

# 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*

# Group 1

# Task 1

## Bar and line graphs, pie charts & tables

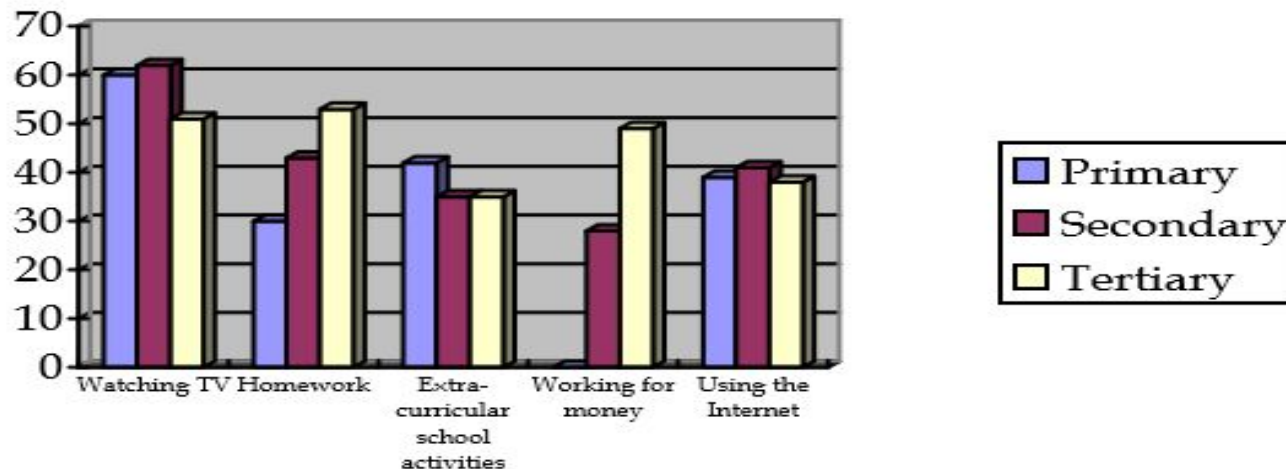
You should spend about 20 minutes on this task.

*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).**

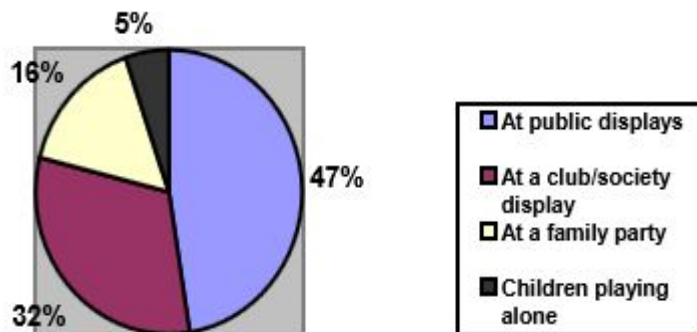




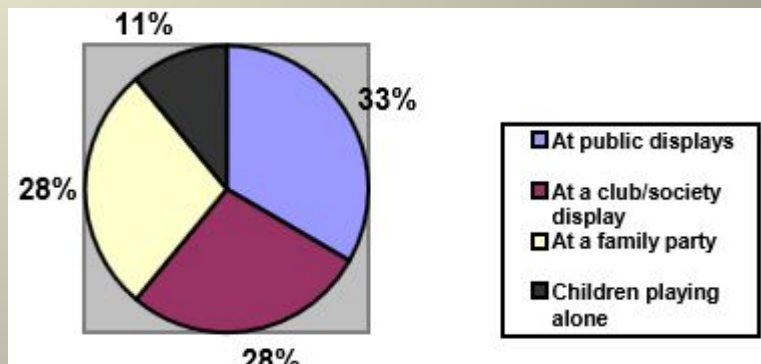
## Bar and line graphs, pie charts & tables

