

Written production

di Alan Weir

DESCRIPTION	2
ACTIVITY	4
Step 1	4
Why	4
How and what	5
Summary	9
Step 2	10
Task 1 – Reflection	10
Task 1.2 The CEFR Scales for A2 and B1	10
Task 2 – Classroom activities	12
Task 3 – Error correction	19
Step 3	21
Teacher self-evaluation	21
Students self-evaluation	22
RESOURCES	24
Bibliography	24
Websites	24
SINTESI IN ITALIANO	25

DESCRIPTION

In this pathway we will see how through using specific approaches to writing, teachers are able to get better results from their students. We will take into account the CEF scales A2 and B1 and look at strategies that will help students develop their writing ability. Teachers will have a clearer idea of the stages needed in a writing lesson and have an understanding of the product and process approaches.

Teachers will:

- reflect on and use common writing methodologies (product and process) and approaches used in the English language classroom to develop students' written ability for life-long learning;
- analyse and evaluate writing activities, which students can use in their daily lives, to gain a better understanding of the approaches to writing at level A2 and B1. One activity will be used with their class which will be evaluated by the teacher and students.

Students will:

- develop their writing skills and have increased their awareness of what is expected of them through traditional and digital writing tasks covering various topics.

Engage in motivating activities and have a better understanding of lesson stages which will increase traditional and digital written production using web tools such as blogs and websites.

Teachers follow five steps to reach their objective.

Step one

Teachers will begin by looking at the approaches to writing and reflect on their own practice in the classroom. They will reflect on the differences between the two approaches and how to implement them with their students.

Step two

In this step, teachers will look at the CEF scales for A2 and B1 to understand what their students need to achieve for each level. This will give

teachers a clearer idea of what they should expect from their students.

Step three

Following the focus on the CEFR, teachers will look at and evaluate a number of writing activities for their students. These activities are chosen to suit student needs and life-long learning. The activities will include web 2.0 tools to develop their digital competence. The activities will be analysed and evaluated with their students in mind.

Step Four

Through learning about the methodology of writing and evaluating classroom activities, teachers will choose one activity to use with their class. The lesson will be carried out with the students' needs in mind and written production as the main task. The lesson should show signs of the product or process approaches and have clear stages which outline the lesson. By the end of the lesson(s), students will have produced a finished text for their level after completing a series of tasks.

Step Five

Finally, teachers and students will complete a self-evaluation form. Teachers will evaluate the lesson they taught and their understanding of the methodology. Students will evaluate their written ability.

The internet is an important part of our everyday lives and we find ourselves depending on it more and more. Over the years it has become a learning tool which can be used to do almost anything. The possibilities for students to develop their digital skills are continuously growing, therefore we need to provide our students with the right activities and introduce them to specific tools to help them grow.

Blogger.com has been around for number of years and it has been a vehicle of communication to the wider world since it started. It is easy to use and has no limit to how many blogs you post, which makes it great for classes who can keep the same blog throughout their school life, giving the students a sense of progress and learning. With the right use, students will have a sense of ownership and be motivated to upload work to be shared, edited and corrected.

Padlet.com, formally known as Wallwisher, gives students the opportunity to write short messages to each other on a shared wall.

ACTIVITY

Step 1

Why

Writing is perhaps the most problematic language skill for learners and the most challenging for teachers. Even in a first language writing is not easy, communication. Hedge writes (1988)

"Compared to speech, effective writing requires a number of things: a high degree of organisation in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structure to create a style which is appropriate the subject matter and the eventual reader."

Students may look at writing as boring and possibly the teacher may only use it for tests or to keep the class quiet.

Time is also a factor. There is often a feeling that writing in class uses up valuable time which can be spent more usefully on other activities, so writing is often given as homework. Can we use writing in a more motivating and constructive way? This pathway focuses on developing teachers knowledge and ability in the classroom by understanding the underlying principles of approaches to writing which can be applied in the classroom.

