	卓芳婷	文海媚	莫韻婷	李家華	宋雪瑩
10	陳主威	梁正南	盧志誠	陳珮玲	溫浩賢
11	林君文	鄭涯淇	范家暉	黃艷玲	☺
12	顏兆軒	朱鴻展、王裕笙	沈秋雁	唐卓鳳	☺
13	陳偉洛	☺	周家祈	袁淑華	☺
14	梁蔚琦	陳艷誼	黃麒光	余翠敏	☺
15	楊曼筠	陳 云	冼嘉雯	何秀玲	☺
16	武曉嵐	葉慧雯	李兆婷	羅漢偉	☺
17	葉穎思	符寶文	林雅雯	葉凱帆	☺
18	文綺彤	黃珮瑜	梁善婷	李慧櫻	☺
19	顏嘉樂	伍雅儀	曾舒蔚	劉皓弘	☺
20	徐嫚婷	何嘉曦	項浩江	張錦衡	☺

## 5・15：「中一家長日」暨家長講座

本校將於 5 月 15 日(星期六)下午二時正，舉行「中一家長日」暨家長講座，已報名參加的家長，請準時出席。

# Five Reasons to Do Free Writing :

## (五大寫 Free Writing 的理由)



Many students do free writing in the form of keeping a journal (diary). It is an easy and rewarding way to record your life’s journey. Even if you only write a few sentences, try to do it every day.

1. Free writing can help you remember things that happen in your life. It’s fun to look back at what you were doing and thinking last month, last year, or the year before. It’s fascinating to see how you’ve changed and grown.
2. Free writing can help you understand yourself. In your writing, you’ll probably record things that matter to you. Looking back at what you’ve written can help you get to know yourself better.
3. Free writing can help you handle your feelings. Writing about your feelings makes them seem more manageable.
4. Free writing can help you like yourself better and appreciate the person you are. After you’ve been writing for a while, look back at some of the things you’ve written. You might see that you’re a creative person with a lot of talents, skills, and ideas.
5. Regular free writing can help you in the healing of anxiety, depression, grief, and loss. If your life isn’t going so well sometimes, your free writing will help you get over the hard time. Free writing is relaxing. It lowers your blood pressure and heart rate. Writing about stressful events can put them into perspective and calm you down.

## 中一男生「一人一運動」：鍛鍊體魄，啟發潛能



為培養學生發展終身運動，鍛鍊體魄，啟發潛能，本校體育科特別安排所有中一男生參加「一人一運動」計劃（校隊隊員除外），詳情如下：

日期：四月二十七日至六月四日（約八至十堂）

時間：放學後至下午六時

項目：	羽毛球班	逢星期一、五	禮堂
	乒乓球班	逢星期二、四	禮堂
	足球班	逢星期二、四	操場
	游泳班	逢星期二、四	葵盛游泳池
	籃球班	逢星期三(另加兩個周末)	操場



## 中二藉「美麗人生」遊戲，學習確立人生目標：

五十位來自中二各班的同學於 5 月 6 日齊集禮堂，參加由本校德育及公民教育組與輔導組合辦的「美麗人生」活動。同學透過扮演不同角色(例如：大學生、低學歷人士、長期病患者等)及面對各種突如其來的變故，學習確立人生目標，反思「金錢」、「健康」、「知識」、「快樂」及「成長」的重要性，並於翌日的周會堂與全班同學分享活動的經驗和感受。

經統計後，比賽的各項優勝者為：

最好學不倦大獎	冠軍 2A 陳三鳳	亞軍 2B 劉浩德、2C 黃珮瑜
最富有大獎	冠軍 2E 梁鎮濤	亞軍 2C 陳艷誼 季軍 2A 許鎮濤
最健康大獎	冠軍 2B 劉浩德	亞軍 2A 顧偉浚 季軍 2B 翁麗娟 殿軍 2C 葉慧雯
最開心大獎	冠軍 2C 曾慧寧、2E 梁鎮濤	季軍 2D 郭玳余 殿軍 2E 溫秀雪
最快成長大獎	冠軍 2D 陳潔儀	亞軍 2C 陳艷誼、2E 溫秀雪 殿軍 2B 劉浩德
最佳關係大獎	冠軍 2C 鍾估洪	亞軍 2B 劉浩德 季軍 2D 陳潔儀 殿軍 2E 溫秀雪

中二至中四級同學參加「香港五四青年節」，提高國民意識：

為提高同學的國民意識及紀念「五四運動」八十五周年，本校程兆麒老師、張佩貞老師及黃麗萍老師特別於 4 月 30 日，帶領五十多位中二至及中四級同學到葵青劇院參加「香港五四青年節 2004」活動。

同學先欣賞由古天農先生編導，香港中學生主演的話劇—「再現五四運動」，之後再與嘉賓蔡建國教授(「五四」先驅前北大校長蔡元培先生侄孫)、北大副校長林鈞敬教授及前港大副校長程介明教授等進行互動分享，同學皆表示獲益良多。

你有潛質升上大學嗎？

隨着人長大，所需面對的事情便會愈來愈多，要把事情處理得完滿，其實是需要技巧的。試完成以下測驗，看看你能否充分掌握「學業發展」方面的生活技能，順利升學。

項目	生活技能	自我測試		
		經常做到	間中做到	未能做到
時間管理	1. 妥善分配和掌握時間。	③	①	②
	2. 做事有計劃。	③	①	②
	3. 在指定時間內，完成需要做的事情。	③	①	②
	4. 為自己編排時間表，並付諸實行。	③	①	②
學習和應試技巧	5. 掌握測驗和考試的答題技巧。	③	①	②
	6. 提升自己的寫作、閱讀、聆聽、說話和應試技巧。	③	①	②
	7. 培養良好的學習習慣。	③	①	②
	8. 在測驗/考試前，有充足的準備。	③	①	②
向朋友學習	9. 向就讀專上院校的朋友了解就讀專上院校所遇到的困難。	③	①	②
	10. 在選擇專上學院時遇到問題，向朋友請教解決的方法。	③	①	②
	11. 在升學時，向朋友索取大學或其他專上學院的資料。	③	①	②
	12. 在升學時，諮詢朋友的意見。	③	①	②
發展升學計劃	13. 為升學找尋資料，作好準備。	③	①	②
	14. 搜集各間專上學院的資料和它們提供的課程內容。	③	①	②
	15. 揀選適合自己的專上學院。	③	①	②
	16. 取得有關獎學金和經濟資助的資料。	③	①	②
做負責任的學習者	17. 遵守學校和課室的規則。	③	①	②
	18. 在學校裡，尊重他人。	③	①	②
	19. 行使學生應有的責任和權利。	③	①	②
	20. 考慮自己的行為所帶來的後果。	③	①	②

**得 50-60 分：** 恭喜你！你已能全面掌握學業發展方面的生活技能，例如：社交技巧、決策與解難及制定升學計劃等，以應付作為一個負責任的學習者的需要。你能與社會同步並進，成功必定在望。

**得 20-49 分：** 你能掌握一些學業發展方面的生活技能，但如要邁向成功，則仍需努力，學習更多不同的生活技能知識，積極裝備自己，以應付迅速變化的社會需求。

**得 0 -19 分：** 很抱歉，你未能掌握作為一個學習者的基本生活技能；你必須從今天起急起直追，學習不同的生活技能知識，否則有可能遭社會淘汰！



**「英語自由寫」嘉許榜(English Free Writing Writers' List):**

「英語自由寫」計劃為常規作文課之外，同學及老師自願參與的文字交流活動，由去年9月至本年4月，完成了3000字或以上的共有二百多位同學，名單如下：

**3000字以上：**

1C	卓芳婷	趙繼寶	莊綽姿	梁蔚琦	文綺彤	鮑凱琪	黃嘉欣	顏嘉樂	顏兆軒
1E	周廣榮								
2A	房麗鈴	洪挺秀	魏安娜	莊志強	林立				
2B	馮展恆	劉志豪	李文標	梁瀚祥					
2C	許穎欣	李慧琪	鄧梓琪	鄧量謙	胡璟麟	余嘉豪	嚴定匡		
2D	陳淑貞								
2E	黃卓欣	黃樂宜	黃佩珊	陳美木	鍾振龍	梁以謙	沈耀倫		
3B	張顯齡	羅少敏	馬淑婷	婁淇	黃寶陞	楊人龍			
3C	陳賽岸	陳琪詠	周詠君	曾海雯					
4E	陳珮玲	陳雪姬	高愷彤	李思慧	廖子瑩	廖維揚	鄧洛軒		

