WEEK 6: Moodle Content

Topic	**Writing – Part 1** This week's focus is on writing, the fourth language skill among listening, speaking, reading and writing. Writing is often considered to be the most difficult skill to teach and for students to master. During the week, you will consider the differences between the two productive skills of speaking and writing, plan a short writing assignment according to one of the four major approaches used to teach writing, create a cognitive map of your thought processes, and identify scaffolding techniques.

Before Class Work	**PREPARATION FOR CLASS**
	
	1. Complete the readings. When finished, you should be able to:
	    • Name differences between spoken and written discourse.
	    • Differentiate between controlled, guided and free writing.
	    • Describe four writing approaches: (product vs. process), (genre writing), (creative writing) and (cooperative/peer writing)
	    • Distinguish between coherence and cohesion in written passages.
	    • Define scaffolding and describe its use in developing student writing.
	    • Show awareness of the positive outcomes of involving students in decisions about their own learning.
	    • *Focus on Young Learners:* Name appropriate methods of teaching young children the alphabet and beginning writing skills.
	2. Explore the **Week 6 Resources for Teaching Young Children** below. Find an activity or game that is appropriate to use with young children to teach the alphabet or beginning writing skills.
	3. View the video clips and complete the Video C assessment form.
	4. Complete the WEEK 6 activities. *(Process Writing) (Genre Crossword)*
	5. Complete the quiz.
	6. Come to class with a printout of your game or activity for young children and be ready to explain the activity.
	7. Bring the Harmer textbook and printed copies of the two scaffolding articles (*Scaffolding Academic Learning for Second Language Learners and How to Scaffold ESL Students' Writing*) to class.

Week 6 READINGS

Textbook
Section A4, pages 84-86, Sections A1, A2, and B, pages 246-254 and Pages 255-260 in *The Practice of English Language Teaching* by Jeremy Harmer.

Online article:
[Methodology: Coherence and Cohesion](#) **by Scott Thornbury**

Online article:
[Scaffolding Academic Learning for Second Language Learners](#) **by Karen and Jack Bradley**   Read the Introduction, Overview, Objectives and then skim the activities used to help students write about inventions. Pay special attention to the graphic organizers (charts) created.

Online article:
[How to Scaffold ESL Students' Writing](#) **by Margaret M. Williams**

Online article:
[Students' Use of Reflective Learning Journals in the Writing Classroom](#) **by Dr. Fawzia Al Seyabi**   Read this summary.

PDF file:
Pages 5 of the [Principles Matrix](#), *Involve Students in Decisions About Their Learning*.

Week 6 VIDEO

In this set of clips, Grade 4 students are writing similes. As you watch the clips, think about these questions:
- What type of writing are the students doing: controlled, guided, or free writing?
- Why did you make that choice?
- What is the teacher doing to support and extend student learning?

 Week_6_Video_A

In this clip, the teacher prepares students to work in small groups. As you watch, listen carefully to the questions the teacher asks the class. Then identify one or more student-centred learning principles illustrated by the teacher's comments. Use the Principle Matrix as a resource.

 Week_6_Video_B

In Video C, a first grade teacher helps her young students begin writing the alphabet. What active learning technique does this clip demonstrate? Why is this an effective way for young children to learn?

Week_6_Video_C

Week 6 Activities

Practice what you learned in the Harmer text by completing these activities. In "Process Writing," drag the phrases up onto the lines Fill the first line first. Start with "First Draft." Then, put all the steps in the best order to show how to produce a well-written passage.

Process Writing

Genre Crossword

Week 6 RESOURCES for TEACHING YOUNG CHILDREN

Explore the following resource sites. Find one activity or game appropriate for teaching very young children the alphabet and /or beginning writing skills. **Print the information and come to class ready to explain the activity or game to other trainees.**

EFL/ESL Alphabet Games

EFL Teaching Recipes

ELF Playhouse

Week 6 QUIZ

1. According to Harmer, which of the following conventions are found in written discourse but not in spoken discourse?
    □ Grammar
    □ **Letter, word and text formation**
    □ **Handwriting**
    □ Vocabulary
    □ **Spelling**
    □ **Punctuation**

    Informative feedback: Both written and spoken discourse follow a grammatical structure and require the use of vocabulary, although appropriate choices will vary as a function of the level of formality required by the communicative production.

2. Which of the following instructions could be correctly used with **controlled writing activities**?
   - ☐ Write a paragraph describing the town where you live.
   - ☐ **Write this sentence correctly: We / six o'clock / tea / at / drink / get up /and.**
   - ☐ **Listen to the teacher and then complete these sentences by writing the words you heard.   Paper _____wood.**
   - ☐ **Rewrite this sentence, but begin with the words "I wish..." and keep the meaning the same: "I'm sorry I didn't make coffee."**
   - ☐ Read this paragraph, analyze its structure and then write a similar one of your own.

