

Seminar Series:

Sharing Best Practices Among Colleagues

13 December 2023

Ways to Improve Students' Creative Writing in the EFL

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Writing is a Critical 21st Century Skill

Nationwide tests in the US have shown that only 25% of students are able to score at a proficient level in writing (National Center for Education Statistics 2012).

Only 27% of employers classified recent college graduates as “well-prepared” for written communication in the workplace (Stewart et al., 2016).

Only 27% of 12th-grade students demonstrated proficiency in writing on the National Assessment of Educational Progress (The Nation’s Report Card, 2022).

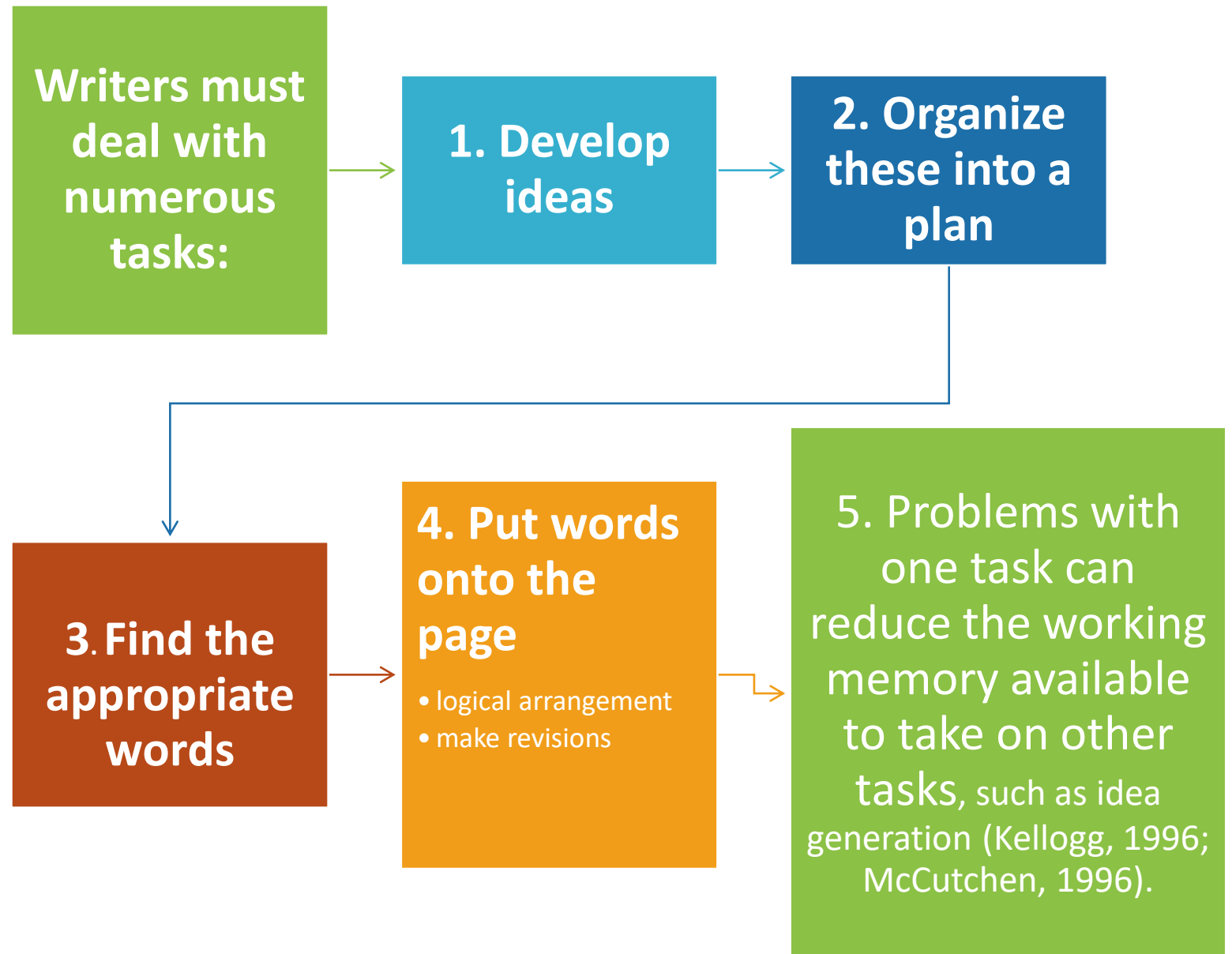
Writing is the subject where pupils perform less well compared with reading, maths and science (DfE, 2012d)

Why is Writing a Complex task?

It requires:

- fine motor skills
- cognitive skills
- social skills
- cultural patterns
- linguistically complex (Myhill and Fisher, 2010; Fisher, 2012).

The Complexity of the Writing Process



Examples from Lower Secondary (LS)

What are some of the hidden dangers of going hiking in the Cypriot countryside?

Initial writing: Y1, LS

① One of the most serious hidden dangers when hiking in the Cypriot countryside ~~are~~ ^{are} unseen cliffs.

Writing after planning:

One of the most serious hidden dangers when hiking in the Cypriot countryside are ^{the} unseen cliffs because if you're not careful with every step you take, you never know when you could fall off a cliff. But most of the time if you walk on the side of the road where cliffs aren't a danger anymore, you don't have to worry about them. So when hiking far away from the road and ~~not~~ walking on a ^{Sketchy} safe path remember to always watch your step.

Developing Writing

Freewriting: Y1, LS

My favourite sport is football because i can play with my friends and spend my free time. Also, i love football because my dream one day is to be a footballer!

Writing after planning

I want to talk about my favourite sport. My favourite sport is football because it helps me stay fit and healthy! When you play football you need to take a lot of sleep and eat specific times and food. Also, I love football because I play with my friend at my free time! Also, my dream one day is to be a great footballer and play in my favourite position, center attacker midfielder (cam)! This is my favourite sport!!!

Developing Writing

Freewriting: Y1, LS

My favorite sport is track and field especially long jump. I like every time that I train to break my record is I can. I love to jump higher and higher every time. My coach is very nice and she always help me to be better. I like it because it is special for me but it isn't always that easy to do it you are tired.

Writing after planning

My favorite sport is track and field especially long jump because it is special for me and it helps me to stay healthy and strong. I hope every time that I go train to break my record, is I can. I love to jump higher and higher every time. My coach is nice and she always helps me to be better and better. So this is my favorite sport, but it isn't always that easy to do because you need to have endurance!

Developing Writing

Small

My favourite sport is Football because I can play with my friends and spend my free time. Also, I love Football because my dream one day is to be a footballer!