- *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

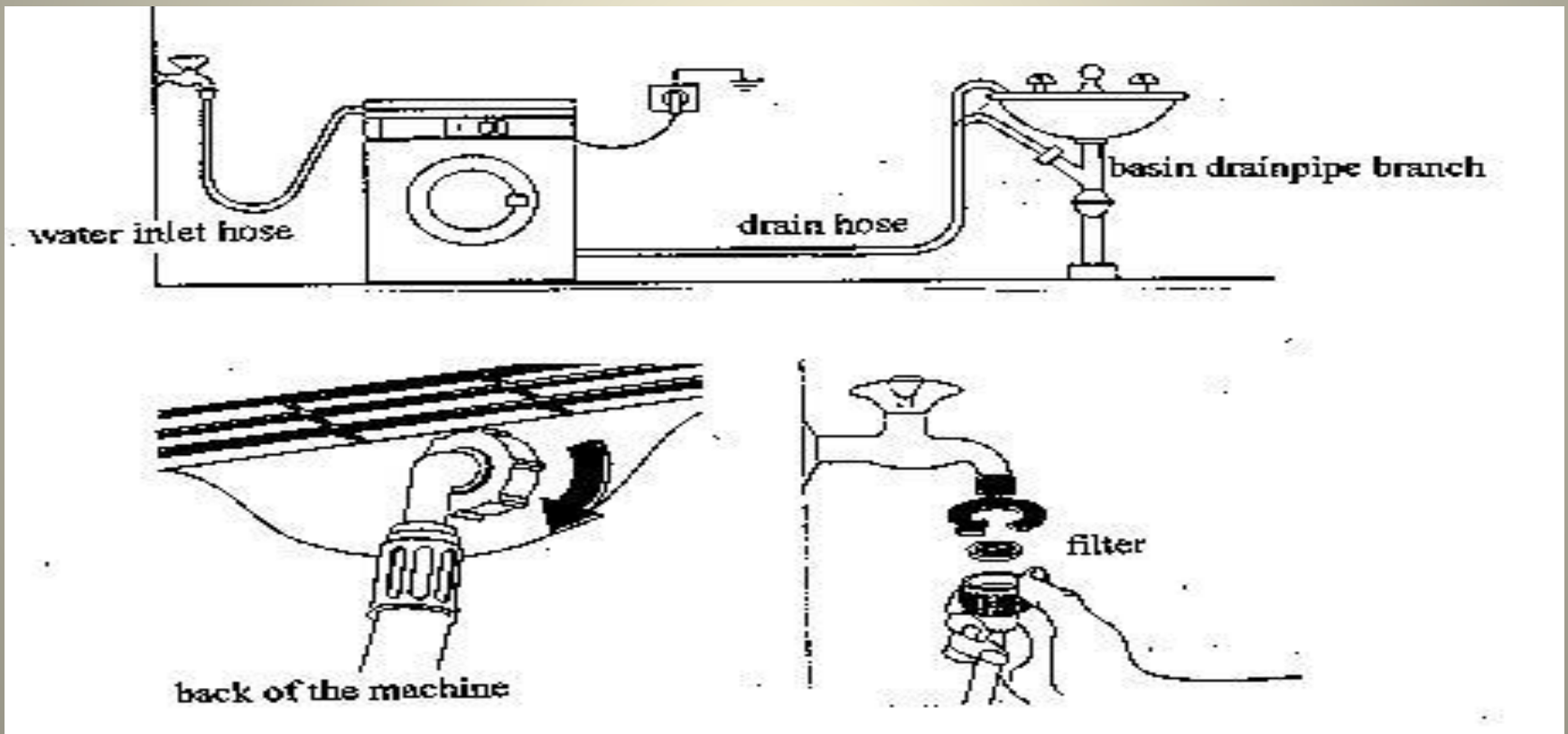
## Task 1

### 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?