

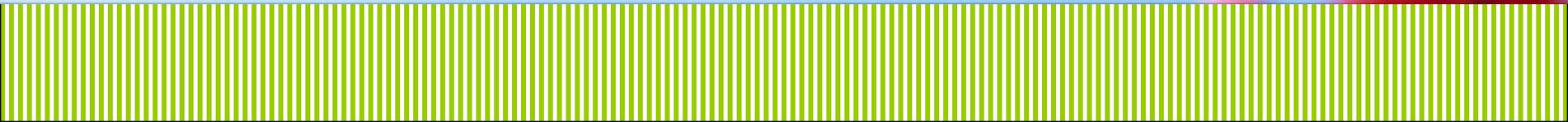
Motivational Strategies in EFL Writing Classes



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Student Voice

*Whenever I heard about writing,
I felt annoyed and I was
very reluctant.*

Writing? Not again!

A vertical strip on the left side of the slide features a close-up photograph of vibrant red maple leaves, with some leaves in sharp focus and others blurred in the background.

HK Secondary Students' Writing Motivation

- ❁ Survey with 1399 secondary students
- ❁ Three schools
- ❁ 472 from band 1 (most proficient), 455 from band 2, and 472 from band 3 (least proficient)
- ❁ Secondary 1: 386; Secondary 3: 503; Secondary 5: 510
- ❁ 40-item questionnaire covering: importance of writing, interest in writing, writing efficacy, self-regulation, classroom writing context, etc.

(Lee et al., in press)

Salient questionnaire findings relating to writing motivation (5-point likert scale)

Items	Mean
I like writing in English	2.99
I enjoy the process of writing	3.04
I am good at writing in English	2.64
I am confident in my English writing ability	2.72
I like the atmosphere of my English writing class	3.19
I often long for my writing lessons	2.78
I want to have more writing lessons at school	2.79
I enjoy English lessons that focus on the teaching of writing	2.98
I like the way my teacher teaches writing	3.23
My teacher uses interesting materials to teach writing	3.15
I feel encouraged when I read my teacher's written feedback on my writing.	2.24
I have enough time to finish my writing.	2.37



University Students' Writing Motivation



Student Voice

In the language centre our instructors require us to write more than one draft. We find this approach both boring and unnecessary! Many of us lose motivation as a result.



Learning Experience as Pivotal to Motivation

Motivation

- In Dornyei's (2005; 2009) L2 motivational self system, **L2 learning experience** is one important component (apart from the ideal L2 self and ought-to L2 self)
- L2 learning experience concerns students' **learning environment and experience**, which are directly related to teachers' **instructional techniques and assessment methods**, as well as students' experience of success (Dornyei, 2010)



Students' Learning Environment and Experience



How would you describe
your students' writing
environment?



Students' writing environment

- ❁ Do students have role models? Do teachers write?
- ❁ Are students given plenty of opportunities to write?
- ❁ Are students given enough time to write?
- ❁ Are they taught how to write?
- ❁ Are students interested in the writing topics they are given?
- ❁ Who do students write to? Do they write only to the teacher?
- ❁ Why should students write? Do they write mainly to get good scores / pass exams?
- ❁ Do students learn and get encouragement from teacher feedback?
- ❁ Is the classroom culture supportive?



Do students have a
variety of writing
experiences?

A variety of writing experiences

- 🍁 Timed, impromptu writing
- 🍁 Process writing
- 🍁 Writing with pen and paper
- 🍁 Writing on a blog
- 🍁 Writing on e-forum
- 🍁 Writing with wikis
- 🍁 From writing to telling a digital story
- 🍁 Writing for enjoyment / creative writing
- 🍁 Individual writing
- 🍁 Collaborative writing (project-based learning, e.g. wikibook project)



Teachers' Instructional Approaches



What instructional approaches do you use in your writing classroom?

- 
- ❁ Form-focused approach – language structures; error avoidance
 - ❁ Textual approach – imitation of parallel texts (problem-solution; question-answer; compare-contrast)
 - ❁ Expressivist approach – focus on the individual writer; reading; peer sharing; journal writing
 - ❁ Process approach – brainstorming; multiple drafting, revision; peer review
 - ❁ Content-based approach – intensive reading; group research projects
 - ❁ Genre-based approach – modelling; joint construction; independent construction; rhetorical consciousness raising

An eclectic approach?