**4000字以上：**

1D	楊康澄								
1E	陳致宏								
2A	陳怡怡	張營翠	周凱淇	李詠怡	黃梓雯	黃彥婷	王毓霜	林子謙	周卓霖
2B	凌嘉莉	羅子呈	李麗希	李穎珽	施迪成	陸家銘	陳海	黃順威	陳文傑
	張春平	李澤承	李春明						
2C	區穎思	陳嘉欣	陳艷誼	趙汶樺	鍾敏婷	何嘉曦	劉燕翹	萬頌騏	梁正南
	李樂琳	伍家瑩	伍雅儀	沈嘉敏	蕭小玲	曾慧寧	黃佩瑜	連奕琮	黃漢釗
	葉慧雯	霍尚男	何永泊	黎銘堯	林道健				
2E	陳源萍	周夏韻	劉家瑤	李穎琪	溫秀雪	張東林			
3B	陳綺婷	周少為	黃莉莉	郭清霞	劉慧妍	李兆婷	莫韻婷	吳峻翔	嚴國良
	曾偉鳳	項浩江							
3C	陳清雯	張詩雅							
4E	周嫺瑩	金晨璐	梁詠思	徐淑瑩	黃艷玲	鄭魁劍	俞敏		

**5000字以上：**

1D	盧書研								
2A	何玲玲	劉芷欣	潘文綺						
2B	陳雯珊	陳秀芳	陳云	劉貝珍	盧雲峰	黃惠	楊家欣		
2C	符寶文	何靜瑜	溫家嘉	黃詩敏	黃詠霖	王裕笙	楊思遠		
2E	鄭滙淇	徐嘉敏	王楚雯						
3B	鍾靜雯	何詩穎	黎李歡	梁善婷	勞異珮	沈秋雁	冼嘉雯	曾舒蔚	張華傑
	周家祈	梁汝軒	林冠峰	潘志華	余茗慧	楊家欣			
4E	楊錫豪								
3C	張雅萍								
4E	張心怡	朱嘉怡	郭紫恩	錢兆豐	林佑龍	黃啓謙	楊玉龍		

**6000字以上：**

2A	馬綺均								
2B	路善希	謝鶴宇	張楚宜	凌錦璇	陸穎琛				
2C	黃尹嫻	朱鴻展	郭天健						
2E	陳映霖	黃可欣							
3B	陳曉玲	何鑑棋	林倩君	吳婉芬					
3C	黃諺姿								
4E	何敏婷	何秀玲	許詠珊	梁玉珍	馬穎雯	歐瑞祥	溫家樂	王順錯	楊錫豪



**7000 字以上：**

1D	溫麗玲		
1E	趙汶禧		
2A	周 靜	鄒慧玲	李咏珊
2B	吳燕婷	曾小龍	
2C	文海媚		
3B	鍾慧妍	范家偉	
3C	麥嘉燕		
4E	張永傑		

**8000 字以上：**

2B	陳秀芳	劉浩德	
2C	陳素婷		
3B	劉奕孜	傅習軒	盧志誠

**9000 字以上：**

2B	李玉婷	翁麗娟	
----	-----	-----	--

**10000 字以上：**

2B	張曼琦		
----	-----	--	--

**12000 字以上：**

2C	梁嘉敏		
4E	黃騰騰		

**13000 字以上：**

4E	何爾樂		
----	-----	--	--

**15000 字以上：**

3B	程中汶		
----	-----	--	--



*Ringling Ten volume 47, April 30, 2004*

—

—

## What Free Writing is, According to a NET

In a workshop held in 2001-2 for teachers of English, Ms Cottone, one of the NETs, wrote an article entitled *Journal Writing: Coming to terms with the new millennium*. In this article, Ms. Cottone proposed that when teachers of English make students do journal-writing, they should:

- Give encouraging remarks and not criticism
- Avoid correcting mistakes
- Throw the red pen away when marking
- Avoid personal problems



## What Free Writing is, According to Ms Mok

While Ms Ada Mok shares the view that as far as possible the teacher should give encouraging remarks and avoid giving criticism, she tries to correct "simple" errors in students' work, and she uses a red pen to do that. She invites students to share personal experiences, and does not avoid talking about personal problems.

□

The research team found that the Free Writing submissions that Ms Mok received from her students stand out in terms of quantity and quality, and that the Free Writing process has resulted in improvements in students' writing and grammatical accuracy.

Ms Mok recognises that Free Writing helps to improve students' English, but she thinks that Free Writing is even more important to her as a teacher because it provides her with valuable opportunities to understand her students.



- Practice is very important in English: To improve in English students should "write more, listen more, read more, speak more".
- Ms Mok is serious about what her students say in their Free Writing submissions. She gives written feedback. If necessary, she will talk with them after reading their writing.
- Free writing is very useful for her teaching because understanding students is necessary for effective teaching, and Ms Mok relies on reading her students' Free Writing entries to understand them.
- "...without Free Writing and if I cannot develop relationship [with students], my teaching will be "useless". I cannot meet with too many students individually. If I don't have Free Writing to see what has happened to my students every week, and exchange ideas with them, and develop my relationship with them, I can't teach.."

## What Free Writing is, According to Students

Ms Mok's students told us that of the four writing assignments given by the teacher (composition, sentence-making, newspaper cutting, and Free Writing), they like Free Writing best.

***I like Free Writing as I can write my personal feelings. I can do it fast....***

Why can you write so personally in free writing?

***I just feel that Ms. Mok is so close to us. She will not tell others. I want to share my fun things with her.***

But do you think it [communicating in English] poses a barrier when you want to share something deeply with her? Are you able to share your feelings with her?

***Surely yes!***

Could you tell us?

***For example, I can talk with her through speaking, and I can write to her through Free Writing. When the Free Writing books are returned, we can see her comments. It is great!***

What are the things you told her and she gave her feedback on? Could you say more?

***For instance we write about our childhood in Free Writing. She will write about her childhood as well. We have a kind of sharing.***

What is it [Free Writing] like compared with composition?

***For composition, the topics are set by the teachers. When you write something irrelevant to the topic, you will perhaps get lower marks.***



Play this video clip to see what Ms Mok's students said about Free Writing.

Senior students who were once taught by Ms Mok talked about the ideal qualities of a good English language teacher.

***The good teacher is the one who is willing to give for the students. I remember when I was in the lower form, I had some very good teachers who wanted us to do free writing every day. When I had written one, they would give me lots of comments. When I received my free writing book, I was very happy and I wanted to write another entry and hand in the next day. Because I felt that there were few teachers who could spend so much time for the students. And what makes you like the subject is the teacher, he or she plays a key role. If the teacher teaches well and s/he is like a friend to you, I would cherish my relationship with him or her, and I would like the subject .***



**...for all the assignments that this teacher gave me, I completed them carefully and in great detail. For example, I spent one to two hours on my free writing, as if I was doing the formal writing.**

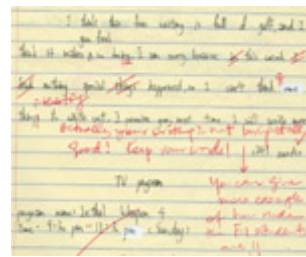
[This student reported that he wrote on average about 700 to 800 words in each of his Free Writing entries.]

