

Theme: Writing Module

Subtheme(s):

1. Time and organization
2. Content and task types
3. Marking and assessment

Competences:

- **1. Theoretical – worldview competence:**
 - subject – methodological
- **2. Intercultural –communicative competence:**
 - linguaculturological
 - conceptual communicative
- **3. Professional orienting competence:**
 - cognitive-conceptual
 - informational-accumulating
 - reflexive –developing
- **4. Professional-specializing competence:**
 - notion-concept
 - creative-research
 - Metalanguage (terminology connected with the topic of the lecture)

As a future foreign language MA in Education you **should know:**

- Psychological feature of writing ILT (Cognitive Model of writing);
 - content and task types of Writing Section of the International Language Test;
 - marking and assessment of Writing Section of the International Language Test

be able to:

- describe* a graph, chart, table, flow chart or diagram;
- discuss* an issue, question or opinion of general interest, and to give your own point of view;
- use* interactive technology in the formation of writing skills in learners

Cognitive Model of writing

- Cognitive models have tended to define writing in terms of problem-solving
 - (*McCutchen, Teske, & Bankston, 2008*).
- Writing is as much a matter of discovering or inventing the thought to be expressed in the text as it is a matter of expressing it in an appropriate and convincing way

(Flower & Hayes 1980a).

COGNITIVE WRITING MODEL

- ✓ Planning (coming up with ideas, organizing, goal setting)
- ✓ Translating (takes the conceptual plan for the document and produces text expressing the planned content).
- ✓ Reviewing (to improve it (revise) or correct errors (proofread)).
- ✓ Monitoring (metacognitive processes that link and coordinate planning, translating, and reviewing)

Hayes and Flower' cognitive writing model

Bar and line graphs, pie charts & tables

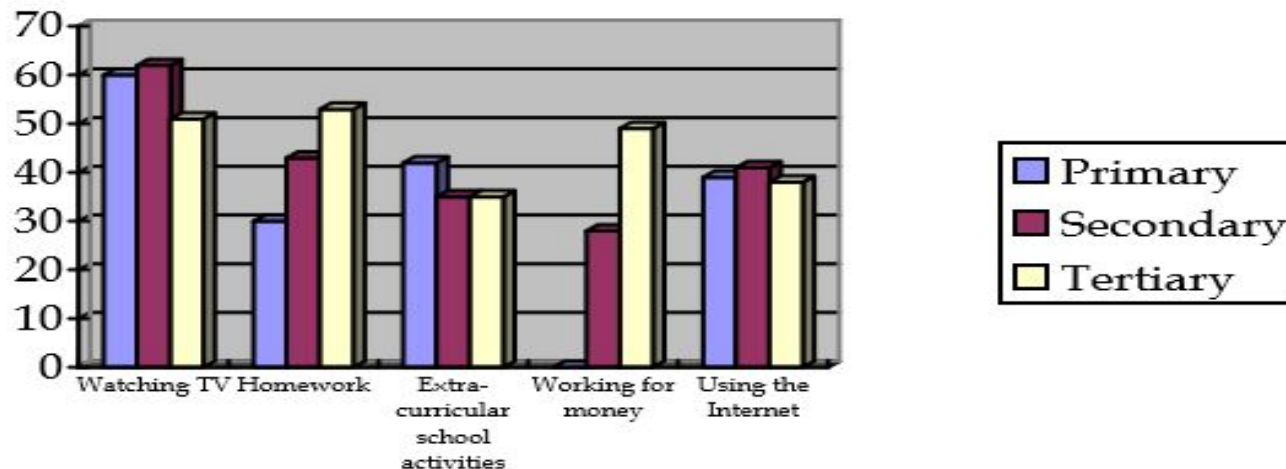
You should spend about 20 minutes on this task.

The chart below shows how primary, secondary and tertiary students in Britain spend their free time.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words.

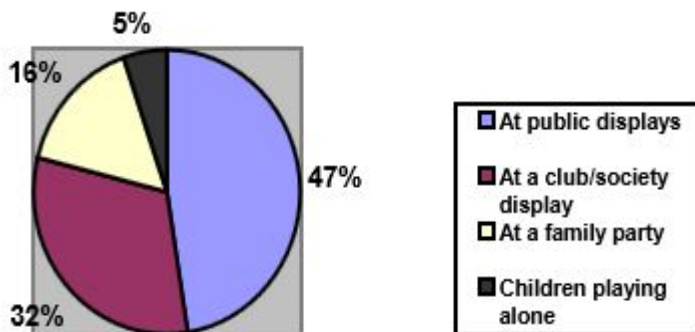
How students in Britain spend their free time (5 or more hours a week).