When thinking about writing as a skill, we have to consider what we do in class and whether what we do will be effective and if our learners learn from it.

Let's reflect on some questions before moving onto the next part.

- Why teach writing in class?
- Why do our learners need to write?
- How much writing do you do in class? And what type of texts do your students write?
- What approaches do you use to teach writing?

How and what

"Classroom writing tasks need to be set up in a way that reflect the writing process in good writers. We need to encourage our students to go through a process of planning, organising, composing and revising."

(Hedge 1988)

Byrne (1988) lists the following reasons for teaching students to write.

- Providing for different learning styles and needs. Some students remember something better if they have a written record, rather than just having oral practice.
- Students gain a sense of progress when they have some tangible evidence.
- Exposure to language through an integration of skills is more effective than exposure through one medium.
- It provides a break from oral work in the classroom, and work can be set out of the class.
- Students' knowledge of a language is often tested through writing both in class and exams.

These reasons are primarily concerned with using writing as a means to learning, and not as a skill in itself, learning to write. If we look at what students actually need English for, we can see that they need writing as a skill, to do various things such as writing letters (formal and informal), reports, exam essays, e-mails, articles and completing forms to name but a few. Furthermore, students often view writing as boring, solitary and demotivating without any communicative interaction.

The fact that the majority of students consider writing to be negative, brings us to reflect on what we actually do in class. How do we teach writing? Or Have we been teaching them correctly?

The traditional approach to writing focuses on writing as a product. In this approach, learners may imitate a model text, carry out gap-fill sentences, or copy ready-made texts substituting selected words, for example. The aim is to produce a perfect error-free piece of writing. The result is often frustration for teachers faced with poorly written texts and a lack of motivation on the part of the learners. Tests too can have an impact where a focus on the accuracy of the end product seems to be the only aim of writing.

In order to acquire effective writing skills, learners need opportunities to engage in activities which develop skills in the process of writing – and lesson time needs to be devoted to this. This approach helps learners to focus on the stages involved in producing a piece of writing, for example:

- drafting;
- reflecting;
- re-writing;
- editing;
- discussing drafts with classmates.

However, we have to look at these stages in more detail. Here, the process has been broken down into three stages. The pre-writing stage, the drafting stage and the editing stage. Once the text is finished it is nice to add an extra presentation stage for the students to display their work. Each stage helps to scaffold the process of the finished product.

Stage 1: Pre-writing

- Being motivated to write (topic).
- Getting ideas together (brainstorming).
- Planning and outlining.

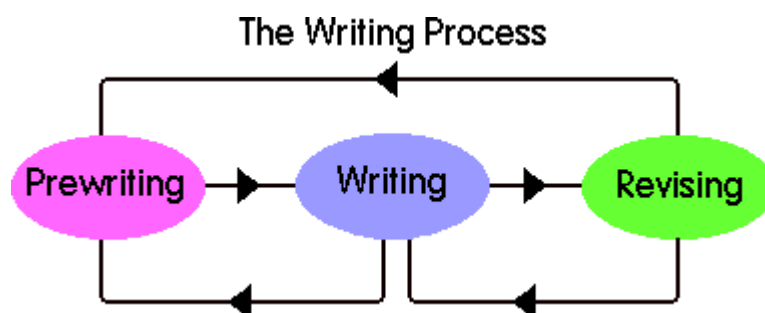
Stage 2: Drafting and redrafting

- Making notes.
- Making a first draft.

Stage 3: Editing

- Revising, re-planning, redrafting.
- Editing and getting ready for publication.
- Extra stage.
- Presentation, display, blog.

The stages to the process approach may be repeated if the student's work is not developing enough. This could mean that after writing the first draft, students may have to go back to the brainstorming and planning stage before they start their second draft, so that they come up with better ideas and have a clearer picture of what they are trying to communicate. Students can go back and forward a number of times before they have the finished text Ready for publication as you can see in the diagram.