- ❁ Taking the best of existing approaches and using them in the classroom
- ❁ Text as a product (grammatical accuracy & appropriate choice of vocabulary)
- ❁ Text as fulfilling its functions
- ❁ Text as individual expression and self-discovery
- ❁ Text as composing process
- ❁ Text as content
- ❁ Text as socioculturally appropriate

Blending tradition with innovation

- ❁ Writing in a product-oriented classroom
- ❁ Writing with pen and paper
- ❁ Individual writing
- ❁ **Multiple drafting**
- ❁ **Technology enhanced writing – e.g. writing on a blog; writing with wikis; writing on e-forum; digital storytelling; use of concordancing**
- ❁ **Collaborative writing**

Blogging

- ❁ A class blog on a teacher education class
- ❁ A class blog for primary students

SCT Class Blog 2013-14

Monday, 14 April 2014

English Activities- Secondary X Primary Kids

Hi friends,

How's life? I believe that most of us are as busy as usual :) Anyway, stay cheerful and positive as there are always something unexpected in our life.

Last week, students from the Primary Session of my school visited our English Corner. We prepared two different reading activities for them - a book sharing session from a Committee member of the English Society and a reading circle held by our NET. In the 30-min visit, both the primary and secondary kids enjoyed it a lot. They were not only listening or reading, but also taking the initiative to raise questions, share thoughts and discuss. Sometimes, the big brothers (mine is a boys' school) took the leading role in the discussion. There were interaction among students through pair work and group work and also between teachers and students.

After the visit, we had an evaluation. We found that we did quite a good job in

1. fostering the ownership of learning of participants
2. enhancing the leading role of big brothers
3. engaging students in listening, reading and speaking activities

Blog Archive

- ▼ 2014 (12)
 - ▼ April (6)
 - English Activities- Secondary X Primary Kids
 - The rewards of process writing
 - Reading for Leisure
 - English activities
 - We should be confident to our students
 - Assessment for learning!
Assessment for motivating...
 - March (1)
 - February (1)
 - January (4)
- 2013 (14)



Class 5D's Wonderful Writing

Tuesday, December 11, 2012

Eating Out by Susanna

To: happy@gmail.com
Wyt852@gmail.com

Dear Grandfather,

How are you? Last weekend, cousin Jake came to Hong Kong. I was very excited. If you come to Hong Kong, I will be happier.

Last Sunday, Jake came to Siu Sai Wan to find us. Then, mum took us to a Tea Restaurant because it was Jake's first time to come to Hong Kong and mum wanted to give him some

Followers

Followers (1)



Follow

Blog Archive

▼ 2012 (52)

▼ December (27)

Eating Out by Susanna

Eating Out by Joyce

Eating Out by

Digital storytelling

-  A digital story on '[Postcard from Prague](#)' (from an MA student)
-  A digital story on '[A trip to Tung Chung](#)' (from a primary student)

Concordancing

- 🍁 British National Corpus
- 🍁 International Corpus of English
- 🍁 The Corpus of Contemporary American English Just the Word
- 🍁 Treebank of Learner English

Your query "concerned with" returned 4603 hits in 1318 different texts (98,313,429 words [4,048 texts]; frequency: 46.82 instances per million

seconds - retrieved from cache]

