

Gifu SDC 2022

Helping students write

Session notes



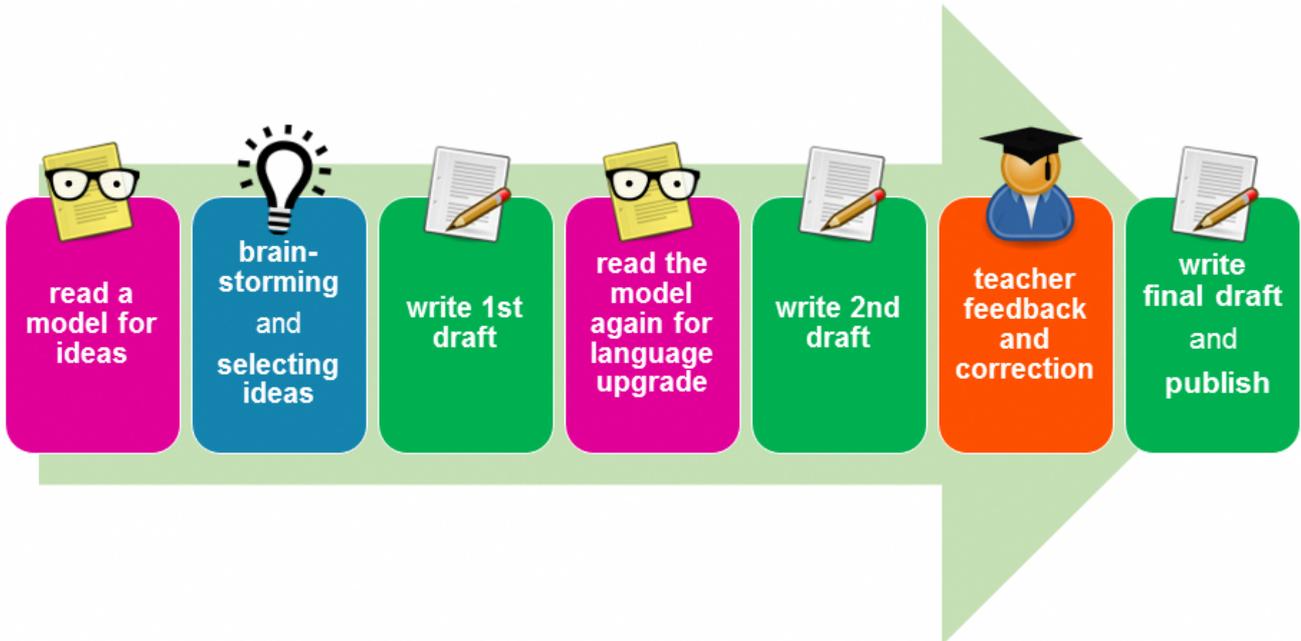
Overview

| | |
|--------------------------|---|
| Overview | How to set up useful, fun and motivating writing activities. |
| Learning outcomes | By the end of the workshop, you will have: <ol style="list-style-type: none">1. taken an active part in a communicative writing lesson2. analysed the features of an effective writing lesson |
| Time | 90 minutes |
| Contents | This workshop consists of two sections: <ol style="list-style-type: none">1. Demonstration lesson (50 minutes)2. Reflection (30 minutes)3. Consolidation (10 mins) |

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The drafting process in this lesson

This session will model the following drafting process:



- Please note today we won't be doing any actual writing, instead we will talk through and analyse each stage.