*

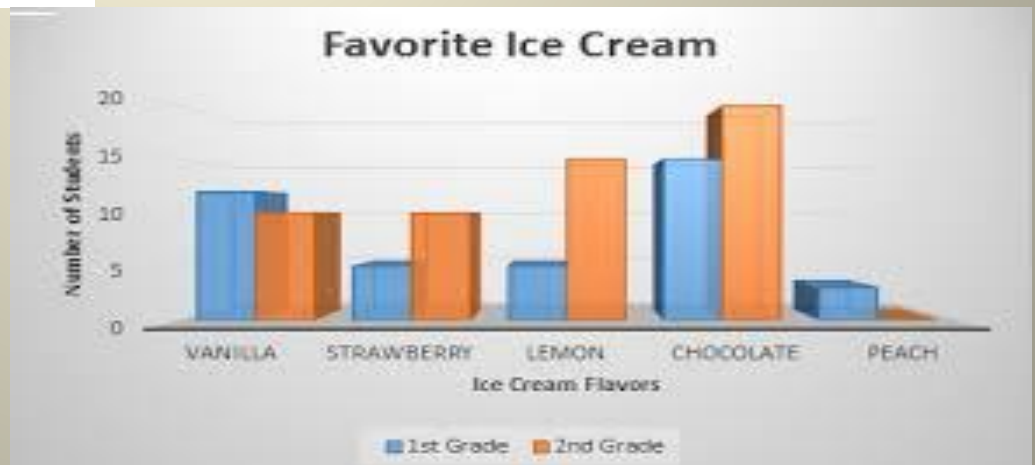
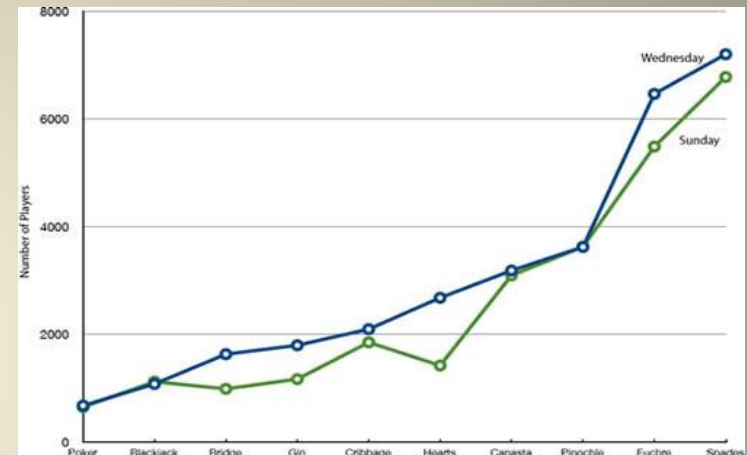
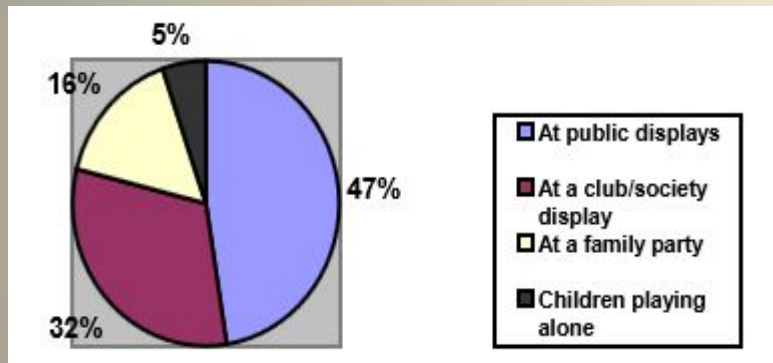
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

