

**Міністерство освіти і науки України  
Рівненський державний гуманітарний університет  
Кафедра практики англійської мови та методики викладання**

**PTACTICUM ON ENGLISH METHODOLOGY**

**MODULE “Preparing to Teach 2”**

**UNIT 3.4 “Language Skills – Teaching Writing”**

**Практикум з методики навчання англійської мови**

**Модуль «Підготовка до вчителювання 2»**

**Розділ 3.4 «Мовленнєві навички- навчання письма»**

**Рівне – 2024**

**Practicum on English Methodology. Module 3. Unit 3.4 Практикум з методики навчання англійської мови. Модуль «Підготовка до вчителювання 2». Розділ «Мовленнєві навички та уміння - навчання письма».** Навчально-методичний посібник для студентів третього курсу філологічного факультету спеціальності 014 Середня освіта (Мова і література (англійська)) / Укладачі: Кvasnec'ka H.B., Grony L.B., Ver'jovkina O.E. – Rівне: РДГУ, 2024. – 35 с.

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*Навчально-методичний посібник затверджено та рекомендовано до друку на засіданні кафедри практики англійської мови та методики викладання Рівненського державного гуманітарного університету, протокол № 1 від 25 січня 2024 року.*

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Рівненський державний гуманітарний університет, 2024.

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**COURSE ESSENTIALS**  
**English Language Teaching Methodology – Curriculum Map**  
**Module 3. Preparing to Teach 2**

**Status:** Compulsory

**Year:** 3

**Semester:** 5

**Total hours:** 120

**Contact hours:** 72

**Self-study hours:** 48

**Credit** 4

<b>Module 3</b>	<b>UNITS</b>	<b>HOURS</b>		
		<b>Total</b>	<b>Contact</b>	<b>Self-study</b>
		30	18	12
		30	18	12
		30	18	12
	3.4. Language Skills – Teaching Writing	30	18	12
	<b>Module Total</b>	<b>120</b>	<b>72</b>	<b>48</b>

### **Unit 3.4 Language Skills – Teaching Writing**

#### **Objectives**

*By the end of the unit, students will be aware of:*

- curriculum requirements for teaching writing
- the types of writing and approaches to writing
- ways of teaching to write different text types
- writing activity sequences

*and will be able to:*

- integrate listening, speaking, reading and writing skills
- use strategies and techniques for developing learners' writing skills
- assess different types of learner's writing
- plan a sequence of activities that incorporates the development of writing skills.

#### **Content**

- Curriculum requirements for teaching writing to different age groups
- Strategies for developing learners' writing skills
- Teaching writing using process and product approaches
- Ways of teaching writing different text types (e.g. postcards, invitations, CVs, personal and formal letters, e-mails, stories, reviews, articles, essays, recipes, reports)
- Teaching sentence, paragraph and text building; coherence (logical development of ideas) and cohesion (link words and phrases, sequence of sentences) in writing
- Approaches to assessing writing and giving feedback on learners' writing
- Writing activity sequences
- Ways of integrating listening, speaking, reading and writing skills

**SESSION 1.** Writing as a skill. Differences between speaking and writing. The importance of teaching writing. The purposes of writing in class and in real life. Curriculum requirements for teaching writing to different age groups. Writing in the CEFR.

**Practical assignments:**

**Handout 1: Key features of speaking and writing**

**Activity 1:** Individually, read the statements below and decide whether they refer to speaking or writing. Put 'S' for speaking and 'W' for writing in the column provided. Don't worry about the column, headed 'Criteria': it will be needed in the next activity.

No	S/W	Statement	Criteria
1.		Communication happens in real time.	Time and space
2.		The receiver is not present, so any response comes later.	Participants
3.		A native speaker has to be taught how to do it.	Process
4.		Expressive features such as intonation, facial expression and gesture are used to make meaning clear.	Signs and symbols
5.		It is usually planned in advance, so there is time to think about the language used.	Organisation and language
6.		Native speakers acquire it, rather than learn it.	Process
7.		It stays as a permanent record.	The product
8.		Features such as layout and punctuation are used to make meaning clear.	Organisation and language
9.		The receiver is present and can give an immediate response.	Participants
10.		It is usually spontaneous, so there is no time to think about the language used.	Time and space
11.		Communication doesn't happen in real time.	Time and space
12.		It disappears.	The product

**Handout 2: Similarities between speaking and writing**

**Activity 2:** In your group, identify similarities between speaking and writing. Fill in the table. Provide examples to support your ideas. Refer to the statements and criteria suggested in Handout 1 as well as to your own experience.

Report your findings in class.

Criteria	Speaking and writing
Time and space	
Participants	
Process	
Organisation and language	
Signs and symbols	
The product	

**Handout 3: Differences between speaking and writing**

**Activity 3:** In your group, identify differences between speaking and writing. Fill in the table. Provide examples to support your ideas. Refer to the statements and criteria suggested in Handout 1 as well as to your own experience. Report your findings in class.

Criteria	Speaking	Writing
Time and space		
Participants		
Process		
Organisation and language		
Signs and symbols		
The product		

#### **Handout 4: 'Writing-for-writing' and 'writing-for-learning'**

**Activity 4:** Fill in the table with as many examples as you can think of for writing-for-writing and writing-for-learning.

Writing-for-writing (writing to develop writing skills)	Writing-for-learning (writing to support other learning)	Comments

#### **Handout 5: Purposes for writing**

**Activity 5:** Look at these coursebook activities in which students are asked to write. For each activity answer the following questions: a) What is the aim? b) Do you think it's writing-for-writing or writing-for-learning? Why?

	Activity	Purpose
1.	<p>Using the notes you made earlier, write the story of your dangerous experience (about 250 words).</p> <p>Begin with background information.</p> <p>Describe the events in the order they happened.</p> <p>Make sure you used plenty of adverbs to describe people's feelings and actions.</p> <p>Share your stories in class, reading some of them aloud.</p>	

2 Conjunctions can join sentences to express **contrast, reason** and **result, time**, and **condition**. In each group complete the sentences with suitable conjunctions.