Setting clear goals

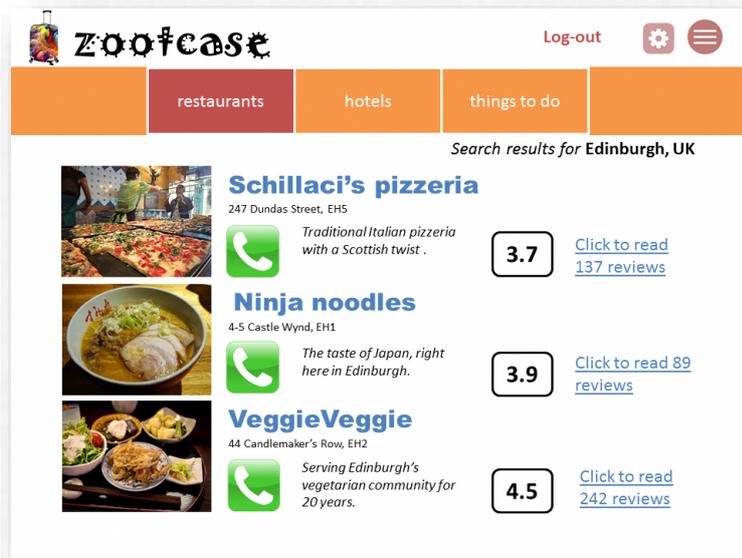
Can-do statement

- I can write a short review of a restaurant I have visited for a travel website.

Warmer: Establishing genre

Tell your partner:

- Have you ever used any websites like this?
- Which websites?



Analysis:

The warmer sets the scene and shows students they will be doing 'real world' writing.

- What are the benefits of doing 'real world' writing?
- Can you think of any other 'real-world' writing students can do in writing lessons?

Key stage 1: Model review

We are going to read a review from someone who visited the Kishorn Seafood Bar in the Scottish Highlands.

Here are some common questions people have when reading a restaurant review:

- What food do they have?
- Does it taste good?
- How much is it?
- Are the staff friendly?

Look at the top two lines of the review below.

- Do you think it will be a positive or negative review?



The screenshot shows a review from a user named 'LeepFrog'. On the left is a green frog avatar with red cheeks. Below the avatar are icons for a fork and knife with the number '12' and a thumbs-up icon with the number '48'. To the right of the avatar are five stars, with the first four filled and the fifth empty. Further right, it says 'Reviewed in April 2018'. The title of the review is 'Great place for lunch'. The text of the review reads: 'Two of us came here to eat on a Sunday in April. We really enjoyed our lunch. They have plenty of seafood dishes, but you can also have a jacket potato or a burger. Food was lovely and staff were very friendly and efficient. A bit pricey, but well worth a visit if you are passing.' At the bottom of the review box, there is a link that says 'Leave a comment for LeepFrog'.

Read the whole review and find the answer to the four common questions:

- What food do they have?
- Does it taste good?
- How much is it?
- Are the staff friendly?

Key stage 2: Ideas

What restaurants have you been to this year? Tell your partner.

- Choose one. You're going to write a review of it.
- First, makes some notes about "food", "taste" and "staff" in the table below.
- If you have time, you can add some "other information".

My notes

| Restaurant: | | | |
|-------------|--|---|-------------------|
| Food | Taste | Staff | Other information |
| |  |  | |

Key stage 3: drafting

Your teacher will hand you paper to write your first draft.

| My notes | Model | My review |
|---|--|--|
| <ul style="list-style-type: none"> • ramen • gyoza • mabo-dofu | They have plenty of seafood dishes... | They have <u>ramen, gyoza, and mabo-dofu.</u> |
|  | Food was lovely... | Food was <u>lovely.</u> <u>Other adjectives</u> 5 – (absolutely) delicious 4 – lovely 3 – (quite) nice 2 – not great 1 - terrible |
|  | ...staff were very friendly and efficient. | Staff were <u>very friendly and efficient.</u> <u>Other adjectives</u> 5 – very friendly and efficient 4 – polite and helpful 3 – hard-working 2 – not very good 1 – useless / rude |

Key stage 4: Upgrading

How long should your review be?

Look at the Kishorn Seafood Bar review again. Notice that it is quite short - there are only five sentences.

- Readers on the internet want to have enough information to make a choice, but not too much.
- Very long reviews often receive comments like: “TL;DR” (Too long; didn’t read).

Try to keep your review short and to the point!




LeepFrog
12 48

★★★★☆ Reviewed in April 2018

Great place for lunch

Two of us came here to eat on a Sunday in April. We really enjoyed our lunch. They have plenty of seafood dishes, but you can also have a jacket potato or a burger. Food was lovely and staff were very friendly and efficient. A bit pricey, but well worth a visit if you are passing.

[Leave a comment for LeepFrog](#)

Read the Kishorn Seafood Bar review again.

1. What kind of information does it start with? _____
2. Circle the words that help to link two or more ideas together in a sentence.
3. What kind of information does the review end with? _____

Second draft - use the model to help upgrade your first draft:

Two of us came here to eat on a Sunday in April. We really enjoyed our lunch.