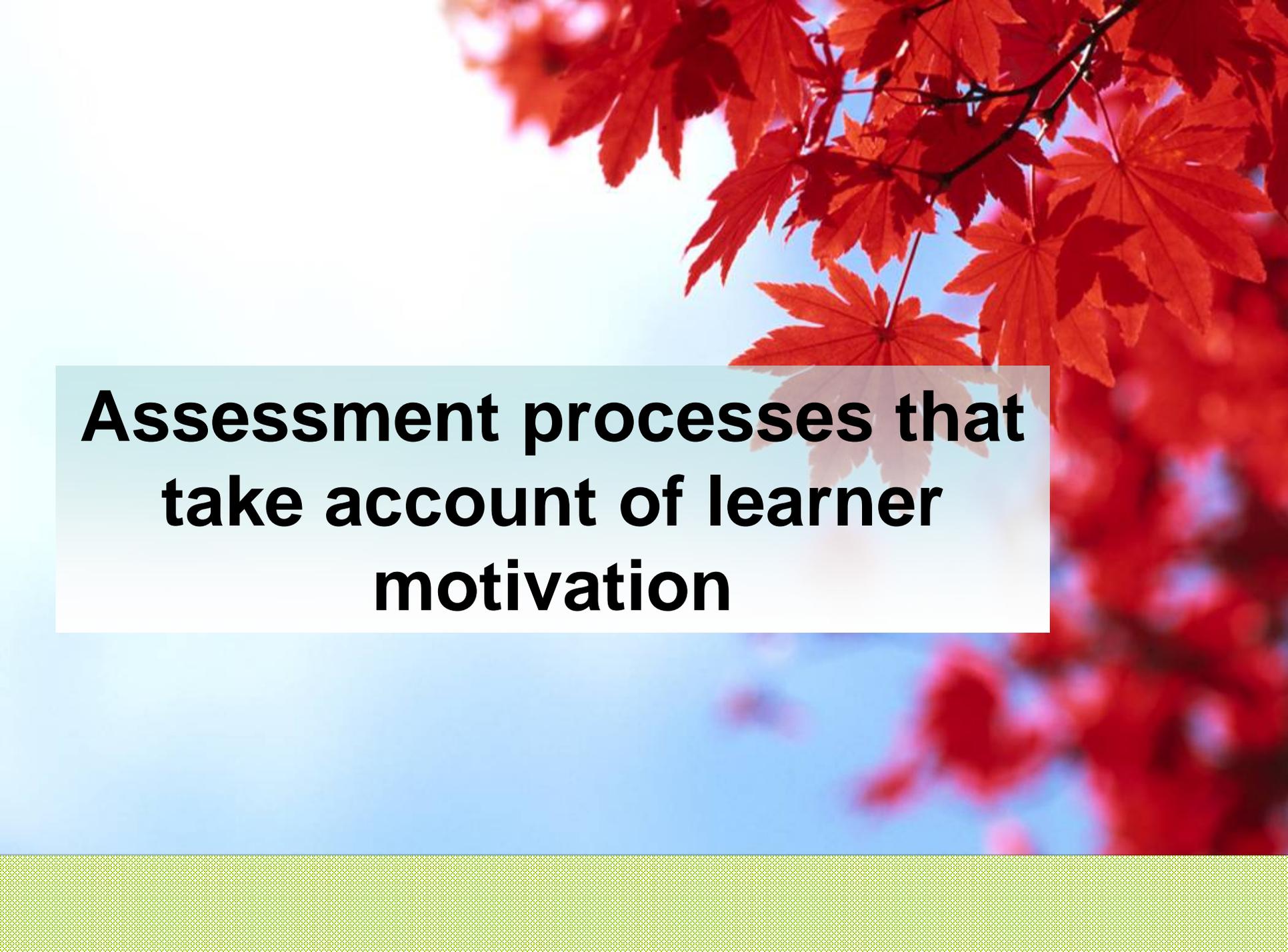
[<](#)
[<<](#)
[>>](#)
[>](#)

No	Filename	Hits 1 to 50	Page 1 / 93
1	A04 138	It would be too crude a generalisation, though, to say that critics are concerned with form, while historians are interested in the content. The forms and contexts of art are common ground for the critic and the historian.	
2	A04 320	These qualities have always been present in the metaphors and similes of poetry but they have been less frequent in painting, which is largely concerned with reproducing external reality, with decoration, or, as in the more advanced movements of recent years, with the fusion of color and line into formal design.	
3	A04 485	The history of forms in art has had some distinguished advocates, some of whom have been concerned with the transformation of one form to another; others have been more attracted to problems of values, arguing either that styles in art change and decay, or that in a certain period there is an artistic will to produce work in a style of its own.	
4	A04 540	The visibility, lower than that of the drier climate of many parts of China, has caused the artist in Japan to be more concerned with outline than with the subtleties of depth sought for by his Chinese neighbour.	
5	A04 845	Delacroix's journal is articulate, concerned with other arts as well as painting, besides containing much comment on contemporary events.	
6	A04 1407	Art politics or cultural history are favourite themes for such reviewers, apart from the spectrum of cognate disciplines which may include the work of writers who are only occasionally concerned with art.	
7	A05 1263	It seems reasonable to think that The Facts is imagined, and that it could promote a benevolent view of the literal or faithful — as opposed to the fantastically transgressive — imagination, which may or may not, in any given case, be directly concerned with the facts of the world.	
8	A05 1683	The book is a succession of anecdotes carefully transcribed in fidelity to his broad Scots, and largely concerned with the long-suffering of the past days.	
9	A06 1369	Of all the classes this is closest to what happens in an actual rehearsal, since it is much more concerned with the technical means than the dramatic character.	
10	A06 1577	None of them were particularly concerned with 'glamour'.	
11	A06 1579	All are concerned with practical issues such as the accessibility of the union to those who are coming into the profession and the sensible ways of selecting actors for parts.	
12	A06 2066	Acting can be both pleasure and torture — but it is not fun and people are sometimes more concerned with the image of being a professional rather than just working.	