**Number of words: at least 250 words.**

# Time and organization

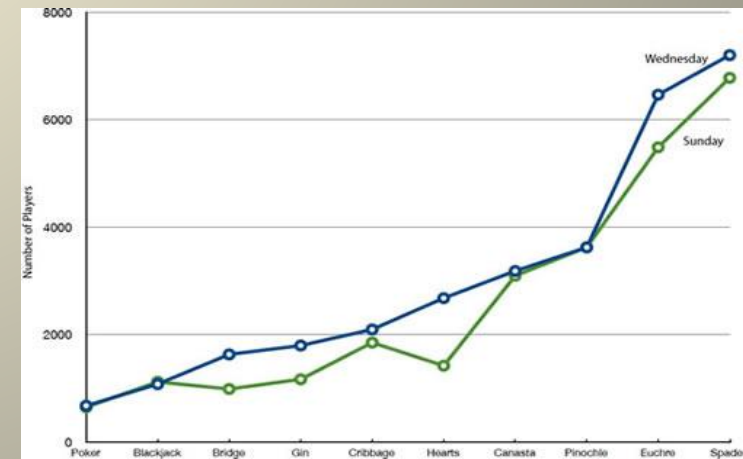
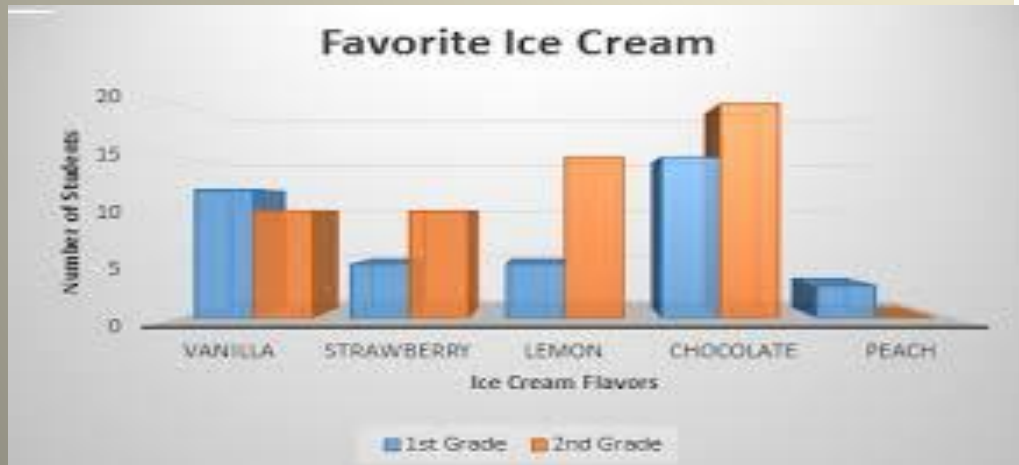
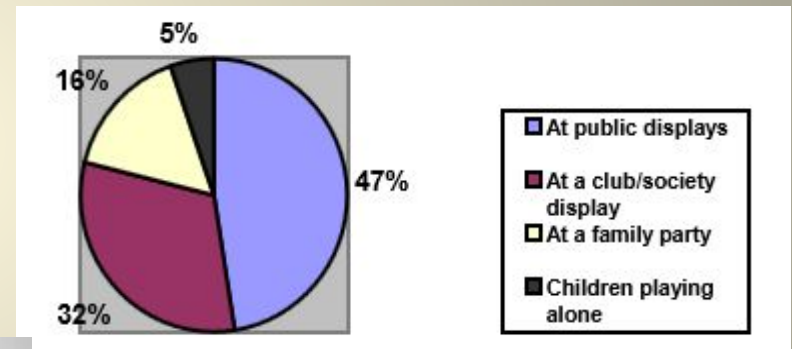
- The Academic Writing Module consists of **two different writing tasks** the whole paper takes **one hour** (60 minutes)
- **Task 1** must be a minimum of 150 words and you spend no longer than 20 minutes on this.
- **Task 2** must be at least 250 words and carries two thirds of the marks, so it is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

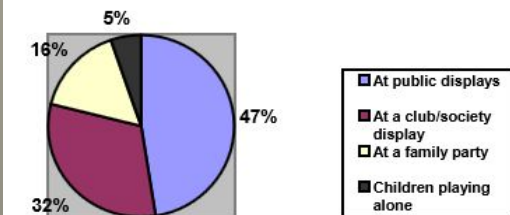
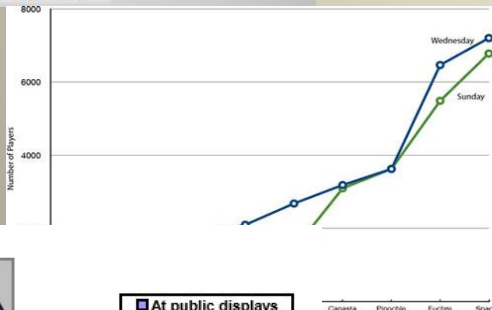
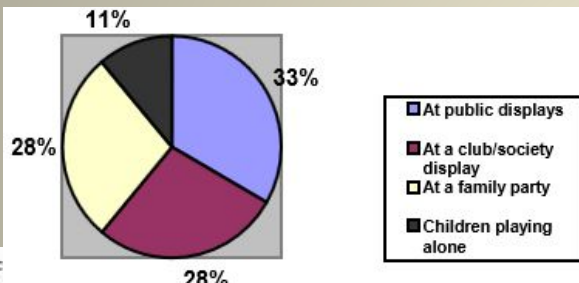