- Start by stating who you went with, when you went, and your overall impression
-
-
-

They have plenty of seafood dishes, but you can also have a jacket potato or a burger. Food was lovely and staff were very friendly and efficient.

- Link the simple sentences from your first draft together to form longer sentences
-
-
-
-
-
-
-

A bit pricey, but well worth a visit if you are passing.

- If you have time, add any “other information” you made notes about.
 - Add a recommendation at the end.
-
-
-

Key stage 5: Teacher feedback and correction

Next, the teacher collects students' second drafts for feedback and correction.

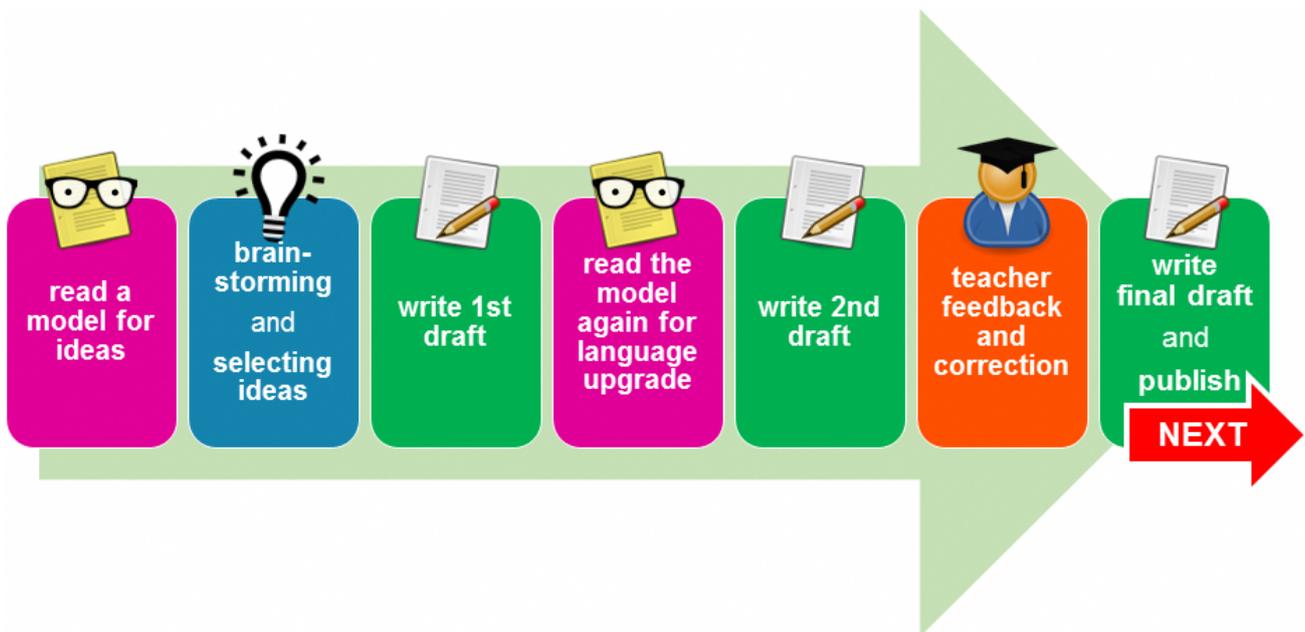
A good way to correct writing is to use a correction code.

- Correction codes encourage students to self-correct errors that they make repeatedly and know how to correct.
- For more details about how to use correction codes, see Appendix 3.

After correction, the teacher gives the second drafts back to the students. Students then use the teacher's corrections to help write a final draft.

The drafting process

Before we move onto the final part of the lesson, let's look at what students have done so far:



- The drafting process gives students the chance to improve their writing and learn from their mistakes.

Key stage 6: Publishing a final draft

After you have corrected your mistakes your teacher will hand you a travel website template to write your final draft.

- This is the version that other people will read and comment on.
- Give the restaurant you review a rating from 1-5.
- Give your review a title.

Reading and commenting

Look at the comments on “LeepFrog’s” review.