Free Writing is also a topic that Ms Mok's students wrote about in their Free Writing submissions. In one case, a student appreciated the genuine communication with Ms. Mok very much, and she wrote:

**I think this Free Writing is full of guff, and I think it makes you feel so boring. I am sorry, because in this week I had nothing special things happened, so I can't think some things to write out. I promise you, next time I will write more.**

Book 1, 28 Sep 2003

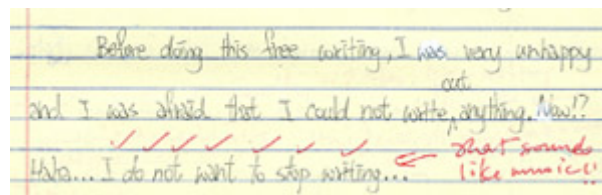
[Teacher's comment: "Actually your writing is not boring at all! Good! Keep your words! You can give more examples of how rude the F.1 students are!!"]



**Before doing this Free Writing, I was very unhappy and I was afraid that I could not write out anything. Now!? Ha ha... I do not want to stop writing...**

Book 3, 20 Mar 2004

[Teacher wrote next to this line: "That sounds like music!!"]



## How does Ms Mok Implement the Free Writing Exercise

For the Free Writing assignments, Ms Mok:

1. Explains to the students the purpose and requirements of Free Writing.
2. Suggests [topics](#) for students to write about in the initial stages.
3. Encourages students to [personalise their writing](#) and [asks questions](#) and shares with them her own personal experiences.
4. Gives corrective feedback about [serious grammatical errors](#).
5. Improves students' accuracy by pointing out areas for improvement.
6. Shows appreciation of [good use of language](#) (e.g. newly learned words, structures, etc.)
7. Invites students to [correct](#) their grammatical mistakes.
8. Sustains students' interest by giving [non-language-related comments](#).

## Corrections in Free Writing

These are examples of teachers' corrections of students' work.

them ~~were~~ died. Then when the people built this hotel, they  
were very afraid ~~to~~ open it. They just shut it there until

men wanted to live there. Unlucky, there was a fire and  
~~made~~ many <sup>were</sup> people burnt to death. Everyone ~~were~~ <sup>was</sup> afraid ~~to~~ <sup>to</sup>  
~~come~~ there.

They were not friendly and speaking to me. They  
before the accident I wanted to ask them some  
questions but they were very angry. ~~to~~ <sup>so</sup> they  
passed the point. ~~at~~ <sup>so</sup> we had to wait for a while.  
After they thought we were lost but we could not  
communicate with each other. Because we spoke in  
different languages we had to be help but we were  
crash. ~~to~~ <sup>so</sup>  
They passed the point and we had to wait. I was  
very disappointed that I could not go there. ~~to~~ <sup>so</sup>  
My friend said I should go again and it was very  
hard. I had to go up. ~~to~~ <sup>so</sup> I had to go up. I had to go up.

Below are examples of students' corrections (at sentence level).

Corrections:  
1. I found my birthday in the market.  
My birthday was long time.  
When I arrived at my home I put out the birthday  
and then I learned that my sister's day.  
She's called. He and she is my intimate friends. ~~we~~  
before played together when we were a child.  
She understood me including my unique thinking.  
She knows everything about me.  
She said that I go to meet my friends. I will introduce  
them to you. ~~then~~ <sup>now</sup> in the telephone book  
and called them out. Then we waited for them to be

Corrections:  
1. I found my birthday in the market.  
My birthday was long time.  
When I arrived at my home I put out the birthday  
and then I learned that my sister's day.  
She's called. He and she is my intimate friends. ~~we~~  
before played together when we were a child.  
She understood me including my unique thinking.  
She knows everything about me.  
She said that I go to meet my friends. I will introduce  
them to you. ~~then~~ <sup>now</sup> in the telephone book  
and called them out. Then we waited for them to be

Corrections:  
1. I found my birthday in the market.  
My birthday was long time.  
When I arrived at my home I put out the birthday  
and then I learned that my sister's day.  
She's called. He and she is my intimate friends. ~~we~~  
before played together when we were a child.  
She understood me including my unique thinking.  
She knows everything about me.  
She said that I go to meet my friends. I will introduce  
them to you. ~~then~~ <sup>now</sup> in the telephone book  
and called them out. Then we waited for them to be

Corrections:  
1. I found my birthday in the market.  
My birthday was long time.  
When I arrived at my home I put out the birthday  
and then I learned that my sister's day.  
She's called. He and she is my intimate friends. ~~we~~  
before played together when we were a child.  
She understood me including my unique thinking.  
She knows everything about me.  
She said that I go to meet my friends. I will introduce  
them to you. ~~then~~ <sup>now</sup> in the telephone book  
and called them out. Then we waited for them to be

2. partial restriction and support for income

Sunday 1 early AM

I am a confident girl

John I am also sorry I did not get in any other writing.

[illegible]

When I have more and more, I will drink more and

Days or I love you, I'll think of you

409

3) I am not a happy I will take APR to school

Dr. A. K. Singh, M.D., D.C.  
Lecturer in Medicine

It's not the same as the you inside of the universe.

✓ I will start to see a complete picture of my situation  
that will allow me to see the things I need to do  
I will not be overwhelmed by the things I need to do

## How does Ms Mok Implement the Free Writing Exercise?

An example of the topics in one student's Free Writing set and a word count for all the entries

Ying's Free Writing Entry List

No.	Topic	No. of Words in Entry	Date
1	Halloween	454 words	1-11-03
2	A horrible dream	423 words	4-10-03
3	A horrible dream	418 words	6-12-03
4	Jackie Chan's legend	575 words	19-9-03
5	My friend	372 words	27-9-03
6	Beautiful fireworks	389 words	20-10-03
7	Good health	408 words	11-10-03
8	The science project	427 words	15-11-03
9	A carnival	418 words	29-11-03
10	The mid-autumn festival	428 words	12-9-03
11	The music concert	447 words	1-5-04
12	Lunar New Year	526 words	22-1-04
13	If I am a dog	440 words	2-3-04
14	The wonderful trip	509 words	28-2-04
15	The wonderful trip	434 words	21-3-04
16	A football match	547 words	14-4-04
17	The test	435 words	22-4-04
18	The beautiful life	509 words	16-5-04
	<b>Total</b>	<b>7731 words</b>	



## The Use of "Small Ticks"

One distinct type of non-textual feedback given by the teacher is the use of small ticks. These ticks usually run above a group of words to show the teacher's appreciation for the proper use of language.

aha... I do not want to stop writing..

and find for itself. There is no danger of it becoming tangled in branches

terrestrial. I did not know why. I forgot the dialogues. I have only myself to blame. I was so upset and disappointed

moment they are born and before they can even see or hear, kittens can recognize their mother by her scent. Cats cannot talk to each

These small ticks, although they direct a student's attention to the form of his or her own writing, serve primarily as praise. Below are some examples to show how Ms Mok used ticks.

[Note: (T) means there is a correction made by the teacher at or before this spot.]

No.	The title of the entry	The specific locations of the ticks are indicated by either underlining or by an arrow. The number in the bracket indicates the number of ticks given	No. of ticks in context
1	14 Oct 03 Bk 3 Lucy's story	Her mother was (T) died after she <u>gave birth to</u> (3) her.	3
2	29 Nov 03 Bk 4 A wonderful trip	They <u>made me think of my grandparents</u> (6).	6
3	5 Dec 03 Bk3 A letter for my family members	But you must know how to <u>allocate your time</u> (3), ...	3
4	14 Dec 03 Bk 2 The lesson observation	Hurray! Hurray! <-- (2) The camera has gone away <-- (2), we can enjoy our lessons <u>every day</u> . (2)	6
5		He <u>played his part</u> (4) very well.	4

6		And <u>having</u> (2) the lessons observations can help us to improve our learning attitude.	2
7		<u>In my view</u> (2), school violence are (T) not seldom seen (T), but there were (T)...	2
8	21 Feb 04 Bk 5 The school violence	They were afraid that if they tell the teachers, they will be the next victims of the violence, so they just <u>look as if</u> (3) <u>nothing has happened</u> (3).	6
9		... so they just let Yan <-- (2) Yan did (T) what she wanted to do.	2

**Ms Mok's use of ticks in Wing's Free Writing books**

## The Use of a Variety of Feedback Types

The feedback Ms Mok gives can be categorised as (1) [corrections](#), (2) comments and (3) [questions](#). Corrections given by Ms Mok include deletion, insertion and other editing marks and symbols. These corrections are occasionally accompanied by comments.