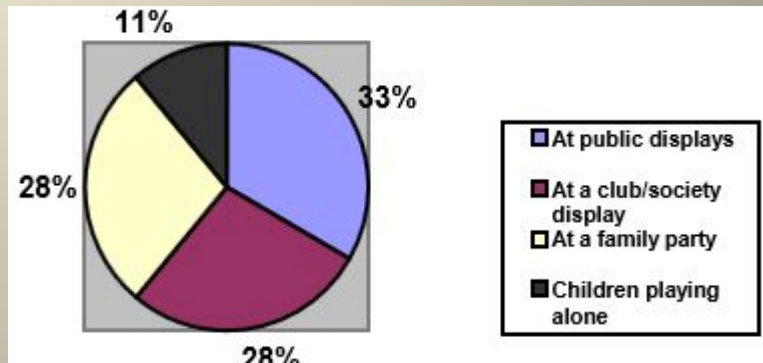
Bar and line graphs, pie charts & tables

- *The pie charts below show incidences of firework injuries in Great Britain in 1984 and 1998.*
- *Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*
- Number of words: at least 150 words.

Incidences of firework accidents in 1984.



Incidences of firework accidents in 1998.



Group 3

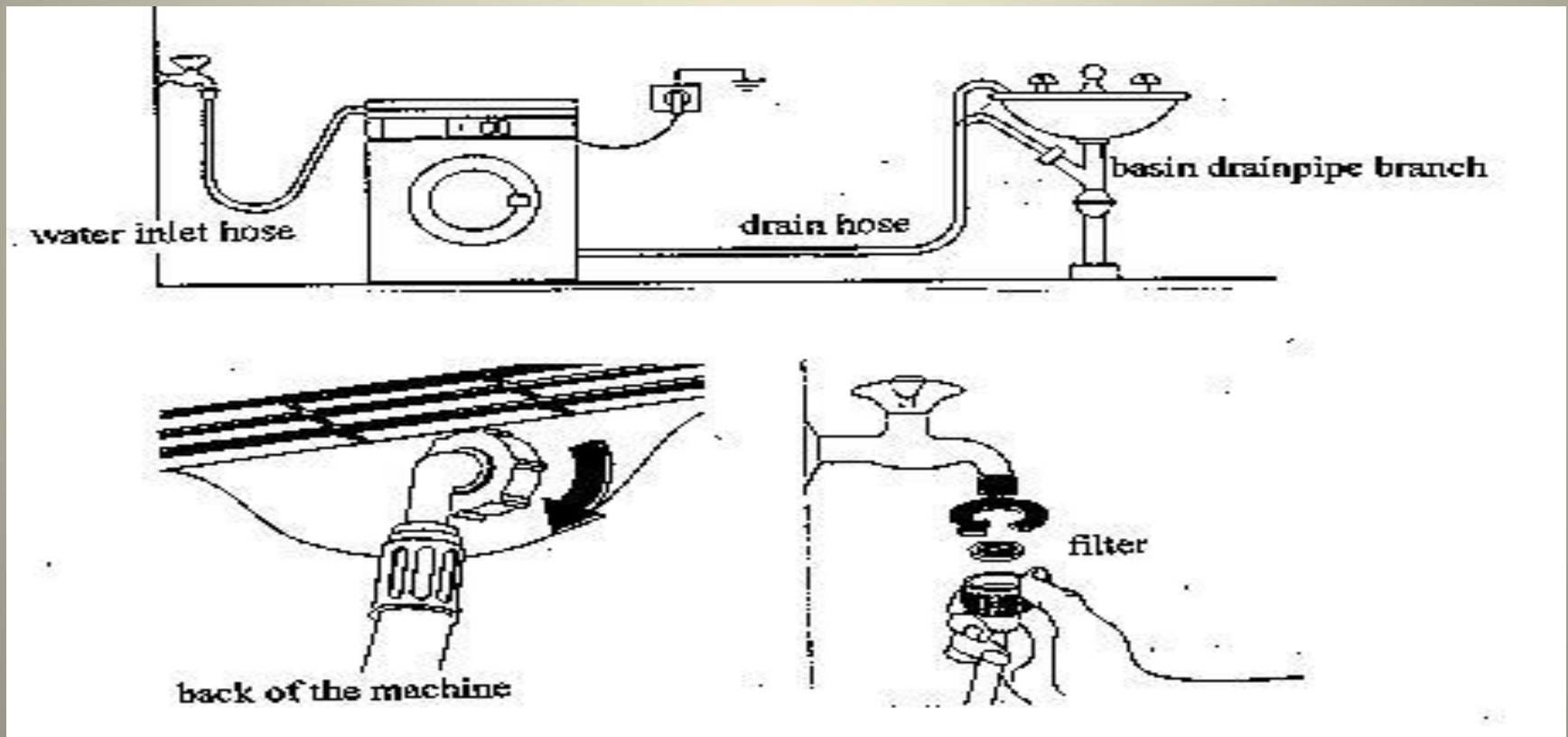
Task 1

Task 1 - Objects/how something works

See the example below.