**Contrast** however although despite even though

- 1 \_\_\_\_\_ I can't speak much Spanish, I can understand a lot.
- 2 I can't speak Spanish well. \_\_\_\_\_, I can understand most things.
- 3 He can't speak Spanish well, \_\_\_\_\_ he lives in Spain.
- 4 \_\_\_\_\_ living in Spain, he can't speak Spanish.

**Reason and Result** such ... that so as since because so ... that

- 1 I didn't sleep well last night, \_\_\_\_\_ I'm tired.
- 2 I'm tired \_\_\_\_\_ I didn't sleep well last night.
- 3 I wanted to go, but \_\_\_\_\_ it was late, I decided not to.
- 4 \_\_\_\_\_ John can't be here today, I've been asked to chair the meeting.
- 5 He always looks \_\_\_\_\_ innocent \_\_\_\_\_ he gets away with murder.
- 6 He's \_\_\_\_\_ a terrible liar \_\_\_\_\_ no one believes him.

**Time** when(ever) while as (soon as) until after since

- 1 I called you \_\_\_\_\_ I could.
- 2 He refused to talk to the police \_\_\_\_\_ his lawyer arrived.
- 3 I feel sad \_\_\_\_\_ I hear that song.
- 4 They were burgled \_\_\_\_\_ they were away on holiday.
- 5 I've known her \_\_\_\_\_ I was a small child.
- 6 I'll help you with this exercise \_\_\_\_\_ I've had dinner.

**Condition** if as long as unless in case

- 1 \_\_\_\_\_ I'm going to be late, I'll call you.
- 2 You won't pass \_\_\_\_\_ you work harder.
- 3 Take an umbrella \_\_\_\_\_ it rains.
- 4 You can borrow my car \_\_\_\_\_ you drive carefully.

3.

survey

**The Organic Burger Company**

FAO: (1) \_\_\_\_\_, Organic Burger Company  
 Title: (2) \_\_\_\_\_  
 Date: 30th November

**Background and objectives**

(3) \_\_\_\_\_ is that there has recently been a drop in customers at traditional fast-food outlets such as McDonalds. The Organic Burger company wants to fill the growing gap in the market.

(4) \_\_\_\_\_ is to survey consumer attitudes by doing preliminary research with the young people of Nottingham, a medium-sized English town.

(5) \_\_\_\_\_ what the customers would want from the experience of buying and eating a high-quality organic burger.

**Research and findings**

Read the report based on the consumer survey conducted for the Organic Burger Company and complete it with the expressions from exercise.

4.

How does writing an e-mail differ from writing letters? List some differences.

5.	<p>Write an e-mail in reply to Jane (about 250 words).          Begin by reacting to her news.          Reply positively to her invitation.          Suggest arrangements for meeting her.          End by giving some news about yourself.</p>																						
6.	<p><b>T 1.9</b> Listen to some people talking about the things they miss most when they are away from home. Take notes and compare them in groups.</p> <table border="1"> <thead> <tr> <th></th> <th><b>What they miss</b></th> <th><b>Other information</b></th> </tr> </thead> <tbody> <tr> <td><b>Andrew</b></td> <td></td> <td></td> </tr> <tr> <td><b>Helen</b></td> <td></td> <td></td> </tr> <tr> <td><b>Gabriele</b></td> <td></td> <td></td> </tr> <tr> <td><b>Paul</b></td> <td></td> <td></td> </tr> <tr> <td><b>Sylvia</b></td> <td></td> <td></td> </tr> <tr> <td><b>Chris</b></td> <td></td> <td></td> </tr> </tbody> </table>		<b>What they miss</b>	<b>Other information</b>	<b>Andrew</b>			<b>Helen</b>			<b>Gabriele</b>			<b>Paul</b>			<b>Sylvia</b>			<b>Chris</b>			
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<b>Chris</b>																							

(Available from: <https://www.britishcouncil.org.ua/teach/projects/presett>).

### Self-study.

1. Experience of writing in English. Read and comment on the quotation:  
 “to be deprived of the opportunity to learn to write is to be excluded from a wide range of social roles, including those which the majority of people in the industrialized societies associate with power and prestige” (Chris Tribble)

2. Summarise after your learning experience at school and answer the following questions:

Did you do writing in the English language classroom and if so how often?

What did you prefer: writing or speaking in class? Why?

Exchange your experience in pairs.

Discuss any similarities and differences.

**SESSION 2. Ways of working on learners' writing skills: increasing student motivation to improve their writing; providing purposeful writing practice; providing constructive feedback on students' writing; dealing effectively with learners' errors in writing**

**Practical assignments:**

**Handout 1: Student motivation to improve their writing**

**Activity 1.** Why should we include writing activities in a language course?

Choose the three most important reasons.

- a) Writing reinforces the grammatical structures.
- b) Writing helps our students to learn vocabulary.
- c) Writing can also play a role in many of the activities in which the goal is oral production, reading comprehension, etc.
- d) Writing exercises consolidate language already presented and practiced orally.
- e) Students have to develop the skills of communicating in writing.
- f) Students need writing for study purposes (to record and review vocabulary words and structures that the teacher writes on the blackboard).

**Activity 2.** What do writers need to actually produce a piece of writing (clear, fluent and effective communication of ideas)?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Handout 2: Providing constructive feedback on students' writing; dealing effectively with learners' errors in writing**

**Activity 3.** What is the difference between correcting written work and giving feedback on it?

**Activity 4.** Do you agree (✓) or disagree (✗) with the following statements? Explain your mind.

- You must always grade learners' writing.
- Sometimes you should just comment on learners' writing.
- You must never use red ink for marking.
- You should correct all the mistakes in a piece of written work.
- Sometimes you shouldn't correct any mistakes or comment on performance.
- Instead you should respond to what they have written and focus on writing fluency.

Try to compare your answers with a partner

**Activity 5.** The trainer says: "You need to have a plan for feedback. Who gives it? ... How is it given? ... And what is the focus?"

