

**WRITE, LEARN, TEACH:
PROTÓTIPO DE ENSINO PARA A
PRODUÇÃO ESCRITA NA FORMAÇÃO DE
PROFESSORES DE LÍNGUA INGLESA ÀS
LENTES DA TEORIA SOCIOCULTURAL**

AUTOR

Pedro Américo Rodrigues Santana

SUPERVISOR TÉCNICO

Lilian Kemmer Chimentão

TIPO

Protótipo de ensino

CONTEXTO

Ensino superior

PÚBLICO ALVO

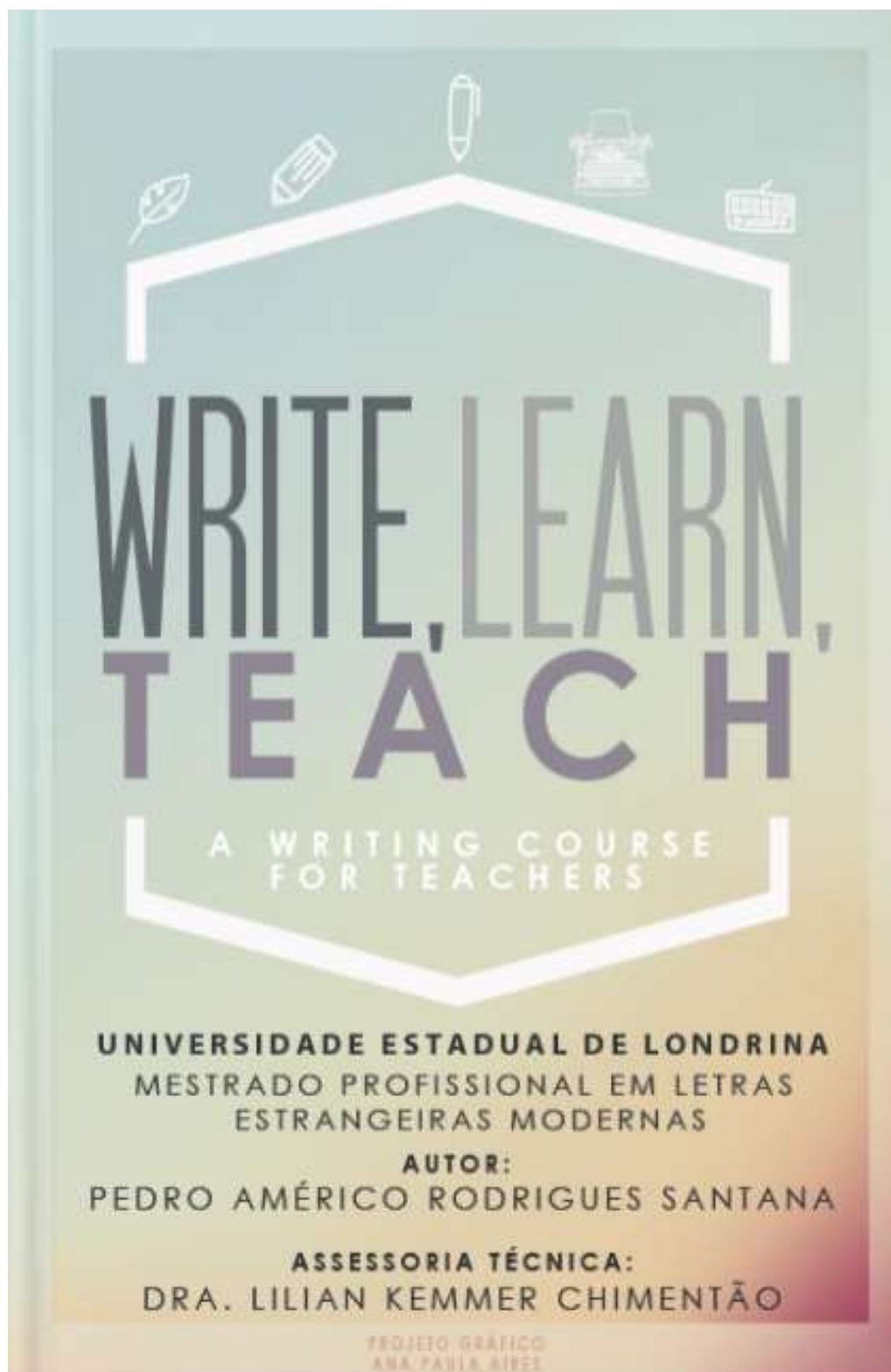
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WRITE, LEARN, TEACH

A WRITING COURSE
FOR TEACHERS

UNIVERSIDADE ESTADUAL DE LONDRINA
MESTRADO PROFISSIONAL EM LETRAS
ESTRANGEIRAS MODERNAS

AUTOR:
PEDRO AMÉRICO RODRIGUES SANTANA

ASSESSORIA TÉCNICA:
DRA. LILIAN KEMMER CHIMENTÃO

PROJETO GRÁFICO
ANA PAULA AIRES

“If people cannot write well, they cannot think well, and if they cannot think well, others will do their thinking for them.”

— **George Orwell**

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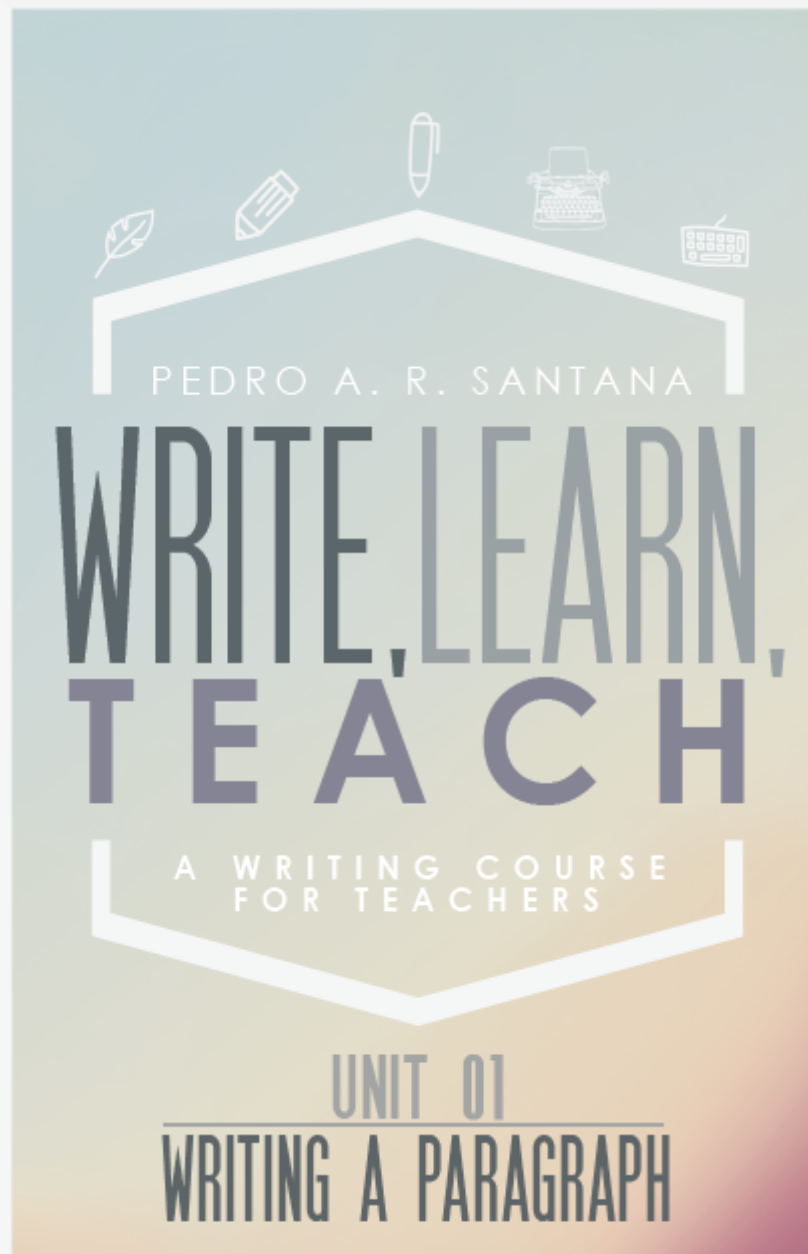
[Unit 1 - Writing a Paragraph](#)