The diagrams below show how to plumb in a washing machine.

Summarize the information by describing the main features and explaining how a washing machine works.



Write about the following topic:

A great many countries around the world are losing their cultural identity because of the Internet.

To what extent do you agree or disagree with this statement?

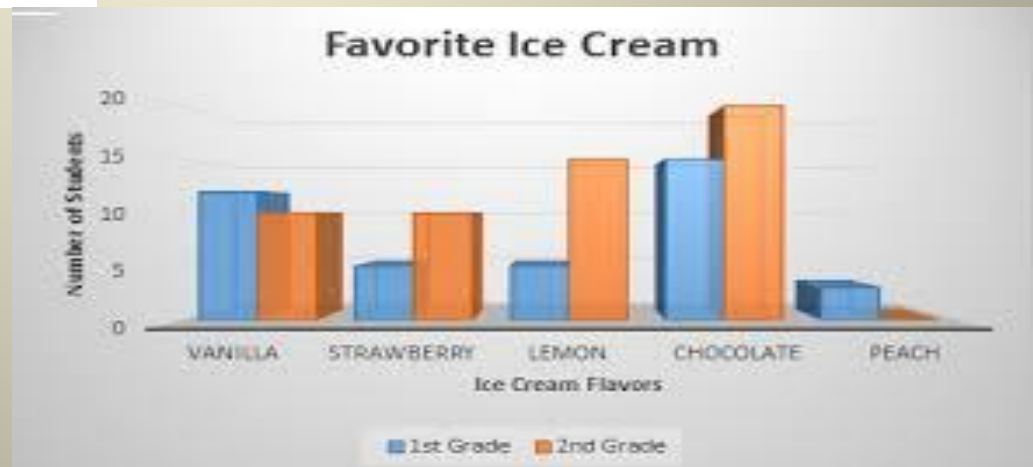
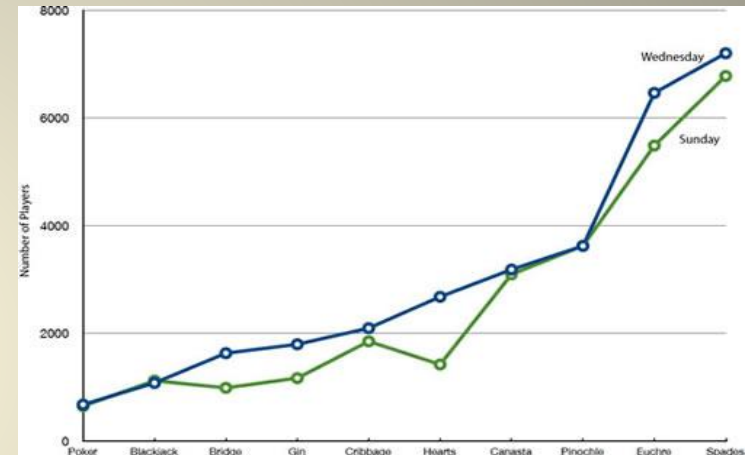
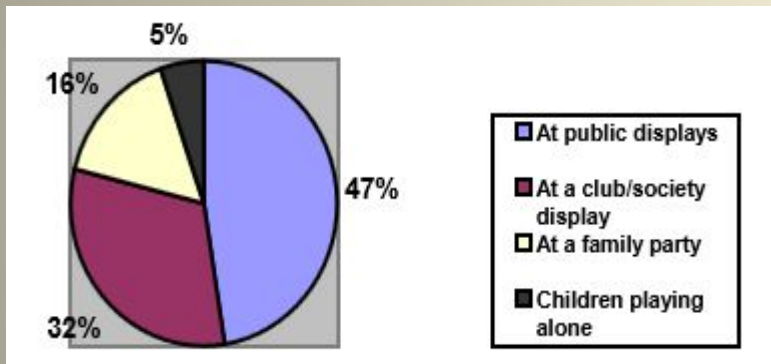
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Number of words: at least 250 words.