3/6

I want to talk about my favourite sport. My favourite sport is Football because it helps me stay fit and healthy! When you play Football you need to take a lot of sleep and eat specific times and food. Also, I love Football because I play with my friend at my free time! Also, my dream one day is to be a great footballer and play in my favourite position, center attacker midfielder (cam). This is my favourite sport!!!

‘Miss, I don’t know what to write’

- We assign writing, we don’t teach it: sentence level – sequence of logical reasoning – creative thinking – cohesive writing, drafting, planning, sharing, evaluating, revising and editing. Engage students in prewriting activities where they can assess what they already know and research an unfamiliar topic or arrange their ideas visually (Education Standards Analysis & Research Division 2012).
- Expository writing (explains and informs) is not intentionally taught in school, it should start in elementary school with learning how to plan carefully – coherence – correct grammar and punctuation – production of more elaborate writing in Secondary Education (Hochman and Wexler 2017).
- The most frequent genre we explore in lower secondary education is Narration, yet that does not prepare students for creating informative, argumentative and persuasive writing (Hochman and Wexler 2017) .

Focus of the Study

- Examine if students' writing could improve by teaching them how to plan their writing effectively, revise their writing, spend time learning to speed up the planning process and analyze plans (logical arrangement, filter out details that would not relate to topic, etc).
- Teach 5 strategies for developing their writing and focus on the importance of deliberate planning and expository writing.
- Examine improvements relevant to grammar, punctuation, effective writing development, arranging information logically, and drawing conclusions.

Method

- Duration of study: January 2022 – November 2023
- Schools: 2 x Y2 Lower Secondary (LS), 1 x Y1, 2 x Y2 Upper Secondary (UP)
- Participants: 83 students, aged 13-16 years old
- Time spent learning writing techniques and writing: $\frac{1}{4}$ of weekly class time (2 periods: 20 min; 4 periods: 40 min writing)
- Data collected: techniques taught in class, student writing was generated, and snapshots taken upon permission. All qualitative data.

What is the Writing Revolution (TWR)

- TWR, the Hochman Method, is now being implemented at schools across the US, spanning all grade levels.
- Teachers have been using this method for over 25 years and is currently regarded as the most systematic tool for teaching the mechanics of writing in isolation to all other skills, as a set of rules and definitions.
- It consists of different strategies that can be used to create activities for a preexisting curriculum and weave them into teachers' content instruction.

The Six TWR Principles

1. Students need explicit instruction in writing (starting from elementary)
2. Sentences are the building blocks of all writing.
3. TWR is embedded into current curriculum to make a powerful teaching tool.
4. The content of the curriculum drives the consistency of the writing activities.
5. Grammar is best taught in context (students' writing)
6. Planning and Revising are regarded as the most important stages of the writing process.

TEACHING DELIBERATE PLANNING IN Y2, LS

PLAN/OUTLINE: How important my house is in my life
3-4 sentences ① Introduction: Who do you live with, For how many years have I been ^{living} ~~living~~ there, How important it is to us, why do I feel safe?
② Outer features: Location, Scenery, garden, ^(with memory) little farm (chickens, pigs etc)
③ Inner features: Bedrooms x2, kitchen, living room, bathroom, etc
④ Conclusion: our favourite features, why do we love it, many memories created

Outline:

NO FULL SENTENCES

PLAN: Place I call home

-> 3-4 sentences: Why do I call this place 'home'?

② Outer features: green garden with lots of memories (give examples)
4-5 sentences

swimming in the lake near to my house

riding my bike in the field next to the house

③ Inner features: my bedroom -> I feel safe, calm, etc

kitchen -> happy - scent, aroma, memories of cooking with mum

living room -> cozy, where we spent most of our time

④ Conclusion: Closing the writing: why does this place make me feel great?

2

PLAN/OUTLINE

TEACHING WRITING: Y2, LS

The place I call home

I call this special place a "home" because I have ^{created there} formed memories over the years. Also because it's the place I feel more comfortable and safe.

My Mother made sure that our house would be stylish and modern after ten or twelve years. From the outside ~~to~~ you can see that the house has a flat roof filled with ^{photovoltaics} ~~electrostatics~~. So it is also ~~very~~ good for the environment. Also it has a big driveway ^{that} leads to the house and our garden which is my dad's favourite place. It's the place he is most proud of because it has everything he wanted as a kid: a pool, beautiful and colorful flowers, plants and some ~~decor~~ decorative features such as ^{base for} ~~our~~ tables, ^{stylish} ~~and~~ chairs ^{and} the pool side bars.

~~Best and~~

^{Excellent transition} ~~Now only~~ My house isn't only stylish and modern ^{on} from the outside but it is ^{also stylish} ~~too~~ from the inside. It has a big kitchen that I ~~remember from it~~ ^{remember} my mom cooking always was talking ^{time} ~~some~~ that smell would ~~make me~~ remind me of cooking with her. Near the kitchen ^{is} our living room ^{and} where I spend lots of my time playing video games and watching movies with my family. Also we have many bedrooms that are overlooking the sea. My bedroom is my special place because it's the space I remember from a kid designing it and making it match with my personality and my interests.

This place makes me feel great because the well designed layout and comfortable furnishings make me feel right at home.

TEACHING DELIBERATE PLANNING IN Y2, LS

TITLE: The home of my memories

PARAGRAPHS
· Introduction
MAIN BODY { · Outer Features
· Inner Features
· Conclusion

INTRODUCTION: 3-4 sentences
· Explain the title

OUTER FEATURES: 5-6 sentences
· IDEAS: beautiful, lush garden - parents and I maintain it
· next to the lake - where I learned how to swim
· big backyard - camping with friends

INNER FEATURES: 5-6 sentences
· IDEAS: my bedroom: → Spend most of my time
→ sleepovers with friends
→ favourite place in the house
· the kitchen: → learned how to cook there
→ had many family dinners
· living room: movie nights and game nights

CONCLUSION: very brief recap of contents (around 2-4 sentences)
conclude the essay with the meaning of the title. (2-3 sentences)

Notes: No apostrophes or informal writing

TEACHING WRITING: Y2, LS

The home of my memories

Every person needs a place to stay. Some peoples' homes might be bigger and more extravagant than others. But what makes a place a home are all the memories you make there with the people you love.

When you first see my home, the first thing you will notice is the beautiful and lush garden which my parents and I have helped maintain it and made it how it looks today. My house is next to a lake, in which I have learned how to swim. It is definitely something that would have completely changed my experience living there if it wasn't there. Lastly, when you go towards the backyard, you will notice the grill and the camping equipment stored in a small shed. I remember many camping memories with friends and family.