However, students may get frustrated repeating stages or writing a second draft. It may be a good idea to show your students the stages before they start so that they understand what they are doing, why they are doing it and how they will do it.

Mistakes are expected, but working through the writing process helps learners to identify and deal with them. The feedback received from peers and teachers at the drafting stage is more helpful to developing writing skills compared with the product approach where a finished piece of work is returned to learners with mistakes underlined and circled.

Writing is a complex process and can lead to learner frustration. As with speaking, it is necessary to provide a supportive environment for the students and be patient. This approach needs more time being spent on writing in class, but as you will see, not all classroom time is spent actually writing. Students may also react negatively to reworking the same material, but as long as the activities are varied and the objectives clear, then they will usually accept doing so. In the long term, you and your students will start to recognise the value of a process writing approach as their written work improves.

At this point, it is good to compare the process and product approach. Look at the questions and the table and reflect on your teaching.

- What are the key differences?
- When would you use each approach?

Process writing	Product writing
<ul style="list-style-type: none"> • text as a resource for comparison • ideas as starting point • more than one draft • more global, focus on purpose, theme, text type, i.e., reader is emphasised • collaborative • emphasis on creative process 	<ul style="list-style-type: none"> • imitate model text • organisation of ideas more important than ideas themselves • one draft • features highlighted including controlled practice of those features • individual • emphasis on end product

So which approach should we use? That will depend on you the teacher and also on the genre of the text your students will write. For example, If your students are writing postcards, the product approach may be better suited, whereas, the process approach may be more suited to writing a narrative or an essay. This is not to say that the two approaches cannot be integrated. Parts of the process approach, such as re-drafting and collaboration, can be used with the product approach. With students working together in a collaborative stage, they will generate more ideas and therefore be able to write more. It also gives weaker students more support which in turn will increase student production and motivation.

Nowadays, however, we cannot think only of writing with pen and paper. We are living in the world of digital natives and the digital writer is more common. The explosion of social media has made writing a key skill for everyone worldwide and young people have a greater need to learn digital skills quickly so that they can express themselves in various contexts. Incorporating ICT into writing lessons is just as important as traditional writing, students need the practice but also the knowhow. This does not mean that the lesson should be solely done on a computer, there needs to be a balance and the use of ICT must be done effectively, otherwise the students will lose interest. However, before you start teaching with computers and web tools, think about: **what** you are doing, **why** you are

doing it, and **how** you are going to do it.

Two things to keep in mind when teaching writing:

1. your students will need time;
2. they will need support to achieve the best results.

Summary

It is clear that as teachers, we cannot go into the classroom and ask our students to do a writing task and expect them to know what to write and how to write it. Understanding how to approach the process and product approaches to writing, helps us to plan and stage our lessons so that we help our students to develop their ability and knowledge of the different genres in writing. Activities need more input, such as editing and re-drafting, so that our students are able to identify and improve on their work. The teacher therefore needs to choose activities that will interest the students and give them the opportunity and motivation to write. Through understanding the CEFR scales and having a clear understanding of teaching methodology, we as teachers have the tools to create effective and communicative lessons to cater for our students' needs. Through the use of ICT and the internet we are able to develop their digital skills which they need for life-long learning. This also gives students the opportunity to become more autonomous, having tools they can use outside the classroom, for example, a class blog. Overall, success in writing, and other skills, comes down to subject knowledge, understanding what is expected, relevant practice, evaluation and feedback, both for the teacher and the student.

Step 2

Task 1 – Reflection

Task 1.1 The Common European Framework

As part of being a competent language teacher, we need to know what the Common European Framework is so that we know what our students need to achieve. At times, we may expect too much from our students and the demand can increase pressure and stress on our learners. Having a clear idea of what students should be able to do at each level is a must for all teachers so that we can develop their knowledge and skills at the correct pace.

So, the question is, what is the CEFR?