Time and organization

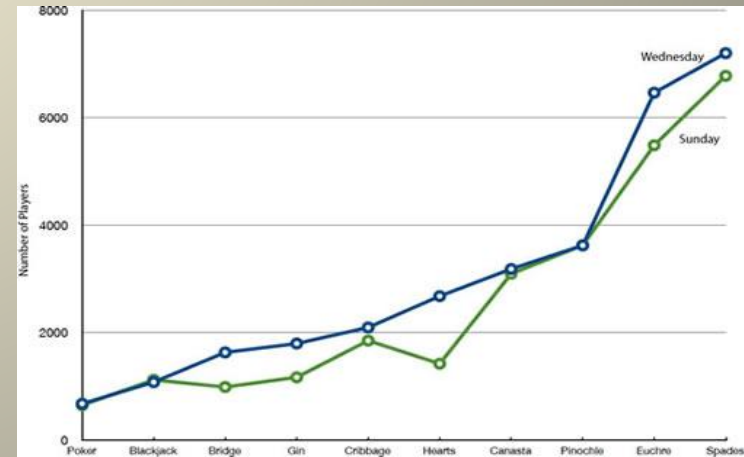
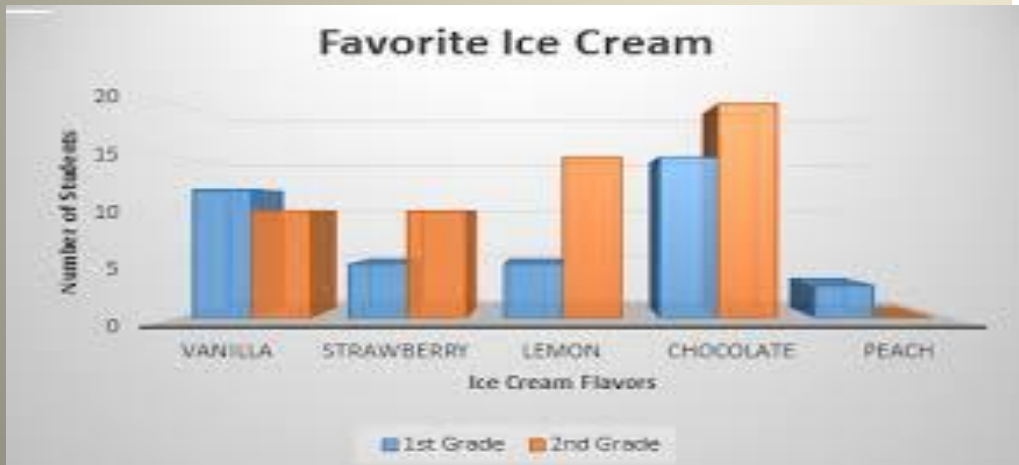
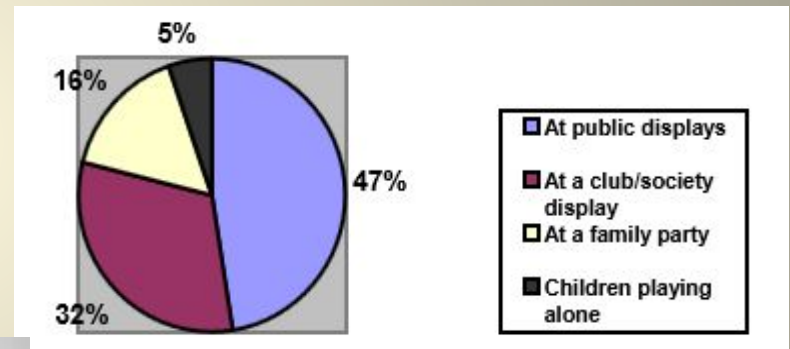
- The Academic Writing Module consists of **two different writing tasks** the whole paper takes **one hour** (60 minutes)
- **Task 1** must be a minimum of 150 words and you spend no longer than 20 minutes on this.
- **Task 2** must be at least 250 words and carries two thirds of the marks, so it is recommended that you spend 40 minutes on this.

- **The Task 1** prompt is always a type of diagram

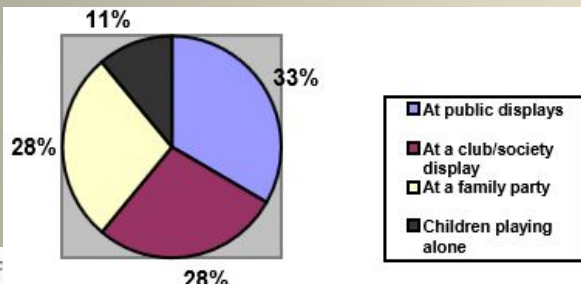


What are you required to do?

- The Task 1 prompt is always a type of diagram



What are you required to do?



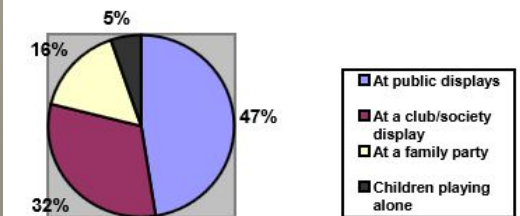
✓ You have to write about the information shown, describing the main features, trends or differences.