□

There are basically two kinds of comments: language-related comments (left-hand column) and non-language-related comments (right-hand column).

### A typology of Ms Mok's written comments

<u>Language-related comments</u>	<u>Non-language-related comments</u>
1. Give positive, evaluative comments	8. Express simple agreement with or acknowledge a point in a student's writing
2. Highlight good use of language items	9. Describe own experiential reaction to the writing
3. Direct writer's attention to specific language problems or serious grammatical errors	10. Offer agreement, opinion or own evaluation on a (non-language) topic under discussion
4. Give explanations about grammar or language points	11. Ask or answer a question about the topic under discussion
5. Give advice about specific ways to develop writing skills	12. Relate own life or own problems to the topic concerned
6. Ask or answer queries and questions, especially related to language learning and English	13. Acknowledge students' merits and strengths in other (non-English learning) areas
7. Respond as positively as possible to students who do not make efforts to write	14. Give advice and suggestions not related to language-learning.

### Distinction between Language-related comments and Non-language-related comments.

There is clear distinction between the two types of feedback comment. The language-related comments serve to reinforce Ms Mok's status as a teacher; the non-language-related comments serve to build rapport between teacher and student as friends or equals. In other words, the two types of comments project very different power relationships.

	<b>Language-related comments (and use of small ticks)</b>	<b>Non-language-related comments</b>

<i>Ms Mok's status/ power relationship with her students</i>	Teacher	Friends/ Equals
<i>Function and impact</i>	Form-focused: facilitate development of language and grammatical accuracy	Meaning-focused: initiate and sustain genuine dialogue between the teacher and the students

Which does Ms Mok use more, language-related comments or non-language-related comments?

By language-related comments, we refer to those expressions that focus on the form and the grammatical accuracy of the language in a student's writing. When giving such a comment, Ms. Mok was assuming the role of a language teacher.

In terms of functions and impacts, such language-related comments tend to direct students' attention to the form of the language. The literature on focus-on-form and corrective feedback in second-language education suggests that comments like this tend to result in the [development of students' grammatical accuracy](#).

Type	Example
1. <b>Give positive, evaluative comments</b>	[Student asked the teacher why she became a teacher. She then said that she would want to be a cartoonist.] Teacher wrote:  <i>"I think you should be a writer. You have good thoughts. One statement leads to such a long essay. It's not easy considering you are only studying in F2."</i> (Sze, Book 3)
2. <b>Highlight good use of language items</b>	[At the end of a student's entry] Teacher wrote:  <i>Good. You've used a lot of good phrases!</i> (K. Y., Book 1)
3. <b>Direct writer's attention to specific language problems or serious grammatical errors</b>	Teacher wrote:  <i>Your grammar is quite good. Watch your spellings.</i> (Ka Man, Book 1)
4. <b>Give explanations about grammar or language points</b>	Teacher wrote:  <i>Use present tense for you still have not left the team yet!</i> (H. C., Book 1)
5. <b>Give advice about specific ways to develop writing skills</b>	[Student mentioned in her entry that some of the Secondary 1 students were rude.] Teacher wrote:  <i>You can give more examples of how rude the F.1 students are!!</i> (K. Y., Book 1)
6. <b>Ask or answer queries and questions, especially related to language-learning and English</b>	Student wrote: [If I learnt some new words, can I write on the sentences making book?] In response, the teacher wrote:  <i>Sure you can!</i> (Wing, Book 1)
7. <b>Respond as positively as possible to students who don't make efforts to write</b>	Teacher responded to an entry that contained some flawless paragraphs and sentences that had been copied from an article] Teacher wrote:  <i>Not bad! Try to digest the long sentences in the article and rephrase them.</i> (Y. K., Book 2)

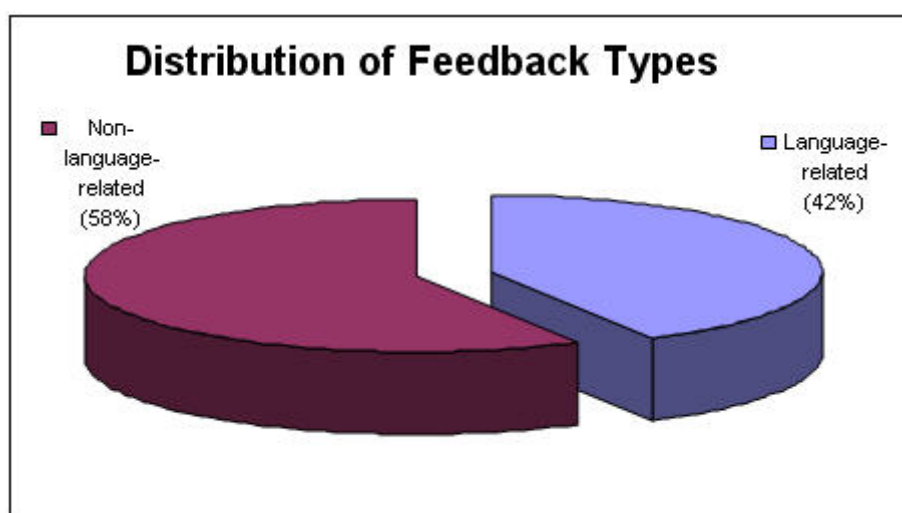


A distinct kind of language-related feedback that Ms Mok often deploys but that is not textual (and is therefore not given in the table above) is the use of [small ticks](#).

## The Distribution of Ms Mok's Feedback Types: Form or Meaning

Ms Mok gives two main kinds of comments: language-related comments (form-focused) and non-language-related comments (meaning-focused). To what extent did Ms Mok's comments in students' Free Writing entries focus on form? And to what extent did they focus on meaning?

Analysis of all the comments in the Free Writing entries submitted by three students (one strong, one average and one weak) showed the following distribution.



A summary of the frequency counts of the comments is presented below:

Type of comments	Percentage and Counts of comments in the three students' FW books
<b>Language-related comments</b>	<b>41.8% (69)</b>
1. Give positive, evaluative comments	12.7% (21)
2. Highlight good use of language items	12.1% (20)
3. Direct writer's attention to specific language problems or serious grammatical errors	9.1% (15)
4. Give explanations about grammar or language points	2.4% (4)
5. Give advice about specific ways to develop writing skills	1.2% (2)
6. Ask or answer queries and questions, especially related to language-learning and English	3 % (5)
7. Respond as positively as possible to copy-cats	1.2% (2)
<b>Non-language-related comments</b>	<b>58.2% (96)</b>

8. Express simple agreement with or acknowledge a point in a student's writing	9.1% (15)
9. Describe own experiential reaction to the writing	11.5% (19)
10. Offer agreement, opinion or own evaluation on a (non-language) topic under discussion	19.4% (32)
11. Ask or answer a question on the topic under discussion	7.9% (13)
12. Relate own life or own problems to the topic concerned	4.2% (7)
13. Acknowledge students' merits and strengths in other (non-English-learning) areas	3% (5)
14. Give advice and suggestions not related to language learning.	3% (5)

**Distribution of the types of comments in the three students' Free Writing books**

Encouraging Students to Personalise their Writings:  
Questions Initiated by the Teacher

One way to initiate genuine communication in the Free Writing entries is to respond to what the student has written by writing a question for the student to answer. Ms Mok's questions were not always answered, as shown in the first two excerpts below. In the third, fourth and fifth excerpts, however, Ms Mok's questions were met with responses.