Complete the table with information on who, how and what

Who	How	What

**Self-study.**

1. Watch the video <https://www.teachingenglish.org.uk/comment/206205#comment-206205> and list the ways of increasing motivation that the trainer mentions.
2. Summarise :
  - \*• explain how specific techniques and approaches are connected to motivation.
  - identify a number of appropriate activities that will enhance students' motivation to carry out reading and writing tasks .
  - identify some simple strategies to motivate students' in challenging classroom situations.
3. How do you motivate your learners to write in English? List some ideas here.

**SESSION 3. Teaching sentence, paragraph and text building, coherence (logical development of ideas) and cohesion (linguistic means of establishing coherence) in writing**

**Practical assignments:**

***Handout 1: Strategies for developing learners' writing skills***

**Activity 1.** Hence, we can distinguish three types of writing activities: controlled, guided, and free. Below are some examples of writing exercises which illustrate these three types of tasks. What are they?

***Copying***

E.g. The following sentences are from reports to police by a witness regarding two suspects. The sentences have been mixed up by a secretary. Sort them out and write them under the appropriate picture.

He was about 40	PICTURE 1	PICTURE 2
He was about 60		
He was thin He was fat		
He had a beard	1.-----	1.----- ---
He had long hair	2.-----	2.----- ---
He was wearing glasses	3.-----	3.----- --
He was wearing a hat	4.-----	4.----- ---

***Gap-filling***

E.g. Write out the complete sentences.

*Mary \_\_\_\_\_ to school by bus.*

Or

*Mary - school - bus*

***Relying instructions***

Students write directions which other students have to follow.

1) Students are told to write directions from the place where they are studying to some other place in the same town or city. They are told not to mention the destination by name.

2) They give their directions to a partner who has to guess what the destination is by following the direction.

***Re-ordering words or sentences.***

E.g. Write the sentences correctly.

*Henry / with / a hole / had / in it / a bucket.*

*He / to mend it / how / he didn't / wanted / but / know.*

*He / Liza / for help / asked.*

***Exchanging letters***

Students write each other letters and then receive a reply. They could be letters of invitations, letters to the «agony column» of a magazine, complaining letters about goods they have bought after seeing an advertisement, or letters in which students apply for a job.

***Substitution table***

E.g. Write three sentences in the appropriate sequence.

They	met	to New York
Peter	went	at a restaurant
He	ate	Peggy

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

### ***Open dialogues***

E.g. Fill in the dialogue.

A: *Hello, Sue. Well, this is a surprise.*

B: \_\_\_\_\_.

A: *Yes, it must be five years. What are you doing these days?*

B: \_\_\_\_\_.

A: *Oh, so you don't work at the University any more then.*

B: \_\_\_\_\_.

### ***Sentence completion***

E.g. Complete the sentences adding “because” and an appropriate reason.

*A book was lying on the floor of an empty gym* \_\_\_\_\_.

*I've worked hard at the office* \_\_\_\_\_.

*This will be the most exciting match of the year* \_\_\_\_\_.

### ***Dictation***

The traditional dictation might be adequate for practising spelling, but it does not really develop other writing skills, since students do not have to think much about what they are writing or find ways of making up sentences. Adrian Doff in the thirteenth chapter of his training course *Teach English* suggests an alternative to this traditional dictation, which focuses more on meaning. This activity has four steps:

- 1) Write these prompts on the board:

*Giovanni- fishing*

*friend's house - bus - river tree - fishing*

*a few minutes - Giovanni - small fish*

- 2) Read the text. Ask students to listen but not to write anything.

*Giovanni decided to spend the day fishing. He went to his friend's house and they took a bus to the river. There, they sat down under a tree and began fishing. After a few minutes, Giovanni caught a small fish.*

3) Ask students to write a version of the text, using the prompts on the board. It does not have to be exactly the same as the original; the first sentence could be, e.g. “*Giovanni decided to go fishing.*”

- 4) Go through the exercise orally, asking different students to read out sentences.

### ***Parallel writing***

E.g. Read the following paragraph about Mary's day and write a similar one about your own day.

OR

Read the following description of a room and write a paragraph describing the room in the picture.

### ***Correct the facts***

E.g. Re-write the sentences so that they match the picture

*At the market, I saw an old woman sitting in a chair. She was selling eggs. It was raining.*

### ***Summarising***

E.g. Read the following text, find out what the main ideas are and write them in your own words. This activity could be planned as a group composition:

- 1) Divide the class in groups of about 5 students.

- 2) Divide the reading passage (a story or dialogue) in different sections.

3) Give each member of the group a different section of the reading passage and ask them to write a summary.

- 4) The group puts the individual summaries together and discusses the right order of the ideas.

### ***Answering questions***

E.g. Answer the following questions and write a paragraph.

- What did you do for your holiday last year?
- Who did you go with?
- How did you go?
- Where did you stay?

### ***Free association***

Put the topic on the board. Students quickly say whatever words come to mind when they see the topic word.

### **Word mapping**

The teacher writes a topic on the board and asks students to help him organise related words and concepts in clusters around the central topic.

### **Ranking activities**

Students rank a set of features according to priorities.

### **Substitution**

E.g. Write a true sentence like this about yourself.

*Peter likes playing baseball and reading science fiction.*

*Barbara can speak German.*

### **Quickwriting**

Students write as much as they can in a given time (e.g. 3 minutes) on a topic, without worrying about the form of what they write.

### **Describe and identify**

Students write descriptions of people or places and the rest of the class or other groups have to guess who the people or places are.

1) The teacher divides the class into two teams.

2) The students write a description of a famous person (or a member of the class) without mentioning that person's name.

3) A member of one of the teams read his/her description. If someone from the opposing team can identify the person the team scores a point. If not there is no score, the teacher may take away a point from the team reading the description if a) the information about the person is wrong or misleading, or b) the English is totally indecipherable.

### **Conversion**

E.g. Rewrite using IF in each sentence.

*Nick arrived late because he missed the train.*

*His boss was angry because he arrived late.*

(Adapted from: *Budden, Jo. Writing activities [online]. Available from: [www.teachingenglish.org.uk/activities/writing-activities](http://www.teachingenglish.org.uk/activities/writing-activities)*)

### **Story construction**

Students write a fairy story in groups.

1) Students are put into groups. Where possible, they should be of equal numbers.