✓ You have to refer closely to the diagram and, where relevant, illustrate main points with figures



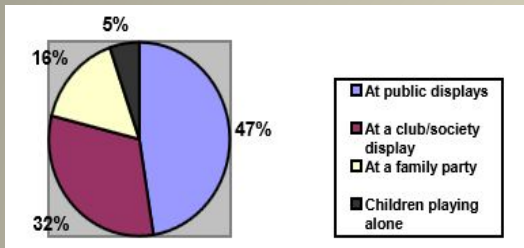
✓ You are not required to give any explanation for the data, but have to describe only the information given in the task



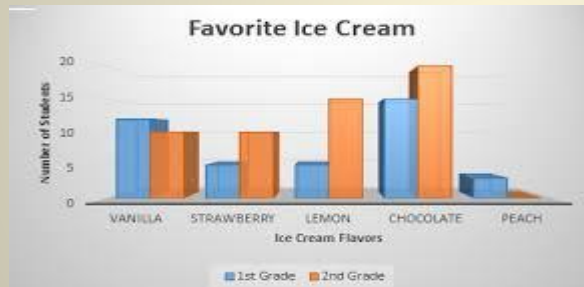
Task types may involve describing information from

- A Bar chart, line graph, pie chart and table
- A flow chart or process diagram
- A plan or map
- A diagram showing how something works
- A diagram showing or comparing objects
- A set of small diagrams

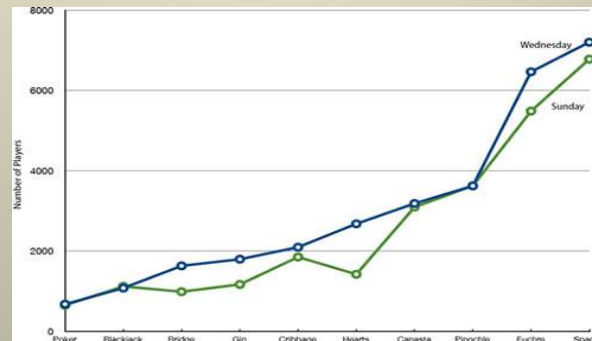
Task 1 Describing Pie Charts



A pie chart

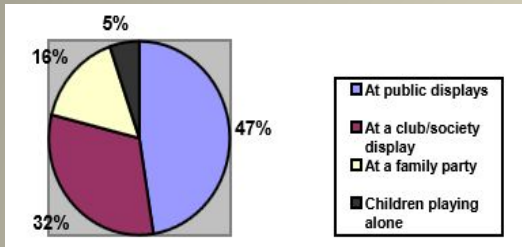


A bar graph



A line graph

Task 1 Describing Pie Charts



A pie chart

What is a pie chart?

A pie chart shows us a percentage.

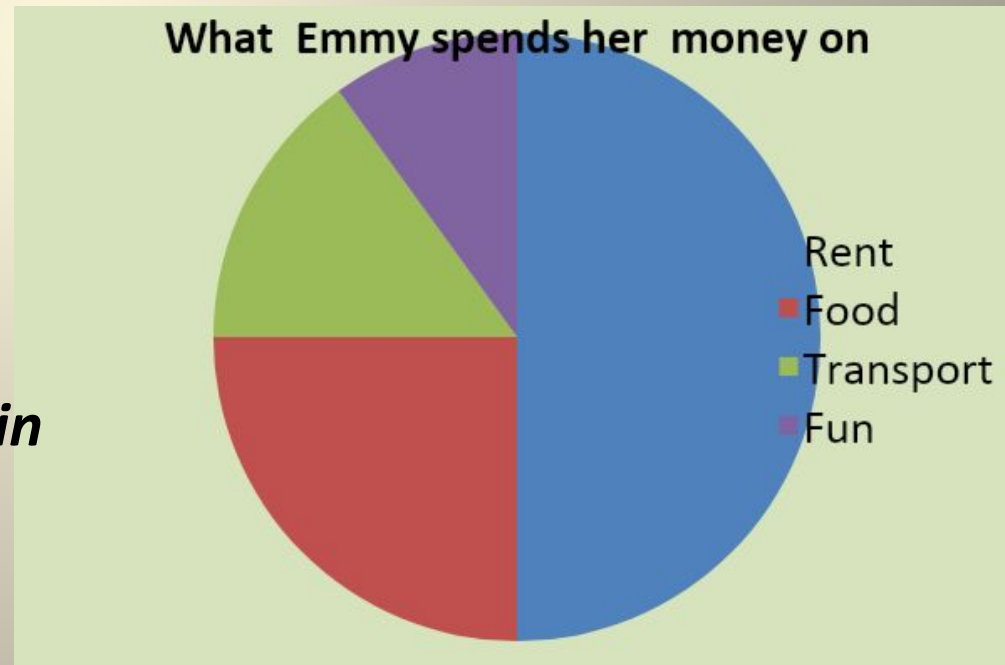
Describing Pie Charts

WRITING TASK 1

You should spend about 20 minutes on this task.

The pie chart shows how Emmy spends her money.