- What is the purpose of each comment?

| | | |
|----------|--|---|
| A | <p><i>Emma responded to this review:</i></p> <p>What kind of seafood would you recommend here?</p> | <input type="checkbox"/> To agree <input type="checkbox"/> To disagree <input type="checkbox"/> To ask for more information |
| B | <p><i>Highland_Hiker responded to this review:</i></p> <p>I love this place!!! 😍 😊</p> | <input type="checkbox"/> To agree <input type="checkbox"/> To disagree <input type="checkbox"/> To ask for more information |

Make groups of four:

- Pass your worksheets clockwise around the table.
- Add a comment or a question to the bottom of the review.
 - If you have been to the same restaurant you can **agree** or **disagree**;
 - if you have never been you can **ask a question**.
- After writing your comment/question, pass the review to the next person.

End of demonstration lesson

Reflection and analysis: Moving up a level

The target English level for high school students is B1.

| | |
|-----------|---|
| B1 | 句読点、スペリングはほぼ正確で、ミスがあっても内容の理解を妨げることはない。 Punctuation and spelling are mostly accurate. Errors occur when attempting complex structures. |
| | 簡単なつなぎ言葉を使うことで、文章を順序立てて組み立てている。 Uses simple cohesive devices to organise responses as a linear sequence of sentences. |

| | |
|-----------|---|
| A2 | 句読点やスペリングのミスが顕著である。 Punctuation and spelling mistakes are noticeable |
| | 解答は文の羅列になっており、整合性のある文章になっていない。 Responses are lists of sentences and not organised as cohesive texts |

- This lesson aims to help students move up from A2.2 towards B1.1 on the CEFR-linked scales above*:

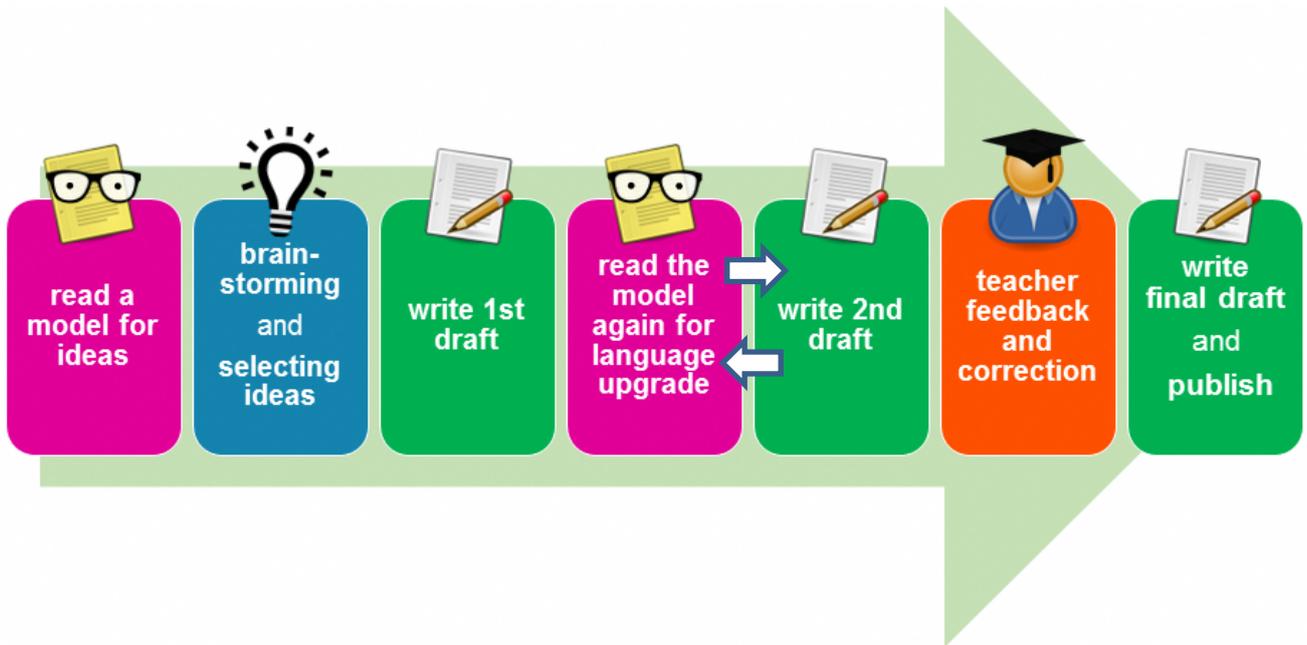
These points helped us to decide our language focus for this lesson.

