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[a] School of Languages, Shanghai University of International Business and Economics, Department of Curriculum and Instruction, The Education University of Hong Kong
[b] jtmentKongSchoolInstruStudi Instruction,
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Class 1 tasks were best represented by two rhetorical modes, that is, explanation and responses. Given that there was only one task falling into the explanations category, we named this class as response-oriented tasks for the sake of brevity. With respect to disciplinary knowledge, this first class appeared to have a high probability of involving artisan knowledge and intermediate prob-

thinking skills.

Question 1. Can the writing assessments of the two interdisciplinary EMI programs (i.e., creative arts and environmental studies) be grouped into distinct and meaningful types? How do di erent types of writing assessments distribute across the two EMI programs?

Drawing on the sophisticated statistical technique of LCA, the study identi ed three main classes of writing assignments: response-oriented tasks (Class 1), argument-oriented tasks (Class 2), and description-oriented tasks (Class 3).

and procedural knowledge, in contrast to a zero probability of demanding for factual knowledge and kinetic procedural knowledge in

recommendation should also be applicable for explaining the declined use of response-oriented tasks in creative arts. As for the increased use of response-oriented tasks for environmental studies, our interpretation is consir6t33.8 (2.7 withe)]TJ/CGS0cs0 1 scn 406 6 230

stage.

Our study had several limitations. First, we were not able to include actual student papers for task analysis. This was mainly due