<u>Kin</u> <u>Book 2, 16 October 2003</u>		
Student's Writing	Teacher's Question	Student's further response
"My good mood disappeared in the afternoon. After lunch, I wanted to buy a soft drink by my Octopus card. But I could not find it and I looked for my bags, pockets, and seats. I blamed myself that I was careless. I hope someone can find it and give it back to me."	"Did you find your Octopus in the end!?"	(No Answer)

<u>Sim</u> <u>Book 2, 18 October 2003</u>		
Student's Writing	Teacher's Question	Student's response
(The student wrote about the sports day in this entry.)  "Hurdle was a funny race. Some girls just pushed the hurdles down and ran (walked?) over them. It was so comical! I really wanted to laugh."	"Would you like to try it next year!?"	(No Answer)

<u>Kin</u> <u>Book 2, 15 February 2004</u>		
Student's Writing	Teacher's Question	Student's response
(In this entry, the student wrote a sad love story.)  "In many years ago, lived a spoiled, beautiful princess. The king and queen loved her very much ..."	(At the end of the entry, the teacher wrote:)  "That's a tragedy! Did you make up this story?"	"YES"

<u>Ling</u> <u>Book 1, 20 September 2003</u>		
---	--	--

Student's Writing	Teacher's Question	Student's response
<p>(In this entry, the student wrote on the topic of "Film Star".)</p> <p>"Kelly was a success people, and she is the 30th Hong Kong Ten Outstanding Young Persons Selection."</p>	<p>(At the end of the entry, the teacher wrote:)</p> <p>"Has she been selected?"</p>	"YES"

<p><u>Ling.</u>  <u>Book 2, 12 October 2003</u></p>		
Student's Writing	Teacher's Question	Student's response
<p>(In this entry, the student wrote on the topic of "Sports Day".)</p> <p>"For field events, we can take part in discus, javelin, high jump, long jump, pole-vault and hurdles so on.."</p>	<p>(Next to the word "pole-vault", the teacher asked:)</p> <p>"What do you think this is?"</p>	<p>The student then wrote down the Chinese meaning of it next to the teacher's question.</p>

As these examples indicate, questions from the teacher can provoke relevant responses by students, then even further responses from the two parties again. This chain of reactions may generate [extended dialogues](#).

## Personalising Free Writing

In this section, you are going to see how Ms Mok and her students personalise their Free Writing by

1. [Talking about themselves](#)
2. [Sharing happiness and sadness](#)

### Encouraging students to personalise their writings — making students talk about themselves

One strategy Ms Mok likes to deploy when giving out Free Writing assignments is to ask students to write about themselves: where they studied before and what they did over the summer, etc. The following example presents an entry by Kin, who was not in Ms Mok's class when he was in Secondary 1.

<u>Kin, Book 1, 2 September 2003</u> <u>Entry title: "I am..."</u>	
Student's Writing	Teacher's Writing
"Hello! I am Kwok Tin Kin. I am in 2C, but maybe you do not discover me. I sit on the first row near the door."	"Of course! I know you!!"
"I am interested in English. But I am not good at listening and speaking. So it is difficult to understand you say English. I hope I can understand what you say and speak fast and standard."	
"I hope I can speak as fast as you!"	"You will! You are very hardworking. You will surely make big improvement this year!!"

We can also find an entry that covered a similar topic in the first Free Writing entry by Ling.

<u>Ling, Book 1, 4 September 2003</u> <u>Entry title: "About me"</u>	
Student's Writing	Teacher's Writing
"I am Siu Siu Ling, my English name is Rachel. I live in Tung Chung...."	
"I wake up in half of five every day, because my home is faraway from school and I must wake up very early, because I do not want to be late. The teachers give us many homework, and my speed of doing homework is very slow, so I always finish all the homework in eleven o'clock and I do not have enough sleep every day."	"Poor girl! Learn to write faster!"
"I am always look very happy, and the smile is always on my face."	"Yes, I love your smiling face!"
"I think I am bad temper, sometimes I will cry	"Me, too! But not very often!"



because I am unhappy."	
"When I was a little girl. I want to be a lawyer. I think the uniform is very smart. And to be a lawyer can help people. But when I go up, I change my mind. Now I want to be a doctor, because the doctor can rescue the sick people."	<p>"It doesn't matter whether you become a doctor or a lawyer. Whatever you do, you try your best to serve the people. That's the most important thing!"</p> <p>"Your English is good! Work hard!"</p>

### Encouraging students to personalise their writings — sharing happiness and sadness

The other strategy Ms Mok deploys in her comments is to talk about her own everyday life, and her own opinions about a number of things that are outside the classroom context. This provides contexts for meaningful communications and improves teacher-student engagement and trust.

<u>Yan</u> <u>Book 4, 15 May 2004</u>	
Student's Writing	Teacher's Writing
"...My friends also follow my hair style, my sign, my e-mail's name, even my ICQ info... Maybe I am very selfish, I hate people to copy from me. I told to my mum that I felt unhappy about that, and she comforted me and told me that people followed me is good. If I am not good, why they will copy from me. But I don't think so... So when I see people follow me, I feel very angry... Ms Mok, do you think people copy from me is good or not?"	"I agree with your mum. First, you can't stop people copying you. Why make yourself angry!!? Second, like your mum mentioned, if your style is horrible, people won't copy you!! So there's no point to get angry at all!"

<u>Fu</u> <u>Book 1, 5 October 2003</u>	
Student's Writing	Teacher's Writing
"... I live with my Grandfather and Grandmother, also uncles and aunt. I don't like to live with them because I feel unhappy when I went home after school. My Grandmother always says a lot. She likes compare me with others.... My Grandfather is a little bit nerve. If you forgot to do something, you will be punished. He hits my brain hard and I have ached for one week. They don't trust me and they said that I am lying. I have said I would wash the disher but I am not free now. They cried out loudly and hit my brain. I feel sad, really. I had told my mother and she said do not say anything when the olders are talking about you, you just need to listen..."	"Your mother is right! There is no point arguing with the old people. Be patient and ignore what they say. Don't take their words to heart!! Their presence in fact makes your parents more endearing to you! It's good!!"

## Evidence of Dialogic Interaction: Extended Dialogues between Teacher and Students

Evidence of dialogic interaction in can be shown by

1. [Questions initiated by the students](#)
2. [Extended dialogues between teacher and students](#)

### Questions initiated by the students

Student-initiated questions in classroom interaction are often considered by educators to be indicators of construction and co-construction of understanding. The questions initiated by the students indicated that they were fully engaged in using English to communicate and share ideas and feelings with the teacher.

Many of Ms Mok's students seemed to ask her questions because they were looking for her endorsement, comments or advice, or because there were things they wanted to know out of curiosity. In other words, they had a genuine motivation for communication. Students' questions were not always answered, although Ms Mok did express in an interview that she would try to answer as many questions as possible.

Below is an example of a submission from a girl named Yan.

<u>Yan</u> <u>Book 1, 28 September 2003</u>
<b>Student's Writing</b>
"Ms Mok, I know you also teach form one students. Do you feel the form one students are very impolite? I feel so, because of the words that said by them made me feel very angry. ..."

The lack of a response from the teacher this time did not stop the student from asking more questions.

<u>Yan</u> <u>Book 3, 20 March 2004</u>
<b>Student's Writing</b>
"Ms Mok, do you teach form three students? If not, then who will teach us? Actually, I think you are the best teacher in the school. It is because..."

<u>Yan</u> <u>Book 4, 15 May 2004</u>
<b>Student's Writing</b>
"Recently I find out why when I am doing the News Cut, I will fall asleep. It may because I can't choose a suitable article to reply, so it makes me feel very hard to think, and I think and think, I fall asleep. Ms Mok, how can I choose the suitable articles to write on? I have so many things to ask you. How can I will not fall asleep during the lessons? Will you teach us in

Form three? Had you been the Avenue of Stars in Tsim Sha Tsui? I may go to there tonight! I am very excited..!"

These student initiations suggest that Free Writing provides opportunities for personalised communication between student and teacher that would not have been possible in a classroom context. The value of these student-initiated questions is even clearer when the questions are answered by the teacher, as we can see in these examples:

<u>Sim</u> <u>Book 3, 16 December 2003</u>	
Student's Writing	Teacher's Writing
"I think dream is magical. All of my dreams are colourful and lifelike. I have read that if your dreams are colourful, you left brain is more developmental. However, all of my family members (my parents and brother) dreams are colourful, so is there any people have black-and-white dreams? I can't image what will it be if my dreams are black-and-white. Can you tell me?"	"I don't know! I seldom dream! Once I lie in bed, I fall asleep, never remember anything."

