

## WEEK 7: Moodle Content

<b>Topic</b>	<p><b>Writing – Part 2</b></p> <p>Last week you looked at different approaches to teaching writing and ways to scaffold (provide a smooth transition) learning from the familiar to the new. This week, you will explore feedback strategies and correct student writing samples. You will plan a writing activity using the 4-step SARS process which guides modification of an existing activity from the English curriculum. Planning will emphasize the use of strategies that promote independent thinking. You will also consider assessment criteria for evaluating writing products.</p>
<b>Before Class Work</b>	<p><b>PREPARATION FOR CLASS</b></p> <ol style="list-style-type: none"> <li>1. Complete the readings. When finished, you should be able to: <ul style="list-style-type: none"> <li>• Describe appropriate feedback and correction techniques for responding to the written work of students.</li> <li>• Identify writing objectives within the MOE English Education Syllabus and Teacher Guides.</li> <li>• Plan a writing activity that matches an MOE attainment target and also promotes independent thinking skills.</li> <li>• Determine evaluation criteria that are appropriate and relevant for judging writing tasks, considering: <ul style="list-style-type: none"> <li>○ Language skills: Genre Conventions/ Grammar/Spelling/Usage/Punctuation/Linkages</li> <li>○ Content</li> <li>○ Awareness of audience</li> </ul> </li> <li>• Name ways the use of computers can facilitate the instruction of writing.</li> <li>• Show an awareness of the benefits of supporting independent thinking within students.</li> </ul> </li> <li>2. View the video clips. Complete the <b>Week 7 Video Notes</b> sheet.</li> <li>3. Complete the quiz.</li> <li>4. Post at least one comment to BOTH of the TWO discussion forums.</li> <li>5. Bring your completed <b>Week 7 Video Notes</b> to class.</li> <li>6. Also bring the Harmer textbook and printed copies of the <i>Providing Feedback on ESL Students' Written Assignments</i>, <i>There is Not Always Just One Right Answer</i>, <i>Practicing Effective Questioning</i> articles and the <i>Sample Writing Rubrics checklist and chart</i> to class.</li> </ol>

**Week 7 READINGS**

Textbook

**Section A, pages 99-100 and Section D, pages 109-113.**

**Section C, pages 261-268 in *The Practice of English Language Teaching* by Jeremy Harmer.**

Online article:

**[Providing Feedback on ESL Students' Written Assignments](#) by Jason Williams**

Online PDF:

**[Adopting Varied Feedback Modes in EFL Writing Class](#) by LI Mi-mi** Read sections 3, 4 and 5.

Online articles:

For Both Cycle 1 and Cycle 2 Teachers:

1. **[There is Not Always Just One Right Answer](#)**
2. **[Practicing Effective Questioning](#)**

For Cycle 1 Teachers:

1. **[Teaching Techniques: Encouraging Independent Thinking](#)**
2. **[Independent Thinking Activities](#)**

For Cycle 2 Teachers:

1. **[Fostering Independent Thinking](#)**

Online Checklist and chart:

**[Sample Writing Rubric for Cycle 1](#)**  
**[Sample Writing Rubric for Cycle 2](#)**

PDF file:

**Page 3 of the [Principles Matrix](#), *Foster Independent Thinking*.**

**Week 7 RESOURCES**

Online worksheets:

**[Graphic Organizers for Cycle 1](#)**

Online article:

**[Developing Task-based Writing with Adolescent EFL Students](#) by Maria Cabral**

Online article:

**[How to Be an Effective EFL Writing Teacher](#) by David Martin**

## Week 7 VIDEO

Download this handout, and print it out for use with the Week 7 video clips. [Week 7 Video Notes](#)

These first two video clips show Cycle 2 students working in pairs in their English class.

Using the Week 7 Video Notes handout. For each video clip, answer these questions:

- Are the students doing process writing or product writing? Explain your answer.
- Are the students engaged in controlled, guided, or free writing?
- What conventions, such as punctuation and layout, are the students becoming aware of while they work?
- Are the students practicing writing in a particular genre? Which genre? Or, perhaps you cannot determine the genre from the video clip information. What do you think?