Make some notes then watch the video, section up to 1 minute:

www.youtube.com/watch?v=ZDPeP-gCU5E

- *What did you already know?*
- *What did you learn?*
- *How do the CEFR help teachers?*

Task 1.2 The CEFR Scales for A2 and B1

At times, we may expect too much from our students in the classroom and the sense of expectation can be stressful for our students. Understanding the CEFR scales helps us understand what our students need to achieve and be more realistic in our expectations.

Before you watch the second part of the video, answer the question.

What linguistic competencies for writing would you expect your students to have at A2 and B1 level?

Watch the video from 2 minutes 05 to and 2 minutes 55 and compare.

<http://www.youtube.com/watch?v=ZDPeP-gCU5E>

Now that you have understood some of the linguistic competences, look at the instructions below:

think of two of your classes, one at A2 level and one at B1;

identify the students who do well in class (not the strongest or weakest students);

look at the scales below and tick ✓ for “can do this” and cross X for “can’t do this”.

Writing

A2	B1
Can write short, simple formulaic notes relating to matters in areas of immediate need.	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
Can write very simple personal letters expressing thanks and apology.	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
Can take a short, simple message provided he/she can ask for repetition and reformulation.	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.
Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

Can write very short, basic descriptions of events, past activities and personal experiences.	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	Can write accounts of experiences, describing feelings and reactions in simple connected text.
Can write short, simple imaginary biographies and simple poems about people.	Can write a description of an event, a recent trip - real or imagined.
	Can narrate a story.
	Can write short, simple essays on topics of interest.

Reflection

After looking at the CEFR scales for level A2 and B1, what have you learnt and are you clearer about what to expect from your students?

Task 2 – Classroom activities

Task 2.1 Writing in class

What do you do in class? Are you the type of teacher who uses writing as a controlled activity to keep the students quiet? Or do you plan your lessons so that your students understand each stage and aim of the lesson. Do your students enjoy writing lessons? And do you enjoy teaching writing lessons? These are only a few questions we can ask ourselves to reflect on our teaching. Any answer to these questions should be followed by "Why?", by doing this, we can justify what we are doing and the rationale behind it.

Look at the questions below and reflect on your own practice.

Answer the questions

Remember to think of "Why?"

Students

- How often do your students do writing in class?
- What do they write? E.g. a story.
- What problems do they have with writing? E.g. spelling.

Teachers

- What did you do in your last writing lesson?
- How did you plan your lesson?
- What were your aims?
- Did the students have any problems?
- Do you evaluate your lessons? How?
- Which approach to writing would suit your students more? Product or process?

Task 2.2 Writing an email to a friend (Level A2/B1)

This lesson aims to get students to use a personal experience or their imagination to help them create a context that they will use to write an email to their friend.

1. Write “DHOILYA” on the board and ask your students to unscramble the mystery word. (HOLIDAY)
2. Ask your students to brainstorm different types of holidays e.g. skiing, beach, adventure etc. Write these on the board and ask which type of holiday they like to go on and why. Students work in pairs or small groups
3. Tell your students that you are going to tell them about your last holiday but they have to ask you some questions to get the information. Write question prompts on the board to help your students write the question. Prompts:
 - Where?
 - When?
 - Who?
 - Where /stay?
 - What/do? What see?
 - What eat?
 - Trips?

- Extra info...

Students work in pairs or groups of three to write the questions. The teacher should monitor and help if needed. For level B1, students should be encouraged to ask one or two extra questions to get more information e.g. What did you do? Would you do it again? Why? Why not? Did you enjoy it? Why? Why not? etc.