2) On a piece of paper they write the following sentence: "*Once upon a time there was a beautiful princess who lived in a large castle at the edge of a forest.*"

3) The students are then instructed to continue the story by writing the next sentence.

4) Then they are told to give their piece of paper to the student on their left. They should now continue the (new) story they have in front of them by writing the next sentence. The procedure is repeated until the papers have gone round the group but one. The teacher then tells the students to write the concluding sentence.

5) The stories are now turned to their originators. Students can read the resulting tales to the rest of the class.

### **Information transfer**

E.g. Listen to the curious anecdote that Liza tells and write an account of what happened.

### **Oral/written preparation:**

The teacher helps students to prepare the composition asking them for ideas or expressions and building up an outline on the board. Then students write it down individually or in groups using the previous data as a basis for their writing. See all the activities we mentioned above when we discussed the process approach.

### **Brainstorming**

Students rapidly exchange information about a topic or about something they have selected to read.

### **Activity 2. Put the exercises in activity 1 into the correct order.**

1.

2.

3.

### **Handout 2: Strategies for developing learners' writing skills**

### **Activity 3. What are some of the best prewriting strategies?**

Example: \_\_\_\_\_

### Brainstorming

*What it is:* Brainstorming is probably the most familiar prewriting activity. It is simply a “brain dump” of ideas about a topic.

*How to use it:* The writer simply writes down all the ideas that pop into her head as she considers the topic. Don’t try to self-edit or speculate on the idea, just get it down.

*Then what?:* After brainstorming, the writer will see ideas that “want” to group together. He may find himself gravitating to one idea over the others. Pay attention to these things.

### Clustering

*What it is:*

*How to use it:*

*Then what:*

### Free writing

*What it is:*

*How to use it:*

*Then what?*

### Looping

*What it is:*

*How to use it:*

*Then what?*

### Listing

*What it is:*

*How to use it:*

*Then what?*

### Outlining

*What it is:*

*How to use it:*

*Then what?*

### 5 Ws and 1 H

*What it is:*

*How to use it:*

*Then what?*

### Pros & cons list

*What it is:*

*How to use it:*

*Then what?*

### Heart mapping

*What it is:*

*How to use it:*

*Then what:*

**Activity 4. Quiz.** Identify each sentence according to the role it plays in a paragraph. Is it a hook, topic sentence, supporting sentence, or concluding sentence?

1) To sum up, educators must try to ensure that students practice writing rather than just taking multiple choice tests.

2) However, due to the pressures of large classrooms, many teachers try to cut corners by giving multiple choice quizzes.

3) Nowadays, teachers realize that students need to actively practice their writing skills though review of basic concepts is also required.

4) Have you ever done well on a multiple choice quiz, only to realize that you don't really understand the topic?

5) Real learning requires practice not just style exercises that focus on checking their understanding.

### **Self-study**

1. Select methods, techniques and materials for teaching to write different text types observing requirements for structure, coherence and cohesion. Comment every of them.

2. Give examples of the following cohesive devices.

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Cohesive device	Examples
Linking words and phrases Pronouns Articles Repeated words Similar words	

3. Give the explanation and the example “Coherence“ and “Cohesion”?

**SESSIONS 4-5. Teaching writing using process and product approaches** Writing task sequences. Product Approach to Writing

**Practical assignments:**

**Handout 1: Teaching writing using process and product approaches**

**Activity 1.** A summary of the differences. Fill in the differences in the table

Process-driven approaches show some similarities with task-based learning, in that students are given considerable freedom within the task. They are not curbed by pre-emptive teaching of lexical or grammatical items. However, process approaches do not repudiate all interest in the product, (i.e. the final draft). The aim is to achieve the best product possible. What differentiates a process-focussed approach from a product-centred one is that the outcome of the writing, the product, is not preconceived.

Process writing	Product writing

- text as a resource for comparison
- ideas as starting point
- more than one draft
- imitate model text
- organisation of ideas more important than ideas themselves
- more global, focus on purpose, theme, text type, i.e., reader is emphasised
- features highlighted including controlled practice of those features
- one draft
- emphasis on creative process
- emphasis on end product
- collaborative
- individual

**Activity 2. Definitions: match the right descriptions.**

- 1) Writing:
- 2) Process approach:
- 3) Product approach:
- 4) Perceptions:
- 5) Learning outcomes:
- 6) Blending:
- 7) Writing portfolios:
  - a) a collection of students' own writing reflecting their approaches to developing writing skill.
  - b) synthesizing two different approaches to produce a perfect piece of writing
  - c) the point of view of a student or a teacher on approaching the skill of writing.
  - d) the end product of the process of learning
  - e) the way a student focuses on the end product of his/her writing.
  - f) the way a student takes in perfecting his/her writing skill.
  - g) the skill of producing written symbols to convey the intended thought.

**Handout 2 : Teaching writing using process and product approaches.**

**Activity 3.**

**Students' Questionnaires**

**1. Process Approach:**

How do you write in English? Put a (✓) mark for the following statements to express your opinions.

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Statement(s)	SA	A	N	D	SD

1. I discuss the topic with my friends.					
2. I make notes while I discuss with my peers.					
3. I consider the purpose for writing.					
4. I discuss vocabulary with my friends.					
5. I prepare an outline from the notes I make.					
6. I write the first draft.					
7. I show my first draft to my peers and my teacher.					
8. I edit the first draft based on the feedback from peers and teacher.					
9. I revise the draft for the content and the clarity of meaning.					
10. I write the final draft.					

(Adapted from: Stanley, Graham (2003) Approaches to process writing [online]. Available from: [www.teachingenglish.org.uk/articles/approaches-process-writing](http://www.teachingenglish.org.uk/articles/approaches-process-writing).)

#### Activity 4.

##### 2. Product Approach:

How do you write in English? Put a (✓) mark for the following statements to express your opinions.

**SA** = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree

Statement(s)	SA	A	N	D	SD
1. I read model essays and understand how to write.					
2. I focus on writing correct sentences without grammar mistakes.					
3. In writing classes grammar is very important.					
4. I focus on producing a paragraph/an essay without any mistakes.					
5. I focus on spelling and check the unknown words in the dictionary.					
6. I want my teacher to correct my writing for grammar/spelling mistakes.					
7. I make an attempt to write on my own after getting some experience in writing.					
8. For me writing an error free essay is the final target in writing.					