3. Select all the true statements below:
   - ☐ "Coherent" means well connected by the use of linguistic structures such as "although, however, still…"
   - ☐ **"Coherent" means the text makes sense and is clear to the reader.**
   - ☐ Coherent text will always be cohesive.
   - ☐ "Cohesive" means formal.
   - ☐ **"Cohesive" means well connected by the use of linguistic structures such as "although, however, still…"**
   - ☐ **Text can be cohesive but not coherent.**

   Informative feedback: Coherent text makes sense because the sequence of the ideas is logical and clear. Coherence, however, is more technical and depends on the use of linguistic features such as pronouns, lexical repetition, and liners such as "also, moreover, although, however, etc.) Scott Thornbury, in the *Methodology: Coherence and Cohesion* reading, points out that text can be cohesive, but not coherent. And, in the right context, (often when text includes conversational dialogue) can be coherent even though it lacks cohesive elements. *See examples in the reading.*

4. Which of the following statements accurately describes the process approach to writing as differentiated from the product approach?
   - • The process approach focuses on the aim of the task, the outcomes, e.g., the end product.
   - • **The process approach focuses on the stages the writer goes through to create a finished written product (e.g., pre-writing, editing, redrafting, publishing)**

   Informative feedback: The process approach asks students to deliberately consider the procedure of putting together a good piece of writing. Students construct drafts (rough versions) and then check their writing and ask others to also check for: language use (grammar, vocabulary, linkers); punctuation; spelling; form

(e.g., clear progression of ideas and avoiding unnecessary repetition.)

5. According to Bradley & Bradley (Reading: *Scaffolding Academic Learning for Second Language Learners*) which of the following are good scaffolding techniques?
   - ☐ **Encourage illustrations as a way or organizing thoughts**
   - ☐ **Ask for completion, not generation**
   - ☐ Require reflective journal entries
   - ☐ **Simplify the language**
   - ☐ Have students only write about imaginative topics

   Informative feedback: In addition, other scaffolding techniques include: (1) helping students gather background information and vocabulary before they begin writing (2) providing models and real examples for students to imitate (3) using graphic organizers (4) exchanging information with peers during the writing process (5) having students do their own research to find resources, e.g., "self-scaffolding" (6) providing authentic audiences for completed written work to boost motivation and pride in their writing.

6. What are some of the benefits of involving students in making decisions about their own learning?
   - ☐ Teachers can reduce the amount of work they need to do.
   - ☐ **Students feel respected and more valuable.**
   - ☐ **Students find more ways to develop their individuality.**
   - ☐ **Students are more motivated to explore topics they are interested in.**
   - ☐ **Making choices allows more opportunities for students to use learning styles that are most effective for them.**

WEEK 6: Classroom Session

Objectives	Trainees will be able to: • Name differences between spoken and written discourse. • Differentiate between controlled, guided and free writing. • Describe four writing approaches: (product vs. process) (genre writing) (creative writing) and (cooperative/peer writing). • Distinguish between coherence and cohesion in written passages. • Define scaffolding and describe its use in developing student writing. • Show awareness of the positive outcomes of involving students in decisions about their own learning. • ***Focus on Young Learners:*** Name appropriate methods of teaching young children the alphabet and beginning writing skills.
Overview	This week, trainees share a game or an activity for use with young children as their "Coming In" activity. The class then changes the focus of the last two weeks, from teaching speaking to teaching writing. Trainees consider nine characteristics that differentiate speaking from writing (Suggested Task 1). After listening to a mini-lecture about scaffolding techniques that support writing growth, trainees work in their WIKI teams to choose a grade level, a writing task, and a teaching approach. They analyze the activity more closely to determine the purpose of the writing, ways they will build student interest in the lesson, and scaffolding components that may be needed (Suggested Task 2). The lesson ends with trainees recounting their actions during the week, reflecting upon the decisions they have made, and identifying scaffolding items that supported their own learning (Reflection).

Key Content	1. **Differences Between Speaking and Writing** Background Info: See assigned reading: *Harmer text* Resource: Suggested Task 1 2. **Differences Between Controlled, Guided, and Free Writing** Background Info: See assigned reading: *Methodology: Coherence and Cohesion* *3.* **Scaffolding that Supports Writing Growth** Background Info: See assigned readings: *Scaffolding Academic Learning for Second Language Learners, How to Scaffold ESL Students' Writing* Resource: Suggested Task 2 4. **Approaches to Teaching Writing** Background Info: See assigned reading: *Harmer text* Resource: Suggested Task 2 5. **Importance of Decision Making in Students' Experiences** Background Info: See assigned reading: *Students' Use of Reflective Learning Journals in Writing Classroom, Principles Matrix* Resource: Suggested Task 2 Reflection

Materials	• HANDOUT: Flip & Rank – Key Characteristics (Instructors) *(1 set)*
	• HANDOUT: Flip & Rank – Key Characteristics (Trainees) *(1 per trainee)*
	• HANDOUT: Web Wheel Writing (1 per WIKI Team)
	• 12-18 MOE *English for Me* Teacher Guides - BOTH Cycle 1 & 2
	• 8 large sheets of flip chart paper (27"x34" / 69x86 cm) or poster board (18"x24" / 46x61 cm) *Any large pieces of paper will work.*
	• Markers and Sticky Notes
	
	BEFORE CLASS:
	
	1. Copy the HANDOUTS for this week. You will need:
	   a. Enough copies of the "Key Characteristic (Instructors)" handout so you can give every trainee one half-sheet of paper with a key term. (There are 9 key terms in the handout, so two copies would provide a term for 18 trainees)
	   b. Cut the Key Characteristic Sheets in HALF
	   c. Make 24 copies of the "Key Characteristics (Trainees)" handout – One for EACH trainee
	   d. Make 8 copies of the "Web Wheel Writing" handout – One per WIKI TEAM
	2. Write the "Coming In" directions on a white board or project.
	3. Put the chart paper (or poster paper), markers and sticky notes in the classroom.