Teaching that empowers students

“A teacher is one who makes himself progressively unnecessary.” ~ Thomas Carruthers



**Assessment processes that
take account of learner
motivation**



Which is more motivating?

1. Assessment that emphasizes

(a) formative functions

(b) summative functions

2. Drawing attention to

(a) scores

(b) teacher feedback

3. Responding to

(a) all written errors

(b) selected error patterns

Motivational assessment ...

- ❁ places a great deal on the formative potential of assessment – i.e. with assessment informing and improving learning
- ❁ puts students at the centre of learning and assessment



Assessment of Learning (AoL)

- ❁ Focuses on providing judgment and evidence of students' abilities
- ❁ Aims to “elicit evidence regarding the amount of knowledge, expertise or ability” (William, 2001, p.169).
- ❁ Serves summative functions
- ❁ Emphasizes scores
- ❁ Assessment information used for administrative and reporting purposes

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Formative Writing Assessment

- ❁ i.e. assessment serves **pedagogical purposes and is used to facilitate teaching and learning of writing**
- ❁ “The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there
(Assessment Reform Group, 2002)

Assessment for Learning

- Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of **promoting pupils' learning**. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it **provides information to be used as feedback**, by teachers and by their pupils in **assessing themselves and each other**, to **modify the teaching and learning** activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to **meet learning needs**. (Black, Harrison, Lee, Marshall & Wiliam, 2004, pp. 2-3)



Students at the Centre of AfL

- ❁ AfL sees **students play an active role in the classroom**; it is a **student-centred** approach to assessment that “involves the **active engagement of students in setting goals** for their learning and growth, **monitoring their progress** toward these goals, and **determining how to address any gaps**” (Andrade et al., 2012, p.8).

Assessment as Learning

- Earl (2003, 2013) refers to such an assessment focus as “assessment as learning” (AaL), which is “a subset of assessment for learning that **emphasizes using assessment as a process of developing and supporting meta-cognition for students**” (Earl, 2013, p.3), as well as “the role of the student as the critical connector between assessment and their own learning” (Earl, 2013, p.3).

Motivation and AfL/AaL

- ❁ AfL/AaL is informed by a theory of motivation that emphasizes **learning goals** – i.e., students are motivated by a desire to attain mastery of learning and to achieve competence, rather than performance goals that motivate them towards getting higher scores / better grades (as in assessment of learning) (Shepard, 2000a).
- ❁ AfL/AaL results in **enhanced intrinsic motivation**.



Teacher role in AfL/AaL

- ❁ In the AfL/AaL-oriented classroom, teachers support student learning by treating mistakes as a natural part of learning.
- ❁ They take account of student motivation, playing the role of a resource, a guide, and a facilitator rather than an evaluator (Shepard, 2000a).



Seven strategies of assessment for learning

Where am I going?

- 🍁 Strategy 1: Provide students with a clear and understandable vision of the learning target.
- 🍁 Strategy 2: Use examples and models of strong and weak work.

Where am I now?

- 🍁 Strategy 3: Offer regular descriptive feedback.
- 🍁 Strategy 4: Teach students to self-assess and set goals.
- 🍁 Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.



How can I close the gap?

- 🍁 Strategy 6: Teach students focused revision.
- 🍁 Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.

Chappuis, J. (2009). Seven strategies of assessment for learning. Boston: Pearson.



**Target 1: Clear and
understandable learning target**

**What are the learning
goals/targets for a one-
sided argumentative
essay on a social issue?**

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Target 1: Clear and understandable learning target

Students should include the following:

1. Background – thesis statement
2. First argument – supported by evidence
3. Second argument – supported by evidence
4. Third argument – supported by evidence
5. Reinforcement of thesis
6. Appropriate use of connectives to list, present, develop, link up and summarize arguments
7. Correct use of verb tenses (mainly the present tense)



Target 2: Examples of strong and weak forms

Essay topic:

Are Hong Kong parents over-protective?

A vertical strip on the left side of the slide features a close-up photograph of vibrant red maple leaves, likely from a Japanese maple, with detailed vein patterns and a rich, saturated color.

