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## The Necessity of Language-Content Balanced Instruction for Essay Writing Activities for (Junior) High School Students

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## Who Am I?

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NUFS (1 year, OBU) ☐ Nufs (MA) ☐  
Anaheim University (Ed.D in TESOL)

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## Ice-Braking Session



- Introduce each other.
- What would you like to learn from today's workshop?
- Do you like writing?
- How often do you write in your first language? How about in an additional language?
- Do you think writing abilities in an additional language are important to develop? Why / Why not?

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## Who Am I?

Private (Junior) High School (Full-Time) ☐  
Private High Schools (Part-Time) ☐  
Universities (Part-Time) ☐ Public High School  
(Full-Time, 3 months) ☐ Universities (Part-  
Time) ☐ Nufs (Full-Time)

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## The Necessity of Writing Instruction



"[A] basic responsibility of primary and secondary schools is to help students become competent writers"  
(Graham et al., 2024, p. 979)  
**DQ: Do you agree with their opinion? Why / Why not?**

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## The Truth...(?)

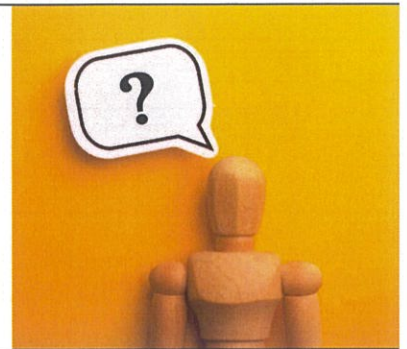
“a lack of need for English writing and low motivation characterize the Japanese context for English writing teaching”  
(Hirose & Harwood, 2019, p. 73)



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Regardless of languages you use...

- What is ‘good’ writing for you?
- When do you think you have achieved ‘good’ writing?



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## Ice-Braking Session



- How often do you implement writing activities in class?
- What kind of writing activities do you utilise? (essays? letters? emails? etc)
- What is/are the purpose(s) of writing activities?
- Do you think you are prepared to teach writing? Why / Why not?

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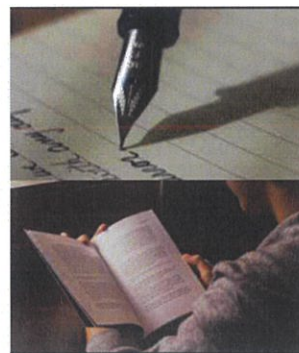
Writing for Communication

‘writing is always done for a purpose’

(Weigle, 2014, p. 224)

why?

a relationship and negotiation between readers and writers.



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“University students across disciplines are often expected to write argumentative texts. However, many students, particularly L2 writers, struggle writing arguments and teachers may not be prepared to scaffold argumentative writing.”

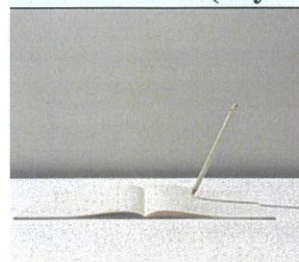
(Pessoa et al., 2017, p. 46)

What do you think about their opinion?

How about primary/secondary school students?

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## Good Writing (My Definition)

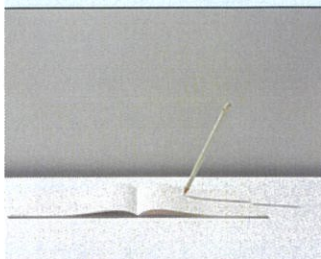


**Products and procedures that a person or people make by writing vocabulary and grammar accurately and appropriately with (in-depth) content and organisation in specific settings and genres in order to accomplish his, her or their purposes and aims (e.g., for generating ideas, reflecting upon their experiences and learning, taking notes, expressing his/her/their feelings and opinions, and communicating with others and himself/herself/themselves)**

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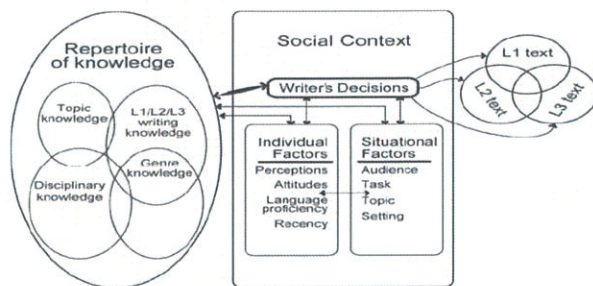
## Good Writing



"Good writing serves the authors' purposes in a specific context and addresses the audience for which the text is written, employing the appropriate genre for the situation. Good writing **persuades, informs, entertains, advises,** or serves other intended purposes through choices of **genre, content, organization, and language** that defy over-generalization or rigid attention to formulae"

(Johns & Caplan, 2019, pp. 221-222, boldface in original)

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Rinnert and Kobayashi's (2016, p. 369) Model of Text Construction

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## Good Writing (Answers vary)