#### Activity 5.

##### Teachers' Questionnaire

##### 1. Process Approach:

Put a (✓) mark for the following statements to express your opinions.

**SA** = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree

Statement(s)	SA	A	N	D	SD
1. While writing, students think of writing as a piece of communication.					
2. In writing lessons, teachers should get their students understand that the writing process involves many sub skills and they help them write a text.					
3. It helps the learners when they brainstorm and plan their written work in the writing class.					
4. It is important that writing activities like brainstorming, planning, making outlines, and revising can be done effectively in pairs or in small groups.					
5. Students can write a paragraph, an essay, a letter or an e-mail.					
6. After a student produces a piece of writing, peer correction has to be done prior to teacher's correction.					

7. Teacher's feedback should focus on the ideas presented and their organization.				
8. After peer correction and teacher's correction the student writes the final draft.				
9. Teachers should expose the learners to different genres of writing as they will be writing for different purposes.				

### Activity 6.

#### 2. Product Approach:

Put a (✓) mark for the following statements to express your opinions.

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Statement(s)	SA	A	N	D	SD
1. Students should learn to write correct sentences and build them up into a written text from the beginning.					
2. In writing class grammatical accuracy needs to be emphasized.					
3. Referring to model essay helps learners understand the way they can compose a piece of writing.					
4. In writing classes, the focus has to be on what student produces at the end of the lesson.					
5. Writing in the classroom does not help students and it is impossible to make writing realistic.					
6. It is not worth spending too much time on making the students write in the class.					
7. Students should be left alone to work on the writing activities.					
8. Teachers have to correct all the grammar mistakes that the students make in their writing.					
9. All written language can be regarded as formal language, so it should be flawless.					

(Adapted from: Stanley, Graham (2003) Approaches to process writing [online]. Available from: [www.teachingenglish.org.uk/articles/approaches-process-writing](http://www.teachingenglish.org.uk/articles/approaches-process-writing).)

What do you expect in a students' writing?

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Any other information:

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#### Handout 3: Writing task sequences

Activity 7. Examine the main principles of each approach and state their advantages and disadvantages.

	The Product Approach	The Process Approach
<b>Advantages</b>	1.	1.
	2.	2.
	3.	3.
<b>Disadvantages</b>		
	1.	1.
	2.	2.
	3.	3.

(Adapted from: Stanley, Graham (2003) *Approaches to process writing* [online]. Available from: [www.teachingenglish.org.uk/articles/approaches-process-writing](http://www.teachingenglish.org.uk/articles/approaches-process-writing).)

### **Activity 8. Summarise**

- 1) how the product and the process approaches to writing in a second or foreign language produce positive results in the improvement of the writing skills of the second or foreign language learners.
- 2) how the process and product approaches are blended to achieve the intended learning outcome standards while teaching writing skills.
- 3) the perceptions of the teachers and the students toward the realization of the Learning Outcome Standards through blending of the product and process approaches to teaching and learning writing.

### **Self-study.**

1. Watch the video <https://www.youtube.com/watch?v=3vfJxygXOIw> and give the explanation and the example of the product and the process approaches to writing.
2. What makes an effective piece of writing? Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about. Explain every of it:
  - What is process writing?
  - Why should teachers be interested in a process approach to writing?
  - The changing roles of teacher and students
  - What stages are there in a process approach to writing?
  - Classroom activities
  - The importance of feedback
  - Writing as communication
  - Potential problems
  - Further reading

**SESSION 6. Overview of text-types linked to purposes for writing. Ways of teaching writing different text types with the emphasis on authentic reasons for writing**

**Practical assignments:**

***Handout 1: Ways of teaching writing different text types.***

**Activity 1.** *Read the assignment criteria clearly and clarified what needs to be in the report and what type of report it is to be?*

- Provided a title page?
- Provided an executive summary?
- Provided a table of contents?
- Provided an introduction?
- Provided the literature review?
- Explained the method of how the data was gathered?
- Discussed the results and findings?
- Came to a conclusion?
- Made some recommendations?
- Provided references in the correct format?
- Included any appendices?
- Checked punctuation and spelling?

***Activity 2.***

*1. Read the text about Carnforth we've improved together. Pay special attention to its structure.*

*Find the introduction, the main body and the conclusion in it.*

*2. To see how well you understand the structure of a description answer some questions.*

- 1) How many parts are there in a description?
- 2) Can you find and read aloud the introduction?
- 3) Can you find and read aloud the conclusion?
- 4) How many paragraphs are there in the main body of the text?

*3. Think of a small town in Ukraine you know very well. Write an introduction to its description and the conclusion.*

*4. You'd like to write about your favourite town in a letter to your British penfriend. Think of the content of each paragraph in the main body. Use the description of Carnforth as an example. In case of any difficulty ask the teacher for help.*

*5. Write the description of the town. Remember that a description contains an introduction, a main body and a conclusion. Hand in your description to the teacher for correction.*

**CARNFORTH**

Carnforth is a small town in England. Carnforth is situated not far from London.

Carnforth stands on a small river. There are some bridges across the river. You can find many cafes, hotels and shops in the centre of Carnforth. There isn't a cinema in Carnforth now. The old cinema building is now a supermarket. There is a factory, a library, a police station, a post office and a Railway museum in Carnforth. The museum is near the railway station. You can see a lot of trains there. I like Carnforth very much.