[Unit 2 - Writing Assessment](#)

[Unit 3 - The Product Approach](#)

[Unit 4 - Writing a Blog Post](#)

[Unit 5 - The Process Approach](#)



Lesson Overview:

In this lesson, we are going to read a paragraph about problems in education on the U.S. and reflect upon the similarities and differences with our country. Then, we are going to learn strategies on how to structure a paragraph.

Objectives:

- Compare educational issues around the world to the Brazilian context.
- Reflect upon the selection of source material.
- Write a paragraph about educational issues following the rhetorical movements of introducing a topic, supporting ideas and concluding.

1) In pairs, discuss the following questions:

- a) What problems can you see in the Brazilian educational system?
- b) Do you think different countries have similar problems? Have you heard anything about it?

2) Read the following extract from an essay and discuss in pairs if you agree or disagree with the author.



- a) How can you guarantee a reading piece is appropriate for your students?
- b) What strategies can you employ to overcome difficulties?

[Check out this link for suggestions](#)

3) Analyse the structure of these paragraphs and answer the questions:

- a) What's a paragraph?
- b) What do they have in common in each one of them?
- c) [What's a rhetorical movement?](#)
- d) How would you classify the rhetorical movements in each paragraph?

PROBLEMS WITHIN THE US EDUCATION SYSTEM

First of all, parents need to be more involved in their child's education. Simply ensuring that homework is completed or making a concerted effort to stay informed about your child's progress in school can impact the effort that the child will put into their learning. On the other hand, some research has indicated that parents who are too involved, or place too much pressure on their children can actually have a detrimental effect on their schooling. Thus, if we are to believe that parental involvement is a potential problem within the US education system, parents need to be more aware of what they can do to help their children succeed in school.

Second, teachers are struggling to cope with the pressure and the demanding responsibilities that come with this profession. This is leading to an increasing number of teachers who burn out or simply choose to quit. To illustrate, in 2006 statistics showed that forty six percent of new teachers quit their jobs within the first five years. This alarming evidence shows how great of a problem this is in the US education system.

Finally, literacy is critical to a student's ability to grow and learn. There are a number of studies that show that many a student cannot read on grade level. This has even led to students dropping out because of the struggle that they face to learn and understand their work. It appears that more attention must be paid to preschool and elementary education to ensure that the basics of reading are learned properly from the beginning.

(Adapted from: <http://thecurrentreader.com/problems-within-the-us-education-system-essay-sample.asp>)



A paragraph is a basic unit of a text, expressing a single idea. Commonly, a paragraph is organized in three rhetorical movements: the topic sentence, the supporting sentences and the conclusion.

Begin with a **topic sentence (or, a thesis statement)**: state the idea you are going to develop clearly in the beginning of the paragraph.

Add **supporting sentences, including reasons and examples** : the arguments to support the main idea you are defending, that's been made clear in the topic sentences. Always keep in mind that the supporting sentences have the intention to prove and exemplify why the argument you are defending is true.

End with a **concluding sentence**: a sentence that summarizes your paragraph and explain how your supporting sentences relate to the topic sentence. In other words, you restate the main idea with different words.

4) Go to the website and put the sentences in order to make a paragraph.



5) Download the worksheet and do the proposed exercises:



You'll need Google Docs for [Android](#) or [iOS](#) devices.

Compare your answer with a partner, then check the answer key.



7) For next class, you are going to write a paragraph about problems in education. But first, let's brainstorm some ideas.



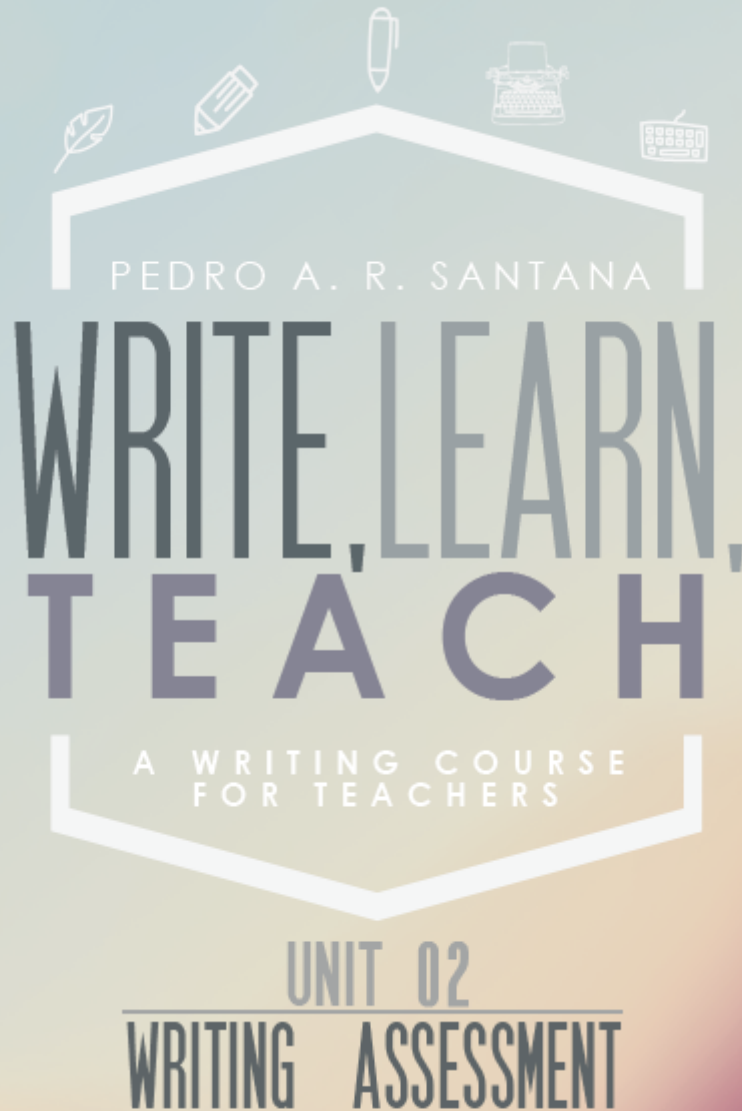
You'll need Google Docs for [Android](#) or [iOS](#) devices.