Note: Obviously, students will not move up a whole CEFR level in one lesson! Students will need repeated writing practice over an extended period of time.

(* Examples taken from the APTIS general technical manual and APTIS Guide)

Reflection: Key elements of this writing lesson

In this demonstration lesson, there were six/seven key elements:



Listen as your trainer shows you the key stages of the lesson.

- Do you have any questions?

Appendices

Appendix 1: Analysis (suggested answers)

| Key point | Example(s) from the demonstration lesson | Notes |
|--|---|---|
| 1. A Model Text Students read an example. | Students read the Kishorn Seafood Bar review. | <p><i>Shows students an example of what they are going to write, and the topic that they are going to write about.</i></p> <p><i>Without examples of good writing we can't make any fair assessment of students' work.</i></p> |
| 2. Ideas Students brainstorm ideas on the topic. | Students thought about and discussed restaurants that they had been to. | <p><i>Uses students' own experiences, making the writing personalised. Personalised topics are often more interesting to write about and for others to read.</i></p> <p><i>When they start writing, students don't have to think about content and language at the same time.</i></p> |
| 3. Drafting Students write simple sentences based on their ideas from stage 2. | Students wrote up their notes to create simple sentences for a first draft. | <p><i>Nobody's writing is perfect first time – even in your first language. Drafting helps students to improve and makes their improvement visible to them.</i></p> |

| | | |
|--|--|--|
| | | <i>Going one sentence at a time ensures slower writers aren't left behind.</i> |
| 4. Upgrading | Students looked at useful words and phrases from the review. | <i>Gives students ideas to help improve the content and the language of their writing.</i> |
| | Students included linking words to write longer sentences, and wrote a recommendation. | <i>Helps students notice the 'purpose' and 'style' of this kind of writing.</i> |
| 5. Feedback & Correction Teacher gives feedback, including using a correction code (see Appendix 2). | Students used the teacher's feedback to produce a better-quality final draft. | <i>Helps students to learn from their mistakes, rather than ignore them.</i> |
| 6. Publish final draft Students read and respond to each other's writing. | Students read each other's website entries and left a comment. | <i>Shows students that writing is also an act of communication.</i> |

Appendix 2: Writing lesson aims: what, who and why

Thinking about **what**, **who** and **why** helps when planning a writing lesson.
Once we know the answers, writing our aim is easy:

| | | |
|------|---|--|
| | → | “Students will write... |
| what | → | ...a review of a restaurant they have visited for a travel website ... |
| who | → | ...that others in class will read... |
| why | → | ...and comment on.” |

What can students write in class?

- [Travel website entry](#)
- Poster
- Email
- SMS text message
- Facebook post
- Tweet
- Picture caption
- Blog
- Quiz

Who can read students' writing?

- [Classmates](#)
- Teachers
- ALTs
- Parents (displays of work)
- Host families
- Visitors to a school website
- Pen-friend

Why will they read it? (reading task)

- [Add a comment](#)
- Reply
- Choose your favourite
- Match sentences with pictures
- Guess the place / person

Appendix 3: Correction codes

You can use a correction code to help students correct their own mistakes

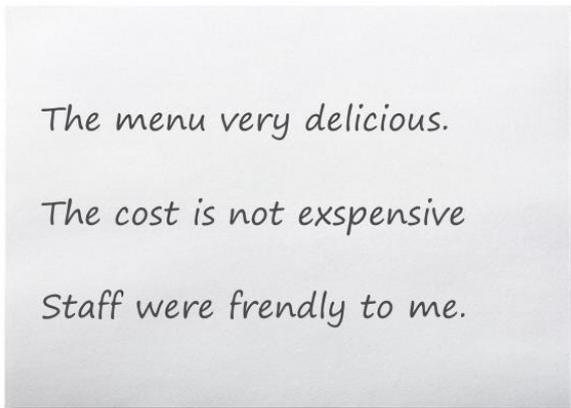
- A correction code is used to show learners the kind of mistakes they make again and again in written work.
- The teacher writes a symbol or an abbreviation next to each mistake, showing the kind of error made.
- Then students correct their written work themselves.