4. Once you have checked the question form as a class, the students can ask you the questions. Once they have finished, ask them to work together to remember the information about your holiday. This could be done as a competition and points given to the groups who remember the most.
5. Now tell your class to think of a holiday they have gone on and write notes to the question prompts e.g. where/stay? A campsite. If they have difficulty thinking of a holiday, tell them to invent one. The teacher must monitor to make sure the students write notes and not complete sentences.
6. On the board write "the most interesting", "the most fun" and "the holiday you would like to go on". Tell the students they will speak to 3 other students about their holidays (they should try to ask more questions to get extra information like the example in part 3). Once they have finished they should tell their partner about the holidays and which was "the most interesting", "the most fun" and "the holiday you would like to go on".
7. Tell the class that you have written an e-mail to a friend. Students read the letter and check if all the questions have been answered from the prompts (teachers should write their own letter about their holiday).
8. Example letter:

Hi John,

How are you? Are the schools still on holiday in Australia? I am just back from my holiday in the Scotland. I had such a great time with my family. It was just me, Mum and Dad because Paolo wanted to stay in Italy with his girlfriend. We left on the 14th August and went to Edinburgh for the famous arts festival there. We saw so many shows and fantastic performances. The city was so exciting with so many things were happening. We stayed in the Balmoral hotel in the centre. It was really nice with a fantastic view of the castle. I was a bit scared at night because my room was a bit spooky. I thought there might be some ghosts in my cupboard.

We went to the highlands for a week. We visited lots castles and went kayaking in Loch ness which was terrifying. I thought Nessie was going to appear and attack us. I don't know if she really exists, but it was scary all the same. My favourite day was when we went rock climbing on Ben Nevis. It's the highest mountain in Britain. We had a long walk to get there but it was brilliant. Our guide was so funny and he taught us how to tie the ropes and a lot about team work.

The food was ok, but not as good as Italian food. I tried the famous haggis, which was actually really nice. The seafood was amazing but really expensive. I didn't like the fish and chips though. It was too greasy and heavy.

Did you have a good holiday this summer? Did you do anything exciting? Let me know how it went.

All the best

Maria

xxx

9. Tell the students that they are going to write an e mail to a friend about their holiday. They have 20 minutes to do this. Remind them to use their notes from stage 3.
10. Presentation: students can present their work on a class blog or wall display (www.blogger.com).

Task 2.3 Story writing (Level B1)

The aim of the lesson is to get students thinking about what makes a good story and use a short dictation to create the context of the story for the students to continue. The lesson works best with a process approach and two or more drafts may be needed.

1. Ask students "what makes a good story?" and write their answers on the board. Write anything they have missed or prepare a power point and reveal your answers e.g. suspense, mystery, action, romance, true etc.
2. Pre teach vocabulary:
a flat tyre, a shadow, hear a noise.
3. Tell your students that you are going to dictate the start of a story.

Students work in pairs to write the story. Tell your students that you will dictate the story more than once and they should not stop you while you are reading.

Read the text at a normal speed:

I've never spoken about what happened since that night. I can still feel the cold rain and the icy wind hitting our face when we stepped out of the car like two children lost in the woods....

4. Students should compare with another pair after each reading.
5. Ask for a volunteer to read what they have written then reveal the version on the power point for students to check.
6. Ask students what type of story this is, a mystery, a horror, a thriller etc and how they think it is going to continue. Students work in groups to come up with an answer.
7. Write or reveal 'weather, place, time, people, and objects' on the board or power point. Tell your students that they will continue the story with their partner or small group from the dictation. They should think of the prompts on the board and include them in the story.
8. Set a time limit and start the task.
9. The teacher should monitor and help where needed. Give examples if needed.
10. Extra idea. The use of visuals can be used to help students with their stories, for example: show your class some pictures of people, objects etc. Tell them that they are in the story. They have to find a way to include them in the writing.
11. Collect the first drafts of the story to be edited in in the next lesson. See below for correction code.
12. Final drafts can be typed and presented on a class blog or printed for a wall display (www.blogger.com).

Task 2.4 Agony Aunts – Writing and responding to letters (Level A2/B1)

The aim of the lesson is to get students writing to someone for advice. The writing activity encourages students to respond to another groups letter. The exchanges can continue for as long as the students are able to write to each other.