Main idea	The biggest problem in education are ____ and ____.
Argument 1	
Reasons and examples for argument 1	
Argument 2	
Reasons and examples for argument 2	
Conclusion	

8) Write your paragraph and send it to your teacher's e-mail.

"Everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise. The worst enemy to creativity is self-doubt."

— [Sylvia Plath](#)



Lesson overview:

In this lesson, we are going to see a common strategy to writing assessment and discuss about the product approach.

Objectives:

- Get acquainted to correction code technique and reflect on its [washback effect](#).

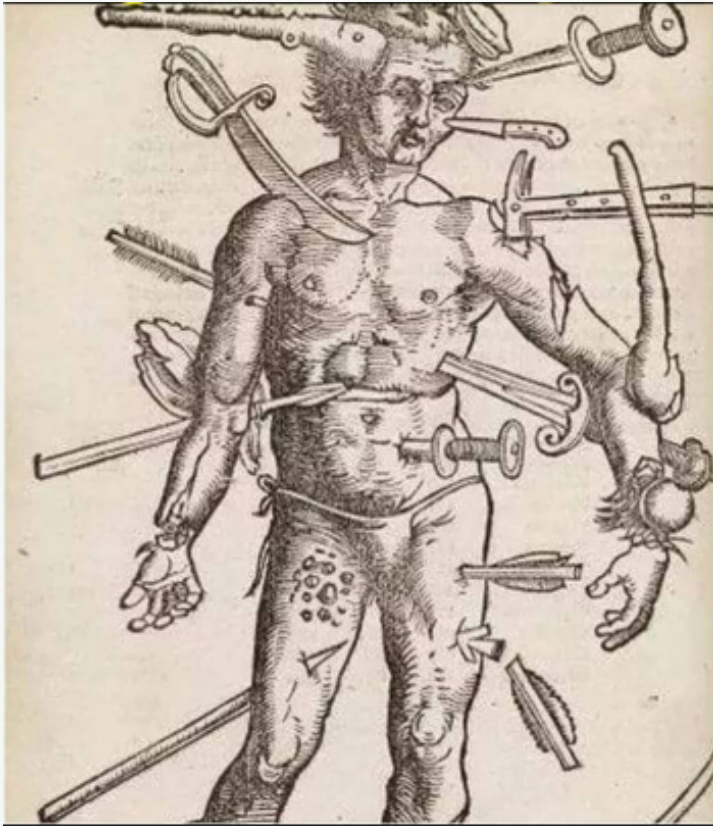


1) Discuss the following questions

- a) What do you think of this game?
- b) Did you learn anything?
- c) Do you think this is this an effective way of assessing your students' progress? Why/why not?
- d) How important is grammar when learning to write in a second language? Is it the most important aspect in language learning?

Tip: Check out "[Elements of Style](#)" by Strunk & White for reference in punctuation.

"Here's your text with a few corrections"



2) Look at the image and the caption and answer the following questions:

- What can you see in the image?
- What is it trying to say?
- Does it depict a recurring feeling in your life?



3) Write an answer for the following questions and share with a group of peers.

- Are corrections important? Why?
- Does assessment have an impact on a student's life? How come?

4) Read the excerpt from Taylor (2005). Write the main idea in your own words and illustrate with a practical example from your experience.

WASHBACK AND IMPACT

(...) The term 'backwash' has been used to refer to the way a test affects teaching materials and classroom management (Hughes 1989), although within the applied linguistics and language testing community the term 'washback' is more widely used today (Weir 1990; Alderson and Wall 1993; Alderson 2004). Washback is generally perceived as being either negative (harmful) or positive (beneficial).

Negative washback is said to occur when a test's content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context. Davies et al. (1999: 225) offer the following illustration: 'If, for example, the skill of writing is tested only by multiple choice items then there is great pressure to practise such items rather than to practise the skill of writing itself'.

Positive washback is said to result when a testing procedure encourages 'good' teaching practice; for example, an oral proficiency test is introduced in the expectation that it will promote the teaching of speaking skills.

Tests and test results have a significant impact on the career or life chances of individual test takers (e.g. access to educational/employment opportunities). They also impact on educational systems, and on society more widely. (...)



5) Discuss these questions in a group and take notes on your answers:

- a) In what ways have you been given feedback as a language learner?
- b) What's the importance of giving feedback to your students?
- c) What do you consider good feedback?

Your paragraph has been corrected using [the following codes](#). (HARMER, 2015)

Symbol	Meaning	Example error
S	A spelling error	The <u>asnwer</u> is <u>obvius</u> .
WO	A mistake in word order.	I <u>like very much</u> it.
G	A grammar mistake	I am going to buy some <u>furnitures</u> .
T	Wrong verb tense	I <u>have seen</u> him yesterday.
C	Concord Mistake (e.g. subject and verb agreement)	People <u>is</u> angry.
/	Something has been left out.	He told / that he was sorry.
WW	Wrong Word	I am not interested <u>on</u> jazz music.
{ }	Something is not necessary	He was not <u>{too}</u> strong enough.
?M	The meaning is unclear	That is a <u>very excited</u> photograph.
P	A punctuation mistake	Do you like London _.
F/I	Too formal or informal.	<u>Hi</u> Mr Franklin, Thank you for your letter.



6) In pairs, answer the following questions:

a) Have your texts ever been corrected this way?

b) How does it make you feel?

c) What do you think of this type of correction? What is the positive or negative washback effect?



TAKE ACTION

7) Download the worksheet and correct it using the codes from Harmer (2015)



You'll need Google Docs for [Android](#) or [iOS](#) devices.

8) Compare your correction to a classmate's, and then check the suggested correction answer key.



THINK ABOUT IT

9) Discuss the following questions. Write a list of arguments in favor and against.

- a) Is a text ever perfect?
- b) Does imitating a model of text make it perfect? Justify

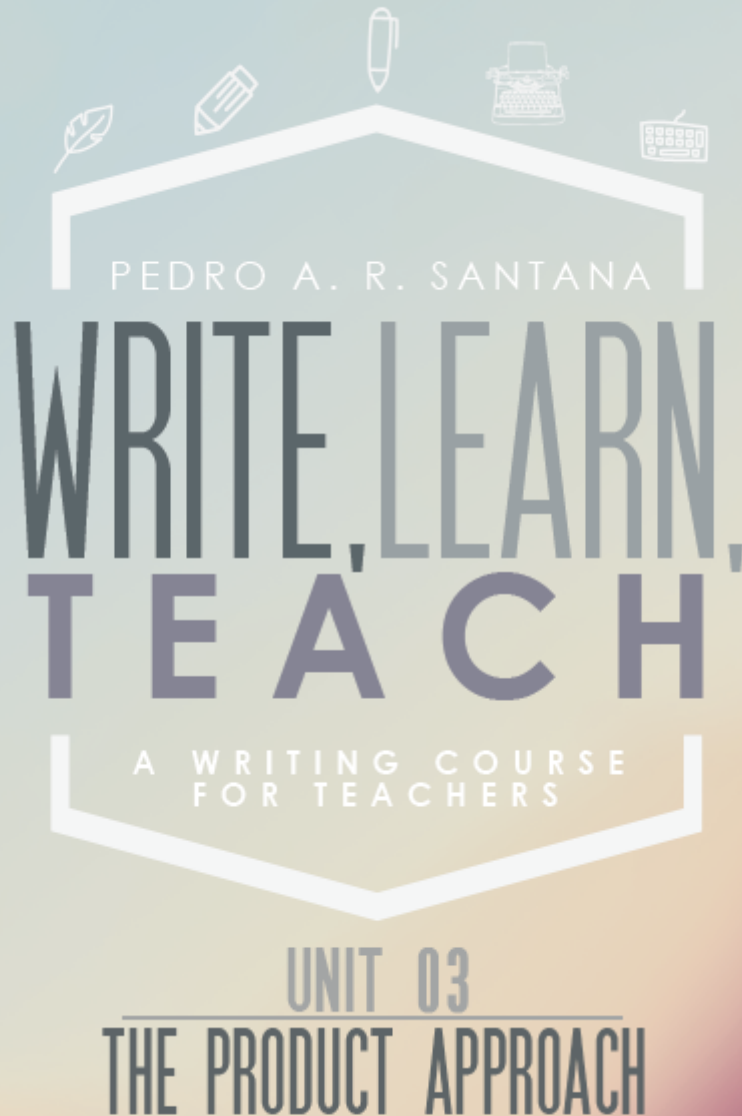
References:

[HARMER, J. **How to Teach Writing**. Harlow: Pearson Education Limited, 2013](#)

[TAYLOR, L. Washback and impact. *ELT Journal*, Oxford, v. 59, n. 2, p. 154-155, 2005.](#)

*“Examine every word you
put on paper.
You'll find a surprising
number that don't serve
any purpose.”*

— [William Zinsser](#)




Lesson overview:

In this lesson, we are going to study important concepts in teaching writing and read about the product approach.

Objectives:

- Know and reflect upon the strengths and limitations of the product approach for teaching writing.



LET'S PLAY



Go the website and use the code given to you by your instructor.

You can review these concepts later by [clicking here.](#)



TEACHERS'
SHOES

1) Discuss the following questions

- a) What do you think of this game?
- b) Did you learn anything?
- c) Do you think this is this an effective way of presenting new concepts? Why/why not?
- d) How important is theory when learning how to be a teacher? Is theory the most important aspect of teaching?



2) Discuss the following questions.

- a) What can you recall from writing lesson you have had? What was it usually organized like?
- b) What would you include in a writing lesson?
- c) What would you prioritize in a lesson, the organization of ideas or the ideas themselves?



3) Read the excerpt from [Hasan and Akhand \(2010\)](#) explaining what a product approach and summarize what it is, including the stages.

A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p.5). For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing.

Product Approach Model comprises of four stages (Steele, 2004)

Stage one: Students study model texts and then the features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If a student reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage three: This is the most important stage where the ideas are organized. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language

Stage two: This stage consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practise the language used to make formal requests, for example, practising the 'I would be grateful if you would...' structure.

Stage three: This is the most important stage where the ideas are organized. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language

Stage four: This is the end product of the learning process. Students choose from the choice of comparable writing tasks. To show what they can be as fluent and competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the product.



4) After reading the text, discuss the following questions:

- a) Is this model to teaching writing similar to the way you were taught writing?
- b) Do you think it reflects "real" writing practices?
- c) If you have taught writing before, is this a similar model of what you do? Describe it.
- d) Can you point out any strengths or weaknesses?

The following excerpt from [a blog post](#) lists the strengths and weaknesses of a product approach.

Strengths

It is easy to use with large classes.
It is really useful when teaching beginners.
It is easier to grade because this approach mainly focuses on form.
Difficulties and errors are usually minimized since this is based on imitation.
Students know how the end results looks like.

Weaknesses

This approach doesn't teach students to write independently.
It discourages creativity since this approach relies heavily on the imitation of model text.
It devalues the learner's linguistic and personal potential.



5) Discuss the following questions:

- a) How does it compare to the points you made?
- b) What could be done to overcome the limitations presented? Write a paragraph mentioning two things that could be done differently.

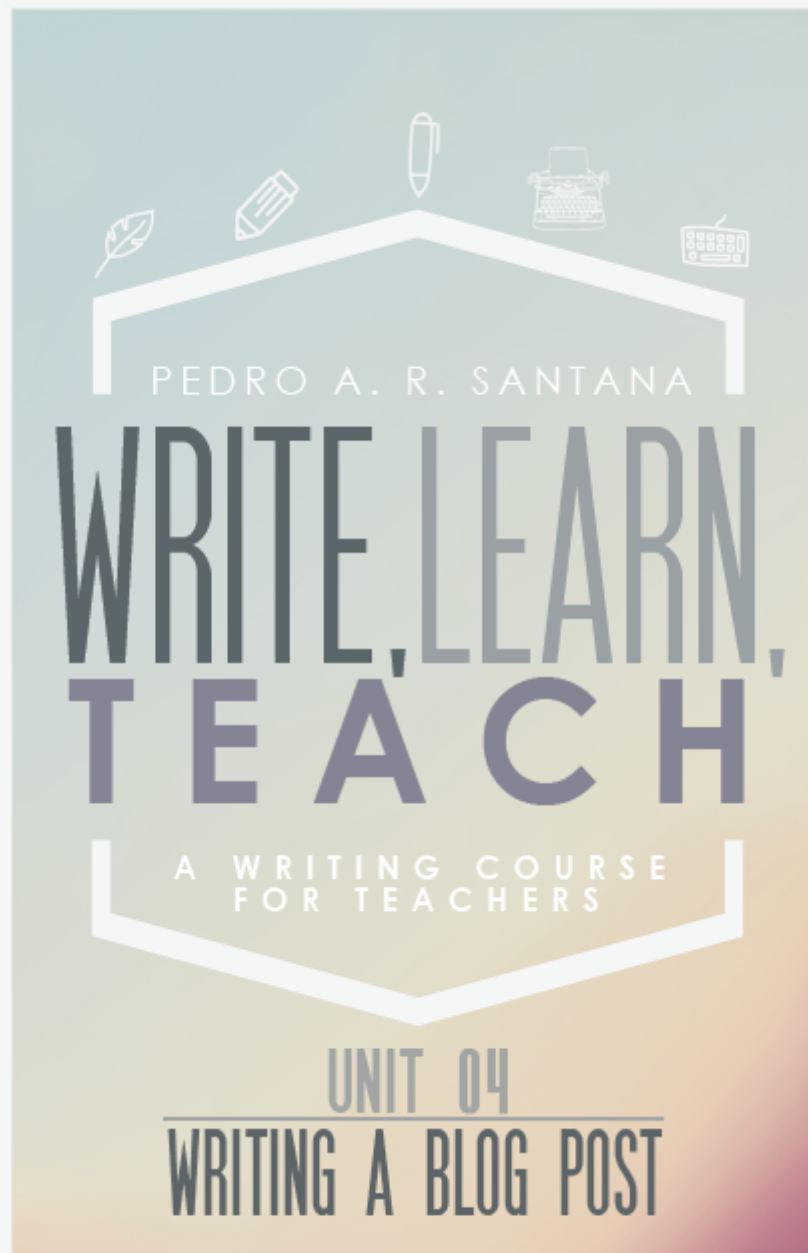
References:

[CAMPOS, M. How to Apply The Product Approach to Writing in 4 Steps. In: **English Post**. \[S. l.\], 2020.](#)

[HASAN, K; AKHAND, M. Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. **Journal of NELTA**, v. 15, n. 1-2, 2010.](#)

“A writer's work is never done, unless he or she has no readers.”