### [Week\\_7\\_Video\\_A](#)

In this next set of clips, three students work together on their simile assignment. If you were the teacher, what would you say to the group when you stop by their desks to check on their progress?

Decide how you would informally assess their performance. To assess the students, consider their writing skills, other related language skills, and their small group interaction skills. **Use the Week 7 Video Notes** handout. Rate each student on a 1-5 scale for language skills. Separately, rate each student for their group interaction skills. **Be ready to explain your ratings when you come to class.**

### [Week\\_7\\_Video\\_B](#)

Student-centred programs promote mutual respect and support independent thinking among students. Use the **Week 7 Video Notes** handout. As you watch these two clips explain how the writing assignments provide opportunities for students to respect each other and display independent thinking.

**NOTE:** If you need more information about these student-centred principles, refer to the Principle

### [Week\\_7\\_Video\\_C](#)

**Week 7 DISCUSSION FORUM A**

Schools have computer labs and some families own personal computers. How can the use of computers and the Internet help students improve their writing skills? Do you think there are any disadvantages to using a computer? If so, explain. How would you include computers in your classroom writing instruction?

**Week 7 DISCUSSION FORUM B**

As part of completing your Week 7 video assignment, you viewed several parts of a Grade 4 simile lesson. Compare the grade 4 lesson to **Task 2: "Similes" taken from the Grade 10 Our World Through English Activities Book B**. Click the link to see the activity and then think about the following questions. Post a comment in answer to at least ONE of these questions:

- Is there anything that surprises you about the Grade 10 task?
- Would you classify the Grade 10 activity as a "task?" --as a "writing activity?" Why or why not?
- What kind of writing (controlled, guided, or free) is used in the Grade 10 activity?
- How could you make the Grade 10 activity into a true task?

**Week 7 QUIZ**

1. What are two basic causes of students' English writing errors, according to Harmer?
  - Lack of practise
  - Developmental process marked by 'over-generalisation' of rules**
  - Poor attitude
  - Incorrectly coded error feedback from the teacher
  - Interference of L1**
  
2. From the list below, identify the writing feedback strategies that Williams and Mi-mi claim are more effective than others.
  - Providing corrections directly on students' written work.
  - Allowing peers to give feedback**
  - Discussing written feedback as part of student-teacher conferencing**
  - Writing consistent error codes on student work to identify mistakes, followed by students making corrections**
  - Providing general encouragement about students' writing progress
  - Providing specific feedback about the content of the writing in addition to the format**

3. What influencing factors do students need to understand to be successful in following the genre approach to writing?
  - The audience they are writing for**
  - The context in which the writing will be read**
  - The length of time it takes to write the passage
  - The purpose of the communication**
  - The degree of formality that is appropriate**
  - The conventions or style of the genre**
  
4. Providing a model is one way of helping learners understand a particular genre. Harmer suggests asking two types of questions as students analyse the model. What are they?
  - Brainstorming questions
  - Construction questions**
  - Meaning questions**
  - Motivation questions
  
5. Independent thinking is not always easy for students. Independent thinking veers off the “regular path” and causes cognitive dissonance (holding two contradictory ideas simultaneously) until the learner comes to revised understanding as new information has been successfully integrated with the old. What are the benefits of encouraging students to think independently?
  - Through cognitive dissonance, students reshape their prior knowledge resulting in growth.**
  - Learners need less interaction with teachers.
  - Thinking independently gives students self-confidence especially in the face of peer pressure.**
  - Independent thinking provides the foundation for rational decision making.**