Target 2: Examples of strong and weak forms

(A) Many people are using the phrase ‘winning at the starting line’ to describe how children are raised in Hong Kong. Parents make sure that their children stay competitive soon after they were born, for example, by putting them in elite kindergartens and schools and making them join as many extra-curricular activities as possible. Parents try their best to smoothen the path for their children in the hopes that they will become successful in the future. However, are parents over-protective?



Target 2: Examples of strong and weak forms

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

Target 3: Regular descriptive feedback

	Comments
Content and structure	
Introduction - provides useful and relevant background information about the topic	
Introduction - contains a clear thesis statement.	
Body – consists of several arguments that support the thesis	
Arguments - supported by evidence and examples	
Conclusion - contains a restatement of the thesis	
Language	
Correct use of verb tenses	
Appropriate and correct use of connectives	



Target 4: Set learning goals and self-assess

Generic learning goals

To be able to:

- Use simple, compound and complex sentences in writing
- Use appropriate linking devices to link ideas
- Use basic present and past tense correctly
- Use a range of vocabulary with correct spellings
- Develop paragraphs with main ideas and supporting details

Specific learning goals

To be able to:

- Write a clear thesis statement
- Include several sound arguments to support the thesis
- Develop each argument logically by including a topic sentence and relevant supporting details



Learning goals	Strategies I used	I demonstrated I achieved this when ...
Clear thesis statement	I made sure that I wrote an opinion rather than a fact	My teacher thought it was a good thesis statement
Sound arguments that support the thesis	I developed an outline before I started writing and asked my peers to comment on my major arguments	My peers and teacher commented that I was able to examine the topic from different perspectives
Each argument begins with a topic sentence and is supported by relevant details	I re-read my paragraphs and underlined the topic sentence and checked the supporting details.	My peers and teacher gave me a good rating on the feedback form.



Target 5: Focused instruction – one learning target a time

- 🍁 How to write a thesis statement
- 🍁 How to build an argument
- 🍁 How to conclude by reinforcing the thesis



Writing a thesis statement

- ❁ Original thesis: We must save the whales.
- ❁ Revised thesis: Since our planet's health may depend upon biological diversity, we should save the whales.
- ❁ Original thesis: We need to go to school.
- ❁ Revised thesis: Schooling is good for teenagers as it has both tangible and intangible benefits.

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Target 6: Focused revision

- 🍁 Topic: Are Hong Kong parents over-protective?
- 🍁 Many people are using the phrase ‘winning at the starting line’ to describe how children are raised in Hong Kong. Parents make sure that their children stay competitive soon after they were born, for example, by putting them in elite kindergartens and schools and making them join as many extra-curricular activities as possible. Parents try their best to smoothen the path for their children in the hopes that they will become successful in the future. However, are parents over-protective?



Target 7: Student self-reflection

- 🍁 Self reflecting + self assessing + self monitoring
- 🍁 Students can reflect on:
 - *Goals*
 - *Content of writing*
 - *Language use*
 - *Style*
 - *Audience awareness*
 - *Overall strengths and weaknesses*



Student self-reflection

- 🍁 Three most important things I have learnt about writing in this unit of work:
 - 1.
 - 2.
 - 3.
- 🍁 One thing that I have achieved:
- 🍁 One thing that I want to improve on:



Assessment as learning: Self-assessment

	1	2	3	4
Content and structure				
Introduction - provides useful and relevant background information about the topic				
Introduction - contains a clear thesis statement.				
Body – consists of several arguments that support the thesis				
Arguments - supported by evidence and examples				
Conclusion - contains a restatement of the thesis				
Language				
Correct use of verb tenses				
Appropriate and correct use of connectives				

Self-assessment and self-reflection

Portfolio self-assessment

- ☻ Compile all your works into a portfolio, arranging them from the most to the least effective.
- ☻ Reflect on the best piece of writing
 - *What makes them the best?*
 - *What goals did you set for yourself?*
 - *What did you do well?*
 - *What do you do less well?*
 - *What problems did you encounter?*
 - *What did you do to solve the problems?*
 - *What are your goals for your future writing?*



Assessment as learning: Peer assessment and feedback

Peer feedback protocol (for face-to-face interaction)

- 🍁 Student writer: I want feedback most on ...
- 🍁 Peer reviewer: Feedback sandwich
 1. *you did well on ...*
 2. *these parts need to be changed because ...*
 3. *you can improve it by ...*
- 🍁 Student writer: could you explain a bit more on ...?
- 🍁 Peer reviewer: reply and clarify

*(Adapted from: Activity 4-4A Strategies for assessment as learning.
Office of Learning and Teaching, DE&T)*

A photograph of vibrant red maple leaves in the upper right corner, set against a clear blue sky. The leaves are in sharp focus, showing their characteristic five-lobed shape and serrated edges. The background is a soft, out-of-focus blue sky. A semi-transparent white rectangular box is positioned in the lower-left to middle section of the image, containing the text.