— K. Sean Harris



Lesson overview:

In this lesson, we are going to talk about problems in education and how technology can be used (or not) to overcome them. Then, we are going to write an article on the topic.

Objectives:

- Produce a blog article discussing educational technology.
- Reflect upon the process of writing and how to apply it to teaching practice.
- Raise awareness of the affordances of learning collaboratively.
- Know and practice peer review.

[Part 1 - Reading and Debate](#)

[Part 2 - Text Analysis and Production](#)

[Part 3 - Peer review and editing](#)

PART I - READING AND DEBATE



1) Discuss the following questions:

- a) [Do you know what brainstorming is?](#)
- b) Have you ever done this? What for?
- c) How is it useful for writing? What about working in groups?

In this unit, we are going to produce an opinion article together. Our starting point is going to be the problems you have pointed out in your paragraphs made in the first unit.

2) Let's gather the problems you mentioned in your paragraphs. Include the details you mentioned - like the evidence and experiences you have to support that point.

[Click here to access the platform.](#)





3) Let's see some important words before we read the text:



You can review the flashcards later by [clicking here.](#)



4) Discuss the following questions:

- a) How effective is this game in teaching vocabulary?
- b) What is the importance of going through the vocabulary before reading a text?
- c) Can you think of different ways for introducing vocabulary?

[Check out this link for suggestions.](#)



5) Work in pairs. Each person is going to read a different blog article. Take notes using the following questions, then report to your partner.

- a) What is the main idea of the article?
- b) What are the arguments and how does the author prove them?

[Technology in the classroom: More helpful than hurtful](#)

[Technology in the Classroom: Don't Believe the Hype](#)



6) Discuss the following questions:

- a) What strikes you the most about the article you read?
- b) What do you think about the arguments brought up? Do you think it reflects the reality of Brazilian schools?
- c) What questions would you like to ask the authors of these articles?



What is a debate?

According to the [Collins Dictionary](#), a debate is:

1) *a discussion, as of a public question in an assembly, involving opposing viewpoints.*

2) *a formal contest in which the affirmative and negative sides of a proposition are advocated by opposing speakers.*

7) Discuss:

- a) What should you do in a debate?
- b) What shouldn't you do?

[You can use these expressions to help you express yourself better.](#)



8) Let's debate!

You'll be divided into 3 groups.

Group A is going to argue in favor of the statement.

Group B is going to argue against the statement.

Group C has two tasks: Two people are going to take notes on the points brought by each group. In the end, the group has to decide which other group won the round.

[Use this online timer.](#)

- a) Each group has 3 minutes to prepare their answer and 1 minute to present their points.
- b) Then, you'll have another 2 minutes to discuss how you are going to respond to the other group's arguments. Subsequently, you have 1 minute to respond.
- c) At the end of this stage, the group that is judging the round will have to decide the winning group.
- d) After this, the group's function rotates for the next question.

TOPIC01

Artificially
intelligent bots
are the answer
to the lack of
teachers.

Group 1: Agree
Group 2: Disagree
Group 3: Take notes and judge.

TOPIC02

Education
should be done
integrally
online.

Group 1: Take notes and judge.
Group 2: Agree
Group 3: Disagree

TOPIC 03

Using gadgets,
such as
smartphones and
tablets, to replace
textbooks make
education much
better.

Group 1: Disagree

Group 2: Take notes and judge.

Group 3: Agree



9) Discuss the following questions:

- a) Based on your life experience in schools, do you think technology is generally a good thing?
- b) What problems may technology cause?
- c) Go back to the [Padlet](#) you created and comment in a partner's contribution answering if technology could (or couldn't) be a solution to the problem mentioned.

PART II - GENRE ANALYSIS AND PRODUCTION



[Click here to host or edit the game.](#)



Linking words are used to show the connection between ideas. They are an important cohesive device and also help in clarity and readability.

[Check out this table](#)



10) Discuss the following questions:

- How effective is Kahoot in language lessons?
- How relevant is the work with linking words when teaching writing?
- Can you think of different ways of working with linking words?

[Check out this link for suggestions.](#)



11) Compare the two texts we have read and answer the following questions:

[OPINION: Technology in the classroom: More helpful than hurtful](#)
[Technology in the Classroom: Don't Believe the Hype](#)

- a) Where do all of those texts circulate? Who is it made by? To whom is it aimed at?
- b) What is the purpose of those texts?
- c) Identify and describe patterns in each blog feature? What do they have in common? How do they differ?

12) Read this tutorial on writing an opinion essay.

(Retrieved from essaytigers.com)

How to Write an Opinion Essay

The basic five-paragraph essay structure, which you have possibly used for many times, works extremely well for opinion essays. Be ready to warm up your thinking by evaluating various opinions and reasons to determine which are strong and which are weak to support your point of view. Your opinion essay should have an introduction, main body, and conclusion.

Step 1 - Introduction

In the introductory paragraph, you need to present your subject and state your opinion clearly. Make sure it contains a thesis statement – a sentence that summarizes the main point of your paper. There are several techniques to begin your essay, so you can:

- ▶ Address the reader directly;
- ▶ Include a quotation, direct speech, a sentence from a book or play;
- ▶ Ask a rhetorical question.

Step 2 - Main Body

In the body of your essay, you need to support your thesis statement. Write several paragraphs, each presenting a separate point of view supported by reasons. Start every paragraph with a topic sentence – the main idea you will back up with arguments. Make sure you don't begin a new paragraph because the one you are writing right now is too long. Begin a new paragraph only when you want to discuss a new idea.

While writing, pay special attention to:

- ▶ Verb tenses– normally you should use present tenses in this type of essay.
- ▶ Linking words – use different expressions for giving reasons (*one reason for ... is / many people believe that... / since... / due to...*), expressions opinions (*to my mind... / I am convinced that... / from my point of view...*), adding ideas (*first of all.../ secondly... / what is more, .../ finally...*), etc.
- ▶ Formal vocabulary – do not use idioms, phrasal verbs or colloquial expressions.
- ▶ Formal punctuation – do not use exclamation marks, parentheses and contractions.
- ▶ Citing sources where necessary.

Step 3 - Conclusion

To conclude your opinion essay, write a paragraph where you restate your opinion using different words. You should avoid introducing a new idea or apologizing for your views. However, to make your essay more engaging, you can end with a warning, ask a provocative question or suggest consequences.



13) Go back to the articles we read. Do they follow these strategies? To what extent?

[Technology in the classroom: More helpful than hurtful](#)

[Technology in the Classroom: Don't Believe the Hype](#)



14) We are going to write an opinion article be posted in a teacher's Facebook group in order to promote a discussion.

You'll be divided into four groups [randomly](#).

Two groups will write an article defending that technology is the answer to educational issues.

The other two groups will write an article defending that technology is not the answer to problems we have in education.

Go back to the [Padlet](#) we created together, and take notes on the relevant points for your composition. Do extra research to find evidence to support your points.