1. Put a picture of a teenager on the board and ask your students what it is like to be a teenager. If anyone says problems, write it on the board.
2. Brainstorm problems young people have e.g. strict parents, drugs, bullying, romance etc. Write the answers on the board.
3. Speaking: Tell your students to work in small groups and answer these questions.
 - a. What type of problems do you or your friends have?
 - b. What do you do when one of your friends have a problem?
 - c. Do you help your friends when they have a problem? What do you do? / If not, why not?
 - d. When you have a problem, do you speak to anyone?
4. Feedback some answers as a class. This may create a bigger discussion and students may want to speak about their different experiences. This is a good opportunity for the teacher to focus on emerging language of help students with vocabulary they don't know.
5. Tell the class that in the UK there are Agony Aunts, people you write to for advice. Look at this link to give your students a better idea. See link:
www.talktalk.co.uk/lifestyle/agonyaunt/index.html?cat=Teenagers
6. Tell the students that they are going to read a letter to an agony aunt. Tell them to answer the two questions while they read.
 - a) What is the problem?
 - b) What advice would you give Maria?

Dear Agony Aunt,

I really need some help and I don't know who to ask. I have never written to an agony aunt before and I feel a bit shy. However, since I started high school, I have been having problems with my school work. The other students seem to understand everything better than me. My teachers don't help because they expect everyone to do all our school work perfectly and some of my class mates are starting to make fun of me. I am really trying hard but I am not improving. My dad is strict and expects me to get full marks all the time. I really don't want to go to school.

What should I do?

Maria

7. Tell your students that they are going to be the agony aunt. Write a reply to Maria with some good advice.
8. Once they have finished their letters, ask for some volunteers to read their letters out. Focus on any language e.g. should, need to, have to and vocabulary.
9. Tell students to write to an Agony Aunt with a problem that they want help with in their pairs. Set a time limit of 10 minutes. Give some A4 blank paper for them to write their letter on.
10. Once they have finished they swap their letter with another pair. Now the students become Agony Aunts. They read the letter and respond giving the best advice possible. The teacher should monitor to keep students on task and help with any language needed. Letters can be exchanged up to 4 times e.g. letter – advice – letter – more advice.
11. Extra idea: The same activity can be done on www.padlet.com. Part of a class blog could be for Agony aunt letters (www.blogger.com).

Task 2.5 Choosing the activity (Reflection)

You will teach one of the activities described above. Before you teach the lesson, reflect on what you have learnt about teaching writing.

Teacher's Task:

- Choose one of the activities to teach with your students from the examples above.
- Make sure you have understood all the stages and what to do.
- Reflect on "Why?" you have chosen this task.
- Teach the lesson and follow up tasks e.g. editing, uploading onto blogs etc.

IMPORTANT:

It is important to understand that these activities should have stages of either product or process incorporated into them. Before you teach an activity, look back at the stages of the approach then plan your lesson.

Task 3 – Error correction

Error correction can be a nightmare for students, especially when they see red ink all over their page. It should be clear from the start that you do expect your students to make errors, but you would like them to work out why it is wrong and edit their work. The teacher needs to also think about the type of error that the student has made, why they made the error and what the best way to approach the error is. Instead of just underlining and correcting the error we need to identify the error type e.g. lexical, grammatical, punctuation etc. We also need to understand why they are making the error for example, due to interference from their mother tongue or over generalization of grammatical rules to name but a few and then give them the opportunity to correct their mistakes.

Correction codes

One way of helping students be more aware of their errors is by highlighting their errors with a correction code. This way they can try to work out their own errors in pairs.

Example

Correction code	Error
P	Punctuation
G	Grammar
Sp	Spelling
WT	Wrong Tense
WW	Wrong Word
WO	Word Order
^	Missing word

Extra idea

Gather a number of your students' errors. Type them, highlight them and write the correction code at the end of the sentence.