Motivational feedback



Ten formative feedback strategies

- **Optimum:** More does not mean better; less is more
- **Selective:** Error feedback that is manageable for students and teachers
- **Diagnostic:** Helps students understand their strengths and areas for improvement
- **Balanced:** Coverage on content, language, organization and genre
- **Constructive:** Specific feedback that helps students learn
- **Student-specific:** Sensitive to students' needs
- **Encouraging:** Builds confidence and enhances motivation
- **Empowering:** Involves and empowers students in the learning process
- **Prospective:** Helps students understand how to improve their future writing
- **Integrative:** Helps integrate assessment, teaching and learning

Selective error feedback

- ❁ Less is more
- ❁ Respond to errors selectively
- ❁ Question: how to select errors?

Diagnostic feedback

- Identify a few strengths and a few critical areas in a essay
- E.g.
 - Strengths:
 - Major areas for improvement

Diagnostic feedback on written accuracy

- Work out error ratios for common error types at the beginning of the academic year – e.g.
- 1 tense error out of a total of 10 errors – 0.1
- 2 article errors out of a total of 10 errors – 0.2
- 3 agreement errors out of a total of 10 errors – 0.3
- 4 preposition errors out of a total of 10 errors – 0.4
- Track students' development throughout the year

Balanced coverage

-  What areas should teacher feedback cover?
-  Comment on content, language, organization and genre

Constructive feedback

- Give concrete, text-specific commentary, preferably with reference to success criteria established earlier
- Nice beginning**
 - cf. attention-grabbing beginning with the use of a proverb*
- Well-organized**
 - cf. clearly discernible structure that follows the problem-solution rhetorical pattern*
- Inappropriate ending**
 - cf. you end abruptly without using any appropriate discourse marker. Need to signal to the reader that the essay is coming to an end*



Your essay lacks coherence!



The middle section is very messy –
fix it!



Lots of grammatical mistakes!



Impressive work! Well done!



I have no idea who you are writing to!

Student-specific feedback

- ❁ Cater to students' individual needs
- ❁ Teachers could vary their feedback according to:
 - ❁ Nature and goals of student text / text type
 - ❁ Strengths and weaknesses of individual students
 - ❁ Shared knowledge between teacher and student

* For weaker students, for example, you may like to be more directive - hence use more imperatives. For stronger students, you may want to ask more questions to help students think (Ferris & Hedgcock, 2005).
- ❁ Give specific feedback on certain grammatical patterns if the student is particularly weak in those areas (e.g. prepositions, articles)
- ❁ Give feedback that responds to students' specific requests

Encouraging feedback



Praise students!



Through feedback, create a classroom culture where mistakes are a natural part of learning and where everyone can improve.