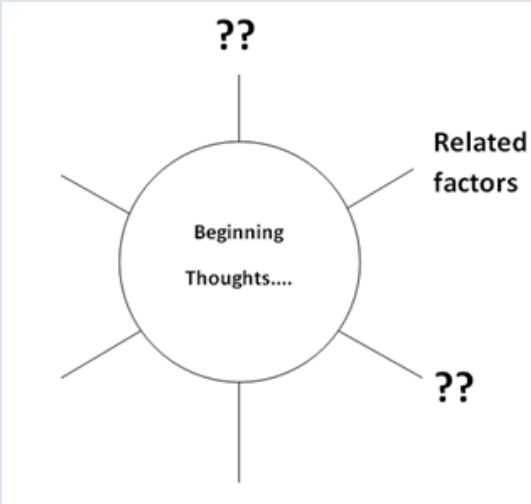|	
"Coming In Activity"	*Write the following on the board for trainees as they enter:* ***Share Your Activity or Game for Teaching Young Children the Alphabet or Beginning Writing Skills*** • *Form groups of 2-4 people as you arrive. (Your group can grow as people come to class)* • *First, discuss how each of you learned the alphabet. Was it an effective way for you to learn? Did you like it?* • *What writing activities do you remember as a very young student?* • *Next, explain the activity or game idea you found and what you like about it.* • *If time, brainstorm how to modify or make the activity even better. (You will add this activity to your team's WIKI)*
Announce-ments	*Remind trainees of any upcoming events and assignments.* *Check on the progress of the committee preparing for the Panel Discussion for Week 8.*
WIKI Notes Review	*Choose one team (unannounced) to review /explain their WIKI entry from last week. Connect to Moodle and use the classroom computer projection system to display to the class.* • Answer student questions • Emphasize key points

Suggested Task 1

NAME	Flip & Rank
OBJECTIVE(s)	• Name differences between spoken and written discourse.
SET-UP	1. Introduce the "Writing" topic by reminding trainees that the production skills include speaking and writing. Now, after spending two weeks studying speaking, they will switch their focus to teaching writing. Today, we begin by considering how speaking and writing differ from each other. 2. Hand out ONE Key Characteristics half-sheet of paper to each trainee. 3. Ask trainees to form small groups by finding other class members who have the SAME KEY CHARACTERISTIC TERM printed on their half-sheet. For example, all trainees with the term "Permanence" should get together in a small group.
GIVENS	• Key Characteristic half-sheets of paper (see Materials) • HANDOUT: Flip & Rank: Key Characteristics (Trainees)
PROCEDURE – INSTRUCTIONS TO TRAINEES	*Give these instructions to the trainees:* 1. Read the Key Characteristic term on your half-sheet of paper. 2. Find other people in the class who have the same key characteristic term. Form a small group. 3. Discuss how the key characteristic applies to speaking and then to writing. How do they differ according to this characteristic? Write your answers on the half-sheet. 4. Consult the DEFINITIONS on page 2 of your HANDOUT for more information, if desired. 5. After 6 minutes, be prepared to report to the class.
OUTCOMES	1. Set of statements expressing how the Key Characteristics apply to speaking 2. Set of statements expressing how the Key Characteristics apply to writing
FOLLOW-UP	1. Bring the class together. 2. Have each group read their statements about how the Key Characteristic applies to speaking and then to writing. 3. Clarify misconceptions.

4. As each group reports, ask trainees to RANK the characteristic on a 1-5 scale according to their answer to this question: **How essential is it to make YOUR students aware of this characteristic as it applies to speaking and writing?**

5. Remind trainees that they can keep track of the class feedback and the ratings in the grid printed on their handouts.

Suggested Task 2

NAME	Web Wheel Writing
OBJECTIVE(s)	• Describe four writing approaches: (product vs. process) (genre writing) (creative writing) and (cooperative/peer writing). • Define scaffolding and describe its use in developing student writing. • Show awareness of the positive outcomes of involving students in decisions about their own learning.
SET-UP	1. Give a mini-lecture on "Using Scaffolding to Improve Student Writing" (SEE Appendix). 2. Encourage trainees to take notes for use later. 3. Assemble WIKI Teams. 4. Give ONE Web Wheel Writing handout to each WIKI team.
GIVENS	• Harmer text • Printed copies of Week 7 readings: *Scaffolding Academic Learning for Second Language Learners* and *How to Scaffold ESL Students' Writing* • Mini-lecture Notes • Web Wheel Writing HANDOUT

PROCEDURE –
 	
INSTRUCTIONS TO TRAINEES
	Give these instructions to the trainees:
	