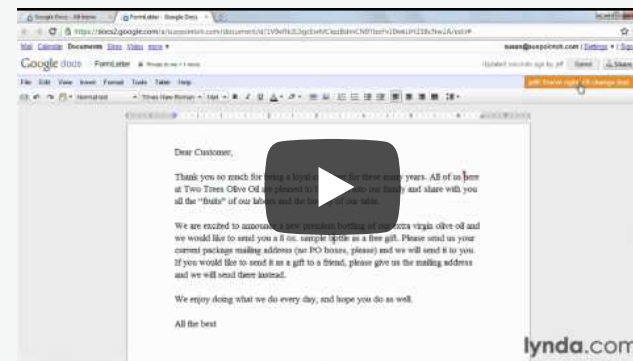
Divide the group in 5 and assign a role for each one:

- ▶ Introduction;
- ▶ Body paragraph 1;
- ▶ Body paragraph 2;
- ▶ Body paragraph 3;
- ▶ Conclusion.

Include visuals to illustrate your text.

Make sure to use royalty-free images and to credit the source if requested.

Use [Google Docs](#) to collaborate. Request assistance from the teacher if need be.



Tip:

Think of the following questions to organize the essay:

Introduction: What is the main idea you are going to discuss? What are the problems in education you are going to address. In short, what are the arguments you are going to develop?

Body paragraphs: State the main idea - how can technology help (or not) solve that problem? Describe how it can help or how it wouldn't work. Include evidence to support or view.

Conclusion: Restate the main idea of the text. What are your recommendations in favor or against technology? Why should people be convinced of the arguments you brought up?

PART III - PEER REVIEW AND EDITING



Popcorn Conversation:

Using the [random_group_generator](#), you'll be divided into groups of three for each question.

The question will be picked randomly from [the wheel](#).





COLLABORATIVE WRITING

[Sociocultural theory](#) states that writing extends beyond the classroom and **present context to include prior knowledge, understanding of language, multiple genres, motivation, and influences of technology**. The sociocultural theory of writing has a unique place in schools because it purports a collaborative view of writing, including division of labor and co-authorship. By this standard, **teachers in classrooms are always co-authors on students' writing**. Rather than being a bystander, teachers play an **active role** in instructing students, offering support, providing feedback, and modeling writing practices. Additionally, writing research that originates with a sociocultural lens focuses on specific classroom practices, actions that make up literate practices, and the specific kinds of collaboration that schools support (Prior 2006). In other words, the sociocultural lens **prioritizes the interaction** between participants (e.g., teachers and peers), rather than the products.

From the sociocultural view, writing is a collaborative activity. Collaboration can take many forms. For example, teachers and students can collaborate on a piece of writing. In this method, the student **receives consistent feedback from the teacher, and the teacher suggests revisions**. The teacher then works with the student to determine which revisions to incorporate, and eventually, the student works independently to revise the paper. Through this form of self-regulatory feedback, students improve their writing skills while learning from a mentor writer (Diab 2011). A second method for allowing students to **collaborate is with each other**. By using online tools, teachers allow students to write group pieces in which each student plays an active role in conceptualizing the idea, writing, revising, editing, and publishing.

[HODGES, T. S. *Theoretically Speaking: An Examination of Four Theories and How They Support Writing in the Classroom*. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v. 90, n. 4, p. 139-146, 2017.](#)



15) Discuss the following questions

a) How does the first paragraph compare or differ from your experience in school and in the university? Can you point out strengths and weaknesses?

b) What other forms of collaborative works can be implemented in the second language classroom?

For further reading on the collaborative question, [check this article](#).



[Meinecke \(2013, p. 68\)](#) defines peer-revision as *“revision and editing as the correction and feedback of written work carried out among classmates”*.

The author suggests that this practice has many benefits for both “editors” and “writers, and also positions the teacher in the role of facilitator.

16) In pairs, read the following extract from Meinecke (2013) and answer:

Would you say that those benefits are [tangible?](#)

*tangible (adj): real or **actual, rather than imaginary or visionary**; definite; not vague or elusive.*

Benefits for the editors:

1. Develop tools for the evaluation of written work
2. Learn critical thinking skills
3. Learn to recognize errors such as misspelled words, grammar errors (e.g. subject-verb agreement), etc.
4. Learn to correct errors and identify problems in their peers' writing as well as to transfer these skills to their own writing.
5. Learn how to evaluate both the form and the content of the writing, thus giving the students a much more developed sense of the writing process, and a better awareness of spelling and punctuation rules, etc. This, in turn, helps the students understand how they, themselves, will be evaluated later on by the teacher.
6. Are made more sensitive to the grading process.
7. Can use their peers' work as a source of ideas and vocabulary

Benefits or the writers:

1. Receive feedback on the form and content of their work
2. Are given an opportunity to correct grammar, spelling, and punctuation mistakes, clarify unclear language and improve their writing.
3. Get ideas and suggestions for content.
4. Are made aware that other students have similar writing problems (Hafernik, 1983).
5. Are made more sensitive to the grading process.
6. Can use their peers' revisions as a source of ideas and vocabulary.
7. Are helped with their language acquisition and development.
8. Learn to deal with and accept constructive criticism and suggestions.

Benefits for the teachers:

1. Play their role of facilitator by providing the students with practice to fully develop their writing and language skills.
2. Save time with their own revision of students' work because many errors will be corrected before the final written draft reaches them.
3. Allow their students to become more self-sufficient learners and writers.
4. Receive fewer student disputes over the grade assigned to their written work (Johnson, 2001).
5. May see an improvement in the classroom atmosphere because students learn to depend on each other for help and support (Hafernik, 1983).

[MEINECKE, M. Use of Peer Revision and Editing in ESL / EFL Writing. *MEXTESOL Journal*, Ciudad de México, v. 27, ed. 1, p. 67-74, Outono 2003.](#)

17) Each group is going to analyze the other groups' article. Make comments and suggestions according to the criteria.

- a) Does the introduction have a thesis statement?
- b) Does the introduction have a quote, a rhetorical question or address the reader in any way?
- c) Does the introduction summarize the arguments that are going to be developed?
- d) Does each paragraph present its main idea in the beginning?
- e) Do the reasons presented relate clearly to the main idea of the paragraph?
- f) Do the examples, evidence, and illustrations sufficiently support the reasons?
- g) Does the conclusion make a **restatement** of the main idea, articulating the points that have been developed?
- h) Are connectors sufficiently and properly used?
- i) Are there any parts that require clarification?
- j) What do you like about this article?
- k) Are there any arguments that do not convince you? Why?
- l) What could be improved?

18) Revise your groups' text according to what has been pointed out by the group correction and your teacher's feedback.

Use [Grammarly](#) to find any reminiscent grammatical inaccuracies.



Post your text to a teacher's facebook group you participate
([If you don't, I recommend this one](#)).

Include a question in the beginning to engage the audience in the post.