Example

Yesterday he **going to** the cinema **WT**

Put students into pairs or small groups. Tell them that they have to ask you for an error (e.g. “miss, can I have an error slip, please?”).

Give them the slip and the students try to write the correction as fast as possible in their note books before giving you the slip back and asking for another one (make sure they write the number from the slip).

Check the answers at the end.

Extra classroom task

If you don’t use a correction code already or do editing activities in class, try doing it the next time you do writing in the classroom.

Once you have finished the activity, complete the evaluation grid. Also give a self-evaluation grid to your students to assess their written ability.

Step 3

Teacher self-evaluation

Think back on all you have read and how effective the lessons you tried in class were. What problems did you encounter? Will you approach writing differently from now on?

Teacher self-evaluation	I can do this. How?	What do I need to improve on?
I have a clear understanding of the CEF levels for A2 and B1 for writing.		
I have a clear understanding of approaches to teaching writing.		
I am able to plan better for my teaching.		
I have successfully tried out some written activities with my students.		
I am able to evaluate lessons (good and bad) and write action points for future lessons.		
My students have produced some work which could be used in a class display or blog.		
My students can draft, edit, re-draft and produce a final product of writing.		
I am more aware of how to		

develop writing tasks.		
I am able to evaluate students' progress.		
I feel able to use ICT in and out of the class with my learners.		

Students self-evaluation

Students self- evaluation	Can	Can't do it yet
I can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2)		
I can write straightforward connected texts on a range of familiar subjects within my field of interest, by linking by linking my ideas into a linear sequence. (B1)		
I can write very short, basic descriptions of events, past activities and personal experiences. (A2)		
I can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (B1)		
Can write short, simple imaginary Biographies. (A2)		
I can write short, simple essays on topics of interest. (B1)		
I can describe the plot of a book or film and describe my reactions. (B1)		
I can use paragraphs when I write.		

I can work in pairs and groups well and produce good examples of written English.		
I can edit my and other students' work.		
I understand why we edit and re-draft.		
I can use the most important connecting words to indicate chronological order (first, then, after, later).		
I can use the computer to write in English.		

RESOURCES

Bibliography

- Byrne, D. (1979) Teaching Writing Skills. Longman, London 1988.
Hedge, T. (2005) Writing. OUP, Oxford 2005.

Websites

Free web tool for creating blogs.

<http://blogger.com>

Peer editing and correction.

<http://www.teachingenglish.org.uk/tips/peer-editing-correction>

Sync.in: simple and useful collaborative writing tool, free in its basic format.

<http://www.teachertrainingvideos.com/syncd/index.html>

Web tool that allows people to write short messages on a shared wall.

<http://www.padlet.com>

SINTESI IN ITALIANO

Il percorso, suddiviso in cinque parti, prende in esame il metodo di insegnamento della lingua scritta in classi con studenti di livello A2 e B1.

Nella prima parte vengono illustrati i due principali approcci alla scrittura: quello centrato sul risultato e quello centrato sul processo. Se ne analizzano le fasi e le principali caratteristiche, per poi confrontarli e giungere ad una riflessione sulle esperienze individuali e le possibili applicazioni in classe.

Nella seconda parte l'insegnante esamina le scale del CEFR relative all'attività scritta e riflette su obiettivi e aspettative da porsi nei confronti dei propri studenti.

Nella terza parte vengono descritte alcune attività da poter svolgere con i propri studenti in aula. In particolare, ci si focalizza sull'importanza di richiedere la creazione di testi scritti adeguati non solo a età e livello degli studenti, ma anche alle loro esigenze. Viene inoltre dedicata una sezione alla fase di correzione degli errori.

Nella quarta parte all'insegnante viene chiesto di sperimentare una delle attività proposte, applicando consapevolmente gli approcci metodologici analizzati, con l'obiettivo di produrre un miglioramento nella produzione scritta degli studenti.

Infine nella quinta parte sia l'insegnante che gli studenti completano una griglia di autovalutazione relativa alla produzione scritta.