	1. In your WIKI teams, follow the instructions on the Web Wheel Writing HANDOUT. The handout is an example of _____ what? *(scaffolding)*
	2. Each team will use the handout as a guide to analyze a writing task for in your team's chosen grade level.
	3. You will choose an attainment target appropriate for that grade. You will analyze:
	    a. possible methods for helping students achieve the target skill,
	    b. how to stimulate interest in the topic or genre,
	    c. the kind of pre-writing and scaffolding activities may be needed – In all, you will answer 10 questions.
	4. Along the way, you will use another kind of scaffolding by creating your own graphic organizer in the form of a WEB WHEEL – You will document your group thinking process by creating a Web Wheel diagram.
	5. SHOW TRAINEES a WEB WHEEL *(Draw or hold up*

	example in the Web Wheel handout)
	6. A Web Wheel is a type of mind map – also known as a concept map, a cognitive map or a graphic organizer. It's called a "web" because the ideas connect to each other in some way – like the strands of a spider's web. It's called a "wheel" because you start with a circle and as you fill out the wheel, your project moves forward.
	7. After 30 minutes, be ready to briefly present your Web Wheel to the class.
	["Web" is a term adapted from the book "Guided Writing" by Lori D. Oczkus, 2007]
OUTCOMES	• A set of decisions about methods that could be used to reach a specific attainment target for team-chosen grade level
FOLLOW-UP	1. Bring the class together. 2. Ask each WIKI team to display their Web Wheel, explain their chosen writing task, their thinking process, and the scaffolding items. *To shorten the activity, call on only 2-3 WIKI teams.*

Reflection	*Ask trainees these questions:* What decisions did you make on your own or with a group during class or in your preparation? Think for a few moments and write them down. *(Examples: chose your own alphabet activity or game; chose an attainment target; chose a possible writing topic)* How did you feel about having some flexibility in your assignment? Remember to provide that for your own students.

	What scaffolding was provided for you during this lesson? Was it helpful?
	Scaffolding Examples
	• *Group input on the Flip & Rate activity*
	• *Notes on the four common approaches to writing*
	• *Example of a Web Wheel*
	• *Topic lists for writing assignments*
	*Direct trainees to include answers to these questions in their team's WIKI.
Review Assignments	**Course Assignments & Micro Teaching** Tell trainees that next week they will continue their focus on writing. They should be thinking about: • How and when should teachers intervene and give corrective feedback on writing assignments? What kind of feedback is most effective? • How can you make writing tasks more student-centered?

Teams Plan WIKI Notes	*WIKI teams meet to synthesize their reflection responses and begin planning their WIKI entry.*
	
	The Wiki should include:
	
	  a. Description of each team members' game or activity for teaching young children the alphabet or beginning writing skills
	  b. Notes from the mini-lecture
	  c. Description of the writing task planned by the WIKI teams
	  d. List of scaffolding techniques for use in writing tasks
	
	NOTE: The Wiki should reference class activities and also assigned readings.

APPENDIX – WEEK 6

Mini-lecture: **Scaffolding to Improve Student Writing**

Questions: What is scaffolding? What types of scaffolding can be used to help improve student writing?

- o Definition of "Scaffolding"
  - CONSTRUCTION: "Scaffolding" is a series of platforms temporarily built to allow construction workers to reach high areas of rooms, buildings, towers, etc., so they can do their work.

  - EDUCATION: Similarly, in education, and based on the work of Vygotsky* and others: Scaffolding is helpful interaction provided by a person (adult, older learner, teacher) for a learner that helps the learner produce work beyond the learner's independent abilities.

  - Scaffolding is meant to be temporary. Instructors provide additional help and then gradually remove the scaffolding as the students' skills improve.

  - Vygotsky quote: "What the child is able to do in collaboration today, he will be able to do independently tomorrow" (Vygotsky, 1987, p. 211).

- o What are typical types of scaffolding used to help students improve their writing? *(Elicit answers from the class – They should have some ideas from the Week 6 Readings)*
  - Use simplified language.
  - Ask for completion of a writing exercise rather than "from scratch" generation (Point out: These are exercises, not true writing tasks).
  - Use step-by-step guides to the process students should follow to create the writing product.
  - Provide background information and related vocabulary practice so students begin to feel comfortable with the topic or genre.
  - Provide models and real examples of the type of writing / genre.
  - Provide illustrations and/or encourage students to draw or supplement with photos (take photos).
  - Use graphic organizers.
  - Others?

*Vygotsky, L. S. (1987). Thinking and speech. In L. S. Vygotsky, Collected works (vol. 1, pp. 39-285) (R. Rieber & A. Carton, Eds; N. Minick, Trans.). New York: Plenum. (Original works published in 1934, 1960).

WEEK 6 HANDOUT: **Flip & Rank: Key Characteristics (Instructors)**
Use with Suggested TASK #1

What to Do: Before Class (for Instructors)

1. Determine how many copies of this handout (e.g., the handout is 5 pages in length) are needed. EACH TRAINEE should get ONE half-sheet of paper.
   a. Make 2 copies of the five pages if you have 18 or fewer trainees in class.
   b. Make 3 copies of the five pages if you have 27 or fewer trainees in class.
2. CUT the half-sheets apart.