<u>Kin</u> <u>Book 2, 15 February 2004</u>	
Student's Writing	Teacher's Writing
"When we was getting back school, we were very happy because Miss Mok talked to us about NG sir [Ms Mok's husband who was also teaching English in the same school]. It was incredible that a person chases his lover everyday. I learned that why Miss Mok smiles so sweetly every time. Have Mr NG ever given you a love letter?"	"No, but I received 87 love letters from my students!"

<u>Kin</u> <u>14 March 2004, Book 3</u>	
Student's Writing	Teacher's Writing
"Although covered-playground became a filthy and disgusting rubbish bin, we cleaned it so hard and it looked like a marvellous palace, do you believe?"	"Yes, I do. Nothing is impossible to Mr Kin."

<u>Sze</u> <u>Book 2, (Date not provided).</u>	
Student's Writing	Teacher's Writing
"One time when I went to Korea with my parents, a person said I am a F.6 student! It surprised all of us. I don't think I look really old, do I?"	"No!!"

## Extended dialogues between teacher and students

What is of even greater interest is that when one party initiated a question and the other party responded, the dialogue became extended for an extra round. The extended dialogues provide good evidence of the genuine, personal communication between teacher and student. In these dialogues, we can see that the use of language is personalised and relates closely to the individual student's own experiences. Extended dialogues between the two parties can fuel students' enthusiasm for producing these entries. They help students to understand better the important role of writing in communication.

C.Y.

20 March 2004

The student submitted an entry entitled "My unforgettable adventure 3", supplemented by a review (summary) of the previous entry. She added to the end of this entry:

<b>Student:</b>	Ms Mok. I am sorry. I'm so sad and I don't know how to write on. Sorry.
<b>Teacher:</b>	Why are you so sad!? Are you in trouble? Would you like to tell me?
<b>Student:</b>	At the time of creating the story, I was very sad. But now I'm ok and quite a happy little girl! Thanks a lot.
<b>Teacher:</b>	Glad to hear that.

Sim

Book 1, 5 October 2003 and 10 October 2003

At the end of the entry dated 5 October 03, the student asked the teacher the following:

<b>Student:</b>	Ms Mok, would you hope me to continue with the story of "The Jack-in-the-box"? Still remember it?
<b>Teacher:</b>	Yes, I remember it. But you have to remind me a little of the detail.
On 10 October 2003, the student submitted Part 4 of a story she had been writing entitled "The Jack-in-the-box (4)". At the end of this part of the story she wrote:	
<b>Student:</b>	~To be continued~
<b>Teacher:</b>	[Next to this on the right-hand margin, we see the teacher's comment and question:] Sim, work hard! Your English is good! What have you been reading lately?
<b>Student:</b>	Ms Mok, this time maybe a bit shorter, because I didn't have so much time.
<b>Teacher:</b>	Don't worry. Just try your best!

Ling

Book 2, 16 November 2003

In this entry, the student, as a newly arrived student, shared with the teacher some of her feelings about her adaptation experience in Hong Kong. She said at first she was afraid that she would be lonely but now she has a lot of friends and she loves Hong Kong very much.

<b>Student:</b>	Now I love Hong Kong very much. My life is very happy to Hong Kong.
<b>Teacher:</b>	[At the end of the entry, the teacher wrote:] To be able to adapt to the environment so soon, you must be clever! When did you start learning English? Don't tell me you just started when you came to HK!! If it is so, I am ashamed of the HK students.

<b>Student:</b>	Yes, I started learning English when I was in Primary Five.
<b>Teacher:</b>	That's amazing! Tell me how to learn to write so fluently in such a short time!!!

Ling.  
Book 2, 16 November 2003

The student in this entry described the inter-house drama competition.

<b>Student:</b>	In the afternoon, it was an in-house drama competition. Each house acted a drama, they had many costumes and props. ...The champion was Green House, but I didn't think so, I thought it was violent. In my opinion, the champion should be the Blue House. All in all, I enjoyed the drama day very much....
<b>Teacher:</b>	That's good enough! Are you a member of the Blue House!?!
<b>Student:</b>	No, I am not. I am a member of the King House.
<b>Teacher:</b>	I see. Red house is my house!

C.Y.  
20 March 2004

The student submitted an entry entitled "My unforgettable adventure 2".

<b>Teacher:</b>	O.K.!! Is that a story of your creation?
<b>Student:</b>	Yes. Of course. But why there are only two mistakes? It is really unbelievable!!! Does it interesting?
<b>Teacher:</b>	Ha! Actually there are more than that! But not too many! You've used quite a lot of good phrases!! [Teacher also responded to "Does it interesting?" by writing "It is!!!". Teacher also changed "Does" to "Is", and "there are" to become "are there".]

Extended dialogues often result from a question initiated by the teacher.

- \_\_\_\_\_

## The Effects of Language-Related Comments: Students' Language Development and Grammatical Accuracy

According to Ms Mok, her primary motive in reading students' Free Writing entries is to understand her students. She told us that she would not be able to teach if there were no Free Writing for her to read — she would have problems understanding her students.

Ms Mok corrected her students' "simple errors" because she did not want to "let simple errors take root" in her students. An examination of the Free Writing entries of three students (one strong, one average and one weak) revealed accuracy improvements in all three students' writing. Data from the writing tasks before and after the investigation also indicated the significant gains Ms Mok's students achieved throughout the second term of 2003-4.



## Students' Language Development and Grammatical Accuracy

The Free Writing books of three chosen students, Wing, Ka Man and Fu, were studied to see whether their writing had improved in terms of grammatical accuracy. In all three cases, improvements were found. Summaries of their grammatical development in relation to some key grammatical errors are given below, followed by background information about these three students.

Summaries of Grammatical Development of The Three Case-study Students	
Analysing individual students' Free Writing entries	Accuracy improvement
<a href="#">The case of a strong student: Ka Man</a>	"s", "so that" and "let"
<a href="#">The case of an average student: Wing</a>	beside, arrive to, back, finish + "gerund", everyday, die, unlucky/unfortunately, phone to, decide to, afraid of/to/that
<a href="#">The case of a weaker student: Fu</a>	against, because of, although... they/them, one of.../a pair of ... lucky/luckily, carry/take/bring, feel/be excited/exciting/excitement, stand, win/beat, the mainland, except, ask somebody not to "too" in negative construction, Indirect questions (e.g. ask somebody if...) Indirect questions (e.g. ask somebody what, when why...)

Demographic Information about Fu, Ka Man and Wing			
	Ka Man (Strong)	Wing (Average)	Fu (Weak)
Place where the students grew up	An English-speaking country	Hong Kong	Mainland China
Years of studying in Hong Kong	Since P.1	Since kindergarten	Since P.5
Medium of instruction of primary school	Chinese	Chinese	Chinese
Family accommodation type	Privately owned property	Privately owned property	Public housing
Education level of parents	University	Secondary school	Mother: secondary school Father: n/a

Highest education level of siblings	Secondary school	Primary school	Secondary school
Language used for communication with domestic helper	English	English	No domestic helper at home

## The Case of Wing (an Average Student)

When we looked into the entries by Wing, an average student, we identified quite a number of erroneous grammar forms: "will died"\*, "were very afraided"\*, "finished recite"\*, "everyday"\* (used as an adverbial), "beside"\* (confused with "besides"), "unlucky"\* (used as an adverb), "phoned to someone"\*, "arrived to"\*, "went backed"\*. Of all these errors, some were quickly corrected by Wing herself over a short period of time. These include the two part-of-speech errors, using "afraid" and "back" as a verb. Sometimes we saw a trace of the writer's interlanguage struggles. This is best represented by the example of using a gerund after the word "finished". The table below presents the verb-form errors Wing made in her Free Writing books in relation to the verb "finish".