- 1) Situation
- 2) Purpose
- 3) Audience
- 4) Genre
- 5) Language
- 6) Writer

(Matsuda, 2019)



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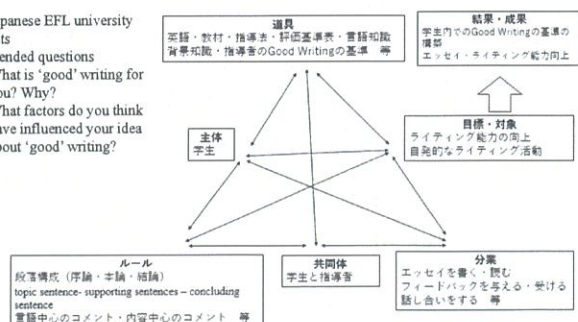
## Discussion Questions



1. When you conduct classes, which feature do you prioritise, language or content/meaning?
2. When you provide feedback on students' writing drafts, what do you focus on, vocabulary, grammar, paragraph structures, content or others?

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- 150 Japanese EFL university students
- Open-ended questions
  - What is 'good' writing for you? Why?
  - What factors do you think have influenced your idea about 'good' writing?



'Good' Writing の規準構築における要因の相互関係性 (柴田, 2024, p. 73)

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There will be no magic bullet, no particular approach or procedure that will work with all people in all place at all times"

(Matsuda & Silva, 2020, p. 291)



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## Content-Language Balance

- In class:  
content/meaning > language (including paragraph structures)
- Feedback on drafts:  
content/meaning < language (including paragraph structures)



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## EMI, CLIL, vs. CBI (Objectives)

EMI: Content

CLIL: Content + Language

CBI: Language

Table 1. Differing images of CBI, CLIL, and EMI in the literature

EMI	CLIL	CBI
"The central focus is on student content mastery and no language aims are specified" (Unterberger & Willebrand, 2011, p. 96)	"On-site methodologies are used which lead to dual-focused education where attention is given to both topic and language" (Marsh, 2008, p. 1986)	"an integrated approach to language instruction, drawing topics, text, and tasks from content or subject matter classes, but focusing on explicit, academic language skills" (Graddol & Topley, 1998, p. 82)
"Focus on content learning only" (Gard & Doherty, 2012, p. 6)	"a dual-focused educational approach – a fusion of both subject content and language learning" (Gard, Hood, & Marsh, 2010, p. 42)	"an effective way to engage students with content while, at the same time, improving language abilities" (Munro, 2011, p. 71)
"an umbrella term for academic subjects taught through English with making no direct reference to the aim of improving students' English" (Gard & Macaro, 2016, p. 436)	"What if the curriculum is delivered through a foreign language? Learners acquire the target language automatically" (Coleman, 2006, p. 6)	"An effective way to engage students with content while, at the same time, improving language abilities" (Munro, 2011, p. 71)
"English taught degree programs – predominantly aim at the acquisition of subject knowledge" (Unterberger, 2014, p. 17)	"Learners are engaged in a joint learning process of subject matter and language" (Gard & Doherty, 2012, p. 6)	"aim to develop both the student's language and their content knowledge" (Bhat, 2005, p. 128)
"The use of English to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (Doherty, 2011, p. 5)	"Main language programs endorse CBI but only use course content as a vehicle for helping students master language" (Doherty, 2016, p. 112)	

Brown & Bradford (2017, p. 329)

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## Content-Based Language Teaching

The integration of language and content (Brinton & Snow, 2017)

Content = non-language (academic) content



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### Appendix: Overview of CBI, CLIL, & EMI: Differing Approaches and Goals

Criteria	EMI	CLIL	CBI
Aims	Content mastery → L2 learning is often incidental. May have implicit language-learning aims	Dual focus content and language learning → language learning aims are explicit	Language learning
Target groups	Nonnative English speakers, native English speakers	Nonnative English learners	Nonnative English learners
Teaching staff	Subject specialist, sometimes subject specialist and language specialist in collaboration	Language specialist (often in Britain, Japan, South America), subject specialist (often in Europe), teams teaching with both content and language specialists	Language specialist
Pedagogical approaches and teaching formats	Focus on development of subject knowledge, methods depend on those favored by the discipline and instructor; expert-oriented lecture is likely	Multi-modal interactive and learner-centered approaches which support subject content and language learning; team teaching possible	Language learning tasks; methods depend on those favored by the instructor
The role of language	Language as a tool (vehicular function)	Language as a tool, subject and mediator for constructing knowledge & sharing expertise	Language as a subject

Note: Adapted from Unterberger & Willebrand (2011)

Brown & Bradford (2017, p. 334)

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### CLIL

"a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language"

(Coyle et al., 2010, p. 1)

Soft CLIL (≠ appropriate in Japanese EFL teaching settings)