When you enter my house, the first room you see is the living room. I can recall many fun game nights with family members and movie nights with my parents. Right next to the living room is the kitchen, where I first learned how to cook and bake with my grandmother. The room is filled with lots of positive energy from all the family dinners we have had there. But my favourite room by far is my bedroom. It is where I spend the most of my time and where I hang out with friends and have sleepovers.

What makes my home more special than other places are all the memories I have had there. Without them, a home is just a hollow shell of nothingness.

Sequencing Tasks in EFL: How does one go about task complexity?

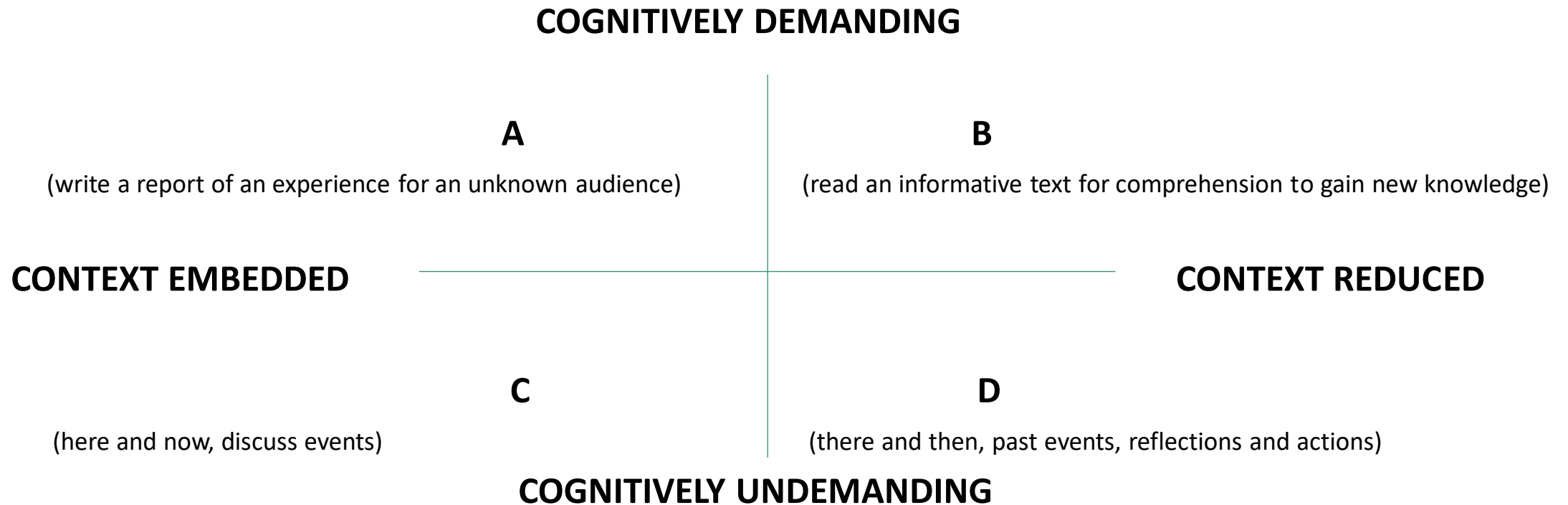
- Research involved into the complexity and sequencing of EFL tasks with no parameters being set as regards the manipulation, combination and construction of sequences of tasks that promote performance and learning (Robinson 2015, Sasayama and Norris 2019, van de Branden 2021).
- This is due to level of proficiency, gender, motivation, learners' strategy choice and learning strengths (Chamot 2004; Maftoon 2012) varied.
- Moreover, the relationship between task complexity (description of the complexity of the task) and task difficulty (description of actual difficulties students experienced) is not stable.
- For this reason, elaborate research into the impact of task complexity in L2 performance has produced mixed and inconclusive results (Ellis et al. 2020).

Sequencing Tasks in EFL: How does one go about task complexity?

- Study examining task complexity with 120 Japanese EFL students where 4 oral tasks had a presumed difference in complexity.
- Students were asked to rate the difficulty of task performed and mental effort needed.
- Interestingly, neither the least nor the most complex tasks resulted in the best/worst performances in syntax, accuracy, lexical variety and fluency of students' output.
- Students actually performed best in mid-complexity tasks and in follow up interviews they expressed that before and after the test they mentally rated the difficulty of the task and motivated themselves to invest the appropriate energy in each one (Sasayama and Norris 2019).

Task Complexity

- Feasibility Criterion: fine-tune task complexity to the needs and capabilities of students : *context-embeddedness* (Byrnes et al. 2010; Mohan et al. 2015).



(Four quadrants of task complexity, Cummins 2000)

The Writing Revolution in the EFL classroom

5 Strategies based on Feasibility:

1. Because-But-So
2. Independent + Dependent Clauses, coordination and subordination
3. Appositives
4. Sentence Combining
5. Sentence Expansion

1. Because-But-So (Context embedded, less cognitively demanding), Y1, LS

My Favourite sport is ...

My favourite sport is athletics (track and field). Track and hurdle because i've been doing this sport since i was for 6 years. I like it because im good at it. But sometimes im getting injured.

My favourite sport is athletics. Track and hurdle because i've been doing it since i was young. I like it because i grew up doing it and now its always cut my schedule. But sometimes im getting injured. This sport is so much fun. So ~~hard~~ running its not as easy as it looks you have to sleep at a specific time you need to eat well and you dont have free time because of your sport.

1. Because-But-So (Context embedded, less cognitively demanding), Y1, LS

My favourite sport is track. I'm a sprinter and ~~and~~ I run 100 metres. In the last four races I went 150 metres. One day I want to be a 200 metres runner because I'm better at sprint but a ~~little~~ ~~little~~ little bigger distances.

My favourite sport is track because I love ~~running~~ running and getting a little tired. As I said I like getting a little tired but not too much. I hate long distances like 300 metres. Track made me a ~~diff~~ different person. At the beginning I didn't think I would like it that much, but eating healthy and getting stronger every day made me a better person. Even though sometimes I'm tired or nervous for track, I love it. So it's the perfect sport for me.

1. Because-But-So (Context reduced, more cognitively demanding), Y2, US

COMPLETE THE SENTENCES:

example 1:
Rising global temperatures are leading to more disasters
because of climate change.
,but if we take action we could save the planet.
,so it is up to us to fix it.

example 2:
The sound of the ocean waves is soothing
because it sounds peaceful.
,but waves are really powerful.
,so this means that it can calm a person.