Date	Relevant segment of the student's writing	Correct?	Teacher's Correction?
10 Sep, 2003	I <u>finished recite</u> 99 words on 10 September 2003.	No	Yes
19 Sep, 2003	I <u>finished reciting</u> 90 words on 20 September 2003.	Yes	
26 Sep, 2003	I <u>finished reciting</u> 102 words on 26 September 2003.	Yes	
14 Oct, 2003	... her grandmother <u>finished to weave</u> the new clothes for her...	No	Yes
	I <u>finished reciting</u> 90 words on 14 October 2003.	Yes	
18 Oct, 2003	I <u>finished reciting</u> 97 words on 18 October 2003.	Yes	
15 Nov, 2003	I <u>finished reciting</u> 120 words on 15 November 2003.	Yes	
27 Feb, 2003	... when Carol <u>finished telling</u> us how to deliver the paper outside, we...	Yes	
12 Mar, 2003	I <u>finished recited</u> the prayer "Our father" to my mother.	No	Yes
30 Apr, 2003	I <u>finished singing</u> the folk song to my mum.	Yes	

### Examples of verb-form errors made in Wing's Free Writing books

Indeed, Wing's struggle to improve her grammatical accuracy was not straightforward and easy. You can see that throughout the period between 10 September and 30 April, Wing used, but possibly unconsciously, different verb forms for the word that followed immediately after "finished". These words were "recite", "to weave", "reciting", "telling", "recited", and "singing". In the September 20 entry, Wing used "to weave", an infinitive, although during the period between 26 September 2003 and 15 November, 2003, she used "finished reciting" correctly. A possible reason could be that at this stage Wing had been treating "finished reciting" as a chunk (and never analysed the two parts in the chunk). The fact that she noticed the two parts in the chunk is perhaps indicated in the sentence she made in the 27 February entry when, for the first time, she used "tell" in gerund form and wrote "finished telling". The "finished recited" in the 12 March entry was probably a regression, but we note that this was also the very first time Wing used the past tense form of "recited", instead of the usual "reciting" or "recite", which she used in September 2003.

To summarise, we observed that Wing's grammatical accuracy did improve during this period of time. A summary of the development of other language points in Wing's writing can be seen below.

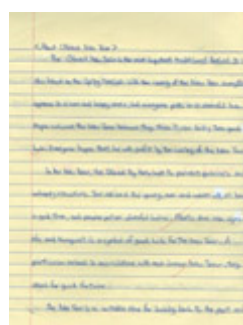
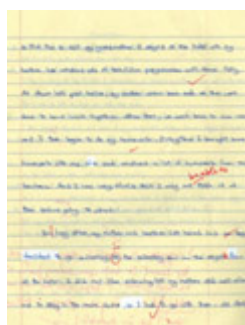
Grammatical Item	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Beside	X X				X		✓		
Arrive to	X		✓ (?)			✓	✓ (?)		
Backed	X		X		X		✓		
Finished recite	X	X	✓ X	✓		✓	✓ X	✓	
Everyday	X		X	✓					X
Die		X						✓	
Unlucky/unfortunately		X X					✓		
Phoned to the police		X			✓			✓	
Decided to					X		✓	✓	
Afraid of/to/that		X X X ✓ ✓ ✓							

**Summary of selected grammatical elements in Wing's FW books  
during the period between September 2003 and June 2004**

## The Case of Ka Man (a Strong Student)

Ka Man was one of the best writers in the class. She produced a total of 19,580 words in her Free Writing entries during the period between September 2003 and May 2004. One cannot find many grammatical errors in her Free Writing entries, but it is evident that her grammatical accuracy had improved in her entries.

Looking at her infrequent grammatical errors, we identified three grammar points in which she produced erroneous usage: "so", "so that" and "let". The most distinct error we could find, however, was "so". You can see the pattern of her errors as well as her language development in the following table.



Date of the FW entry	Relevant segment of the student's writing	Correct?	Teacher's correction?
5 Sep 03	But the library was closed on the day <u>so that</u> we could not go in.	No	Yes
5 Sep 03	No longer after, my mother and brother felt bored and <u>so</u> they decided to go swimming at the swimming pool on the eight floor of the hotel.	Yes	
5 Sep 03	I did not like swimming but my mother did not allow me to stay in the room alone, <u>so</u> I had to go with them.	Yes	
5 Sep 03	But still it was closed <u>that</u> we went shopping at the Pacific Place again.	No	Yes
28 Sep 03	Then we saw some students in other classes were entering Ocean Park <u>that</u> we followed them.	No	Yes
28 Sep 03	Kary did not like to play the Raging River <u>so that</u> she looked after our bags for us.	No	Yes
28 Sep 03	As the film was nearly ended, the chair suddenly spurted water <u>that</u> all of us were wet on the faces.	No	Yes
28 Sep 03	Susan wanted to play the Mine Train but none of us wanted play it with her <u>so that</u> she gave up her mind.	No	Yes
17 Oct 03	At the beginning, we could still see some students of our school and <u>so</u> we followed them,	Yes	
17 Oct 03	Then we found Vicky and Crystal were walking at the running lane, <u>so</u> we went down and joined them at once.	Yes	
17 Oct 03	But some competitors knew they could not step	Yes	

	over the hurdles, <u>so</u> they just pushed them down and overstrided it		
31 Oct 03	I disagreed with her but I did not want to draw anything on my face. <u>So</u> we drew some paintings and wrote on our own names on our arms.	Yes	
31 Oct 03	We knew that we would be the last <u>so</u> we cheered for the 2A class.	Yes	
7 Dec 03	All of us said that we would not donate money and <u>so</u> he died,	Yes	
7 Dec 03	Then suddenly Crystal turned around, she stopped a while and ran. Vicky and I did not know why she went that way and <u>so</u> we followed.	Yes	
7 Dec 03	Unfortunately, Vicky and I did not know how to ride a bicycle, <u>so</u> we left our friends.	Yes	
7 Dec 03	Suddenly, we found that Rio and Amy were walking around, <u>so</u> we followed them,	Yes	
7 Dec 03	But Amy had gone to China, <u>so</u> we had to interview only sixty foreigners.	Yes	
7 Dec 03	Unfortunately there was an exam after the Christmas holiday, <u>so</u> I had to stay at home and revise.	Yes	
14 Mar 04	The Mei Foo station was very big and empty, <u>so</u> actually I did not enjoy the trip this time really much.	Yes	
21 Mar 04	The book was a bit thick at all and <u>so</u> it cost me a lot of time to finish reading it.	Yes	
18 May 04	The progress was slow and we could only finish making three clothes at the end. <u>So</u> we decided to work together again both on the next Saturday and Sunday.	Yes	

**Examples of correct and incorrect usage of "so" in Ka Man's Free Writing books**

From the above, we can see that the Ka Man's erroneous usage of this particular grammar point was corrected over a short period of time. In the two entries on 5 September 2003 and 28 September 2003, she still seemed to be experimenting with the usage of "so that" and "that". However, from October onwards, after learning from the teacher's corrections, she was able to use "so" correctly (and she did not misuse "so that" and "that" again)!

So all in all, Ka Man's acquisition of the correct usage of "so" was quite uneventful. The same can be said about her usage of "so... that" and "let". A summary of the development of these language points in Ka Man's writing can be seen in the following table.

Grammatical Item	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
So	xx xx	✓✓ ✓✓		✓✓ ✓			✓✓		✓

	x x √ √			√ √ √					
so...that	x			√		x	√		
Let	x	√				√			

**Examples of grammatical errors in Ka Man's Free Writing books**



### The Case of Fu (a Weaker Student)

Fu is a relatively weak student in English. She started her studies in Hong Kong when she was in Primary 5. Compared with Wing and Ka Man, who both have had the opportunity to communicate with their domestic helpers in English, Fu seems to have much less exposure to English outside school. Hence, it really took her a long time to demonstrate advancement in grammatical accuracy, and her improvement involved quite a bit of experimenting and regression.

Examples of Fu's erroneous usage of "excite" are given below.