## What are you required to do?

✓ 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

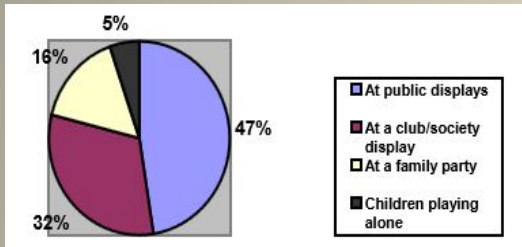


Task types may involve describing information from

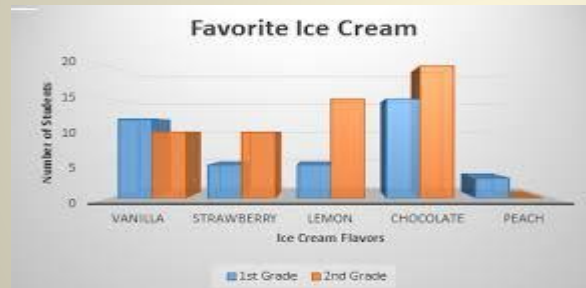
- A Bar chart, line graph, pie chart and table
- A flow chart or process diagram
- A plan or map
- A diagram showing how something works
- A diagram showing or comparing objects
- A set of small diagrams



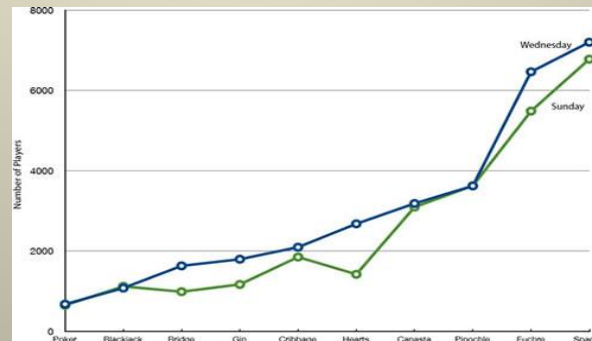
# Task 1 Describing Pie Charts



A pie chart

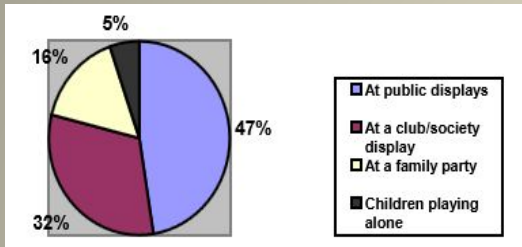


A bar graph



A line graph

# Task 1 Describing Pie Charts



A pie chart

What is a pie chart?

A pie chart shows us a percentage.