Language-driven model

Language development

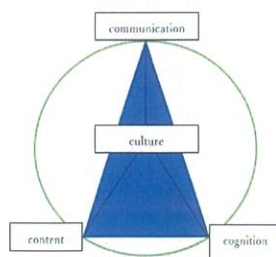
Hard CLIL

Content-driven model

Content knowledge development

(+ implicit language acquisition)

The 4Cs Framework (based on Coyle et al., 2010)



(Ikeda, 2022)

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## The Pure Effects of CLIL/CBLT on Students' Writing Abilities

More studies are necessary (Hinkel, 2011, 2020; Manchón & Williams, 2016; Pérez Vidal & Lasagabaster, 2022)

### The Use of Cohesive Markers

CBLT > a traditional approach (Suzuki, 2022)

No statistical difference between CLIL and a traditional approach (TA) / The more effective use of cohesive devices in CLIL than in a TA (Shibata, 2024)

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## The Pure Effects of CLIL/CBLT on Students' Writing Abilities

**Necessary to Integrate CLIL/CBLT with other writing approaches to develop learners' use of language!!**

### Syntactic Complexity

No statistical difference between pre- and post-tests of timed writing

(Shibata & Mizoguchi, 2023)

CBLT < Process-Writing Approach (Shibata, December 2024, at JAAL in JACET)

### Content Development

CLIL > TA (Shibata, 2021, 2022, 2024)

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## Content-Language Balance



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## Process Writing Approach



A Model of Writing (White & Arndt, 1991, p. 4)

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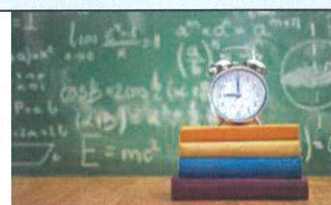
## Sample Class

### Textbook:

Skillful - English

Communication III (Keirinkan)

Lesson 12: Future of English



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## The Pure Effects of PWA on Students' Writing Abilities

**Necessary to Integrate PWA with other writing approaches to develop learners' content clarity and depth!!**

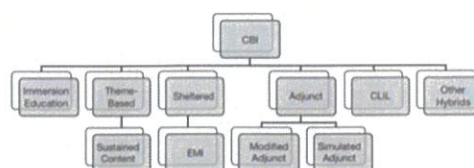
their actual timed-writing abilities (e.g., accuracy, lexical and syntactic complexity, and cohesion) do not necessarily improve.

PWA does not encourage learners to **develop their content clarity and depth in writing**. (Hyland, 2022)

Decisive evidence on the effectiveness of the process-oriented approach has not been found. (Hyland, 2022)

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## Content-Based Language Teaching / CLIL



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## Brainstorming/Mindmapping



Write as many ideas and keywords as possible about English as a global language.

- Varieties of English?
- History of English?
- Benefits?
- Problems / Issues?

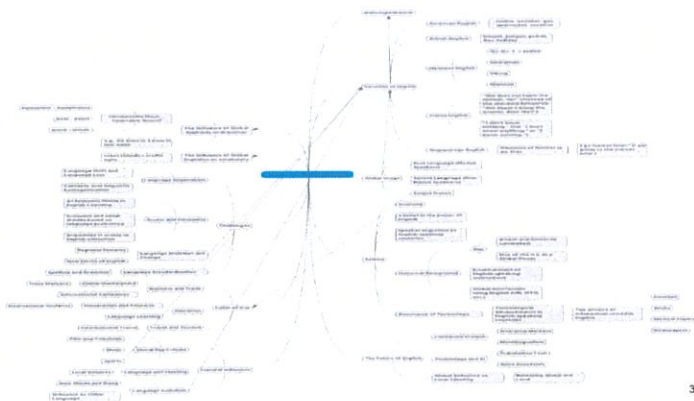
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## Pre-Reading/Listening Discussions



- How many people in this world do you think speak English?
- What kinds of English have you come up with? Why?
- To what extent do you think extensive varieties of English influence grammar, vocabulary, and other features?

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## Skimming



1. Which genre do you think this reading passage is? (e.g., narrative, description, process, comparison, problem/solution, argument, etc.) Why?
2. How many paragraphs are there in this passage?
3. The title is Future of English, but what do you think is the main topic of this passage in particular? Why?

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## Pre-Reading/Listening Discussions



- How often do you use (= listen to, read, write, and speak) English outside of class? When?
- Do you think English will be an important language in your future career? Why / Why not?
- What do you know about the history of English?

Etc.

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## Scanning



- How many kinds of users does English have? Please explain each kind of users in your own words.
- What do some people think would happen to English due to extensive varieties of English?
- Why does the author argue that English will not break up into a number of different and mutually incomprehensible languages?

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## Discussions about the Passage

- Do you think new varieties and uses of English keep developing? If yes, how? If no, why not?
- Do you think all language change constantly in order to adapt to changes in human knowledge and society? Any Japanese (or any other language) cases have you come up with?
- 'Because those who use that international variety communicate frequently with each other, it will stay uniform.' Do you agree or disagree with this statement? Why?