Date of the FW entry	Relevant segment of the student's writing	Correct?	Teacher's correction?
14 Sep 03	I <u>felt excited and enjoyable</u> in this Summer holidays.	No	Yes
Date not provided	Corrections: I <u>found exciting and enjoyable</u> in this Summer holidays.  Teacher correction: I found this Summer holidays exciting and enjoyable.	No	Yes
12 Oct 03	I <u>felt happy and excitement and afraid</u> .	No	Yes
Date not provided	Corrections: I <u>felt happy and excited and afraid</u> .	No	No
25 Jan 04	I was very <u>excited</u> ....	Yes	
	I was very <u>excited</u> ....	Yes	
	This book is very <u>exciting</u> .	Yes	
14 Feb 04	The last night, you told me you loved me. I was absolutely <u>excited</u> .	Yes	
26 Apr 04	I was extremely <u>excited</u> and happy because my mother came there and watch my show.	Yes	
2 May 04	We just screamed out <u>by excited</u> .	No	Yes

### Examples of correct and incorrect usage of "excited", "exciting" and "excitement" in Fu's Free Writing books

Here we can see how Fu struggled in order to arrive at the correct usage of the reflected forms of "excite", "excited" and "exciting". When we looked at the other errors that appeared repeatedly in Fu's Free Writing books, we came to the conclusion that her grammatical accuracy did improve over time, though there were also signs of regression and struggles. A summary of the development of other language points in Fu's writing can be seen below.

[illegible]

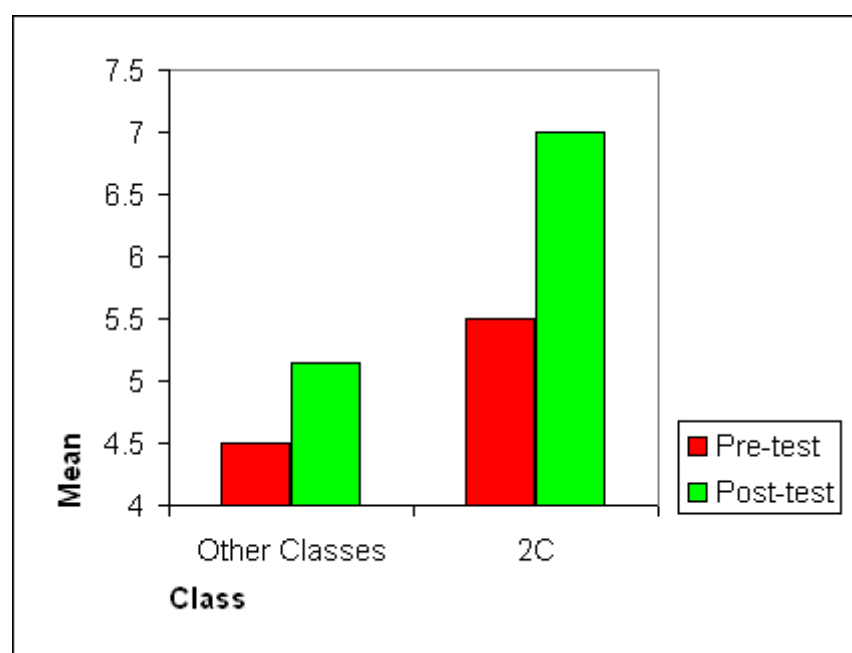
Against	x								✓
Because of	x			✓ ✓					
Carry/take/ bring	x	✓ ✓		✓	✓ x	✓ x			
Feel/be excited/ exciting/ excitement	x x	x x			✓ ✓ ✓	✓		✓	x
Stand		x		✓ x					
Win/beat	✓ ✓ ✓ x					✓ ✓			
Ask somebody not to		x ✓ ✓		✓ x			✓		
Indirect questions (e.g. ask somebody if...)		x							✓ ✓
Indirect questions (e.g. ask somebody what, when, why...)		x	x x	x					✓ x ✓
Although....	x	✓		✓		x			
They/them		x	✓	✓ ✓ ✓	✓ x ✓	✓ x	✓		✓ x
One of.../a pair of ....	x		✓ x			✓	x		
Lucky/luckily		✓ x		✓ x ✓		✓ x			✓
The mainland	x		✓						
Except				✓ x x					
"Too" in negative construction				x			x		

**Examples of grammatical errors made in Fu's Free Writing books**

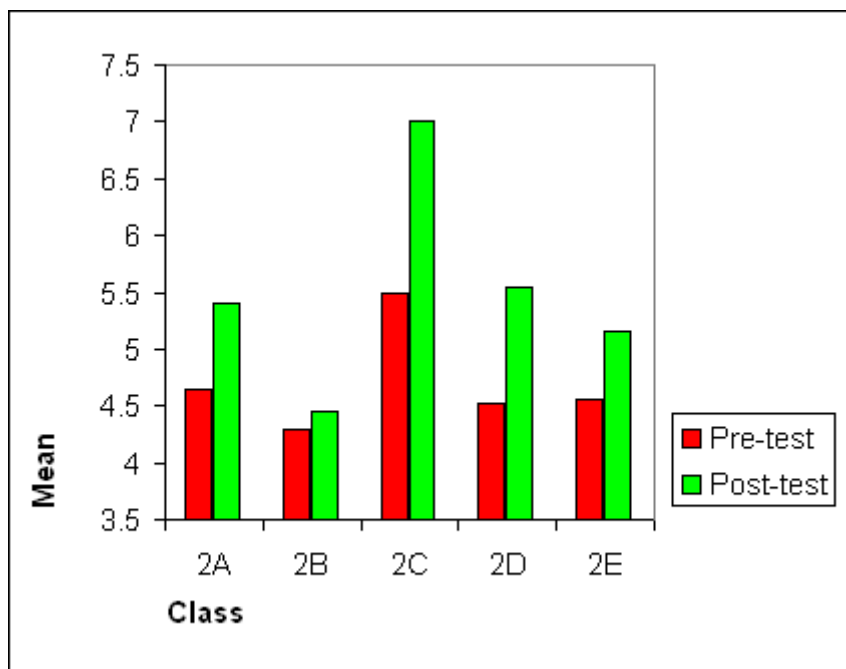
## Pre- and Post-tests

Further evidence of these students' advancement in writing (and not just their grammatical accuracy) comes from the pre-tests and post-tests administered to all the Secondary 2 students in Wong Siu Ching, including those whom Ms Mok was not teaching. The tests showed that at the end of the school year, Ms Mok's students (Class 2C) had made very significant improvements in their overall writing abilities, and this gain was (statistically) significantly higher than the gains made by students in other classes. The four primary traits for the assessment of writing in the pre- and post-tests were: grammar, vocabulary, content and use of language.

**Graph (Comparison of the average writing score between 2C and other classes)**



**Graph (Average score of writing tasks - by class)**



## What Can Be Learnt from This Exemplar

We recommend that teachers consider introducing Free Writing into the English curriculum. We believe that the Free Writing exercise has the following benefits:

- |  |
|--|
| <ul style="list-style-type: none"><li>• It personalises writing, allowing authentic communication between teachers and students;</li></ul> |
| <ul style="list-style-type: none"><li>• It provides room for students' learning autonomy;</li></ul>  |
| <ul style="list-style-type: none"><li>• It allows students to see the impact of written communication.</li></ul>                           |
| <ul style="list-style-type: none"><li>• It can improve the grammatical accuracy of students' writing.</li></ul>                            |

We suggest that when using the Free Writing exercise, teachers:

- |  |
|--|
| <ul style="list-style-type: none"><li>• Allow students to write on various topics using various text types (e.g. allow them to write anything, including short stories).</li></ul>     |
| <ul style="list-style-type: none"><li>• Suggest possible topics and varied text types for students' writing (e.g. journal entries as well as imaginative works and stories).</li></ul> |
| <ul style="list-style-type: none"><li>• Encourage students to write about themselves.</li></ul>  |
| <ul style="list-style-type: none"><li>• Use a variety of feedback types, focusing primarily on meaning but also on form.</li></ul>   |
| <ul style="list-style-type: none"><li>• Encourage good use of newly learnt items.</li></ul>  |
| <ul style="list-style-type: none"><li>• Be as positive as possible in their comments.</li></ul>  |
| <ul style="list-style-type: none"><li>• Correct only serious, basic language inaccuracies.</li></ul>   |

## The Pedagogical Advantages of Free Writing

The Free Writing assignment has the following advantages:

- |   |
|---|
| 1. It provides teachers with valuable opportunities to understand their students. |
| 2. Students realise that writing in English can be a fun, meaningful activity.    |
| 3. Students can relate better written communication to their everyday lives.      |
| 4. It improves the accuracy of students' writing.                                 |
| 5. It improves students' writing ability.   |