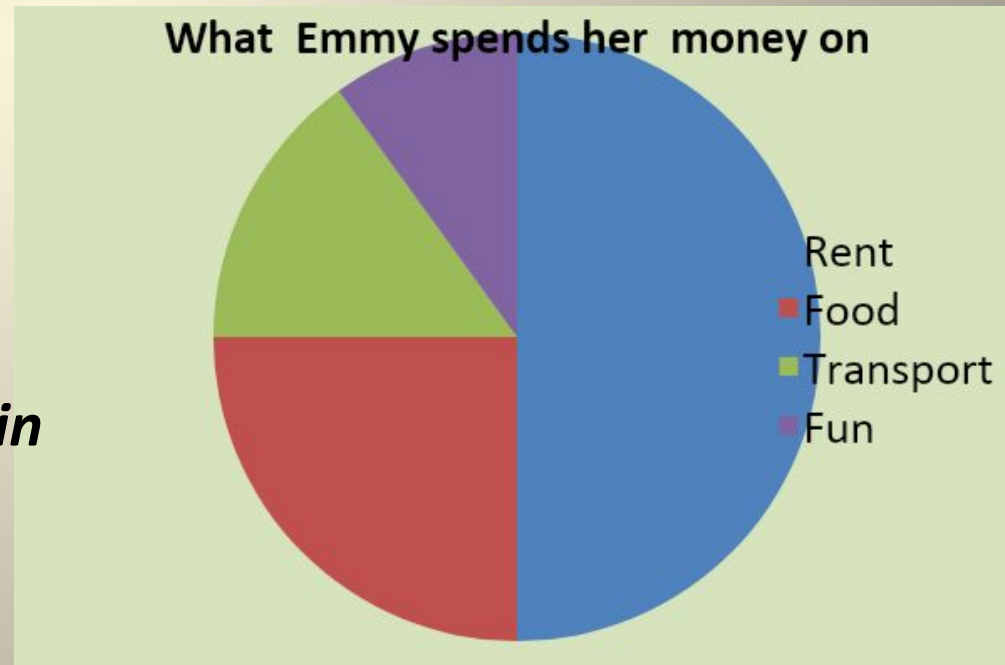
# Describing Pie Charts

## 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*



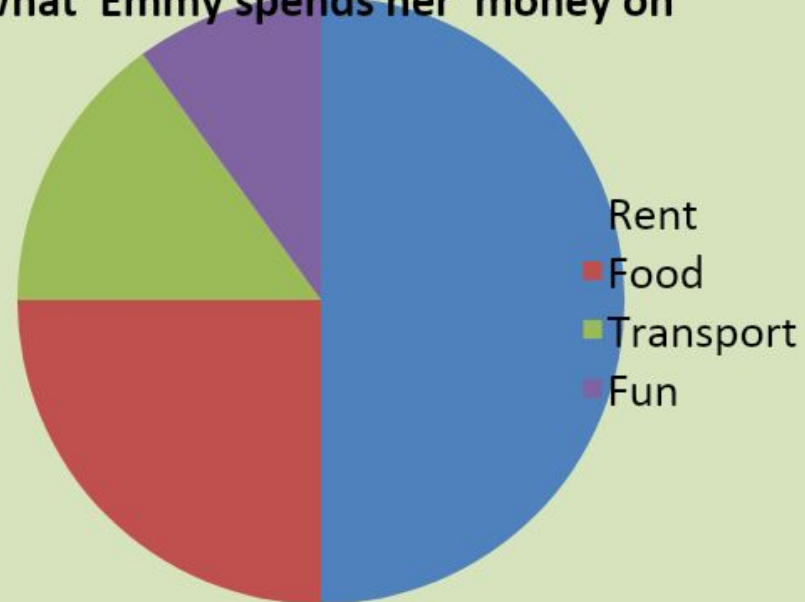
# Describing Pie Charts

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

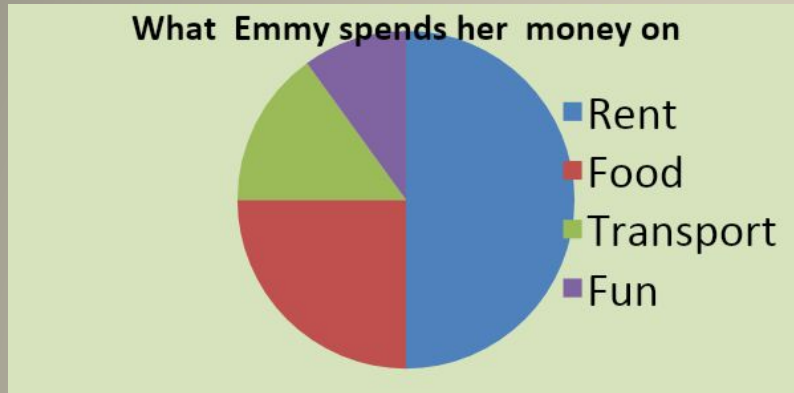
Open up sentences

*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\\_PE9ILJjQ](https://youtu.be/cK_PE9ILJjQ)