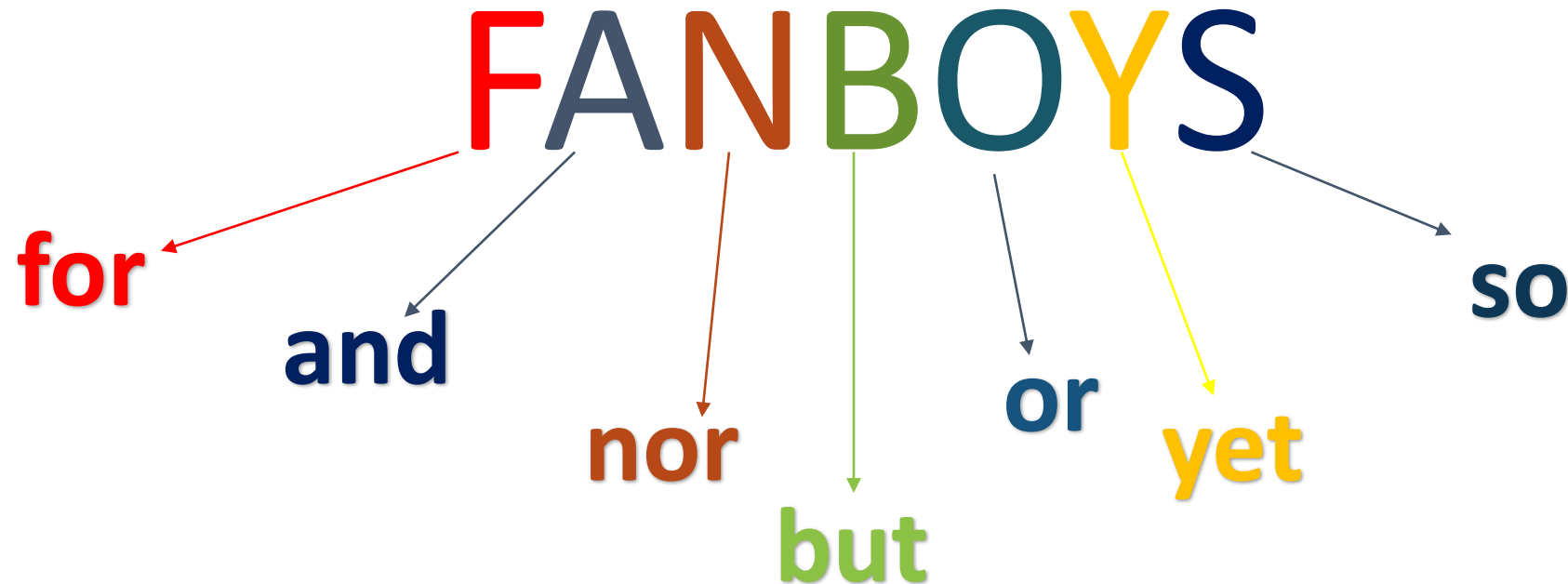
example 3:
Dogs are loyal animals
because they trust their owners.
,but they could still be dangerous at times.
,so they make really good pets.

A vertical red line is drawn on the right side of the handwritten text, separating the sentences from the connector words. The connector words 'because', 'but', and 'so' are written in red ink to the right of the line.



AT SENTENCE
LEVEL

2a. Basic Building Blocks of Writing: Coordinating Conjunctions



IND, C.CONJ + IND

Jasmine was tired, so she went to bed early.

2b. Basic Building Blocks of Writing: Subordinating Conjunctions

AFTER	WHEN	BEFORE	UNTIL	IN ORDER THAT
AS SOON AS	BECAUSE	AS	EVEN IF	WHEREVER
SINCE	THOUGH	ALTHOUGH	ONCE	WHENEVER
EVEN THOUGH	IF	UNLESS	WHILE	AS LONG AS
TILL/UNTIL	NOW THAT	PROVIDED	SO THAT	BEFORE

IND + DEP

DEP, + IND

She can stay **as long as** she is willing to pay rent.
As long as she is willing to pay rent, she can stay.

2. Class snapshots

(COMPOUNDS + COMPOUNDING SENTENCES)

↓

FANBOYS → so
 ↓ ↓ ↓ ↓ ↓ → yet
 for and nor but or

COMPOUND SENTENCE
 IND + IND
 He was tired, and he was
 IND , So IND
 normally
 Coordinating conjunction is preceded by a comma.
Cheetahs

SUBORDINATION + SUBORDINATING CLAUSE (phrase) ⇒ FORM COMPLEX SENTENCE

Subordinating Conjunctions

After	When	Before	Until	In order that	IND + DEP
As soon as	Because	As	Even if	Wherever	DEP, + IND
Since	Though	Although	Once	Whenever	IND
Even though	If	Unless	While	As long as	Because she cries
Than	Till	Now that	Provided	So that	DEP, +

She missed the bus

2. Independent and Dependent clauses (Context embedded, less cognitively demanding)

Example
~~Emperor penguins build nests. They have babies on the sea.~~
IND + IND

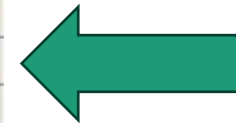
Emperor penguins build nests before they have babies on the sea.
IND + DEP = No comma
DEP₁ + IND = comma

My father was working. It started raining.
while my father was working, it started raining

^{mother} My was washing the dishes.
The telephone rang.

My mother was washing the dishes when the telephone rang.

My father was late for his appointments.
He has an accident.
My father was late for his appointments because he has an accident

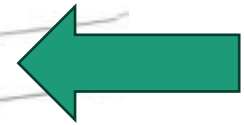


Production of students' own sentences

2. Independent and Dependent clauses (Context embedded, less cognitively demanding)

- 3) Yes (cycling in rain)
- Because: I couldn't go to the party because I had to study for my exam. (IND)
 - Although: Although it was raining, John went for a walk. (DEP)
 - While: While I was cooking dinner, my husband was watching TV. (DEP)
 - Since: Since she was feeling sick, she decided to stay home. (DEP)
 - If: If it rains, we will cancel the picnic. (DEP)
 - Unless: Unless you give me the address, I won't be able to come. (IND)
 - As: As I was walking to the store, I saw my friend. (DEP)
 - Before: Before I go to bed, I always brush my teeth. (DEP)
 - After: After I finish my work, I will go for a walk. (DEP)
 - Whenever: Whenever I hear that song, it reminds me of my childhood. (DEP)