## WEEK 7: Classroom Session

<b>Objectives</b>	<p>Trainees will be able to:</p> <ul style="list-style-type: none"> <li>• Describe appropriate feedback and correction techniques for responding to the written work of students.</li> <li>• Identify writing objectives within the MOE English Education Syllabus and Teacher Guides.</li> <li>• Plan a writing activity that matches an MOE attainment target and also promotes independent thinking skills.</li> <li>• Determine evaluation criteria that is appropriate and relevant for judging writing tasks, considering:             <ul style="list-style-type: none"> <li>○ Language skills: Genre Conventions/ Grammar/Spelling/Usage/Punctuation/Linkages</li> <li>○ Content</li> <li>○ Awareness of audience</li> </ul> </li> <li>• Name ways the use of computers can facilitate the instruction of writing.</li> <li>• Show an awareness of the benefits of supporting independent thinking within students.</li> </ul>
<b>Overview</b>	<p>This week, trainees begin the class by looking at the collated ratings they assigned to each of the three students from the simile lesson video. They consider what criteria they used to assign the ratings, both for language /writing skills and for group participation skills (Coming In Activity). Trainees are then introduced to the “Circle of Input and Output” feedback diagram as they transition into Suggested Task 1, which requires them to correct student writing by adding coded symbols.</p> <p>A mini-lecture follows on the CCCM “SARS” method of adapting material from existing MOE curriculum. The SARS process includes 4 steps: (1) Select (proper materials /methods /approaches); (2) Adapt (current materials); (3) Reject (parts of the activity that are not student-centred or can be improved); and (4) Supplement (add to make the plan more student-centred and better able to accommodate individual differences).</p> <p>Trainees proceed to use the method to plan their own task /activity. As they plan, they are asked to consider how to incorporate ways to support students’ independent thinking (Suggested Task 2). Reflection this week focuses on moving learning into real-world actions.</p>

<p><b>Key Content</b></p>	<ol style="list-style-type: none"> <li><b>1. Feedback and Correction Techniques</b> Background Info: See assigned readings: <i>Providing Feedback on ESL Students' Written Assignments and Adopting Varied Feedback Modes in EFL Writing Class</i> Resource: Suggested Task 1</li> <li><b>2. Modification of MOE Attainment Targets / Lessons</b> Background Info: Mini-lecture: <i>SARS Process</i> Resource: Suggested Task 2</li> <li><b>3. Evaluation Criteria Appropriate for Writing</b> Background Info: See assigned reading: <i>Harmer text, Sample Writing Rubrics</i> Resource: "Coming-In" Activity Resource: Suggested Task 2</li> <li><b>4. Use of Computers to Facilitate Instruction of Writing</b> Background Info: See assigned readings: <i>Adopting Varied Feedback Modes in the EFL Writing Class (last section)</i> Resource: Moodle Forum Discussion</li> </ol>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Week 7 Video Clips from the Course DVD <ul style="list-style-type: none"> <li>• Write_Instructions</li> <li>• Edit_Letters</li> <li>• SimileLesson_10a</li> <li>• SimileLesson_10b</li> <li>• Problem_at_Work</li> <li>• SimileLesson_09</li> </ul> </li> <li>• HANDOUT: PEER PAIRS: Feedback Notes (1 for each pair)</li> <li>• HANDOUT: SARS Process (1 for each group – students may choose to work individually)</li> <li>• HANDOUT: Learning into Action (1 per trainee) (For Reflection)</li> <li>• Student Writing Samples (provided by CCCM program)</li> <li>• 12-18 MOE <i>English for Me</i> Teacher Guides matched with student books &amp; skill books for both Cycles 1 &amp; 2</li> <li>• 12-16 sheets of chart paper</li> </ul> <p><b>BEFORE CLASS:</b> Write the "Coming In" activity chart on the board.</p>
<p><b>'Coming In Activity'</b></p>	<p>Write the following on the board for trainees as they enter.</p> <p><b>Week 7 Video Notes - Grade 4 Student Ratings</b></p> <p>Add your student ratings for the simile lesson students to the chart below. Place a tick (   ) beside the numbers you assigned.</p>

Student	Language Skills Rating	Group Interaction Skills Rating
<i>Girl at the Right</i>	1 - 2 - 3 - 4 - 5 -	1 - 2 - 3 - 4 - 5 -
<i>Girl in the Middle</i>	1 - 2 - 3 - 4 - 5 -	1 - 2 - 3 - 4 - 5 -
<i>Boy at the Left</i>	1 - 2 - 3 - 4 - 5 -	1 - 2 - 3 - 4 - 5 -