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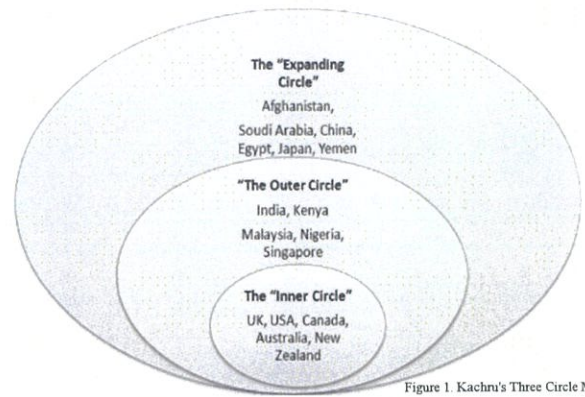


Figure 1. Kachru's Three Circle Model (1992)



## Supplementary Information

### The Total Number of English Speakers

L1: 329,140,800 (About 330 million people)

L2: 430,614,500 (About 430 million people)

(Jenkins, 2015, p. 2)

世界の英語人口は10数億から20億人

(久保田, 2018)

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### The Influence of Global Englishes on Grammar and Expressions

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About 2.3 billion – use English as an international language

(Crystal, 2019, p. 115)

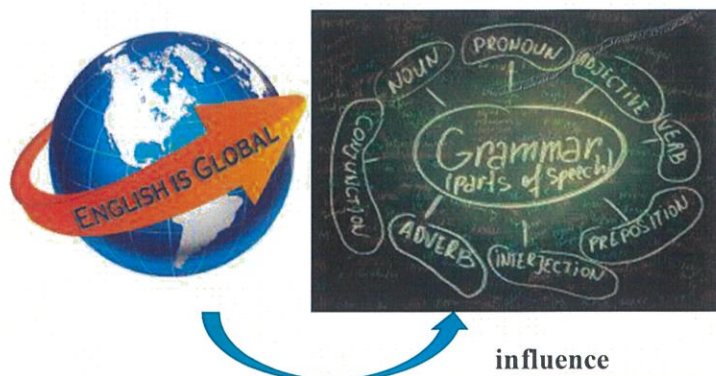
About 1.85 billion (¼ world-wide) : learn English actively

(Mayor, 2016)

“The total of 430 million ... does not give the whole picture. **For many countries, no estimates are available**”

(Crystal, 2003, p. 68)

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## “Good English” varies from community to community

- *He done it. I done it last week.*
- Not acceptable in “standard” American or British English.
- Yet, it is considered acceptable in some dialects in Britain and in Black English Vernacular in America.

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## On “good” English

- Which is correct?
  - A. Mary can run faster than I?
  - B. Mary can run faster than me?
- Prescriptive grammar – how structures “should” be used.
- Descriptive grammar – how structures are used.

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## What is the ‘norm’?

	<i>equipments</i>	<i>pieces of equipment</i>
BritE	X	
MalE	X	
IndE	X	
CanE	X	
AusE	X	
SAfrE	X	
AmE		X

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## Standard English

- Is used in the news media and in academia
- Is described in dictionaries and grammars
- Is taught in the schools
- Has the highest status in a community and is based on the speech and writing of educated speakers

*Longman Dictionary of Applied Linguistics* (Richards, Platt, and Weber, 1985, London: Longman)

*However, would it be a valid reason not to teach descriptive grammar in English classes which aim to develop learners' communication abilities?*

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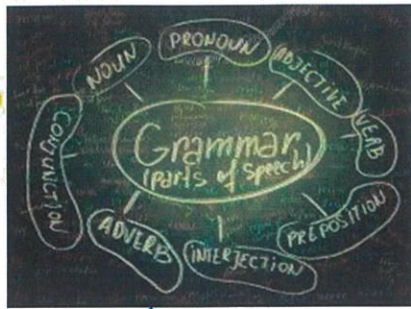
## What is the norm?

Transformation of non-countable nouns

SingE	<i>A staff came up to help us.</i>
NigE	<i>I lost all my furnitures and valuable properties.</i>
IndE	<i>He gathered all the woods</i>
AmE	<i>We had four beers last night. (regional)</i>

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influence

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## Post-Lesson Discussion Questions

1. Do you think more varieties of English (e.g., Chinese English, Singaporean English, Japanese English) should be respected? If yes, how? If no, why not?
2. If you were to establish an international standard for English, what would the rules be for grammar and vocabulary?



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### Discussion Questions

- How do you think Japanese EFL learners feel varieties of English?
- Do you think they prefer specific kinds of English? If yes, which kind of English do you think they like? If no, why not?
- Who do you think Japanese EFL learners choose as their ideal English speaking model? Why?

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### Passage Development Task

Please reread the passage. Based on your experience, knowledge and opinions, please 'revise' the passage. Try to add, replace, or omit the information in/from the passage to develop the content.