Describe the information by selecting and reporting the main features



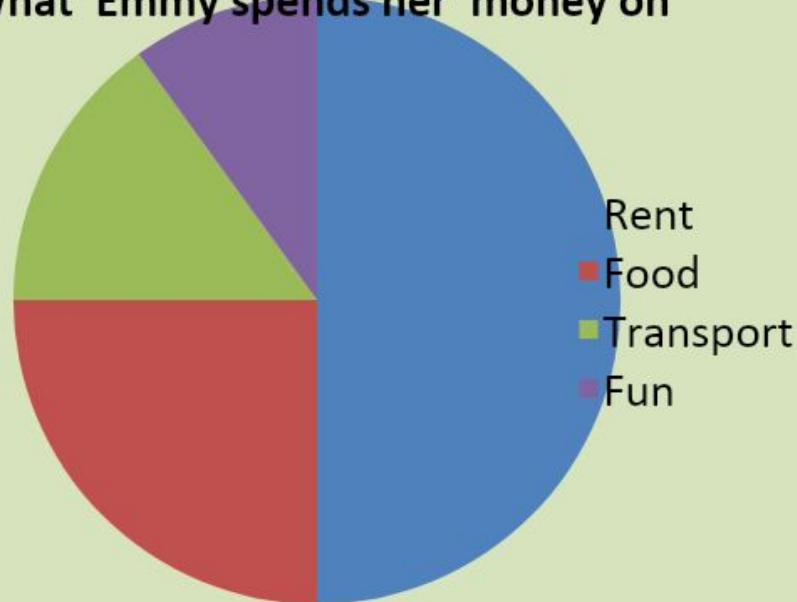
Describing Pie Charts

According to the chart
We can see from the chart
The chart shows that

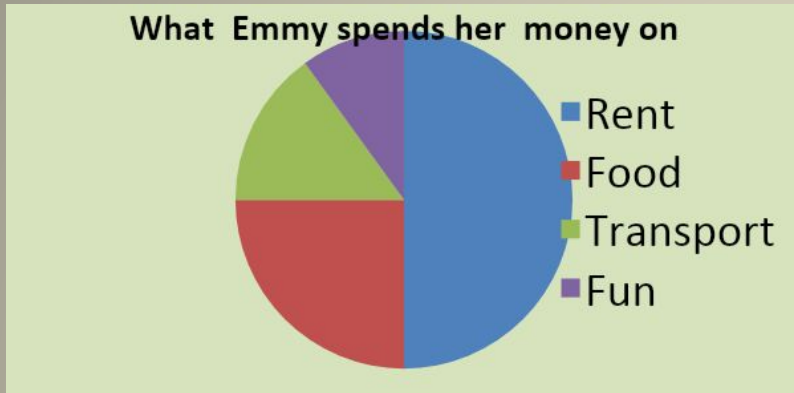
Open up sentences

Fifty percent
per cent
50%
Half

What Emmy spends her money on



How to talk about numbers and pie charts.



Fifty percent
per cent

50%

Half

Fifty percent

Rent makes up half of the living expenses

Food makes up 25% of the living expenses

Half of the living expenses are rent.

Rent accounts for 50% of the total.

~~50% of the living expenses is rent.~~

- Watch the video
- IELTS Writing Task 1- What to write!

https://youtu.be/cK_PE9IL.JjQ

- **The Task 2** prompt is usually a background statement introducing the topic, followed by an instruction to the candidate.

Instruction types include:

- ✓ Giving and justifying opinions
- ✓ Comparing opposing opinions
- ✓ Evaluating advantages and disadvantages
- ✓ Comparing arguments for and against
- ✓ Analysing problems and suggesting solutions
- ✓ Answering direct questions on an issue

Task 2

Write about the following topic:

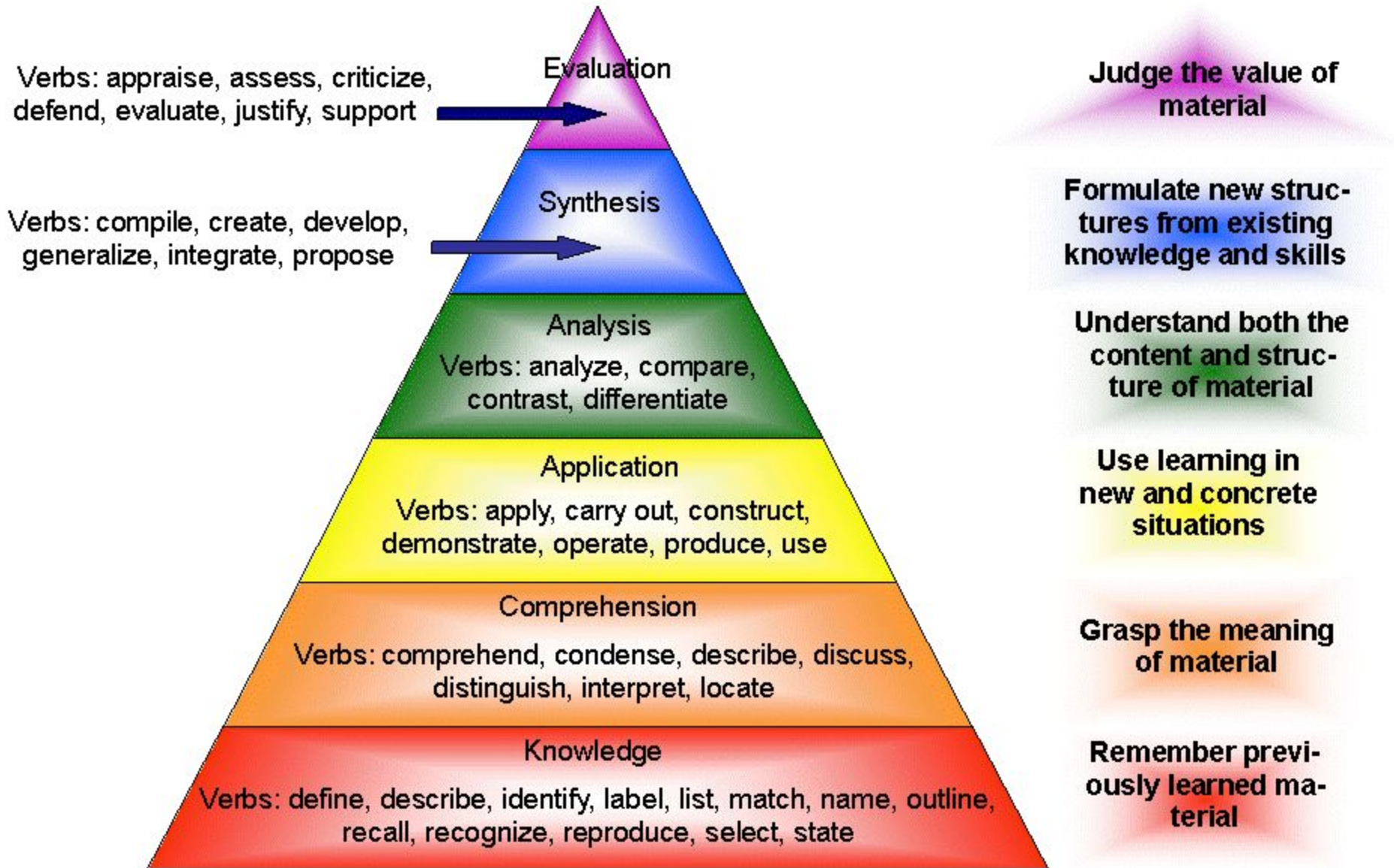
A great many countries around the world are losing their cultural identity because of the Internet.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Number of words: at least 250 words.