- **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:**

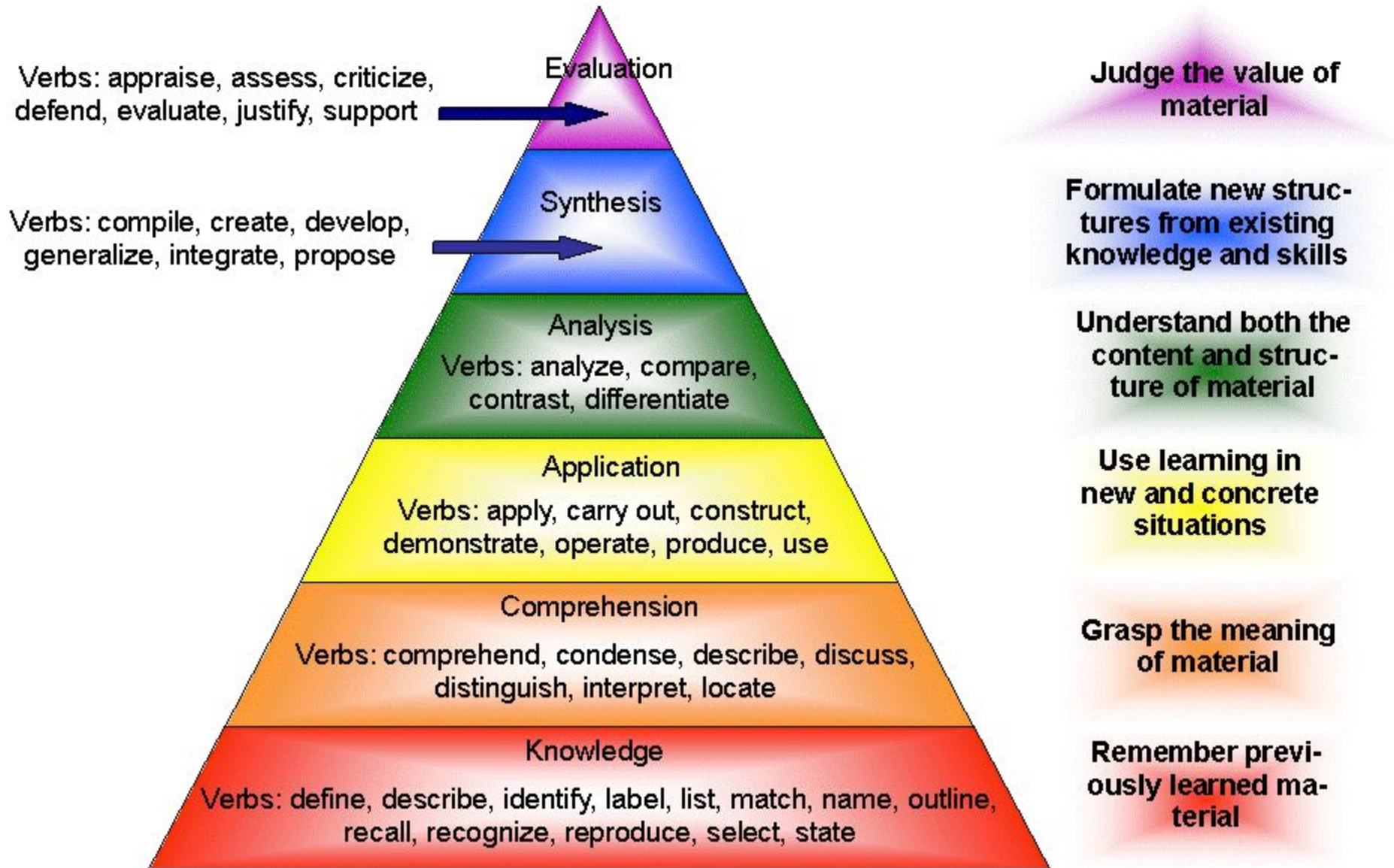
*A great many countries around the world are losing their cultural identity because of the Internet.*