*Get together with others entering the class and compare your answers to the other questions on the Week 7 Video Notes handout.*

### **Announcements**

*Remind trainees of any upcoming events and assignments.*

*Check on the progress of the committee preparing for the Panel Discussion for NEXT WEEK - Week 8.*

*You may want to meet with the committee after class to check:*

- *Confirmation of attendance by invited guests – Who will be coming?*
- *What are the arrangements for meeting visitors and guiding them to the classroom location?*
- *Who will introduce each guest?*
- *Who is organizing the pre-submitted questions?*
- *Who is working on arrangements for refreshments?*

### **WIKI Notes Review**

*Choose one team (unannounced) to review /explain their WIKI entry from last week. Connect to Moodle and use the classroom computer projection system to display to the class.*

- Answer student questions
- Emphasize key points



### Suggested Task 1

NAME	PEER PAIRS: Feedback (part 1)
OBJECTIVE(s)	<ul style="list-style-type: none"> <li>Describe appropriate feedback and correction techniques for responding to the written work of students.</li> </ul>
SET-UP	<ol style="list-style-type: none"> <li><i>(Be ready to play the Week 7 video clips from the DVD)</i> <ul style="list-style-type: none"> <li>Write_Instructions</li> <li>Edit_Letters</li> <li>SimileLesson_10a</li> <li>SimileLesson_10b</li> <li>Problem_at_Work</li> <li>SimileLesson_09</li> </ul> </li> <li>Refer to the <b>Week 7 Video Notes</b> worksheet trainees filled out as part of their Moodle work and brought to class.             <ol style="list-style-type: none"> <li>Review the ratings trainees gave the three simile lesson students. What language skills did they focus on?</li> <li>Is there general agreement or disagreement?</li> <li>Play any clips that are highly disputed.</li> </ol> </li> <li>Note that the Grade 4 students in the video clip were demonstrating part of the “Circle of Input and Output.” <i>(Open to Harmer, pg. 250)</i> Where are they on this diagram?             <div data-bbox="662 1087 1377 1507" data-label="Diagram"> </div> </li> <li>Feedback is crucially important to helping students improve their writing skills.</li> <li>Today you will discuss the pros and cons of feedback decisions and practice marking student writing samples.</li> <li>Form Peer Pairs. Both people in the pair should be interested in teaching the same aged students.</li> </ol>

GIVENS	<ul style="list-style-type: none"> <li>Student writing samples</li> </ul> <p><i>ALTERNATE: If no student writing samples are available, set up a computer connected to a projector and go to NonStopEnglish.com Click the link for: "Find the grammar errors in these quotations," and have students each copy several sentences on a sheet of paper. Use code to correct.</i></p> <p><a href="http://www.nonstopenglish.com/allexercises/Grammar/index-009.asp">http://www.nonstopenglish.com/allexercises/Grammar/index-009.asp</a></p> <ul style="list-style-type: none"> <li>HANDOUT: Feedback Notes</li> <li>Harmer text, open to page 111: Coding</li> </ul>
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> <li>As a Peer Pair, talk through the "Feedback Decision Questions" on your HANDOUT. You will have 5 minutes.</li> <li>Answer the questions. See if you both agree.</li> </ol>
POSSIBLE ANSWERS	<p><i>Based on lecture notes from Dr. Ali Al-Bulushi</i></p> <p><b>What should feedback be based on: Language? Content? Organization? All three?</b></p> <ul style="list-style-type: none"> <li>We should correct language mistakes</li> <li>Note corrections within the body of the text, content and organization at the end</li> </ul> <p><b>Should all mistakes be corrected?</b></p> <ul style="list-style-type: none"> <li>Role conflict between language instruction &amp; supporters</li> <li>Overcorrection is discouraging and distractive</li> <li>Compromise but according to context</li> </ul> <p><b>Should learners re-write, incorporating corrections?</b></p> <ul style="list-style-type: none"> <li>Rewriting is important = reinforces learning + integral part of the writing process</li> <li>We demand rewriting ... they demand re-reading</li> </ul> <p><b>Should we let students correct or give feedback on each other's written work?</b></p> <ul style="list-style-type: none"> <li>Peer correction is time-saving</li> <li>Critical reading is useful but teachers still have to check final drafts</li> <li>Personal relationship = trust, criticism acceptability, etc.</li> </ul>
CONSIDERATIONS	<p><i>Based on lecture notes from Dr. Ali Al-Bulushi</i></p> <ul style="list-style-type: none"> <li>Correcting work orally in class is a good idea for a large class as it reduces the teacher's workload.</li> <li>Getting students to correct either their own work or each other's work takes time in the lesson, but gives students useful practice.</li> <li>Correcting work in class is more successful with fairly controlled writing activities, where there are not too many possible answers.</li> </ul>

