

# Best Practice Video Series

## Thinking then Writing

Training Manual

More resources available here:



## ACKNOWLEDGMENT

The Integrated English Language Program-II (IELP-II) would like to thank all the people without whose contribution and input such a training manual would not have been possible. First, the authors:

1. Dr. Salah El-Araby, AUC, Egypt. (Author & Team Leader)
2. Susan Iannuzzi, University of Pittsburg, USA. (Author)
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## FOREWORD

The video entitled “*Thinking then Writing*” is part of the *Best Practices Video Series* designed for training student teachers, teachers, and teacher supervisors.

This trainer’s guide provides teacher educators or trainers with a detailed plan for using this video as part of teacher preparation or training programs.

In a training workshop designed for student teachers or teachers, the trainer needs six to eight training hours to cover the core materials in this training manual and the video entitled “*Thinking then Writing*”. This does not include the *Optional Activities*. But for a training workshop designed for supervisors using this trainer’s guide and its video, the trainer needs around 4 hours.

- ***Pre-Viewing Activities*** prepare trainees for the content of the video segment and relate it to their teaching experiences
- ***First and Second Viewing Activities*** focus trainees’ attention on important concepts in the video.
- ***Post-Viewing Activities*** consolidate knowledge, skills, and attitudes learned from the video and help trainees retain and use them in their classrooms.
- ***Task Sheet 5: Reflection*** gives trainees an opportunity to express their own impressions on the teacher’s performance, the rapport between the teacher and the students, and various teaching strategies and techniques in the video. Trainees also relate the activities to their own teaching situation.
- ***Application*** is practiced when trainees work in small groups to plan a listening lesson from “*Hello!*” applying the knowledge, skills, and attitudes they learned from the segment.
- ***Optional Activities*** reinforce the theoretical background, by emphasizing two techniques the teacher in the segment has done well: *Giving instructions, including use of gestures and using visuals for presentation and modeling.*

## TRAINER'S NOTES

### Pre-Viewing Activities

#### Objectives:

- ◇ Prepare trainees for the content of the video segment
- ◇ Relate it to their teaching experience.

#### Set up:

- ◇ Task Sheet 1: *Before/After*
- ◇ Handout 1: *Theoretical Background* (can be assigned for reading before the training session)
- ◇ Handout 2: *Instructional Objectives & Summary* (can be assigned for reading before the

#### Relate to Past Knowledge and Experience

Ask the trainees to comment on the statements and answer the questions listed on *Task Sheet 1: Before/ After*.

Set a time limit during which trainees write their answers and jot down their thoughts in the left side of *Task Sheet 1*, entitled “**BEFORE**”.

Allow about fifteen minutes, according to the English proficiency of the trainees. When time is up, call on various trainees to share their ideas with the group. Write the ideas on the board, paying attention to use the trainees’ exact words.

Start a discussion with the whole group about the most important ideas from the board list and write them on the transparency of *Task Sheet 1* in the column labeled “**BEFORE.**”

### Present and Discuss Theory

Direct the trainees’ attention to *Handout 1: Theoretical Background*. Explain that they will now read some theoretical information about teaching writing skills.

Explain that they will look again at one or two of the questions and statements in *Task Sheet 1* and write answers based on their reading in the column labeled “**AFTER.**” Divide the trainees into groups or pairs. Assign one or two of the statements or questions from *Task Sheet 1* to each group or pair. Direct the group or pair to the section(s) of *Handout 1* where they can find the answer. If you are going to assign more than one question or issue to a group or pair, it is suggested that you combine an easy one with a more challenging one.

The following are the questions/issues from *Task Sheet 1* and their respective sections from *Handout 1*. Note that those marked with an asterisk (\*) are more challenging

#### *Task Sheet 1* question/item

- 1
- 2
- 3
- \*4
- \*5
- 6
- \*7

#### *Handout 1* section

- A
- B
- C
- C & E
- D & E
- D
- C

Elicit the groups’ responses and write them on a transparency of *Task Sheet 1*.

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Discuss any questions or items which have different responses in the “**BEFORE**” and “**AFTER**” columns. Encourage the trainees to read all of *Handout 1* after the training.

### Clarify Instructional Objectives

Referring to *Handout 2: Instructional Objectives & Summary*, explain to the trainees that as a result of viewing this segment and participating in the activities, they will:

- become aware of writing as a skill that should be taught as a process.
- identify the three phases of a writing lesson and the goals of each.
- demonstrate familiarity with activities that:
  - a. stimulate students’ creativity at the beginning of the writing process.
  - b. promote students’ ability to self correct and peer correct.
  - c. further the development of the skill of writing as a *process* as opposed to a *product*.
- apply techniques and strategies of teaching writing in their own teaching situations.