For example:

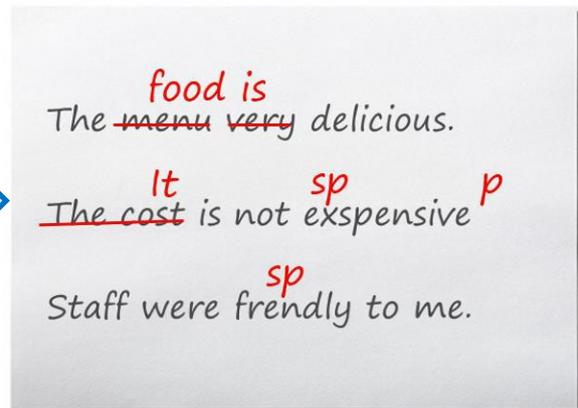
A teacher has made this correction code to focus on punctuation and spelling:

| Code | Type of error | Example |
|-----------|---------------|---|
| p | punctuation | <i>p</i> I live in Tokyo but I work in Yokohama. |
| sp | spelling | <i>sp</i> It is nescesary to be able to spell. |

One student hands in this writing...

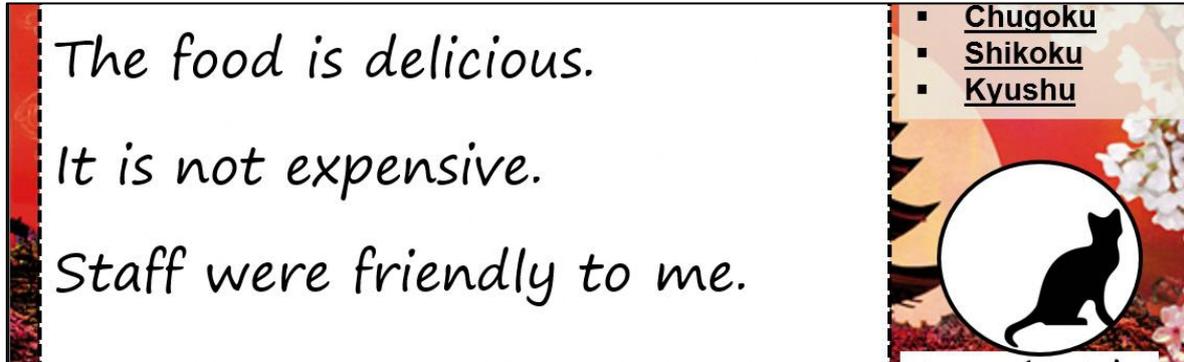


...and the teacher corrects it like this:



- The teacher has marked **sp**elling and **p**unctuation errors using the correction code. Students will self-correct these errors.
- The teacher has corrected other mistakes directly.
 - a) Restaurant reviewers are more likely to write, “the food is delicious’ (not “~~the menu~~”).
 - b) “Delicious” already means “very tasty”, so there is no need to add an extra “very”.
 - c) The student needs a different expression to describe the cost of the meal. They can write either, “It was expensive”, or use “cost” as a verb, as in “It cost a lot”.

Next, the teacher gives the corrected writing back to the student and asks him or her to write a final draft. The student checks his or her errors, and writes this in the final draft:



The student can now “publish” the work with confidence.

Benefits of using a correction code

Students are more likely to remember and learn from mistakes that they self-correct, because:

- If students don't pay attention to their mistakes, they won't learn from them.
- A correction code makes students think about what they did wrong.
- Self-correcting these mistakes makes students think about how to make them right.

Tips for using a correction code

- A correction code works best with errors that students make repeatedly and know how to correct.
- It's a good idea to focus on only one or two areas for self-correction. If you ask students to self-correct too many different things, there is a danger of it becoming confusing and overwhelming.
- In addition to a correction code, direct correction works better for more serious or complex errors that students can't self-correct.

Below are some suggestions to help you make the best use of correction codes:

Benefits of using a correction code

If teachers correct students' mistakes for them, students often don't learn from their mistakes.

- A correction code makes students think and self-correct.
- They are more likely to learn from their mistakes this way.