OUTCOME	<ul style="list-style-type: none"> <li>Answers to the feedback questions</li> </ul>
FOLLOW-UP	<ol style="list-style-type: none"> <li>Bring the class together.</li> <li>Review answers to the “Feedback Decision” questions. Shape the opinions of the trainees as needed by pointing out benefits for answering as given above.</li> </ol>
	<b>PART TWO</b>
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p>Give these instructions to the trainees:</p> <ol style="list-style-type: none"> <li>Open your Harmer book to page 111. The chart provides code for 11 common errors.</li> <li>In your class reading, <i>Providing Feedback on ESL Students' Written Assignments</i>, Williams contends that using a standard set of feedback symbols is advantageous as long as the students know what they mean.</li> <li>Have you had any experience using coded symbols? (<i>solicit comments</i>)</li> <li>Use the symbols on page 111 to mark feedback on actual students' writing samples.</li> <li>(<i>Pass out student writing samples to each trainee. Make sure Peer Pairs each receive a different passage.</i>) Mark your passage and then review it with your peer.</li> <li><i>ALTERNATE: If no student writing samples are available, go to NonStopEnglish.com and project from the computer.</i> Click the link for: “Find the grammar errors in these quotations and correct them.” <a href="http://www.nonstopenglish.com/allexercises/Grammar/index-009.asp">http://www.nonstopenglish.com/allexercises/Grammar/index-009.asp</a> <ol style="list-style-type: none"> <li>Copy the statements down onto a sheet of paper. Then mark them with the coded feedback symbols.</li> </ol> </li> </ol>
OUTCOMES	<ul style="list-style-type: none"> <li>Student writing samples with coded feedback marks</li> </ul>
FOLLOW-UP	<ol style="list-style-type: none"> <li>Bring the class together.</li> <li>Discuss how trainees like using the feedback codes. Was it easy to identify the errors? Were there errors that did not fit the code?</li> </ol>

## Suggested Task 2

NAME	SARS Process
OBJECTIVE(s)	<ul style="list-style-type: none"> <li>• Identify writing objectives within the MOE English Education Syllabus and Teacher Guides.</li> <li>• Plan a writing activity that matches an MOE attainment target and also promotes independent thinking skills.</li> <li>• Determine evaluation criteria that is appropriate and relevant for judging writing tasks, considering:             <ul style="list-style-type: none"> <li>○ Language skills: Genre Conventions/ Grammar/Spelling/Usage/Punctuation/Linkages</li> <li>○ Content</li> <li>○ Awareness of audience</li> </ul> </li> <li>• Show an awareness of the benefits of supporting independent thinking within students.</li> </ul>
SET-UP	<ol style="list-style-type: none"> <li>1. Through a mini-lecture, introduce the SARS process. NOTE: The task uses this process to adapt a task/lesson from MOE materials.</li> <li>2. See Appendix for notes on the SARS process. (<i>The SARS process comes from the CCCM program.</i>)</li> <li>3. *Students can choose to work on their own or in a small group of 1-2 people.</li> </ol>
GIVENS	<ul style="list-style-type: none"> <li>• HANDOUT: SARS Process</li> <li>• Copies of Readings: <i>There is Not Always Just One Right Answer</i>, <i>Practicing Effective Questioning</i>, and <i>Writing Rubrics</i></li> <li>• 12-18 MOE <i>English for Me</i> Teacher Guides and Student Activities Books - Cycle 1 &amp; 2</li> </ul>
PROCEDURE – INSTRUCTIONS TO TRAINEES	<p><i>Give these instructions to the trainees:</i></p> <ol style="list-style-type: none"> <li>1. For this task, you may work on your own or in a small group with 1 or 2 other trainees.</li> <li>2. Choose a grade level. Then, from an MOE Teachers' Guide, select one of the teaching units and find an objective focused on writing skills.</li> <li>3. Your goal is to modify a writing activity from MOE materials to become more student-centred and to increase opportunities for students to exhibit independent thinking.</li> <li>4. Follow the SARS process steps on the HANDOUT.</li> <li>5. Work for 20-25 minutes to adapt, reject, and supplement various parts of the unit.</li> </ol>