Production of students' own sentences



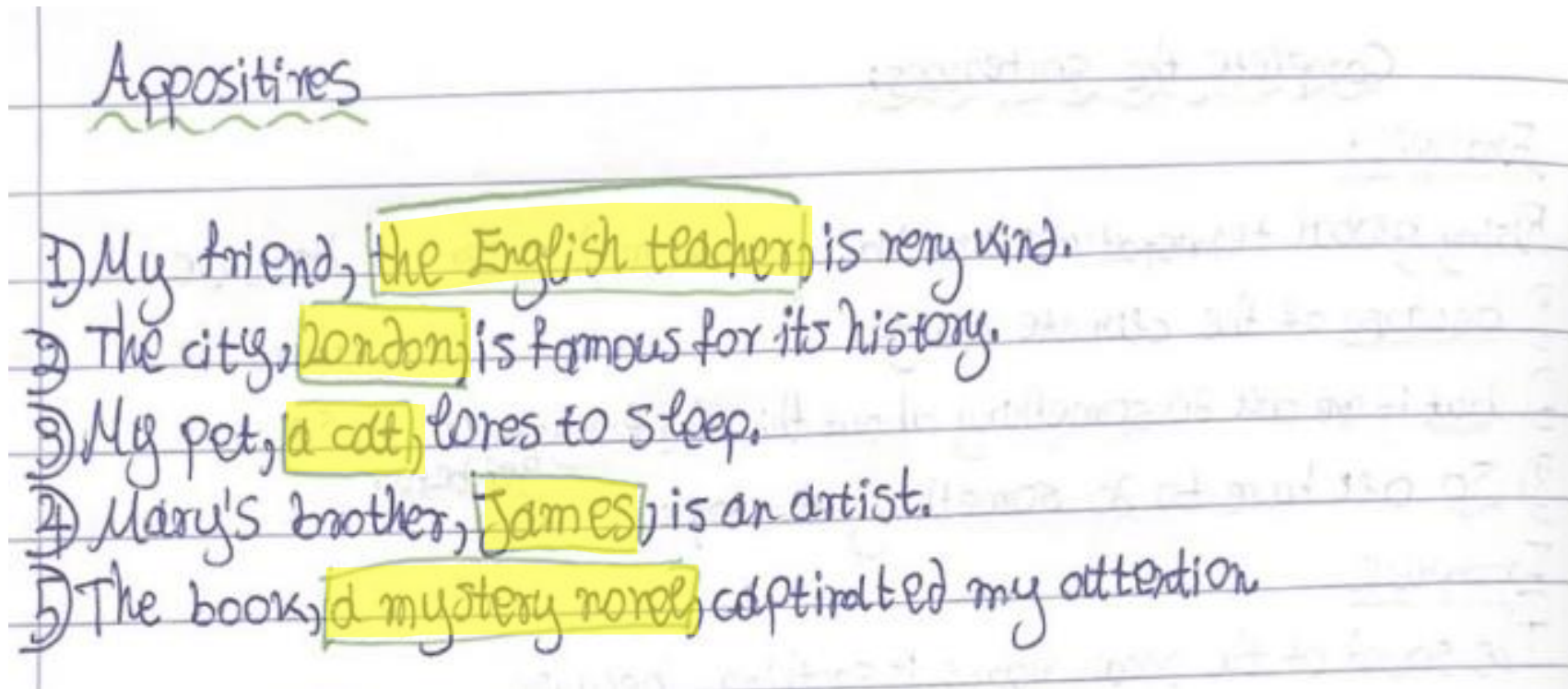
PRODUCTION: COORDINATION AND SUBORDINATION (context reduced and more cognitively demanding), Y2, US

Amos Richard, 64, was rescued on Monday **after** spending four days crawling through the Utah Desert with a broken leg at **many spots**. Richard was camping in Canyonlands National Park **and** went for a day hike in Little Blue Canyon, an area that is about a five-hour drive from **the big national park**. **While** he was climbing, he fell and broke his leg at several places. With no one around to help him **and** no one knowing his location he was forced to drag his through the **massive desert**. He had no warm clothing for the cold **and scary night** **nor** a map, **and** only 10 pints of water and only two power bars. Richard tried to follow his footprints back to his car **and** managed to cover the amount of 5 miles **before** he was found. Luckily, the national park rangers sent out search parties **when** they discovered his abandoned campsite. A helicopter took him to MOAB Regional hospital **where** he's **expected to recover very soon from his broken leg**.

There are three different possible cities where Pierre could live. There are: Bath, Boursemath and Brighton. **If** you ask me, he shouldn't go to Brighton **because** there's a lot shops **and** he is not interested in shopping **even though** he likes eating out **and** it has many varieties of restaurants. I personally think he should move to Bath **because** there are a lot of activities **and** things that relate to his interests there's like museums and galleries. There's also fascinating sights **where** he could go and read his books. He could also go cycling to the park **after** he could have a picnic and enjoy food

3. APPOSITIVES at the Sentence Level

Examples produced in class with students, Y1, US



3. Appositives

Production at the Sentence Level (context based), Y1, US

- | | |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1) My mum, Eri , is a teacher. | 1) My younger brother, Issa , is very stubborn. |
| 2) My best friend, Annd , is very talented at dance. | 2) In my city, Nigeria , we don't do festivals. |
| 3) The movie, Home Alone , is a Christmas movie. | 3) My friend who's working, from 12am - 6pm , won't be able to come to the party. TESSEK |
| 4) My favourite lipstick, red , is so vibrant. | 4) In my school, A , we don't do Christmas holidays. |
| 5) My eyes, brown , is such a boring colour. | |
| 6) My dad's car, blue , is such a beautiful colour for cars. | |

My examples

1. My dog, **Roxy**, is very friendly.
2. Eva, **the musician**, has a big house.
3. The city, **Athens**, has beautiful architecture.
4. My aunt, **the ballerina**, is very flexible.

- 1) Michael's, **my brother's**, nameday was yesterday.
- 2) My sport, **Taekwon-Do**, is very hard.
- 3) My friends' mom, is coming to pick us up. **Alena's mom.**
- 4) Our major, **Graphic Design and multimedia**, is all about creative works.

4. Sentence Combining, examples given in class

EXAMPLE 1:

1. The ocean is deep and vast.
2. Many unique creatures inhabit the ocean.
3. There are areas that still remain unexplored.

Suggested combined sentence:

The ocean, deep and vast, that is home to many unique creatures, contains areas that still remain unexplored.