***Handout 2: Ways of teaching writing different text types.***

**Activity 3.** *Read the argumentative essay about advantages and disadvantages of being your own boss. Pay special attention to its structure and style. Find the introduction, the main body and the conclusion in it.*

**ADVANTAGES AND DISADVANTAGES OF BEING YOUR OWN BOSS**

Have you ever considered becoming your own boss? In recent years the number of people choosing to start their own business has risen significantly. Many claim that this is because more people are no longer content to work for someone else. One of the main advantages of being self-employed is the fact that you are completely self-reliant and can make decisions on your own. This can give you a great sense of freedom and allows you to do exactly what you want without interference from anyone else. What is more, your working day can be planned for your convenience, allowing you to work when you want rather than when you have to. Finally, if your business is successful, people will know that you alone should be given the credit. However, there are disadvantages to being your own boss. Many self-employed people have said that to build a successful business, you have to be prepared to work long hours and sacrifice

your personal life. As B. C. Forbes once said, "If you don't drive your business, you will be driven out of business." Moreover, a 1996 government study found that over a

quarter of the businesses run by newly self-employed people failed within the first two years. All things considered, it seems to me that self-employment can be a very gratifying experience, although not one without difficulties. But when success is achieved, the greatest reward of all is the knowledge that you have done it on your own.

**Activity 4.** *To see how well you understand the structure and peculiarities of the essay answer some questions.*

- 1) How many parts are there in the essay?
- 2) Can you find and read aloud the introduction?
- 3) Can you find and read aloud the conclusion?
- 4) How many paragraphs are there in the main body of the essay?
- 5) What does each paragraph begin with?
- 6) What kind of style has the author used in the essay?
- 7) Why does the writer address the reader directly and use a question and a quotation in the essay?

**Activity 5.** *Read the essay again and label the paragraphs with the suitable headings: 1) arguments against, 2) arguments for, 3) opinion, 4) present topic.*

**Activity 6.** *Find and read aloud the topic sentences in the main body of the essay. Replace them with alternative ones.*

**Activity 7.** *Here are some linking words/phrases you may use while writing an argumentative essay. Place them in the appropriate column of the chart below.*

1. Introducing points	
2. Listing points	
3. Adding more points	
4. Contrasting points	
5. Introducing examples	
6. Concluding	

To sum up  
What is more  
In the first place  
As was previously stated  
One major advantage/disadvantage of  
First of all  
Also  
Secondly  
Apart from this/that  
Despite  
To start with  
Although  
All things considered  
Not to mention the fact that  
In spite of  
For example  
One point of view in favour of/against  
While  
Such as  
In particular  
Furthermore  
In conclusion  
Taking everything into account  
Besides  
Finally  
Especially  
All in all

Not to mention the fact that  
 Like  
 For instance  
 A further advantage  
 Even though  
 Last but not least  
 On the other hand  
 Thirdly  
 Nevertheless  
 It can be argued that  
 However  
 On the whole  
 In addition to this/that

**Activity 8.** Read the essay again and write out the linking words that are used to: 1) introduce points, 2) add points, 3) contra points, 4) conclude.

**Handout 3: Ways of teaching writing different text types.**

**Activity 9.** You are working on an article about advantages and disadvantages of owing a car. Write an introduction to your article and the conclusion. Use necessary phrases from activity 7.

**Activity 10.** A fashion magazine has asked its readers to write an article on being famous. Invent an eye catching headline for the article. Write your argumentative article, following the suggested outline:

Paragraph 1: state topic without giving your opinion.

Paragraph 2: give arguments for.

Paragraph 3: give arguments against.

Paragraph 4: suggest balanced consideration/opinion.

A headline is a short, clear summary of the information presented in a newspaper article. To write headlines correctly:

- use the Present Simple Tense (e.g. Famine strikes Africa),
- omit the verb “be” in the Passive Voice to describe a past event (Lost boy found),
- write “to be + Past Participle” using the Passive Voice to describe a future event (e.g. Hospital to be closed),
- write the full infinitive (to be) using the Active Voice to describe a future event (e.g. Presidents to meet),
- omit articles (e.g. Scandal threatens government),
- put nouns one after the other (e.g. London factory explosion injures 27),
- avoid prepositions like under, over, across, through (e.g. Undefined virus spreads),
- use abbreviations like US, UN, NATO (e.g. UFO sighted).

**Activity 11.** Your school newspaper has asked its readers to give their opinion on whether the Ukrainian external independent testing of school-leavers is a useful means of testing students’ knowledge. Think of an attractive headline and prepare a plan of your article.

Write the article in accordance with your plan. When you are through, check yourself.

**Handout 4: Ways of teaching writing different text types .**

**Activity 12.** Read the letter an Australian girl, a high school student, has written to her classmate who’s staying with his relatives in the UK now. Pay special attention to its structure.

Parts of the letter	Letter	Structural elements of the letter
INTRODUCTION	Flat 3 338 Boston Manor Grove Sydney, Australia December 1st 2011	Sender’s address  Date

	Dear Robert,	Informal greeting
BODY OF THE LETTER	<p>I'm sorry I haven't written to you for such a long time, but I've been very busy. How are you? I hope you're getting on all right in London.</p> <p>It's half past six in the evening here. I'm sitting at the desk in my room and writing this letter. I've just finished my homework. Mum is getting the dinner ready. We're having chicken and rice. It smells wonderful! My father is staying in Melbourne this week. He's working there. Anyway, you can see that nothing very exciting is happening here.</p> <p>I read a good book last week – "Overload" by Arthur Hailey. Have you read it? If not, I do recommend you to read the book.</p> <p>We're all looking forward to seeing you at Christmas. Please write or e-mail before then.</p>	Paragraph 1 Informal greeting  Paragraph 2 Information  Paragraph 3  Informal ending
CONCLUSION	Best regards, Jenny	Informal complementary close Sender's name

(Adapted from: Методика формування іншомовної компетентності у письмі // Методика навчання іноземних мов і культур: теорія і практика : підручник для студентів класичних, педагогічних і лінгвістичних університетів / Бігчі О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. / за загальн. ред. С.Ю. Ніколаєвої. – К. : Ленвіт, 2013. – С. 390-417.)

b) To see how well you understand the structure of an informal letter answer some questions.

1. How many big parts does an informal letter consist of?
2. What are they?
3. What does the introduction of the informal letter include?
4. What does the body include?
5. What does the Conclusion include?

**Activity 13.** To learn how the structural elements of an informal letter are arranged place their names in the proper box.

1	
2	
3	
4	
5	
6	

informal greeting, complementary close, sender's name, sender's address, date, the body of the letter

**Activity 14.** You are going to write a letter giving information to a pen friend of yours who lives in the UK. To make it coherent do the following:

- Copy out the linking words from Jane's letter;
- Write the Introduction and Conclusion of your letter.