	6. Document your plan on chart paper ( <i>or regular paper</i> ).
OUTCOME	<ul style="list-style-type: none"> <li>A modified task / activity plan that supports student-centred instruction and independent thinking</li> </ul>
FOLLOW-UP	<ol style="list-style-type: none"> <li>Bring the class together.</li> <li>Ask individuals &amp; groups to post their charts around room.</li> <li>Ask for several volunteers to explain how they modified the writing task / lesson via the SARS process.</li> </ol>

<b>Reflection</b>	<p><i>Pose these questions to trainees for personal reflection. If desired, print the reflection HANDOUT: Learning into Action</i></p> <p>Think back on today's lesson. Then write down at least <b>ONE</b> possible, real world application for what you learned today. What actions will you take in the future based on what you learned from this lesson?</p> <p><i>*Direct trainees to include answers to these questions in their team's WIKI.</i></p>
<b>Review Assignments</b>	<p><b>Course Assignments &amp; Micro Teaching</b></p> <p>Next week you will take the Mid-term exam during the first hour. Then a panel of invited guests will discuss questions submitted by you trainees. The guests will be: [GIVE NAMES OF THE GUESTS and THEIR POSITIONS]. The lesson focus for the following two weeks will be on grammar. Think about the answers to these questions:</p> <ul style="list-style-type: none"> <li>How do children learn grammar in their first language?</li> <li>What do you think is the best way to approach teaching grammar to young children? Older students?</li> </ul>
<b>Teams Plan WIKI Notes</b>	<p><i>Small Groups meet to synthesize their reflection responses and begin planning their WIKI entry.</i></p> <p>The Wiki should include:</p> <ol style="list-style-type: none"> <li>Information on using codes to give students writing feedback</li> <li>Explanation of the SARS process</li> <li>Evaluation criteria for assessing student writing</li> <li>Examples of ways to increase the amount of independent thinking in your students</li> </ol> <p><b>NOTE:</b> The WIKI should reference class activities and also assigned readings.</p>

## APPENDIX – WEEK 7

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### Mini-lecture: The SARS Process

*The following is adapted from MOE Child Centered Classroom Methods training materials.*

- I. The SARS process is a practical way of revising instructional materials.
- II. Each of the four letters in the acronym stands for a word:
  - a. S = Select
  - b. A = Adapt
  - c. R = Reject
  - d. S = Supplement
- III. How are each of these terms used in the SARS process?
  1. **SELECT**
    - Selection involves critique and evaluation –picking the best.
    - Look through the lesson’s learning objectives and materials and find the writing objective(s) (*or other obj. as needed*)
    - Familiarize yourself with all the materials for the unit
    - Ask these questions --
      - What are the most student-centred parts of the writing activity?
      - Are there other materials or tasks in the broader unit that are student-centred? (NOTE these for use in the “Adapt” step)
      - Does the activity integrate more than one of the language skills? Which ones – listening, speaking, reading, or writing?
      - For this assignment, you will also ask: Does the activity give students opportunities to use independent thinking skills?
  2. **ADAPT**
    - Adaptation means changing the task or activity.
    - What should you revise? How can you adapt the writing task to make it more student-centred?
    - How can you adapt the writing task to better integrate language skills?
  3. **REJECT**
    - What doesn’t fit with this activity?
    - What’s not student-centred?
    - What doesn’t support independent thinking?