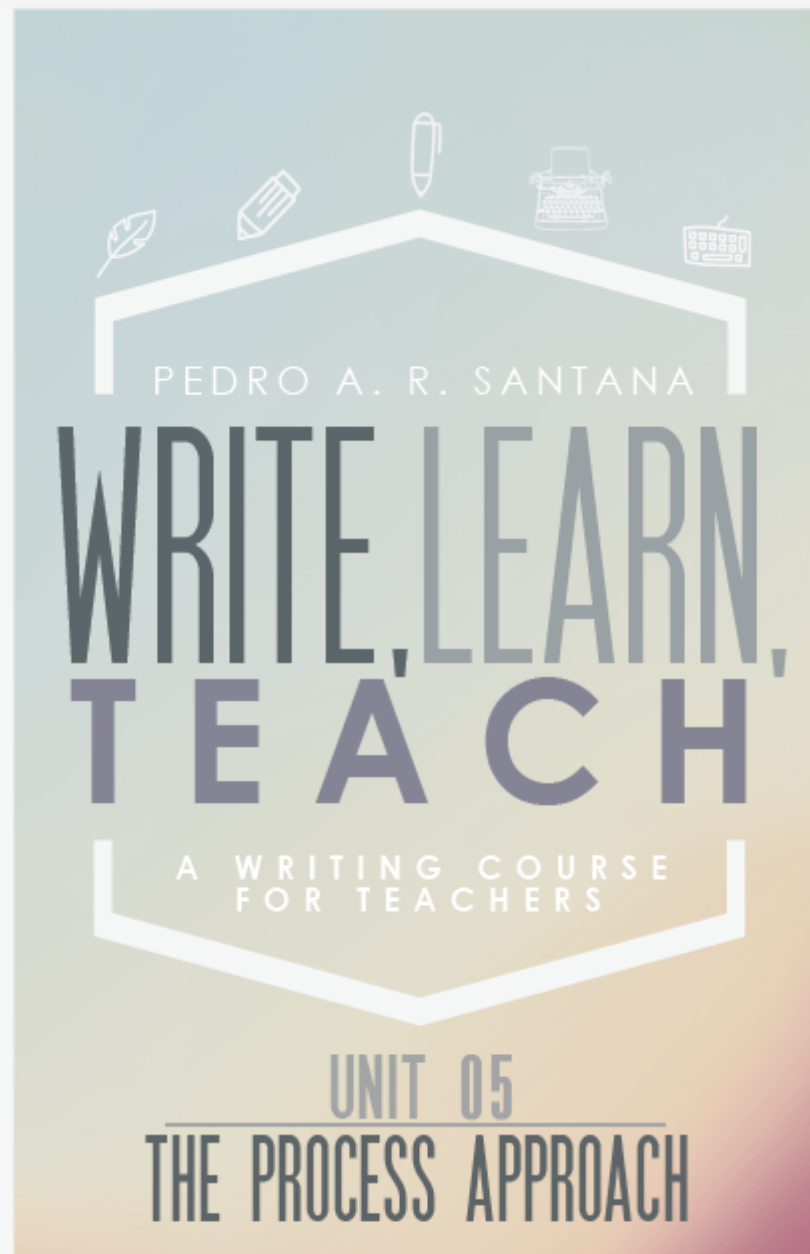
References:

[HODGES, T. S. *Theoretically Speaking: An Examination of Four Theories and How They Support Writing in the Classroom. The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v. 90, n. 4, p. 139-146, 2017.](#)

[MEINECKE, M. *Use of Peer Revision and Editing in ESL / EFL Writing. MEXTESOL Journal, Ciudad de México*, v. 27, ed. 1, p. 67-74, Outono 2003.](#)

*“Write with the door closed,
rewrite with the door open.”*

— Stephen King



Lesson overview:

In this lesson, we are going to learn a few more important concepts in teaching writing and watch a video about the process approach.

Objectives:

- Know and reflect upon the strengths and limitations of the process approach for teaching writing.
- Compare the product approach to the process approach and discuss their affordances.



1) Discuss the following questions:

- a) In general terms, how do you compare the approach for the first composition to the second one?
- b) What about the correction techniques? How did each one of them help?
- c) Which composition is closest to a “real” text production situation than just a class activity? Justify.

2) Watch the video and take notes on the stages of the writing process:



3) Discuss in pairs. Which image better illustrates the writing process?

PLANNING → DRAFTING → EDITING → FINAL DRAFT



Source: HARMER, J. **How to Teach Writing.** Harlow: Pearson Education Limited, 2013.

4) In groups, take turns reading the [blog article](#) and answer the question:

Which one would you choose for each of the following situations:

- a) Preparing students for the TOEFL exam.
- b) Making a school newspaper
- c) Writing a routine paragraph to practice the simple present
- d) Writing a movie review
- e) Making posters advocating for a cause
- f) Writing an application letter for a scholarship



5) For our final project, you are going to design a writing lesson.

- ▶ Divide yourselves into groups using [Random Group Generator](#)
- ▶ Choose a real writing situation, that is, a place where your student's text can be published online. Include a reading from that platform as an example for modeling.
- ▶ Review "product and process approach" and decide which one you are going to use.
- ▶ Decide how the compositions are going to be assessed.
- ▶ Use at least one game in your lesson, like [Quizlet](#), [Kahoot](#), [WheelDecide](#) or any other of your choice.

▶ When writing your task, take the following elements into consideration:

- a) Who is the student writing for?*
- b) Why are the students writing this text? Where is it going to circulate?*
- c) If it is a group work, what is going to be the division of labor for the task?*
- d) How long is it supposed to take?*
- e) What resources (references, language, vocabulary, software) can your students use?*
- f) Do your students have sufficient background information to do this task? Would this be interesting to them?*

Adapted from [Gardner \(2008\)](#).

- ▶ You are going to teach this class to the other groups in the following meetings.
- ▶ After each presentation, each group has to discuss the lesson and give feedback to the presenters. Check if the lesson complies with the guidelines presented here.

For your final project, you are going to create your own teaching materials. In order to do that, download the template file and discuss it with your group.

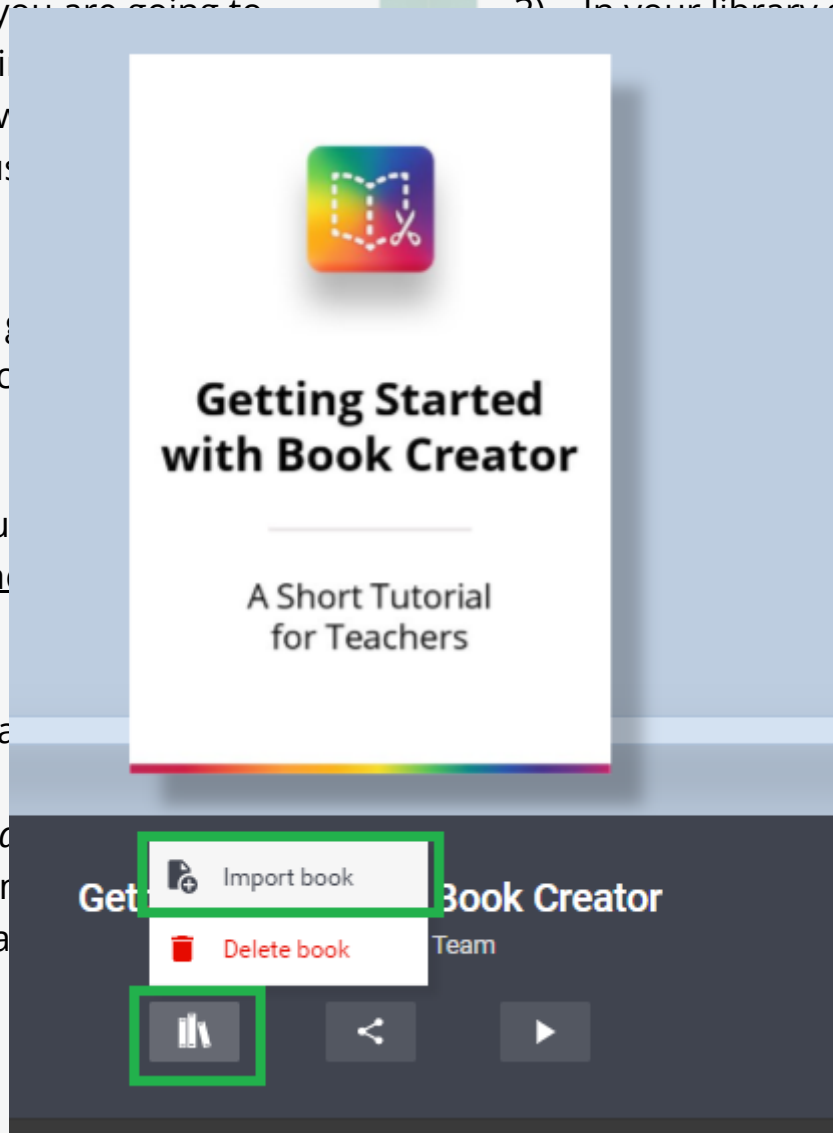
At the end, the class is going to have three of lessons to be completed at the end of this course.