What to Do: During Class (for Instructors)

1. Hand out ONE half-sheet and a copy of the Definitions to each trainee.
2. Ask trainees to form small groups by finding other class members who have the SAME KEY CHARACTERISTIC TERM printed on their half-sheet. For example, all trainees with the term "Permanence" should get together in a small group.
3. Ask groups to answer the questions on their half-sheet. NOTE: Group members may consult the term DEFINITIONS on their handout as needed.
4. After 6 minutes, call the class together and get a report from each group. As each group reports, have the entire RANK (all or some) characteristics on a 1-5 scale according to the answer to this question: **How essential is it to make YOUR students aware of this characteristic as it differs between speaking and writing?**
5. Ask for a volunteer who will collate all the answers and make a document available to you for posting to the course page on Moodle.

------------------------------ CUT HERE ------------------------------

KEY CHARCTERISTIC of SPEAKING and WRITING	**Permanence**
	o Explain below how "permanence" applies to speaking.
	2. FLIP this sheet over and explain how "permanence" applies to writing.

KEY CHARCTERISTIC of SPEAKING and WRITING	# Explicitness
	o Explain below how "explicitness" applies to speaking. 2. FLIP this sheet over and explain how "explicitness" applies to writing.

- - - - - - - - - - - - - - - - - CUT HERE - - - - - - - - - - - - - - - - -

KEY CHARCTERISTIC of SPEAKING and WRITING	# Density
	1. Explain below how "density" applies to speaking. 2. FLIP this sheet over and explain how "density" applies to writing.

KEY CHARCTERISTIC of SPEAKING and WRITING	# Detachment
	1. Explain below how "detachment" applies to speaking.
	2. FLIP this sheet over and explain how "detachment" applies to writing.

- CUT HERE -

KEY CHARCTERISTIC of SPEAKING and WRITING	# Organisation
	1. Explain below how "organisation" applies to speaking.
	2. FLIP this sheet over and explain how "organisation" applies to writing.

KEY CHARCTERISTIC of SPEAKING and WRITING	# Speed of Production & Reception
	1. Explain below how "speed of production and reception" applies to speaking.
	2. FLIP this sheet over and explain how "speed of production and reception" applies to writing.

- CUT HERE -

KEY CHARCTERISTIC of SPEAKING and WRITING	# Standard Language
	1. Explain below how "standard language" applies to speaking.
	2. FLIP this sheet over and explain how "standard language" applies to writing.

KEY CHARCTERISTIC of SPEAKING and WRITING	# A Learnt Skill
	1. Explain below how "a learnt skill" applies to speaking. 2. FLIP this sheet over and explain how "a learnt skill" applies to writing.

- CUT HERE -

KEY CHARCTERISTIC of SPEAKING and WRITING	# Importance
	1. Explain below how "importance" applies to speaking. 2. FLIP this sheet over and explain how "importance" applies to writing.

INSTRUCTOR NOTES**: Flip and Rank**
Key Characteristic content based on lecture notes from Dr. William Schreck

What are the differences between spoken & written discourse?

Permanence	
Applied to Writing	Written discourse is fixed and stable so that the reading can be done at time, speed and level of thoroughness.
Applied to Speaking	Spoken discourse is fleeting and moves in real time.

Explicitness	
Applied to Writing	Content presented in writing attempts to make the context and references clear.
Applied to Speaking	In speaking, some information may be left out if shared by the speaker and listener. Words like *this* and *here* are often understood and clear to both.

Density	
Applied to Writing	Content in writing is presented much more densely, concisely.
Applied to Speaking	In speech, the information is usually conveyed through many more words, repetitions, glosses, and fillers. Speaking produces communication that would be longer if it was written.

Detachment	
Applied to Writing	In writing, the text is detached in time and space; the writer normally works alone, and may not be acquainted with her readers.
Applied to Speaking	Speaking is the opposite, since there is immediate interaction with known listeners and the availability of immediate feedback.

Organisation	
Applied to Writing	Written text is carefully and more formally composed. It is organised, formulated and edited. It conforms to the conventions of grammar with precise vocabulary.
Applied to Speaking	In contrast, the speaker is usually improvising. There are on-going alterations and self-corrections. Speaking may even be a 'stream of consciousness' kind of discourse.

Speed of Production & Reception	
Applied to Writing	Writing is much slower than speaking. Process writing is slow and reflective. More time is required for writing production than for the process of creating speech (regular conversational speech).
Applied to Speaking	On the other hand, we can usually read a text and understand it faster than we can "take in" or process the same text if we listen to someone reading it aloud.

Standard Language	
Applied to Writing	Writing generally uses a widely accepted standard variety of language. There are higher standards for writing than for speech. Writers need to use more carefully constructed sentences (syntax), precise vocabulary, etc.
Applied to Speaking	Speech is less regulated and may sometimes include regional accents or dialect variations.

A Learnt Skill	
Applied to Writing	The written form of a language is usually deliberately taught and learned.
Applied to Speaking	Most people acquire spoken language in their mother tongue naturally and intuitively – without formal instruction.

Importance	
Applied to Writing	Writing is an important skill for educated people to have.
Applied to Speaking	However, speaking is more important for survival and effective functioning in society.

WEEK 6 HANDOUT: **Flip & Rank: Key Characteristics (Trainees)**
Use with Suggested TASK #1

Your Task:

1. Read the Key Characteristic term on your half-sheet of paper.
2. Find the other people in the class who have the same key characteristic term. Form a small group.
3. Discuss how the key characteristic applies to speaking and then to writing. How do they differ according to this characteristic?
4. Consult the DEFINITIONS on page 2 of this handout for more information.
5. After 6 minutes, be prepared to report back to the class.
6. As each group reports, the entire class will RANK the characteristic on a 1-5 scale according to the answer to this question: How essential is it to make YOUR students aware of this characteristic as it applies to speaking and writing?
7. Keep track of the class feedback and the ratings in the grid below.

Term	..in Speaking	..in Writing	Ranking
Permanence			
Explicitness			
Density			
Detachment			
Organisation			
Speed of Production & Reception			
Standard Language			
A Learnt Skill			
Importance			

DEFINITIONS

| Term	Definition
Permanence	-the quality of endurance; being stable without movement; continuing without change
Explicitness	-the quality of being fully expressed without vagueness or ambiguity; expressing the meaning clearly
Density	-the amount of quantity per unit; High density refers to items grouped closely together in a small space; Low density refers to items spaced apart in a larger space.
Detachment	-the quality of being separated through time and space
Organisation	-related to the amount of planning; the amount of precision about the way things are chosen, arranged and ordered
Speed of Production & Reception	(production)-amount of time taken to produce something (reception)-amount of time it takes for something to be understood
Standard Language	-the regular, accepted way of communicating
A Learnt Skill	-a skill that is deliberately practiced and learned
Importance	-amount of significance, value or utility

WEEK 6 HANDOUT: **Web Wheel Writing**
Use with Suggested TASK #2

Your Task: Overview

1. Your goal is to analyze a student writing task.

2. With your team members, choose a grade level and an attainment target appropriate for the grade. You will answer questions and look at possible methods for helping students achieve the target skill. You will then think about how to present this task to your students, consider pre-writing activities and determine what scaffolding may be needed.

3. Along the way, document your group thinking process by creating a Web Wheel diagram on chart paper or poster board. A Web Wheel is a type of mind map, also called a concept map, a cognitive map or a graphic organizer. It's called a "web" because the ideas listed connect to each other in some way, like the strands of a spider's web. It's called a "wheel" because you start with a circle and as you fill out the wheel, your project moves forward.

4. After 25-30 minutes, be ready to briefly present your Web Wheel to the class.

Web Wheel Example

"Web" is a term adapted from the book "Guided Writing" by Lori D. Oczkus, 2007   1
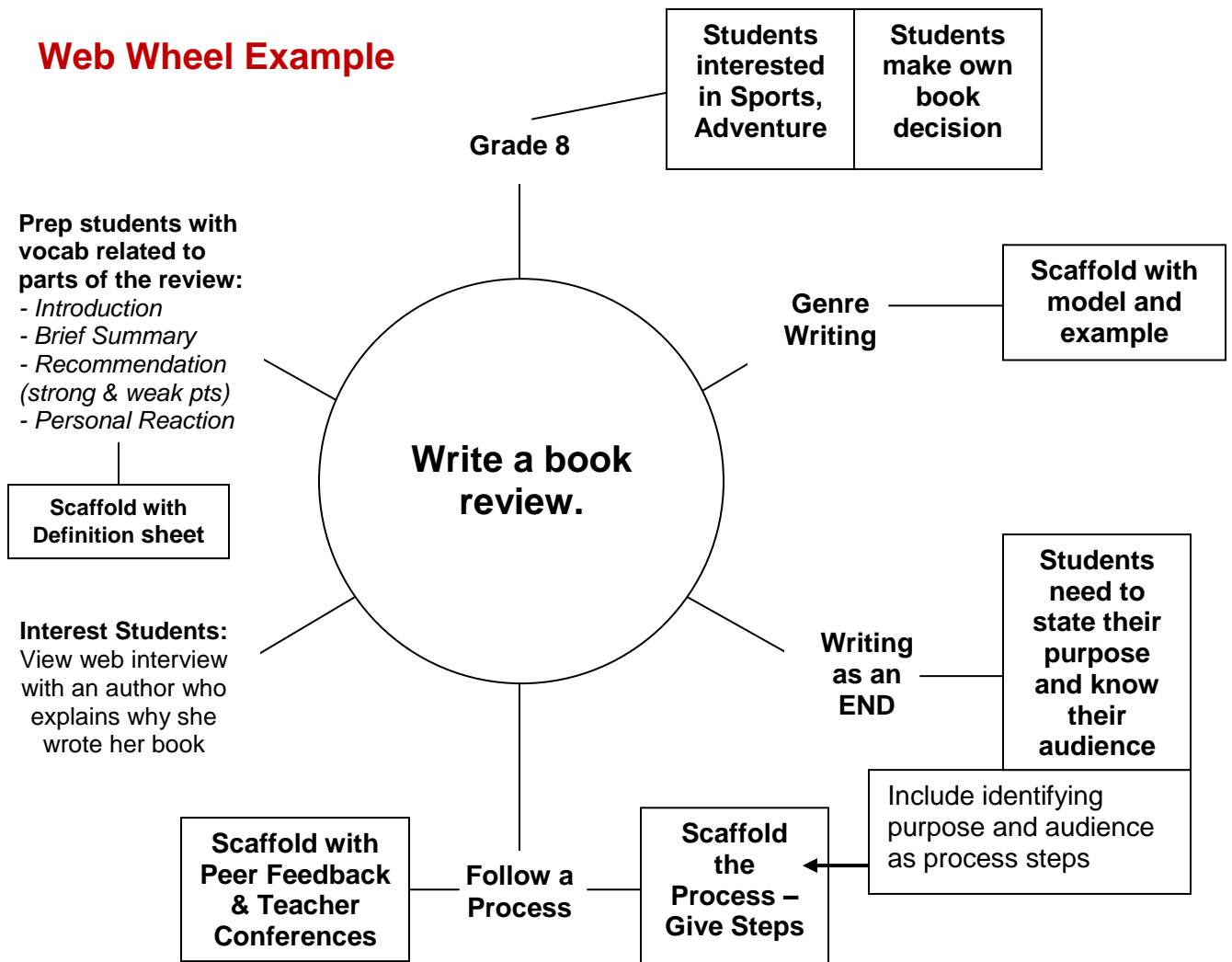
STEP 1: Choose a Grade Level

Which grade level have you chosen? _____

STEP 2: Choose a Writing Attainment Target

What is the attainment target you have chosen? _____

_____

Examples:

Grade 5 (English for Me): *(1) Can write short factual descriptions of countries. (2) Can write statements comparing places, animals, people, or things using the comparative and superlative form of the adjective*.

Grade 9 (English for Me): *(1) Can write a formal letter of application. (2) Can write a play script for a given story. (3) Can write a review of a play.*

STEP 3: Analyze the Attainment Target

Does this target focus on writing as a MEANS or as an END? _____

Will you be more concerned about the CONTENT and organisation or the FORM? Why? _____

_____

Writing can serve as the MEANS of reaching another goal when:

- Writing is used as a convenient means for engaging students in other aspects of language.
- The emphasis is on practicing a particular language form or point.
- Examples: New vocabulary drills; Practicing grammar rules, punctuation; Writing out responses to listening or reading comprehension questions;
- Provide: Format structure

OR, writing can be an END in itself when:

- Writers express themselves using their own words.
- Writers state a purpose.
- Writers specify an audience.
- Examples: Narrate a story; Write a letter or an essay
- Provide: examples and explanation of the parts

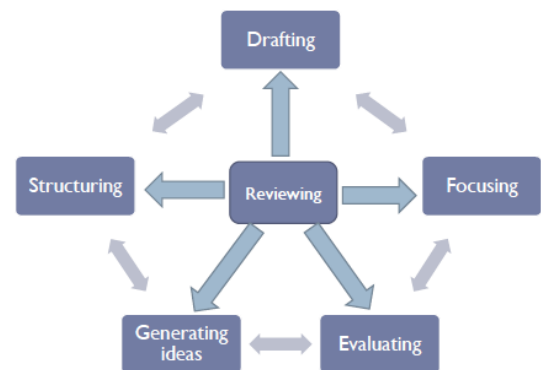OR, writing can sometimes be BOTH a means and an end.

Don't forget to record your thoughts and decisions on the Web Wheel.

STEP 4: Identify an Approach for this Attainment Target

Which teaching approach matches well with the grade level and target?
_____

For more information on each approach, see Harmer pages 257-260.

- *Process and Product Writing* (pick Process or Product emphasis)
  - Process writing is recursive, looping backwards and moving forward between writing phases (Tribble, 1997:37-39)
  - The disadvantage of process writing is: It can be time-consuming
  - White and Arndt (1991:5) model of process steps:
    - Generating Ideas
    - Structuring
    - Drafting
    - Focusing
    - Evaluating
    - Reviewing

- *Genre Writing* – Important factors:
  - Knowledge of topic – students should study the genre in the pre-writing stage
  - Conventions and style of the genre
  - The context in which the piece of writing is read
  - The audience
- *Creative Writing*
  - Creative writing can be exciting, but also difficult.
  - Creative writing uses a greater variety of language
  - Forms: Short story; Novel; Novella; Biography' Autobiography; Memoir; Poetry; Skit; Play; Screen Play
  - Students are motivated when they feel 'product pride' – often enhanced by finding a good audience for their product: Read to class; Post to a notice board; Publish in a class magazine that is sent home; Post to a web site; Include in an anthology
- *Cooperative Writing*
  - Group writing allows broad input and feedback
  - Can also be challenging to get agreement and move forward
  - Works best with process and genre-based approaches

STEP 5: Decide on the Task
What exactly will you ask your students to write?_____

_____

_____

_____

STEP 6: Pre-writing: Get Your Students Interested

How will you interest your students in this writing task? Motivated students produce better writing. Will you ask them a question? Show them a picture or a video clip? Read a brief but interesting passage similar to the writing assignment? Will you introduce them to an interesting author? Will you take them on a real or a virtual field trip?

_____

_____

_____

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STEP 7: Pre-writing: Further Specifying the Topic

How will you further specify the topic students should write about? Will you choose a topic or an idea for the students? Will you give them a choice of carefully selected ideas or topics? Will you allow them to choose their own topic?

Student-centred principles recommend giving students as many choices as possible to appeal to their individual needs and interests.

For example, if the task is writing a job application letter, will you assign a job? OR, will students get to choose the job they apply for? Will they look in the newspaper or on the internet?

Another example: If the task is writing a short story, can students choose any kind of story? Or, does the story need to be mystery or science fiction or an adventure? What will it be about - dinosaurs, forts, sailing vessels or insects?

How will the topic be further specified for this writing task? _____

_____

_____

STEP 8: Pre-writing: Prepare Your Students – Scaffold Their Learning

What preparation will your students need to be successful at this writing task? (part of scaffolding)

For example, will they need:

- o Background information on the topic, the genre or both?
- o Additional vocabulary knowledge?
- o Instruction in specific grammatical structures or forms before they begin?

How will you prepare your students for this writing task? _____

_____

_____

_____

Scaffolding

Scaffolding in the construction trades is a series of platforms temporarily built to allow construction workers to reach high areas of rooms, buildings, towers, etc., so they can do their work: continue building, do the painting, do the maintenance work, etc. Without the scaffolding, the workers would not be able to reach high places and they would not be able to finish their work.

Similarly, in education, and based on the work of Vygotsky* and others, scaffolding is helpful interaction provided by a person (adult, older learner, teacher) for a learner that helps the learner produce work beyond the learner's independent abilities (e.g., the learner can accomplish MORE with the helpful scaffolding than she can accomplish by herself).

*Vygotsky, L. S. (1987). Thinking and speech. In L. S. Vygotsky, Collected works (vol. 1, pp. 39-285) (R. Rieber & A. Carton, Eds; N. Minick, Trans.). New York: Plenum. (Original works published in 1934, 1960)

NOTE: *"Web" is a term adapted from the book "Guided Writing" by Lori D. Oczkus, 2007*

Don't forget to record your thoughts and decisions on the Web Wheel.

STEP 9: Scaffolding During Writing

What additional scaffolding help will students need while they are working on their writing assignment? Will they need:

- A list of the process writing steps they should use?
- A set of definitions for new vocabulary?
- A model to follow?
- Feedback sessions with peers?
- A writing conference with you?

Will they benefit from ongoing writing tools in the classroom such as:

- Their own personal Glossary of words?
- Their own Grammar FAQ Notebook?

How will you prepare your students during the writing phase? _____

_____

_____

_____

STEP 10: Post-Writing: Providing an Audience

Where will students be able to showcase their writing when it is completed? Is there a logical audience for their writing (e.g., If students write an opinion letter and send it to the newspaper, the public is the natural audience) or can you create an audience of other classes of students, parents etc?

Where will the students showcase their writing for this assignment?

_____

_____

<div align="center" style="color:red">

Great Work!
You should have a very good initial plan
for using this writing task!

</div>

RESOURCE: Ideas for Writing Tasks

1. **Narrative**
    Narratives can be adapted for most levels. Most students already know the structure.
    Narratives can be paired with drawings, photographs, or images cut out from magazines.

2. **Personal story**
    Everyone knows the structure, each can write at the level of his or her own proficiency, most are motivated to write and read about personal experiences. Preparation: model a brief sample.

3. **Book Review**
    Just like many of us, students like to hear about a good book, one that they enjoyed—or not. Writing a book review can be a good motivating factor, not just for the sake of the writing. Preliminary guidance: What will you require in a book review?

4. **Book Report**
    A book report summarizes the content of the book. Book reports are often not as motivating as a book review. Preparation: List elements to be included.

5. **Instruction Sheet**
    Because of its innate structure, 1st, 2nd, 3rd, etc., many students like this activity.

6. **Describe a View**
    Can be done at various levels of proficiency; however, usually description is difficult, even for great authors! Students might like to also draw the view, photograph it, or use a picture from a book or magazine.

7. **Describe a Person / People**
    Describing people can be interesting to both write and read. The assignment can be restricted to just the physical appearance, or can also include describing the person's character.

8. **Answer a Letter**
    Answering a letter is usually a highly motivating task for a fairly advanced class. The audience and the purpose are clear. You need to prepare the original letter, or ask students to write a letter of complaint and then answer each other's letters. Pre-teach the conventions of the letter and the layout and formalities.

9. **Job Application**
    Include details about the job being applied for, teach the conventions in preparation.

10. **Propose a Change**
    For an advanced group of students, this type of writing involves a well-thought out, planned, organized, and convincing argument. Supply background information and a model.

11. **News Report**
    This is 'model imitation' writing and is useful. It's better if it's based on an actual, local news event, e.g., what is going on in the school? Teach the structure of typical features in a news report to prepare students.

12. **Ideal School**
    Use brainstorming and listing in the priority of importance. Usually students like this one!