**Development**

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## Harris (in press)

- a strong preference for the native speaker model among participants, as well as negative views of localized Englishes
- Participants were more likely to choose Japanese people as their ideal speaking models.
- The potential of Japanese language teachers' use of English as a source of building student confidence, highlighting the importance of developing Japanese teachers' confidence in their own Englishes

### Passage Development Task

Exchange your passage with your partner's. Read it and write some comments on it.



**Development**

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## Language-Focused Task 1

automated data mining survey responses co...ter transcripts qualitativ...spot cause classificati...insights ad-hoc an...product reviews ser...value of the customer dashboards consumer trends ad-hoc analysis early warning

Read the passage. In the passage, coordinating conjunctions (words to connect words, phrases, clauses, and sentences) are used. Find some of them and discuss the meaning and role of the conjunction with your group members. If you want, you can write down coordinating conjunctions and sample sentences found in the passage.

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## Discussion Questions

1. Do you think more varieties of English (e.g., Chinese English, Singaporean English, Japanese English) should be respected? If yes, how? If no, why not?
2. If you were to establish an international standard for English, what would the rules be for grammar and vocabulary?



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## Language-Focused Task 2

automated data mining survey responses co...ter transcripts qualitativ...spot cause classificati...insights ad-hoc an...product reviews ser...value of the customer dashboards consumer trends ad-hoc analysis early warning

Exchange your passage with your partner's. Read his or her passage carefully. Circle coordinating conjunctions. After that, check whether they use coordinative conjunctions logically and appropriately.

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## Discussion

- What do you think about CBLT/CLIL to explore both content and language?
- What benefits do you think these activities would have in your teaching context?
- How about drawbacks?



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## Language-Content Focused Task

automated data mining survey responses co...ter transcripts qualitativ...spot cause classificati...insights ad-hoc an...product reviews ser...value of the customer dashboards consumer trends ad-hoc analysis early warning

Revise your passage based on your partner's comments about your use of language and content clarity/depth.

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## Six Deep-Data Students

Groups	Names	Genders	TOEIC IP Scores	TOEFL ITP Scores	Levels
Non-CLIL	Mana	Female	755	510	Upper
	Takahito	Male	650	490	Middle
	Harumi	Female	580	465	Lower
Soft CLIL	Yuya	Male	750	500	Upper
	Emi	Female	655	480	Middle
	Koki	Male	570	465	Lower

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## Cohesive Writing Performance

### Qualitatively

#### Soft-CLIL

Less overuse/misuse of cohesive devices

#### Non-CLIL

Noticeable overuse/misuse of cohesive devices (esp., conjunctions)

Cohesion Types and Detected Samples in this Doctoral Dissertation Research Study

Cohesion Types	Detected Samples
Anaphoric Reference (AR)	This. They. These problems, such as opportunity, these languages
Cataphoric Reference (CR)	It is as a personal subject or object
Synonymy	reference-synonym first language-mother tongue risk-avoid
Antonymy	support-against difficult-easy supplement
Conjunctions	Addition and, moreover, also, in addition
	Cause because, so, since, because of, due to
	Similarity like, in other words
	Condition if, unless
	Succession First, Second, Last, when
Mean	by

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## Yuya's Comments (continued...)

I did not really think discourse markers can improve logical connection between sentences whilst learning about English as a global language because I kind of separated language and content at that time. I mean, I thought discourse markers were just words or idioms to connect sentences and clarify of content just depended on my knowledge about topics. However, I gradually changed my mind whilst reading passages and my classmates' writing with them. Without discourse markers, I sometimes lose writers' main points. **Discourse markers are essential to clarify logical connections between sentences effectively.**

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## POSSIBLE FACTORS IN THE SOFT-CLIL GROUP



- High language-content awareness
- Self/Pair-Monitoring

Themes	Codes
Materials and Activities	the order of writing activities (free writing and control writing activities) pair discussion activities materials, reading passages
Learners' Interest in Writing Cohesion	found it interesting to learn expressions to write cohesively.
The Increase in Learning Motivation	motivated to learn how to write cohesively.
the Gain of Linguistic Schemata	as I learnt about the use of discourse markers, I deepened my knowledge about expressions to connect sentences well.
The Gain of Content Schemata	As I deepened my understanding about the topic, I came up with more ideas to support my opinions. I realised relationships between content and language as I learnt more about (sub)themes.
Learners' Attempts to Write Cohesively	use discourse markers (e.g., however, in addition, firstly) use conjunctions referred to comments from their classmates

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## Emi's Comments (Soft CLIL)

As I learnt more about assigned (sub)themes through materials and activities with my classmates, I could write my opinions and ideas to make them understandable and logic for readers. I found it easier to write examples and reasons relevant to target themes and clarify logical connections between sentence and in paragraphs. **However, I think content knowledge development depends on teachers' content knowledge and assigned materials.** I mean, if different teachers taught this theme (English as a global language) and/or utilised materials, the effectiveness might be different. In addition, although I could maintain my motivation to learn about both main themes, my content learning outcomes would have been lower if my motivation had decreased.