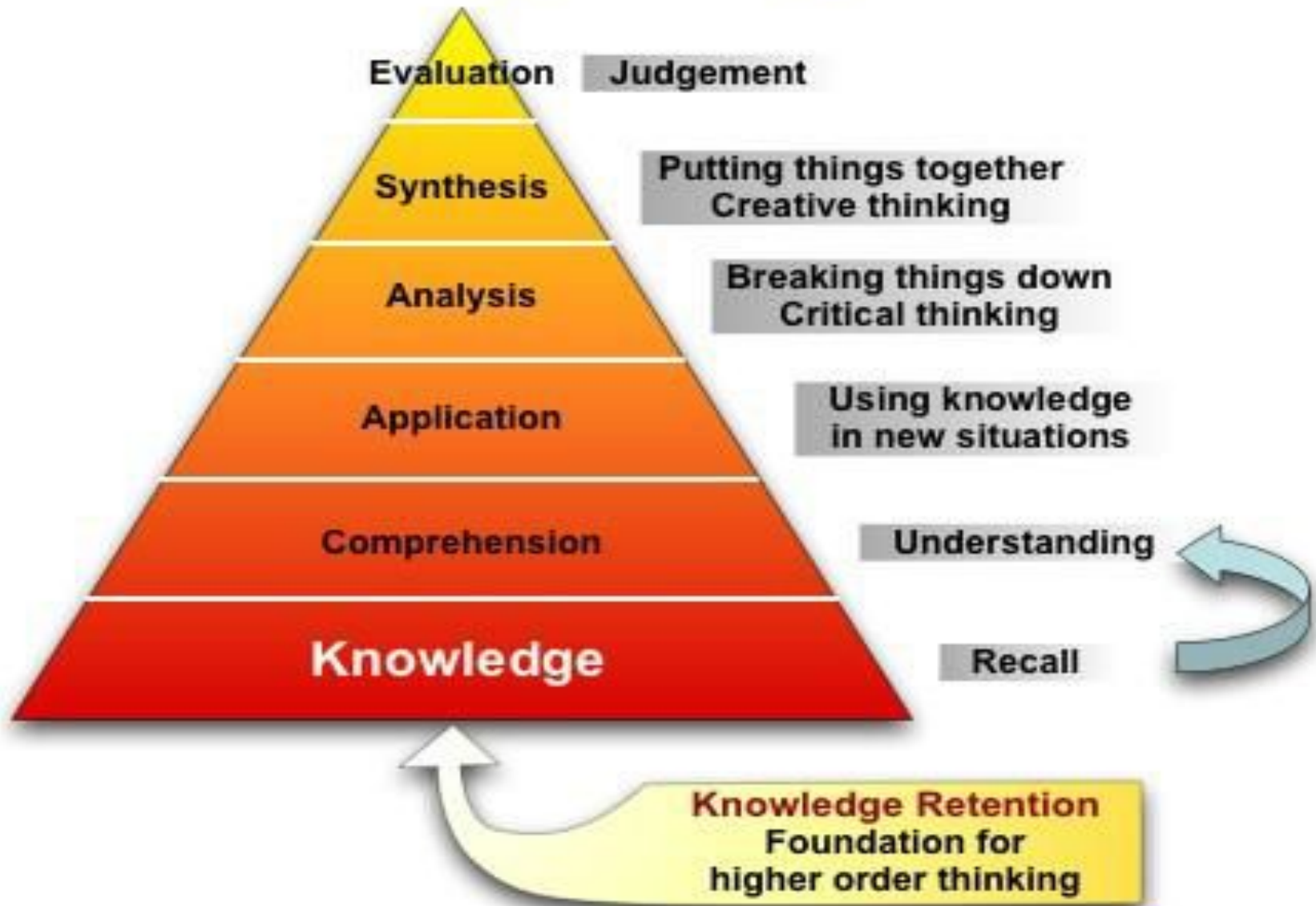
Bloom's Taxonomy



6 Levels in the Cognitive Domain of the Taxonomy

Information at each level

Bloom's Taxonomy for Thinking



Marking and assessment

Task 1 assessment criteria

- Arguments, ideas and evidence: how well you have been able to present relevant ideas and opinions and develop these into a well-supported argument or point of view.
- Communicative quality: how well you have organized and linked your points and ideas.
- Vocabulary and sentence structure: how appropriately and accurately you have used a range of language

Marking and assessment

Task 1 assessment criteria

Task Achievement

- ✓ Being able to follow the instructions properly.
- ✓ Being able to write a clear, accurate and relevant description of the information.
- ✓ Being able to focus on the important trends presented as graphic information.

Coherence and Cohesion

- ✓ Being able to organize your writing using a suitable structure. Using connective words to link sentences and paragraphs logically.

Lexical Resources

- ✓ Being able to use a wide range of vocabulary naturally.
- ✓ Being able to spell accurately and using the appropriate word formation.

Grammatical Range and Accuracy

- Using the appropriate grammatical structures accurately
- Using a variety of sentence structures.

Task 2 assessment criteria

- ✓ **Arguments, ideas and evidence:** how well you have been able to present relevant ideas and opinions and develop these into a well-supported argument or point of view.
- ✓ **Communicative quality:** how well you have organized and linked your points and ideas.
- ✓ **Vocabulary and sentence structure:** how appropriately and accurately you have used a range of language

Reference

- Hayes, J. R., & Flower, L. S. (1980). Identifying the organization of writing processes. In L. Gregg & E. R. Steinberg (Eds.), *Cognitive processes in writing* (pp. 3-30). Hillsdale, NJ: Lawrence Erlbaum Lawrence Erlbaum.
- Bloom, B. S. (1956). *Taxonomy of educational objectives. Handbook I: The cognitive domain*. New York: David McKay
- Coirier, P., Andriessen, J. E. B., & Chanquoy, L. (1999). From planning to translating: The specificity of argumentative writing. In P. Coirier & J. Andriessen (Eds.), *Foundations of argumentative text processing* (pp. 1–28). Amsterdam: Amsterdam University Press.
- http://www.ielts-exam.net/index.php?option=com_frontpage&Itemid=1
- **_From the homepage, go to the IELTS writing links. There are many videos here to give you help on the writing tests.**
- **<http://hkcityu.netlanguages.com/> This site provides an excellent introduction to the IELTS exam. There is also information, tips and practice exercises, plus a complete IELTS test can be completed online.**
- **Road to IELTS. Access through the ELC Activities and Self Study Page: http://www.cityu.edu.hk/elc/study_preparation.html enter**

Thank you for attention