#### 4. SUPPLEMENT

- What can you add to the activity to make it more student-centred? How can you supplement to accommodate individual differences and address the strengths and weakness of students?
- What scaffolding will you need to provide so students can succeed in completing this writing task?
- What supplemental tasks will stimulate the students' independent thinking?
- What will you add to the lesson in terms of tasks and/or different materials to work with?
- **Learning Centres**
  - Learning Centres are areas of the room where students can:
    - Focus on their strong or weak skills (*Centres provide ways to accommodate individual differences, especially for challenged or exceptionally bright students*)
      - Examples:
        - Language Arts Centre
        - Music Centre
        - Building Centre (Manipulatives)
        - Art Centre
        - Math Centre
        - Computer Centre
      - OR...Explore their interests / particular topics
        - Insect Centre
        - Dinosaur Centre
        - Camera Centre
        - Astronomy Centre

Learning Centres can be OPEN or FOCUSED

- FOCUSED centres offer one activity with very specific instructions; (*e.g., a basket activity*)
- OPEN centres offer more than one activity and a place for students to sit and complete the activities. (*e.g., Corner of the room set up with several activities and bean bag chairs for students to relax*)





## WEEK 7 HANDOUT: Peer Pair Notes

*Use with Suggested TASK #1*

Based on lecture notes from Dr. Ali Al-Bulushi

### Peer Pairs - YOUR Names

1. \_\_\_\_\_

2. \_\_\_\_\_

**Your task:** In your Peer Pairs, read these four different methods of correcting students' written work.

T1: I collect the books at the end of the lesson, and correct them during the lunch hour. Then I give the books back the next day.

T2: I just go through the answers and get students to correct their own work. Sometimes I write sentences on the board.

T3: I ask the students to sit in pairs and correct each other's work, helping each other. Then we all go through the answers together.

T4: I ask students to exchange books with the person next to them. Then I go through the answers and they correct each other's work.

Discuss the pros and cons of each method and how suitable they are for different age groups and classes of students you've worked with.

Have you tried any of these techniques? How did they work for you?



**Your task:** In your Peer Pairs, read and answer these questions about giving feedback to students about their writing.

**What should be the main focus of feedback: on Language? on Content? on Organisation?** In what situations, if any, would you have a different opinion?

**Should all mistakes be corrected?** What effect does this have on students?

**Should teachers provide correct forms, or should learners be required to re-write, incorporating corrections?** In what situations, if any, would you have a different opinion?

**Should students correct other students' work? Give feedback on each other's written work?** How do you, as the teacher, need to monitor peer feedback?

## WEEK 7 HANDOUT: SARS Process

*Use with Suggested TASK #2*

Based on teacher training materials from the MOE's Child Centered Classroom Methods (CCCM) program.

**YOUR Names** (*You may work alone on this task or in a group with 1-2 other trainees*)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Givens:** (1) MOE Teacher Guides and Student Activities Books (2) Copies of reading articles: *There is Not Always Just One Right Answer*, *Practicing Effective Questioning* (3) Copies of the *Sample Writing Rubrics*

**Your goal:** Plan a student-centred writing activity that gives students opportunities to express independent thinking.

### Task Procedure:

1. Decide if you will work on your own or in a small group with 1-2 other trainees.
2. Choose a grade level.
3. From an MOE Teachers' Guide, select one of the teaching units and find an objective focused on writing skills.
4. Review the materials in the Student Activities Book related to the writing objective. Also, become familiar with ALL the materials for the other activities included in the unit.
5. Follow the SARS steps on this HANDOUT below.
6. Work for 25-30 minutes to adapt, reject, and supplement various parts of the writing activity.
7. Document your final writing activity plan on chart paper.