Feedback forms with categories expressed in the form of 'can-do' statements

Feedback that is empowering

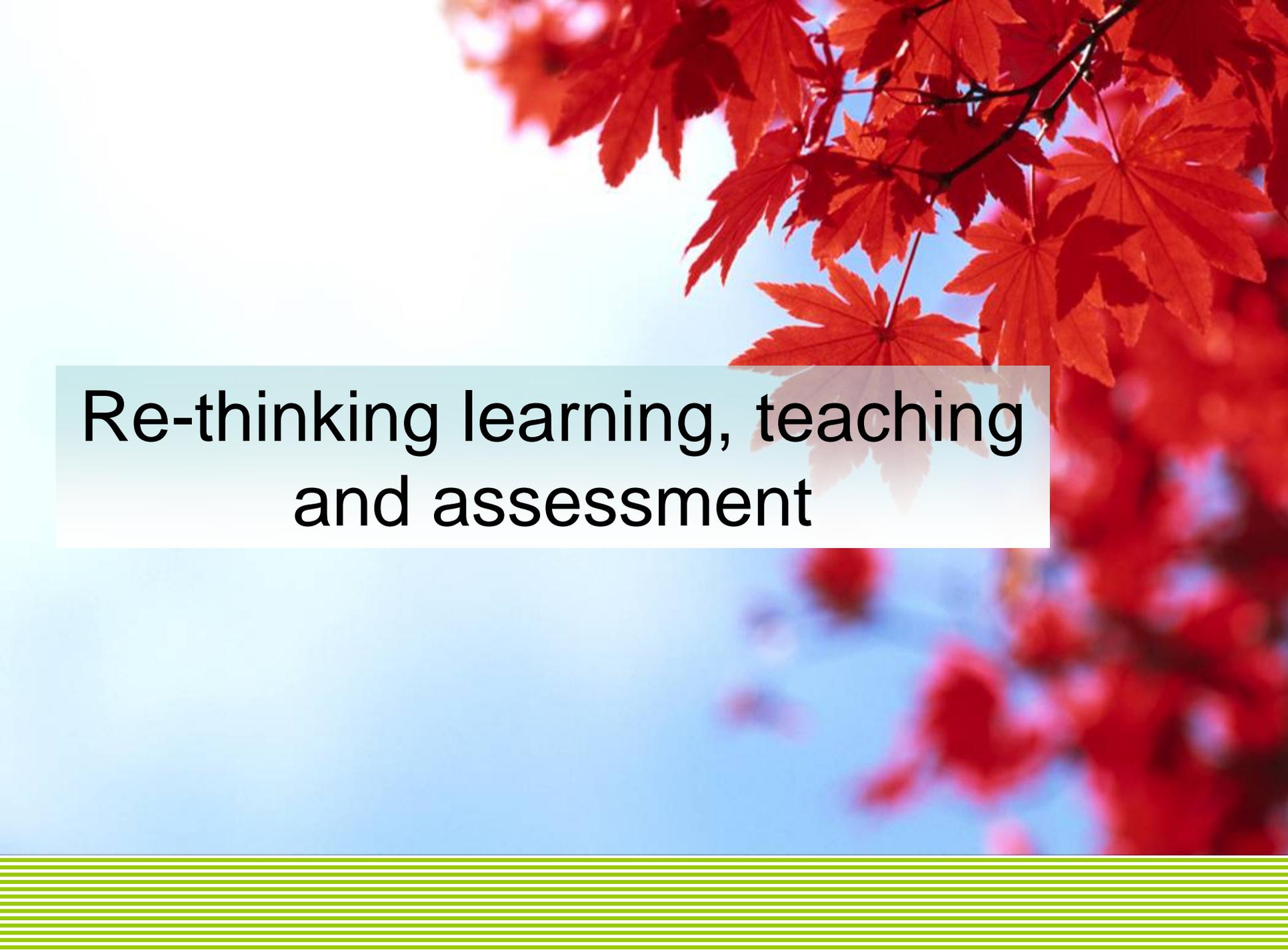
- ❁ Involve students; encourage students to take responsibility for their learning – e.g.
 - ❁ Self / peer editing (using editing checklists or concordancing software to check grammar and vocabulary)
 - ❁ Self / peer evaluation (using feedback forms or wikis)
 - ❁ Keep error logs
 - ❁ Keep reflective journals – set learning goals; reflect on ‘how I can improve my future compositions’
 - ❁ Suggest areas of error feedback for teacher
 - ❁ Participate in the development of feedback forms
 - ❁ Suggest areas for discussion in teacher-student conferences

Feedback that is prospective

- Helps students understand what they can do to improve their writing – i.e. to close the gap between a desired goal and the present state of the student
- Follow-up is needed – e.g. opportunities for revision; post-writing grammar workshops ; post-writing editing exercises based on common errors identified from students' writing; follow-up writing instruction

Feedback that integrates teaching, learning and assessment

- 🍁 Teachers teach what they assess, and assess what they teach
- 🍁 Feedback relates directly to instructional input, reminding students of the success criteria established at the instructional stage; it also relates to learning goals and serves to reinforce learning
- 🍁 Feedback is communicated clearly and made intelligible to students in terms of what they have learnt, hence a close link between teaching, learning and assessment.

The background of the slide features a close-up of vibrant red maple leaves in the upper right corner, set against a clear blue sky. The leaves are in sharp focus, showing their characteristic lobed shape and vein structure. The rest of the background is a soft, out-of-focus blue sky. A semi-transparent white rectangular box is centered on the slide, containing the main text.