How to use a correction code

1. Students write a first draft.
2. The teacher uses a correction code to mark it.
3. Students look at their work and write a second draft, correcting any mistakes indicated by the correction code.
4. (The teacher may also wish to collect and mark the second drafts.)

Introducing a correction code to students

- Give students a copy of the code so that they know what it means.
- For the students' copy, translate the 'type of error' column into Japanese, but keep the examples in English.
- Don't introduce everything at once. Start by focusing on a few errors that your students commonly make.

Guidelines for use

- Only use the correction code for errors that you think students can correct by themselves.
- To start with, ask students to cooperate in pairs to find and correct the errors you have marked on their writing papers. This will make it feel more like a puzzle, and will help students learn the process of self-correction from each other.

Dangers of using peer correction

- In the demonstration lesson, teachers used the correction-code on students' writing, then students looked at the code and self-corrected.
- Finally, students read each other's blogs and commented on the content.
- If students try to correct each other's work, it stops them focussing on the content of the writing and turns reading into an "error-hunt", rather than communication.
- In addition, students may "correct" writing that is OK, miss important errors, or suggest "corrections" that are wrong.

Examples of common correction codes:

| Code | Type of error | Example |
|-------------|----------------------|---|
| pl | plural / singular | <i>pl</i> I have many book on music. |
| vf | verb form | <i>vf</i> I'm liking sushi. |
| wo | word order | <i>wo</i> Reading is interesting more than speaking. |
| ^ | Something is missing | He saw the film and very disappointed. <i>^</i> |
| / | Not necessary | I don't know anything about of it. |
| ww | wrong word | <i>ww</i> He's a very high man. |
| p | punctuation | <i>p</i> I live in Tokyo but I work in Yokohama. |
| prep | preposition | <i>prep</i> I live at Osaka. |
| sp | spelling | <i>sp</i> It is nescesary to be able to spell. |
| | | |
| | | |

Appendix 4: International food

Japanese



okonomiyaki



tempura



set meal (定食)



sushi/ sashimi



shabu-shabu

Italian



pizza



risotto



spaghetti Genovese



tiramisu



lasagne

Thai



pad Thai



pad grapow



spring rolls



tom yam gung



green curry

Spanish



paella



gambas al ajillo



albondigas



patatas bravas



tapas (= lots of small dishes)

Indian Chinese



curry



dim sum



naan



mabo tofu



pakora



ramen



biriyani



gyoza



lassi



champon

American British



burger



fish and chips



hot dog



sandwich



French fries



roast beef



steak



steak pie



Caesar salad



high tea

Further reading

Online resources for teachers and learners

- <http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice>

Online articles about writing

- <http://ddeubel.edublogs.org/2009/09/22/teaching-writing-activities-and-ideas/>
- <http://www.teachingenglish.org.uk/article/writing-elementary-learners>
- <http://www.teachingenglish.org.uk/article/writing-correction-code>

General reference

- McCarthy, M. (1991), *Discourse Analysis for Language Teachers*, Cambridge University Press

Appendix 5: Worksheets

Writing a first draft

Selecting ideas

Use the notes you made on page 6 to write three sentences:

1. Start with a sentence about the food.

2. Next, write a sentence about the taste.

3. Now, write a sentence about the staff.

(We will write about 'other information' later in the lesson)

Follow-up task

- Swap sentences with your partner.
- What else do you want to know about the restaurant he/she chose?
Ask questions.

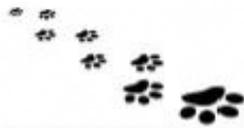
For example:

What kind of ramen do they have?

Is it busy?

| | | | |
|---|---------------|--|-----------------------|
|  Home | Hotels | Restaurants | Plan your trip |
| rating  | | Search by area: <ul style="list-style-type: none">▪ <u>Hokkaido</u>▪ <u>Tohoku</u>▪ <u>Kanto</u>▪ <u>Chubu</u>▪ <u>Kansai</u>▪ <u>Chugoku</u>▪ <u>Shikoku</u>▪ <u>Kyushu</u>  <i>travelcat.jp</i> | |
| title | | | |
| review | | | |

Comments



Feedback

Please fill in your feedback on today's session by following the QR code below:

