

SESSION: Teaching Writing

Date: 20 November 2016

Time: (1.5 hour)

Learning Outcomes: By the end of this session participants will be able to:

- Understand and apply different approaches for bridging the gap between students knowledge and the skills required for different writing activities

Step 1: Warm-Up- Ten Perfect Sentences-----10 min

Suggest an easy subject (family, food, etc.) and have participants write ten different sentences about that topic. Mix them up and then correct as a group before handing back. Anyone with ten perfect sentences is a winner!

Step 2: Writing Activity Brainstorm ----- 10 mins

Ask students to brainstorm what types of activities they assign to students (if they are teachers) or how they practice writing (if they are students) that encourage writing. Highlight:

- using topics learners are already familiar with,
- different parts of the writing process,
- developing fluency (writing speed),
- different genres,
- applying recently learned language.

Step 3: Types of Writing Activities ----- 40 mins

Discuss with the participants the tension between writing tasks that students can successfully complete and tasks that are beyond students present proficiency level to improve their skills. Present the following types of tasks:

Activity 1: Ask students to write a small composition about the environment. Words to give them:

Environment

Trash

Waste

Clean

Trees

Deforestation

- **(Experience)** Teacher choose a topic that students are very familiar with and gets them talking about it so they have an oral command of the language needed to describe it and the organization of the ideas is clear. Students then put it into writing.
 - draw and write,
 - **partial writing** (list of useful words given),
 - issue log (ongoing research, reports, ideas),
 - setting your own questions (to use in a formal assessment)

Activity 2: Divide students into groups of 5. Give each a sheet of paper. Have students pass around paper and write a story about a subject, time, etc. that you give them. Have each group write for 10 minutes then present to the class.

- **(Shared)** Teacher thinks of a topic and assigns it to small groups for them to plan and produce one piece of writing together.
 - reproduction (retelling a story without looking at the original)
 - **blackboard composition** (add one sentence at a time)
 - group composition (rotating sentences, one result)

Activity 3: Give students 3 sentences:

I go to work every day.

I eat rice for breakfast.

I study English on the weekends.

Transform to simple past. Change the subjects. Transform to present continuous. Etc.

- **(Guided)** A found or created guided composition exercise, like a series of pictures with accompanying questions.
 - identification (look and write, picture composition)
 - writing with grammar help (grammar explanation, then fill in the blank or questions),
 - answer questions about a text,
 - correction, completion, ordering, substitution, follow the model,
 - **transformation rewriting** (change tenses, combining)

Activity 4: Write a letter to a friend. 5 sentences. What did you do last week?

- **(Independent)** Teacher chooses a topic and gives it to the students to write about independently, though they can ask for help if they need it.
 - Independent tasks: research, opinion, interview, personal narrative, etc.

Step 4: Conclusion ----- 5 mins

Wrap up – what is useful about this information? Any questions?