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## Yuya's Comments (Soft-CLIL)

**As I learnt more about the influence of English as a global language through materials and activities, I think I could make my opinions and ideas more understandable for readers more confidently.** I can come up with and write more ideas based on what I read and learnt from reading passages and activities in order to help my classmates to comprehend my perspectives regarding the (sub-)theme.

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## Koki's Comments (Soft CLIL)

I don't know if my content knowledge really developed because no comprehension tests were done. **However, as I learn more about assigned (sub)themes, I found it easier to write examples and reasons to make my writing clearer. I also think, as my content knowledge developed, I think I could write more logical sentences and paragraphs.**

I think discourse markers can play an important role in clarifying connections between sentences meaningfully. I mean, without discourse markers or other expressions to connect sentences, it's sometimes difficult for readers (and myself as a writer) to understand my text. So, I tried to use discourse markers to clarify my ideas. **However, I also understand discourse markers do not always develop the comprehensibility and logic of text. I sometimes feel my classmates' writing is illogical, and they also tell me that my writing is sometimes illogical even though discourse markers are used.**

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## POSSIBLE FACTORS IN THE NON-CLIL GROUP



- Language-focused
- Lack of content/meaning awareness
- **Lack of proofreading**
- **Overreliance on the teacher**

Themes	Codes
Materials and Activities	controlled writing activities free writing activities pair discussions about the use of discourse markers, discuss strategies and expressions to write cohesively with my classmates
Learners' Attempts to Write Cohesively	The use of discourse markers The use of cohesive devices Try to write topic sentences, supporting sentences, and concluding sentences
The Gain of Linguistic Schemata	Learned how to use cohesive devices how to write paragraph cohesively (e.g., the necessity of topic sentences and thesis statement)

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## Harumi's Comments (Non-CLIL)

I wrote examples and reasons to try to make my writing meaningful and logic, but probably teachers can judge whether it is really understandable and logical for me. Teachers are very good at pinpointing incoherency and providing some feedback on my writing, so I always just follow their comments and try to apply them to my future writing. This time, I just follow your comment on incoherent parts of my classroom writing and tried to be careful about them in other writing activities and this test.

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## Mana's Comments (Non-CLIL)

To try to make my writing as logical and understandable for me and readers as possible, I tried to write examples and reasons relevant to English as a global language. However, it was still difficult to strengthen the logic and make my writing understandable due to my limited knowledge about English as a global language. Furthermore, I don't know if my writing is coherent for readers, especially teachers. Although I could be wrong, I think teachers should find incoherent parts of students' writing. At least, my previous teachers corrected almost every mistake in grammar and logic

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## Summary of the Morning Session

**SUMMARY**

1. Both language and content instructions are vital.
  - Try to encourage learners/students to explore language and content knowledge with their classmates
2. Provide supplementary information relevant to the main theme
  - Limited information on the textbook. Content teaching is crucial to help learners develop their knowledge
3. Use reading passages to practise critical reading, commenting and revising

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## Takahito's Comments (Non-CLIL)

In addition to providing examples and reasons, I tried to make my writing as clear and logic as possible based on your feedback on my classroom writing. Although my classmates also provide me with some feedback in class, I rarely refer to them. I think identifying incomprehensible and illogical parts of writing is teachers' responsibility in writing courses even though I know I should try to write my writing comprehensibly and logically.

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Time for  
Lunch!!



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### The Necessity of Language-Content Balanced Instruction for Essay Writing Activities for (Junior) High School Students

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Nagoya University of Foreign Studies

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### Timed Writing

(I'll give you 15 minutes to write a short essay about one of the following prompts.)



- 'Do you think more varieties of English (e.g., British English, Indian English, and Japanese English) should be respected?'
- Do you think global Englishes will continue to influence grammar, vocabulary, and pronunciation?

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### Warm-Up

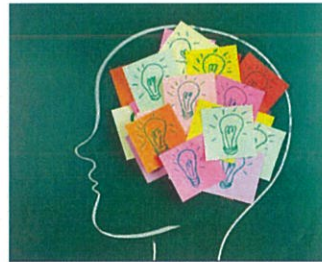
How was your lunch?

What have you learnt in today's workshop so far?

What would you like to apply to your teaching?

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### Brainstorming



Write as many ideas and keywords as possible about your prompt.

- The Necessity of Respecting Extensive Varieties of English
- The Influence of Global Englishes on Grammar, Vocabulary, and Pronunciation

77

### Process Writing Approach

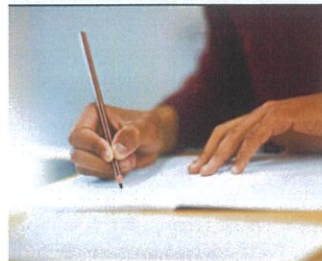


A Model of Writing (White & Amdt, 1991, p. 4)

75

### Timed Writing

(I'll give you 15 minutes to write a short essay about one of the following prompts.)