1) In order to edit, you need to download the epub files. [Download](#) getting started.

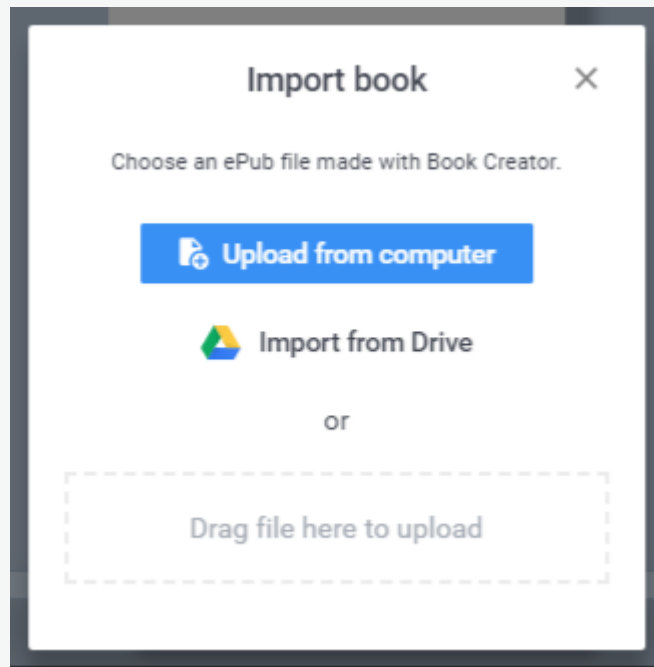
2) Sign in, or create an account on [BookCreator](#).

Make sure to select "Teacher" when you first time signing in. You will also answer a basic survey about your library.

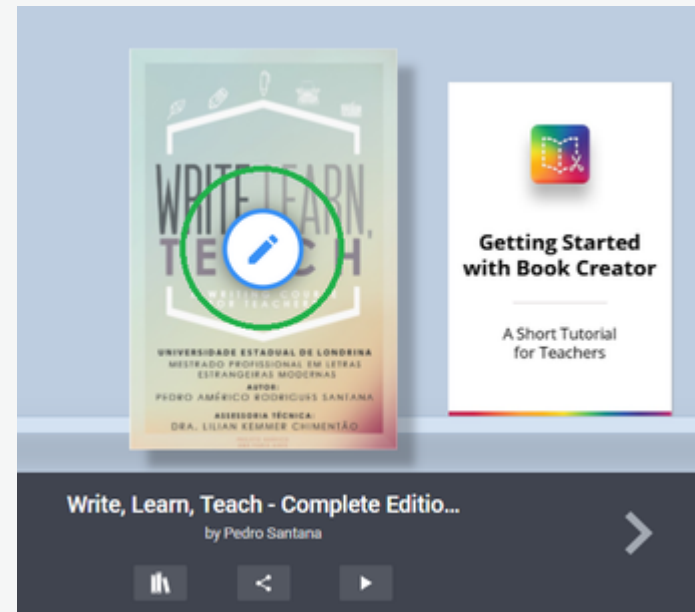
2) In your library screen, select the book (in the picture), and click "Book"



4) Select “upload from computer” and then choose the file you want to edit. (It will only work for epub files created using Book Creator originally)



5) After the upload is complete, the book should appear in your library. Click the pencil icon to edit it.



6) If you need help with the editing tools, the Book Creator provides a [comprehensible guide](#).





The purpose of this section is to create an immersion in social practices mediated by language, including those arising from the student's social experience and simulations of the relationships found in workplaces and public spaces.

Propose:

- a) Activities that engage students in a real context of language use, using authentic texts and / or simulations of real situations.
- b) Reading texts of different textual genres and in different genre *support* (blogs, newspapers, videos, etc)
- c) Include comprehension activities that foster lower and higher levels of thinking. [Check Bloom's taxonomy.](#)



The purpose of this section is to stimulate systematic, analytical and conscious understanding of resources for the construction of meaning and its creation processes.

- a) Development of metalanguage on the text. [Inductively](#) guide your student to analyse and describe the organizational features, functions and rhetorical movements
- b) Are you producing texts that are multimodal? Engage your students in thinking about how all modes (i.e. textual, image, sound, spatial, movement) are encompassed to create meaning.
- c) What language linguistic features are commonly found in this social practice? For example.: Common expressions, grammatical structures, discursive markers, etc. Basically: What's the linguistic input needed for acting in such social practice from the previous section?
- d) Are you using any platform (such as [Book Creator](#), [Canva](#), [Powtoon](#), etc) as a means to your final text? What do students have to know about the platform before they get started?



The purpose of this section is to **foster critical understanding**.

- a) Text analysis, considering its place of circulation and the validity of the arguments presented.
- b) Comparison and contrast of divergent points of view, bringing the discussion into context.

Example:

Why is something described in a certain way?
Why does someone want to convince the reader of a certain idea?
Whose interests are defended?
What are the relations of power involved in such social situation?



Finally - give clear instructions of what your students should write. Include:

- a) Who is the student writing for?*
- b) Why are the students writing this text? Where is it going to circulate?*
- c) If it is a group work, what is going to be the division of labor for the task?*
- d) How long is it supposed to take?*
- e) What resources (references, language, vocabulary, software) can your students use?*
- f) Do your students have sufficient background information to do this task? Would this be interesting to them?*



Are you going to include any games or activities in your lesson? What's the expected learning outcome? What tools are you going to use?

Suggestions:

[Quizlet](#)

[Kahoot](#)

[Baamboozle](#)

[Quizzizz](#)

[EducaPlay](#)



How are the compositions going to be assessed?

- Correction code technique?
- Peer-review?
- Multimodal analysis?

References:

[GARDNER, T. **Designing Writing Assignments.** Urbana: National Council of Teachers of English, 2008.](#)
[GARDNER, T. **Designing Writing Assignments.** Urbana: National Council of Teachers of English, 2008.](#)

[HARMER, J. **How to Teach Writing.** Harlow: Pearson Education Limited, 2013.](#)

"In teaching writing, I'm learning new things about writing."

— David B. Coe