4. Sentence Combining, examples given in class

EXAMPLE 2:

1. Gina took the subway everyday.
2. Gina didn't like the subway.
3. Gina needed to get to work.

Suggested combined sentences:

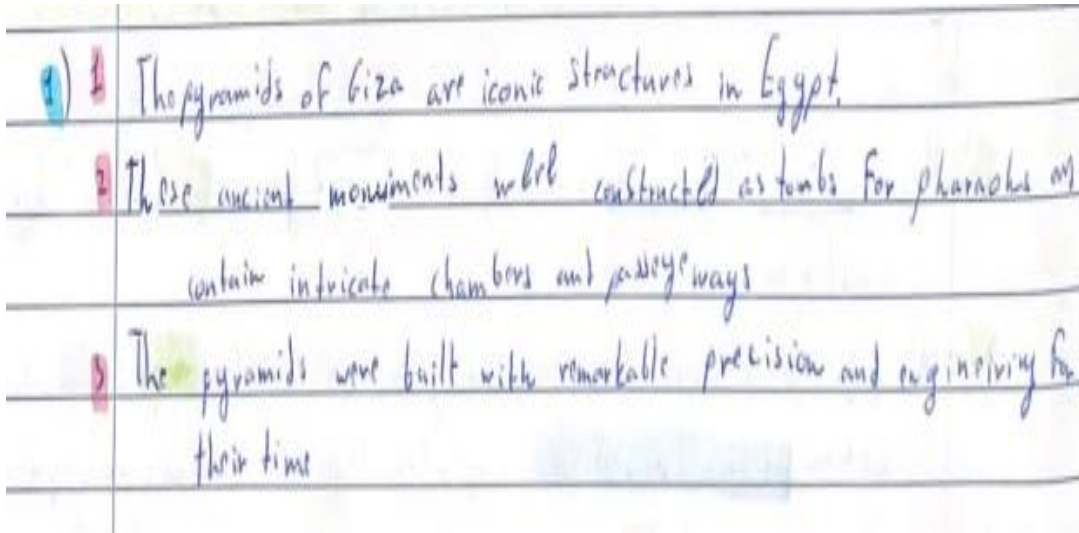
Gina, **even though didn't like the subway**, took it everyday as she needed to get to work.

Even though Gina didn't like the subway, **she took it everyday**, as she needed to get to work.

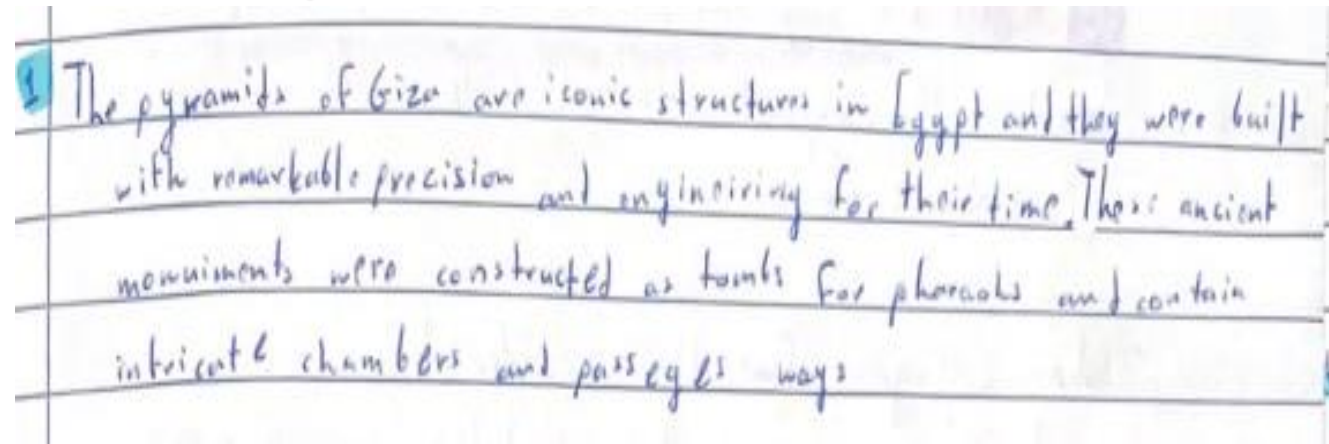
4. Sentence Combining, in class production, Y2, US (less cognitively demanding)

Sentences given in class to combine

AT SENTENCE LEVEL



Students' production of Sentence Combining

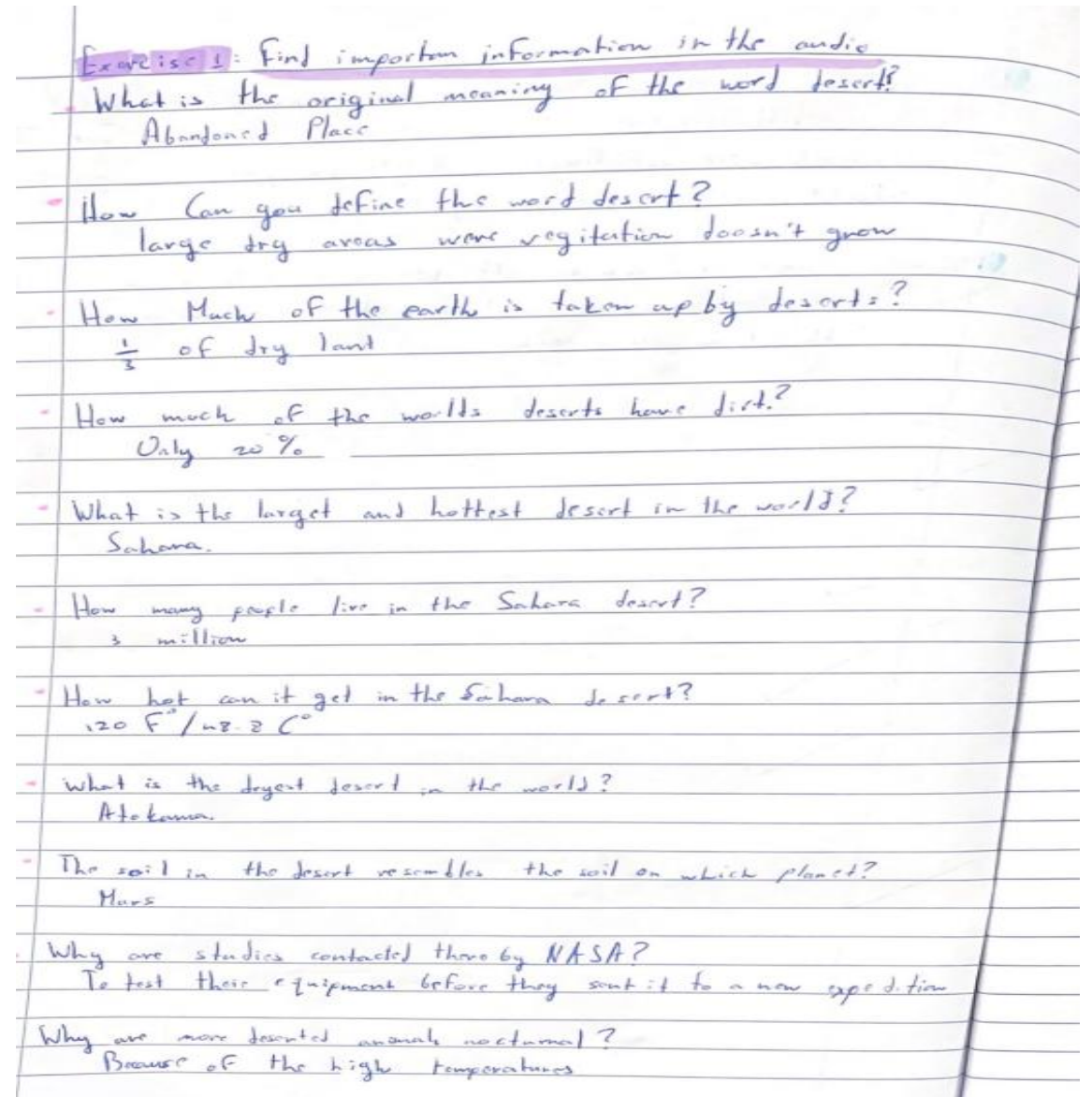


Student's response:

The pyramids of Giza are iconic structures in Egypt, and they were built with remarkable precision and engineering for their time. These ancient monuments were constructed as tombs for pharaohs and contain intricate chambers and passageways.

4. Sentence Combining, in class production, Y2, US (more cognitively demanding, context reduced)

1. Activity 1: AUDIO LISTENING IN CLASS from Textbook
2. Activity 2: Listen again and write down important questions and answers to these questions (learn to decipher important info)



4. Sentence Combining, in class production, Y2, US (more cognitively demanding, context reduced)

- Activity 3: Write a paragraph with these important details and apply the Sentence Combining strategy.

The meaning of the word desert is Abandoned Place which is the original meaning. Deserts are large dry areas where vegetation does not grow. $\frac{1}{3}$ of the earth is taken by deserts but only 20% of them have dirt. The largest and hottest desert in the world is Sahara but, you thought the very high temperatures, that go up to 120°F (48.8°C), there is around 3 million people living there. Even if Sahara is the hottest desert in the world, the largest is the Atokama desert. Because the Atokama desert is so dry the soil there is very similar to the soil on Mars. That is why NASA test their equipment there before they sent it to a new expedition. Most desert animals are nocturnal because of the high temperatures during the day and that's why those large empty areas in the wild are used to produce solar energy.

5. Sentence Expansion: WH-questions

Kernel Sentences

She sings beautifully

The cat chased the mouse

They went to the beach

Rain fell steadily

Wh - Qs :

- ① who
- ② what
- ③ when
- ④ where
- ⑤ why
- ⑥ how

What is the original meaning of the word dessert?

- An abandon place

How much rain does it get yearly?

- 16 inches

How much of the earth surface contains

- $\frac{1}{3}$

How many of the deserts have sand?

- 20 %

Where are the largest deserts?

- Artina and Antartina

5. Sentence Expansion: WH-questions

- What are they called?
 - Polar Deserts
- What is largest hot desert?
 - Sahara
- How many country's does it spread to?
 - 12 countries
- How many people live there?
 - 3 Million
- What is the hottest temperature it can reach?
 - 120 feirnhit
- What is the temperature at night?
 - Below 0
- What is similar to the soil of dessert?
 - Mars
- Why does NASA use the soil in the dessert?
 - to test it's instruments
- What kind of animals can survive this harsh contishions?
 - nocturnal
- Why are desserts dangerous to humans
- What kind of energy can you perdense in the dessert?
 - Solar

- What is the original meaning of the word Desert?
 - > Abandoned Place
- How much rain does it get yearly?
 - > 16 ince annually
- How much of the earth's surface is taken up by deserts?
 - > $\frac{1}{3}$ of the earth
- How many of the deserts have sand?
 - > 20 %
- Where are the largest deserts located?
 - > Arktik and Antartik
- What are they called?
 - > Polar deserts
- What is the largest hot desert?
 - > Sahara
- How many countries spread to?
 - > Twelve
- How many live there?
 - > 3 million
- What is hottest temperature it can reach?
 - > 120 F° / 48.3 C°

Sentence Expansion in paragraph writing (less context embedded, more cognitively demanding)

Desserts are considered abandoned places ^{where it} that barely rains and the temperature can reach up to 120°F and go below 0. Also at the desert it barely rains. The rain yearly is 16 inches but 3 million people live at the largest desert to the Sahara. Moreover the desert spreads at 12 different countries. Some advantages are that the soil of the desert is similar to Mars and that benefits NASA because they can check their instruments. Furthermore, in the desert because it barely rains they produce solar energy.

Sentence Expansion in paragraph writing (less context embedded, more cognitively demanding)

The word desert originates from the old english ~~desert~~, barren, which translates to dried up. The deserts dates back to 10,000 ago, and the oldest desert being the Namib located in south western Africa, ^{where} meanwhile the hottest is being the Sahara. Have you ever thought that ^{re} they are cold deserts as well? They are located in the poles and they are called polar deserts. According to data, around 3 million people are enduring the challenges of the harsh weather. To live in the deserts. Deserts take up to 1/3 of the earth's surface which calculates to 33%. You may believe that no animal life can survive those harsh ^{conditions} weathers, but the nocturnal species can survive them, ^{and} they hunt at night ^{when} the heat hits below 0, although ^{the} nasa operates at the day ^{and} nasa tests out there equipment in order to send them to Mars. I believe it is dangerous to humans because of the extreme weather changes and the barren land that takes place to. that cannot be cultivated.

Sentence Expansion in paragraph writing (less context embedded, more cognitively demanding)

ATTENTION GRABBER

✓ Do you think you would survive in the desert? Most people think they can! But I think it would be impossible because imagine living in the Sahara desert, where it reaches ^{up to} around 120 Fahrenheit. But during the night (details) it drops below 0°F! It spreads around 12 countries and around 3M people live there. Most of the earth's surface contains $\frac{1}{3}$ of the surface ^{of the earth} that means most of the deserts have 20% sand! I feel like deserts are very dangerous for humans, due ^{to the extreme heat} to the ^{sustification} extreme heat it is very hard to find water. You would have to stay moisturized always because after the skin get's to dry it can't...