- 'Do you think more varieties of English (e.g., British English, Indian English, and Japanese English) should be respected?'
- Do you think global Englishes will continue to influence grammar, vocabulary, and pronunciation?

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## Commenting 1

- Exchange your paper with your partner's.
- Read his/her first draft.
- Write some comments and questions on his/her content.
  - What do you think about his/her opinions?
  - How about his/her reasons?
  - How about his/her examples?
  - What information do you think is missing/lacking? Why?



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## Writing Cohesion and Coherence

Cohesion: the visible connectedness of ideas produced in a text

Coherence: the connectedness of mental representations that readers are likely to construct from the text

(McNamara et al., 2014)

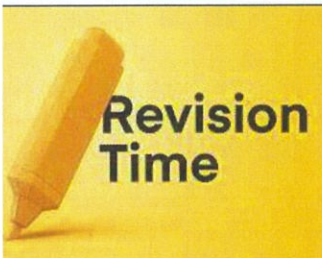


vs



82

## Revising



Based on your classmates' comments, please revise your draft to develop content clarity and depth.

80

## Writing Cohesion and Coherence

Cohesion: the visible connectedness of ideas produced in a text

Coherence: the connectedness of mental representations that readers are likely to construct from the text

(McNamara et al., 2014)



vs



83

## Commenting 2

- Exchange your paper with your partner's.
- Read his/her second draft.
- Write some comments and questions on his/her logic (and coherency).
  - Do you think his/her writing is logical and coherent?
  - Do you think he/her attempts to help you understand his/her opinions, reasons, and examples sufficiently?
  - What do you think he/she can further develop his/her logic and coherency?



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## Writing Coherence

Text 1. Naoya wants to be a lawyer because he hates to study jurisprudence and hopes to punish defendants and clients. Thus, he decided to leave a law school.

Text 2. Naoya wants to be a lawyer because he likes to study jurisprudence and hopes to help defendants and clients. Thus, he decided to go to a law school.

84



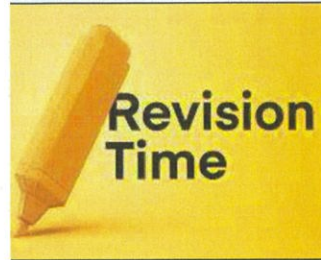
## Writing Coherence

Text 1. Naoya wants to be a lawyer because he hates to study jurisprudence and hopes to punish defendants and clients. Thus, he decided to leave a law school.

**Text 2. Naoya wants to be a lawyer because he likes to study jurisprudence and hopes to help defendants and clients. Thus, he decided to go to a law school.**

85

## Revising



Based on your classmates' comments, please revise your draft to develop logic and coherency.

88

## Writing Coherence (My Definition)

the meaning-driven connection between sentences and discourse that writers attempt to make in order to help their intended readers understand the text whilst estimating readers' knowledge



86

## Commenting 3

- Exchange your paper with your partner's.
- Read his/her third draft.
- Write some comments and questions on his/her use of cohesive markers.
  - Do you think his/her writing is cohesive?
  - Do you think he/she uses cohesive markers effectively?
  - What do you think he/she can do to further develop his/her writing cohesiveness?



89

## Commenting 2

- Exchange your paper with your partner's.
- Read his/her second draft.
- Write some comments and questions on his/her logic (and coherency).
  - Do you think his/her writing is logical and coherent?
  - Do you think he/her attempts to help you understand his/her opinions, reasons, and examples sufficiently?
  - What do you think he/she can do to further develop his/her logic and coherency?



87

## Writing Cohesion and Coherence

Cohesion: the **visible** connectedness of ideas produced in a text

Coherence: the connectedness of **mental representations** that readers are likely to construct from the text

(McNamara et al., 2014)



vs



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## The Necessity of Research on Cohesive Writing Performance

**Cohesion:** the linguistic connection between sentences and grammar to make meaning by using repetitions, synonyms, antonyms, conjunctions, and others

The indicator of writing quality

Among various writing abilities, such as fluency, accuracy, and complexity, the close relationships between cohesion and written language development have yet to be fully uncovered due to inconsistent quantitative research findings (Durrant et al., 2021)

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## Meaning and Example Connectors