### First Viewing

#### Objectives:

- ◇ Trainees get an overall idea of the content of the segment.
- ◇ They practice their listening skills.

#### Set up:

- ◇ Task Sheet 2:  
*Viewing*

#### Approximate Time

Required:  
45 minutes

#### View the Video

Ask the trainees to read the questions in *Task Sheet 2: Viewing*.

Check that the questions are clear to the trainees.

Then, let them watch the video once without stopping. While viewing, they have to **think** of answers to the questions.

#### Discuss

After viewing the video, trainees answer the questions in pairs or in small groups. Then, get their feedback.

### Second Viewing

#### Objectives:

- ◇ Trainees understand the details of the video lesson
- ◇ They identify the purpose of each activity in it.

#### Set up:

- ◇ Task Sheet 3:  
*Detailed Viewing*
- ◇ Transparency of Task Sheet 3 (optional)

#### Approximate Time

Required: **70 minutes**

#### View the Video Lesson for Details

Direct the trainees’ attention to *Task Sheet 3: Detailed Viewing*. Explain that they will watch the video again, but this time, they will focus on shorter sections of the video lesson. Pause the video at the specified caption (band) that pops up on the screen before each stage of the lesson begins. You will need to stop the video at least three times, but you may stop it more frequently if you feel your trainees will benefit.

For *Section A* of *Task Sheet 3* after viewing the “*Warm-Up*” section of the video lesson, get the trainees to compare their answers in pairs. Elicit their answers to question 2 and write

more resources available here:

them on a transparency or on the board, preferably in the shape of an inverted pyramid to emphasize the process of starting broadly and narrowing the focus.

For **Section B** of **Task Sheet 3**, divide the trainees into pairs or small groups to compare their answers. Elicit the answers, following-up by asking for ways to correct the false statements. Ask the trainees to support all their answers, focusing on the purpose of each activity.

For **Section C** of **Task Sheet 3**, have the trainees work in small groups to write their descriptions of what happened in each part of the lesson. Elicit their descriptions and write them on a transparency or on the board. Build consensus among the groups as to the description of what happened in each section. Assign a section to each group and ask them to formulate *why* they think that part of the lesson happened in that way. Encourage them to think about what the teacher's aim was and how it was furthered by what happened in that part of the lesson. Ask each group to share its findings with the others.

## Post-Viewing

### Objectives:

- ◇ Trainees comment on the video segment, training materials and their new KSA acquired from them.

### Set up:

- ◇ Task Sheet 4: *Post Viewing*
- ◇ Transparency of Task Sheet 4 (optional)

### Approximate Time Required:

15 minutes

### Discuss the New KSA

Make sure that the trainees understand the questions on **Task Sheet 4: Post-Viewing**. Have the questions in cut into slips of paper and fold them so that the questions cannot be seen.

Choose one of the strong trainees to select one of the slips of paper and have him or her lead a discussion of that question. Continue by having another trainee choose another slip of paper and lead a discussion of the next question. Continue

until all the questions have been answered.

## Application

### Objectives:

- ◇ Trainees relate the teacher's reflection to their own teaching situations.
- ◇ They consolidate their KSA with Mentor's Wrap-up
- ◇ They review key materials in this segment
- ◇ They plan a listening lesson.

### Set up:

- ◇ Task Sheet 5: *Reflection*
- ◇ Handout 2
- ◇ Task Sheet 3 (completed)
- ◇ Task Sheet 6
- ◇ *Mentor's Wrap-Up*
- ◇ Blank OH transparency (optional)

**Approximate Time Required:** 190 minutes

### Warm Up

### Relate Teacher's Reflections to Trainees' Experiences

Have trainees reflect on how the segment concepts can be applied to real situations in **Task Sheet 5: Reflection**. If this part of the training is conducted on a different day or after a long break, you may want to replay the teacher's **Reflection** section of the video. Allow the trainees 10 minutes to answer the question on the Task Sheet individually. When time is up, put them in pairs or small groups to check their answers. Then, get their feedback

### **View the Mentor's Post-Lesson Commentary**

Ask trainees to read *Task Sheet 6: Mentor's Wrap Up*. Explain that you will play the Mentor's post-lesson commentary on the video lesson while the trainees fill in the missing parts of the table in the task sheet. When this has been completed, ask the trainees to check their answers in pairs. Elicit trainees' answers, and write them on a transparency.