Re-thinking learning, teaching and assessment



Learning should take centre stage



Teaching should



maximize learning



align with assessment



Assessment should



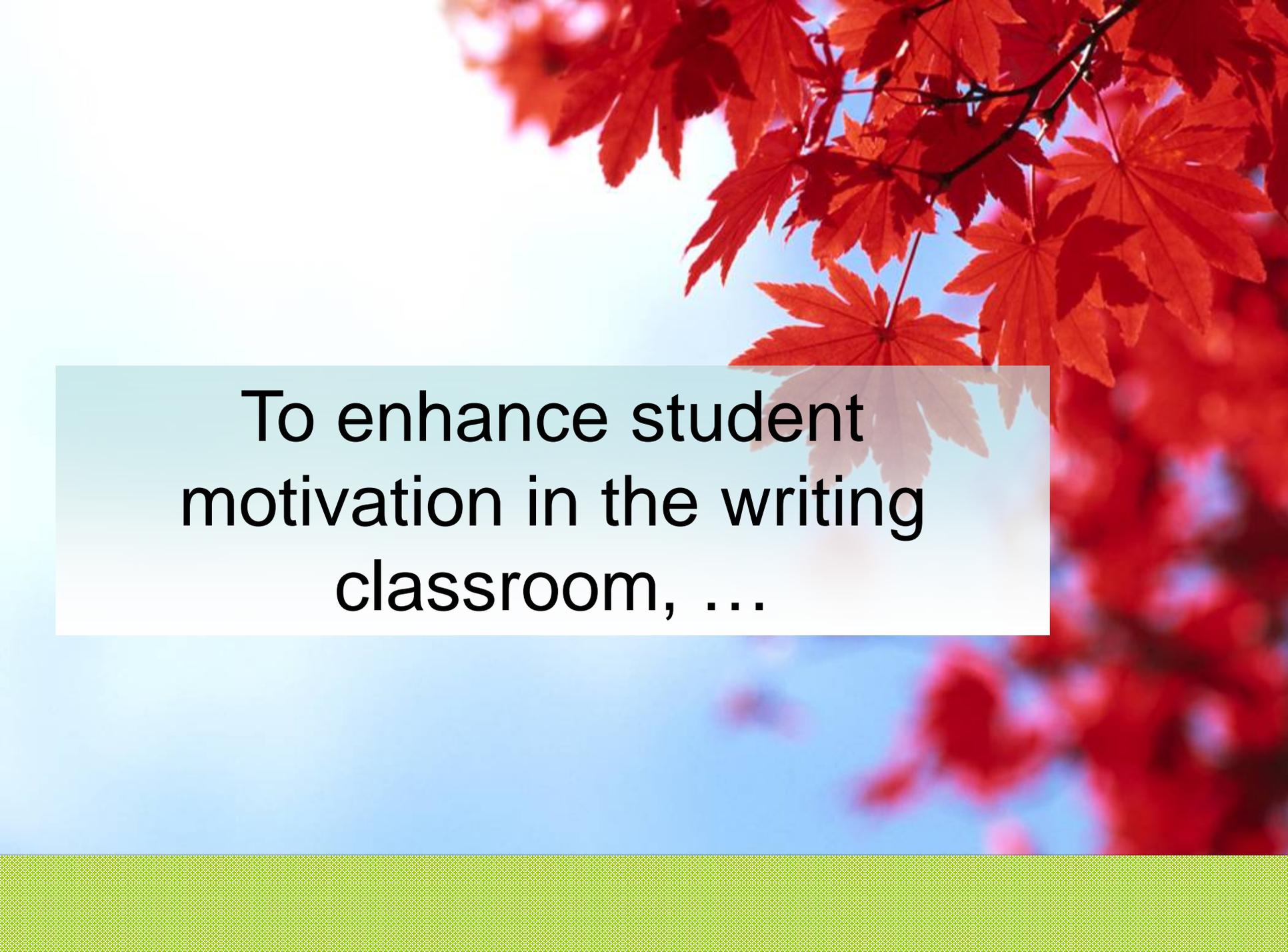
take account of learner motivation



integrate learning and teaching



help promote learning and improve teaching

The background features a soft-focus image of vibrant red maple leaves against a pale blue sky. A semi-transparent white rectangular box is centered on the page, containing the text. At the bottom of the slide, there is a solid green bar with a fine, dotted texture.

To enhance student
motivation in the writing
classroom, ...



Need to promote teacher learning, so that teachers learn to provide **motivational learning experience** for students and enhance the effectiveness of learning, teaching and assessment in the language classroom

Teacher critical reflection

-  Journalling
-  Action research
-  Peer observation
-  Professional development activities
-  Professional learning communities

THANK YOU!