**Activity 15.** Write the whole body of your letter giving your British pen friend some information about yourself, your family and your schoolmates. Don't forget to use some linking words when necessary.

**Activity 16.** Read an official thank-you letter written by a Ukrainian senior student who has just returned from England where he attended a Summer School of English. The letter is addressed to his teacher.

42 Voikova vul.  
Flat 17  
Chernihiv 140 000  
Ukraine

31 August 2011  
Mr. Williams  
Thames Valley University  
St Mary's Road  
London W5 5RF UK

Dear Mr. Williams

I am writing primarily to thank you for making my visit to the Thames Valley University Summer School last month such a wonderful experience.

What is more I would like to tell you that all of the students in my group agreed: we found our lessons extremely interesting and enjoyable. I am also grateful for the kindness and patience you showed me, even when answering my somewhat persistent questions!

I will always remember the three weeks I spent in London, especially the farewell party. Thank you again for the rewarding study trip. All the best wishes to you and your colleagues at the University.

Yours sincerely  
Oleg Tkachuk  
Oleg Tkachuk

*To show how well you understand the peculiarities of writing formal letters answer some questions.*

1. How many addresses are written in a formal letter introduction?
2. Is there a comma after the formal greeting?
3. Are there any abbreviations in a formal letter?
4. In what way paragraphs are separated from each other?
5. Does the formal complementary close differ from the informal one?
6. What follows the sender's signature in a formal letter?

**Handout 5: Ways of teaching writing different text types .**

**Activity 17.** Read the CV and resume given below carefully. Get ready to answer some questions on their structure and content.

**CURRICULUM VITAE**

Name:	CHRISTOPHER JONES
Address:	24 Mansfield Drive, Chedlee, Manchester M23 4DJ chrisj@email.com
Telephone:	Tel: (0161)234 1234
Nationality:	British
Date of birth:	24th May 1990
Marital status:	Single
Education:	2002-2009 Chedlee High School 6 GCSEs: Mathematics [A], English Language [B], Chemistry [B], Physics [B], Geography [B], Economics [B]
Experience:	2009-2011 BSc (expected) in Mathematics at Warwick University Subjects studied: Business Studies, Computer Studies, Calculus, Geometry & Topology Summer 2010 CHEDLEE COMMUNITY CENTRE Co-ordinator A vacation job at a community centre for the elderly: <ul style="list-style-type: none"><li>▪ Organised a local advertising drive that increased the number of elderly people coming to the centre by 20%</li><li>▪ Organised games for people attending in the afternoons</li><li>▪ Escorted some of the elderly people to and from the centre</li></ul> Summer 2011 JOHNSON&STEVENS A vacation job working for a large firm of accountants: <ul style="list-style-type: none"><li>▪ Assisted the Senior Partner who was conducting audits on major companies in the area</li><li>▪ Handled incoming telephone calls to the Senior Partner from other companies and members of the public</li><li>▪ Organised and maintained the Senior Partner's filing system</li><li>▪ Typed reports on an IBM Compatible PC using the Word Perfect word-processor</li><li>▪ Devised a new filing system to maintain the files held by the department</li><li>▪ Solved users' PC problems including sorting out spreadsheets, explaining how to use complex features in word'processing packages</li></ul>
Skills:	IBM Compatible PCs running Microsoft Windows, MS'DOS, WordPerfect, Word for Windows and Microsoft Visual C Full, clean driving licence
Interests:	Badminton, cinema and theatre
References available on request	

**RESUME**

BETHANY S. PETERS  
3898 Flower Avenue,  
Sacramento, CA 13902  
(607) 79445432

Objective: to obtain a position of a newscaster  
Education: 2010'2011 University of California, Davis, CA  
BA expected in Linguistics  
June 2009 Union Sacramento High School, Sacramento, CA  
GPA – 3.85  
Experience: Summer 2009'2011  
Press & Sun-Bulletin, columnist, reporter, Sacramento, CA  
▪ Wrote columns in Sacramento, CA newspaper addressing concerns of teens  
▪ Researched topics and wrote articles on teens' interests including discipline problems and troubles in the classroom, school attendance, teachers' and students' relationship, career counseling  
2007-2009  
Sacramento General Hospital, Sacramento, CA  
○ Contributed 500+ hours in pediatrics, orthopedics, respiratory, radiology, surgical, emergency room  
Clayton Avenue Elementary School, Sacramento, CA  
○ Assisted teacher by providing instruction to groups and one-to-one  
Other:  
○ Proficient in Hebrew and French  
○ Working knowledge of Russian and Spanish  
○ PC literate

**References available on request**

(Adapted from: Методика формування іншомовної компетентності у письмі // Методика навчання іноземних мов і культур: теорія і практика : підручник для студентів класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. / за загальн. ред. С.Ю. Ніколаєвої. – К. : Ленвіт, 2013. – С. 390-417.)

*Answer the questions about a CV and a resume structure and content.*

1. There are five parts in a CV or a resume. What information should one give in the first part of a CV and a resume?
2. Does the arrangement of the first part of a CV and a resume differ? What is the difference?
3. The second and the third part include education and experience. In a CV these data are given in chronological order. What about a resume?
4. What do applicants concentrate on describing their education and experience?
5. How is the fourth part entitled in a CV and in a resume?

**Activity 18.** *You are members of the CDC (Career Development Center) in Chase High School in Twin Cities, Minnesota (MN). Dan Jennings, a high school student, has come to the CDC today. He needs assistance in writing a resume. Help him do it using Bethany's resume as an example. Below is the information provided by Dan.*

My name's Dan Jennings. I live in Twin Cities, MN. My address is 1634 Morena Blvd., Twin Cities, MN 55455. My telephone number is (612) 445-1234. My e-mail address is djennings@hotmail.com. I'd like to obtain a position in the automotive service industry.