Using all 5 strategies in writing

Exercise 2: Rewrite your text using all 5 strategies we learnt:

1) Because - But - So 1 each

2) IND+DEP 2 times

3) APPOSITIVES 2 times

4) SENTENCE COMBINING

5) SENTENCE EXPANSION (wh-Qs)

Using all 5 strategies in writing

✓ Do you think you would survive in the Desert?
Most people think they can! **But** I think it would be impossible, **because** imagine living in the Sahara desert, ^{where} it reaches up to 120°F **so** it's very hot. Yet at night it drops below 0°F! It spreads around 12 different countries ^{and} 3M people live there, ^{where} people **who** live there ^{it} be very challenging for them. I can't imagine **what** they go through. We also have the Polar Deserts, **Arctica** and **Antartika**, ^{and} **but** the Sahara desert is so hot, **because** it gets 16 inches of rain yearly! ^{IND} **Moreover**, ^{for that} NASA uses soil of the ^{DEP} Sahara desert, **because** it is similar to Mars to test its instruments

Deserts are huge areas of sand or ice that cover $\frac{1}{2}$ of the earth. The original meaning of the word desert is 'Abandoned Place' **because** almost nothing, ^{negative} **except** plants with hard skin or thorns, can grow there. ^{positive} **Even though** Polar desert, **Arctic** and **Antarctic** are the largest deserts, ^{20%} **20%** of the deserts have sand. ^{positive} **The Sahara desert** is the largest hot desert ^{and} **it** spreads to twelve different countries. ^{negative} **The** temperatures at the deserts can reach 120°F (48.9°C) during the day, **but** they can also fall below zero during the night. ^{negative} **Consequently**, many of the animals are nocturnal. ^{positive} **Despite** the challenging condition, **that** are dangerous to humans there are up to 3 million people inhabiting deserts. ^{negative} **Because** the temperatures are boiling hot people who live at the deserts have to move around, **so** they can find water. **Since** deserts get such a small amount of water, ^{and} the soil is similar to Mars ^{and} **that's** why NASA uses deserts to test their equipment. **Deserts** are also appropriate to produce solar energy, also, because of the small amount of rain.

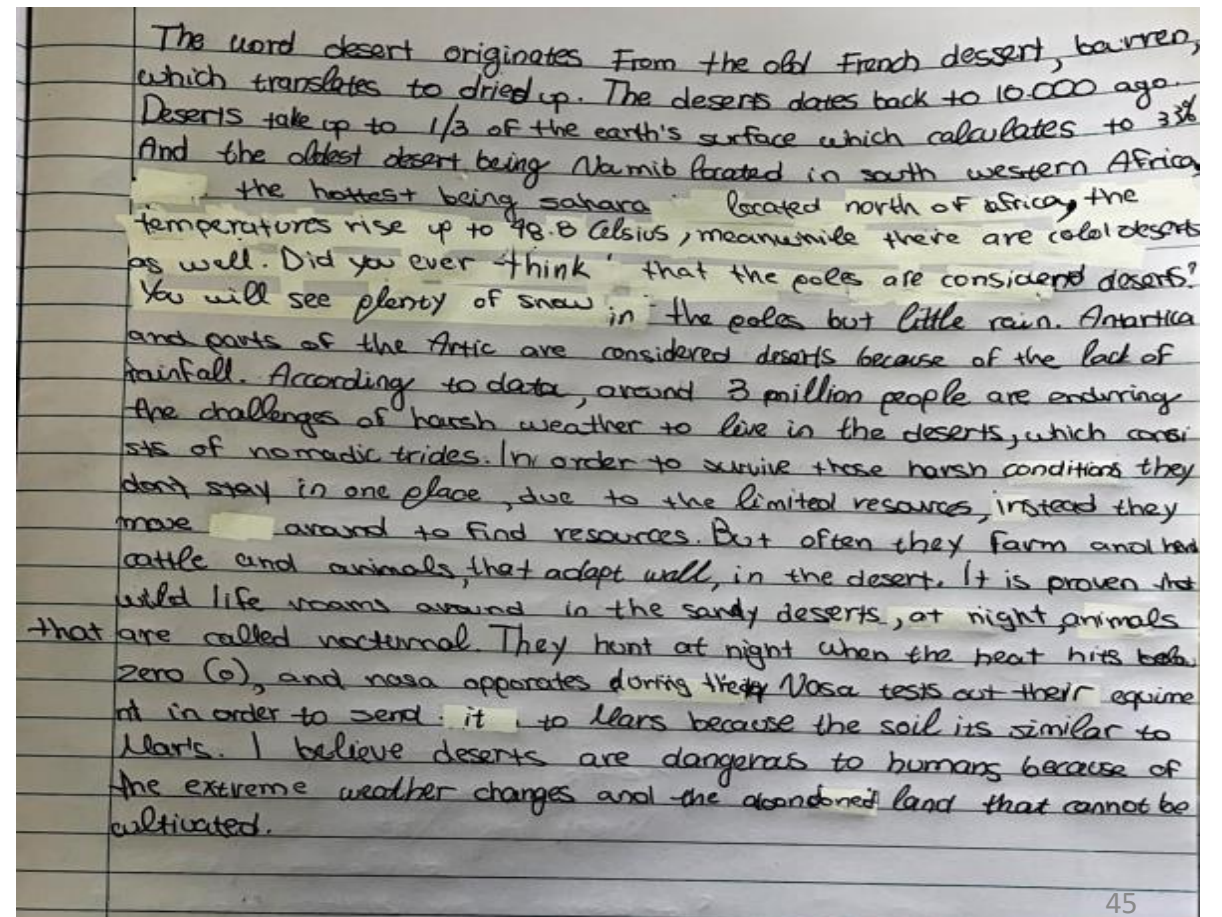
Conclusion

Children are not vessels to be filled but lamps to be lit (Swami Saraswati)

These strategies have been implemented with deliberate activities relevant to the preexisting curriculum and weaved into specific content instruction.

The result is writing that is well planned, coherent, and varies in sentence length and complexity.

It can be achieved if writing strategies are broken down into manageable parts that students will practice repeatedly and deliberately



The word desert originates from the old French *dessert*, *bavren*, which translates to dried up. The deserts dates back to 10,000 ago. Deserts take up to $\frac{1}{3}$ of the earth's surface which calculates to 33%. And the oldest desert being Namib located in south western Africa, the hottest being Sahara. Located north of Africa, the temperatures rise up to 48.8 Celsius, meanwhile there are cold deserts as well. Did you ever think that the poles are considered deserts? You will see plenty of snow in the poles but little rain. Antarctica and parts of the Arctic are considered deserts because of the lack of rainfall. According to data, around 3 million people are enduring the challenges of harsh weather to live in the deserts, which consists of nomadic tribes. In order to survive those harsh conditions they don't stay in one place, due to the limited resources, instead they move around to find resources. But often they farm and herd cattle and animals, that adapt well, in the desert. It is proven that wild life roams around in the sandy deserts, at night animals that are called nocturnal. They hunt at night when the heat hits below zero (0), and NASA operates during their NASA tests out their equipment in order to send it to Mars because the soil its similar to Mars. I believe deserts are dangerous to humans because of the extreme weather changes and the abandoned land that cannot be cultivated.

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