*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.**

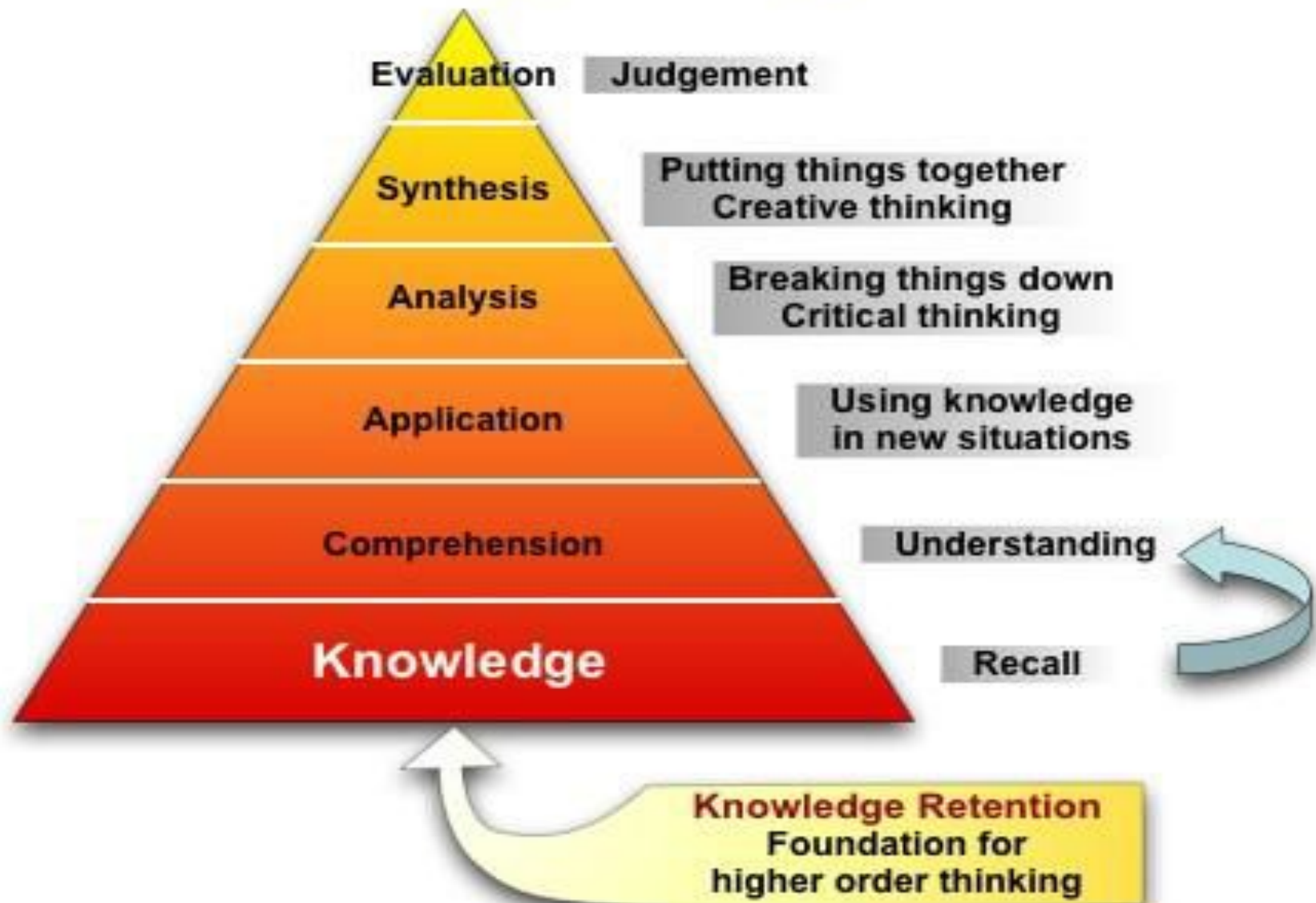
# Bloom's Taxonomy



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](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](http://www.cityu.edu.hk/elc/study_preparation.html) enter

Thank you for attention