I'm graduating from Chase High School in June 2012. My GPA is 3.0. In 2009-2011 I worked as a Food Service Worker in McDonald's Restaurant, Twin Cities, MN. My duties included providing excellent customer service, operating cash registers, maintaining a sanitary work area, preparing food and refilling lobby items as necessary. Besides I worked as a volunteer in Rowan Child Development center in summer where I performed office work, such as data processing, and provided childcare services and general help as necessary. My hobby is baseball. I played for Chase in 2009-2011.

(Adapted from: Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. / за загальн. ред. С.Ю. Ніколаєвої. Методика формування іншомовної компетентності у письмі // Методика навчання іноземних мов і культур: теорія і практика : підручник для студентів класичних, педагогічних і лінгвістичних університетів – К. : Ленвіт, 2013. – С. 390-417.)

### **Self-study.**

1. Make up a list of common and different points in writing CVs and resumes.
2. Make up a list of rules for writing CVs and resumes. Compare your list with other groups' lists.
3. You would like to apply for a part time job as a Food Service Worker in a local McDonald's Restaurant in your native city/town. Write your resume according to the rules you have compiled.

## SESSION 7. Approaches to assessing writing

### Practical assignments:

#### **Handout 1: Approaches to assessing writing and giving feedback on learners' writing**

**Activity 1.** Look at the techniques for self-assessment and peer assessment below. Have you ever used any of them yourself? Have they been successful? Can you add other techniques?

#### Self-assessment:

- 1) When the teacher hands back written work students identify their mistakes and correct them.
- 2) The teacher corrects the compositions but does not write a mark. The students get the compositions back and decide what the mark is following the criteria set beforehand.
- 3) Students work in groups and read, criticise, and proofread their own writing.
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

#### Peer correction:

- 1) Students sit in pairs and read each other's work. They look for mistakes in each other's writing and attempt to correct them, giving a mark.

- 2) A group of students correct the writing done by another group.

- 3) \_\_\_\_\_

- 4) \_\_\_\_\_

**Activity 2.** Think about how you assess the written work of one of your courses and try to answer the following questions. Of all these questions the one that refers to the techniques of marking free compositions needs special attention. Though correcting written work can be a very subjective task, teachers should try to do it clearly, precisely, and effectively, that is to say, students should make sense of the corrections, understand the mark given, and learn from their errors.

- 1) How many guided or free compositions do your students write every term?
- 2) How many of these compositions are written individually and how many in groups?
- 3) How many pieces of writing do you assess orally in class?
- 4) How often do students correct each other's work?
- 5) How many compositions do you read and mark outside the class?
- 6) How much writing do you take into account for the mark at the end of the term?
- 7) How does writing contribute to this term mark?
- 8) What do you look for in these compositions? (grammatical correctness, spelling, ideas, ...)
- 9) Have you got a particular correction technique?
- 10) Do your students rewrite the compositions you have corrected?

#### **Handout 2: Approaches to assessing writing and giving feedback on learners' writing**

**Activity 3.** Design a specific and reliable correction system. Thus we need to decide:

- What aspects of writing will be taken into account (content, organization, grammar, vocabulary, spelling, etc.)
- What type of descriptors will be used (numbers, letters, words such as «excellent», «good», «fair», etc.)
- What criteria will be established to understand what each descriptor represents. These criteria could be arranged in holistic scales (general descriptions of writing ability) or analytic scales, which separate the aspects of writing into different units.

#### Example of holistic scale for writing ability:

1. Constructs grammatically correct sentences and phrases and shows full mastery of appropriate vocabulary.....
2. Some difficulties with organization of text. Some errors in spelling.....
3. Many errors in spelling. Satisfactory content and presentation. Message not always relevant.
4. Text understood with difficulty due to inaccurate grammar and inappropriate use of vocabulary.....
5. Poor spelling. Message irrelevant.....

**Activity 4. Which are the advantages and disadvantages of each test format for writing?**

	<b>Pros</b>	<b>Cons</b>
Essay questions e.g. «Write about a day when everything went wrong»		
Guided writing Using pictures, notes, diagrams (giving ss some input of info)		
Punctuation (punctuating texts)		
Summary e.g. «Read the text and summarise it in 20 lines»		
Note taking e.g. «Read the text and write notes»		
Dictation e.g. «Listen and write down the text»		
Combined e.g. «Read the letter and write a reply»		

***Self-study.***

1. How do you design a writing test? This video looks at the factors you need to consider when you are assessing writing. Watch the video

<https://www.britishcouncil.org/exam/aptis/research/projects/assessment-literacy/writing> and:

2. Make a test with 15-20 tasks (3-4 options for each).
3. What kind of features do you need to assess for these learners? Why?

Accurate language

Cohesion

Task fulfilment

Range of language

Punctuation

## **SESSIONS 8-9. Ways of integrating the skills.**

### **Practical assignments:**

#### **Handout 1: Ways of integrating listening, speaking, reading and writing skills**

**Activity 1:** Observe at least 3 lessons focusing on the sequence of writing activities. In Table 1, note down what teachers and learners do, type of interaction, duration of activities and their purposes.

<https://www.youtube.com/watch?v=zLTGQVON8Y0>

<https://www.youtube.com/watch?v=9I7MM5gl3d4>

<https://www.youtube.com/watch?v=xJ3fxOB6ulM>

**Sequence of activities. Table 1**

Time	What the teacher does	What the learners do	Interaction	Purpose

#### **Unit 3.4: Language Skills – Teaching Writing**

#### **Session 8-9: Ways of integrating the skills (e.g. project work, TBL)**

#### **Handout 2: Ways of integrating listening, speaking, reading and writing skills**

#### **Activity 2: Observation summary**

<b>Questions:</b>
1. What techniques did the teacher use?
2. What aspects of writing were taken into account (content, organization, grammar, vocabulary, spelling, etc.)
3. What problems in writing did learners have?
4. In which way students can be encouraged to write?
5. Which is a combination of activities involving different skills?
6. What were the ways of assessing learners' writing skills?

6. Can Integrated language learning be more motivating?

**Self-study**

**Project work.** Watch the video <https://www.youtube.com/watch?v=Rcy7IbyNPOM> and:

1. Plan a sequence of activities that incorporates the development of writing skills.
2. Plan a lesson with activity sequences which integrate listening, speaking, reading and writing skills.

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