**What student level did you choose?**

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**Which MOE Teachers Guide and Student Activities Book are you using?**

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**Which unit did you choose?**

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**Which writing skills objective did you choose?**

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**Before continuing, find and review the materials in the Student Activities Book related to your chosen writing objective.**

**1. SELECT**

- a. Selection involves critique and evaluation – picking the best.
- b. Look through the learning materials for the writing objective you selected.
- c. Then familiarize yourself with *all* the materials for the unit.
- d. Ask these questions --
  - What are the most student-centred parts of the writing activity?
  - Are there other materials or tasks in the broader unit that are student-centred? (NOTE these for use in the “Adapt” step)
  - Does the lesson give students opportunities to use independent thinking skills?
  - Do the tasks integrate more than one of the language skills? Which ones – listening, speaking, reading, or writing?
- e. From the writing activity, what have you decided to keep?

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**2. ADAPT**

- a. Adaptation means changing the task or lesson.
- b. How can you adapt the writing task / activity to make it more student-centred? What should you revise and change?
- c. Are there materials or tasks used in other parts of the unit that can be adapted for use in the student-centred writing task?
- d. How can you adapt the writing task to better integrate more language skills?
- e. How can you adapt the writing task to give students more opportunities to exhibit independent thinking? \*Refer to the techniques discussed in the readings: *There is Not Always Just One Right Answer, Practicing Effective Questioning*
- f. What adaptations to the writing task will you make? Do you need to modify the learning objective?

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**3. REJECT**

- a. What doesn't fit with this task / activity?
- b. What's not student-centred?
- c. What doesn't support independent thinking?
- d. What will you reject?

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**4. SUPPLEMENT**

- a. What can you add to the writing task to make it more student-centred?
- b. What scaffolding will you need to provide so students can succeed in completing this writing task?
- c. What supplemental materials or activities will stimulate the students' independent thinking?
- d. What supplementary materials will you add to the task / activity?

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**Learning Centres**

Learning Centres are areas of the room where students can:

- Focus on their strong or weak skills (*Centres provide ways to accommodate individual differences, especially for challenged or exceptionally bright students*)
  - Examples:
    - Language Arts Centre
    - Music Centre
    - Building Centre (Manipulatives)
    - Art Centre
    - Math Centre
    - Computer Centre
- OR...Explore their interests / particular topics
  - Insect Centre
  - Dinosaur Centre
  - Camera Centre
  - Astronomy Centre

**Learning Centres can be FOCUSED or OPEN**

- FOCUSED centres offer one activity with very specific instructions; (*e.g., a basket activity*)
- OPEN centres offer learning materials that can be used for many activities plus space for students to sit and complete the activities. Create a set of “What to Do?” cards or record on tape explanations of different activities. (*e.g., Corner of the room set up with several activities and place for students to work comfortably*)



**Will you add learning centre activities / tasks?**

**Why or why not?**

**What ideas do you have?**

**Describe any learning centre activities and identify the way they support the learning objectives for your lesson or unit.**

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## 5. ASSESSMENT of the Student Writing Product

As you plan tasks, activities, lessons and units of study, think about how you will assess your students' learning.

Considering assessment strategies while you plan instruction allows you to match your teaching methods more closely to the skills learners must have to show mastery of the learning objectives.

### ***For THIS task / activity, how will you assess the students' writing product?***

Create a rubric to guide your evaluation of the students' writing for the task /activity you have planned. (*Consult the Writing Rubrics you viewed online for ideas. You should have brought a printed copy to class.*) Remember, a rubric is a set of descriptive statements that can be applied to the students' writing.

Write descriptive statements for each level of proficiency related to THIS task /activity. Consider:

- Language skills: Genre Conventions/ Grammar/Spelling/Usage /Punctuation/Linkages
- Content
- Awareness of audience

<i>Proficiency Level</i>	<i>Descriptive Statements</i>	<i>Score/ Marks</i>
<b>Limited Proficiency</b>		
<b>Some Proficiency</b>		
<b>Proficient</b>		
<b>High Proficiency</b>		