Meaning	Example Connectors
Addition	and, and then, furthermore, in addition, apart from that, besides, along with, again, indeed, also
Cause/consequence	because, because of this, so, as a result, despite, nevertheless, even though, so, therefore, consequently, due to, for that reason, in that case
Clarifying	in other words, to put it another way, for example, for instance, to be more precise, in particular, or rather, in fact, as a matter of fact, that is, namely, to illustrate
Comparison/contrast	but, for example, instead, in other words, however, in fact, in that case, while, although, on the other hand, despite
Condition	if, unless
Concession	In that case, otherwise, if not, however, nevertheless, despite this, besides, yet, on the other hand, on the contrary, in spite of, instead, still, even so, all the same, in any case, at least, though
Purpose	in order to, so
Sequence	first, second, finally, in the first place, to start with, at this point, to get back to the point, in short, all in all, to conclude
Time	when, then, next, afterwards, after a while, at the same time, at this moment, meanwhile, previously, before that, finally

Adapted from de Oliveira (2023, p. 54, bolds and italics in original)

94

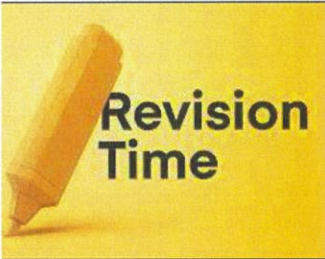
## Writing Cohesiveness

Text 1. I locked my house. I left home. My mother was angry with me. My mother thought I had forgotten to lock the house. My brother ran away from us. My brother forgot to lock the house. My mother was angry with my brother.

Text 2. I locked my house when I left home. However, my mother was angry because she thought I had forgotten to do it. Then, my brother ran away from us because he was the one. My mother was furious with him.

92

## Revising



Based on your classmates' comments, please revise your draft to develop cohesiveness.

95

## Writing Cohesiveness

Text 1. I locked my house. I left home. My mother was angry with me. My mother thought I had forgotten to lock the house. My brother ran away from us. My brother forgot to lock the house. My mother was angry with my brother.

**Text 2. I locked my house when I left home. However, my mother was angry because she thought I had forgotten to do it. Then, my brother ran away from us because he was the one. My mother was furious with him.**

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## Final Paper

Now, you are ready to submit your final paper to the teacher!!

Great job!!



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## Discussion

- What do you think about content-language balanced commenting activities?
- What benefits do you think these activities would have in your teaching context?
- How about drawbacks?



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97

Any type of adult-child (expert-novice) assisted performance

(Lantolf et al., 2020, p. 231)

Communicative support provided by another speaker's turn on which a learner can build a contribution

(VanPatten et al., 2020, p. 299)

## Scaffolding

I think...

Any type of interactive assisted performance to reach zone of proximal development (=what learners can learn with some aids) (collaborative dialogues)

(T-S, S-Ss, S-S, S-materials)

The temporary assistance, so it (might) take time to internalise the learning.

100

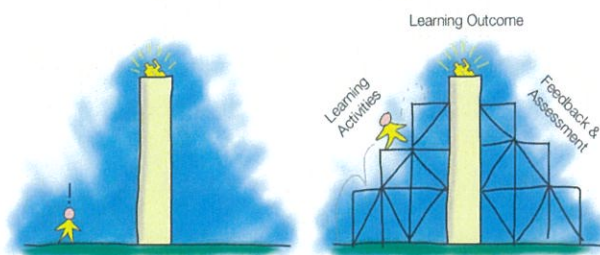
## Summary of the Afternoon Session

**SUMMARY**

1. Both language and content-focused comments are vital.
  - Try to provide clear steps and prompts for students
2. Encourage students to read their own and their classmates' drafts critically to identify strengths and weakness in their essay drafts
3. Encourage students to help each other develop their essays and raise their awareness of writing cohesion and coherence

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## Scaffolding



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## The Importance of English Teachers and Other Subject Teachers

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## Development

### Language Teachers' Duty?

Is developing students' writing abilities only language teachers' duty?  
Should writing activities and assignments (e.g., essays and reports) be used only in language classes?

103

### Collaboration between language teachers and non-language subject teachers

CLIL teachers should play an active role in collaborating with other teachers and have a mutual understanding of the importance of content in the CLIL courses in order to select appropriate topics to cover in language courses and materials

(Coyle & Meyer, 2021; Pinner, 2022)

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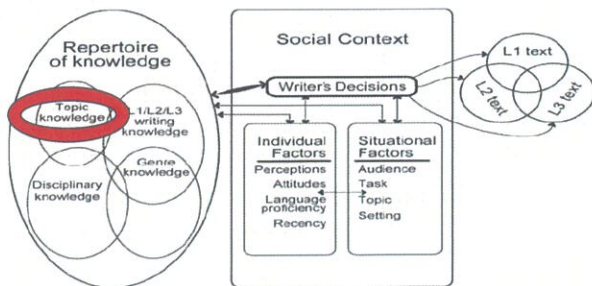
In many schools, the integration of subjects is rarely conducted.

104

Language Teachers and Other Subject Teachers Should Work Together!!



107



Rinnert and Kobayashi's (2016, p. 369) Model of Text Construction

105



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The Necessity of Language-Content Balanced Instruction for Essay Writing Activities for (Junior) High School Students

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