### **Review Key Materials**

Encourage trainees to review and use the following resources before they start applying the sum total of their learning experience from the segment to a real classroom situation which is relevant to their teaching situation

1. Summary of the segment in *Handout 2*.
2. The completed *Task Sheet 3*.
3. Samples of the writing lessons from *Hello!* and the relevant Teacher's Notes from the Teacher's Guide.

### **Develop Lesson Plans**

Explain that the trainees will now develop a lesson plan for a writing activity from *Hello!* Point out that even if they do not teach this level, they will still be able to do this successfully because the principles they have learned are universal. Remind them to use the resources specified above as well as the information from *Task Sheet 6: Mentor's Wrap-Up*. Reassure the trainees that they will have plenty of time to do this. Allow 60 – 90 minutes.

Divide the trainees into three groups, and ask each group to prepare the three stages of the writing lesson:

- i.) **Pre-Writing Stage** – including the warm-up and sequence of questions that start broadly and narrow the focus of the assignment.
- ii.) **Writing Stage** – including how to help students with brainstorming if they are stuck.
- iii.) **Editing Stage** – including what the focus of the correction will be, e.g. which grammar point, as well as a plan for the publication of the students' work.

Point out that in addition to planning each lesson stage, each group must prepare one of the stages in detail so that they can model it for the other trainees. Explain that after the groups have prepared their lessons, each group will present its lesson to all the trainees by explaining two of the stages and modeling one of them in detail.

Divide the trainees into groups and assign each group a stage of the lesson for detailed preparation. Point out that when the groups present, each trainee should have a role in the presentation.

Before the presentations begin, ask the other trainees to take notes on the groups' detailed stages of the lesson, writing what happens. After each group presents, lead a discussion of the detailed stage, focusing on why the lesson stage was conducted in that way. Encourage trainees to be as positive as possible in their comments since this is a difficult task for everyone.

More resources available here:



## THINKING THEN WRITING

### REFERENCES

- Brown, H. D., 1994. *Teaching by Principles*. White Plains, NY: Longman.
- Celce-Murcia, M., ed. 1991. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle.
- El-Baz, E. A. 2001. *School-based Training*. Cairo: USAID/Arab Republic of Egypt Ministry of Education

### Suggestions for further reading

- Hedge, T. 1988. *Writing*. Oxford: Oxford University Press.  
A comprehensive guide to the theory and practice of teaching writing.
- Ramirez, A. G. 1995. *Creating Contexts for Second Language Acquisition*. White Plains, NY: Longman.  
Includes a chapter on the theories of second language acquisition as applied to the skill of writing. Offers suggestions for activities which are based on second language acquisition theory.
- White, R. V., ed. 1995. *New Ways in Teaching Writing*. Alexandria, VA: TESOL.  
An anthology of articles which presents the most recent techniques in teaching writing.

# THINKING THEN WRITING HANDOUT 1

## Theoretical Background

### Instructions

Read the following theoretical information about teaching writing skills. Highlight or underline all ideas new to you.

#### A. The Role of Writing in the English Curriculum:

Writing has always been considered an important language skill, but unlike the other three basic skills of speaking, listening and reading, the result of writing is always something permanent and measurable- a sentence, a paragraph, a composition, a letter, etc. As El-Baz and associates in "School Based Training" have noted, "a piece of writing (discourse) is often expected to be correct." (El-Baz, p. 57, 2000)

Traditionally, in an attempt to evaluate how 'correct' a piece of writing is, teachers have emphasized the final product of writing, looking at "how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation." (Brown, p. 320, 1994)

#### B. Writing as a Learned Skill

Writing and reading are different from speaking and listening in that they must be taught overtly, even in the first language. Provided there are no underlying physical or mental impediments, humans will naturally speak and listen. Reading and writing, however, must be taught. As with any learned skill, there are those who will excel at it and those who will have more difficulty with it. (Celce-Murcia, 1991, Brown, 1994) However, the issue of how to best teach writing so that all students may reach their full potential has been the focus of much discussion and research for several decades. (Brown, 1994)

#### C. A Modern Approach to Teaching Writing

As noted above, the traditional focus of writing instruction was on the students' final written *product*. The *product-approach* to teaching writing emphasizes the outcome, i.e. presenting students with a model and expecting them to produce something similar to it without much attention on *how* to do so. The modern approach to teaching writing skills, however, focuses on the *process* of writing. In other words, the process or steps that lead to a final product are given more attention in the writing class. In his 1994 text, Brown notes several elements in this *process-approach* to writing, including:

1. helping students to understand their own creative and composing processes
2. letting students discover what they want to say as they write
3. giving students time to write and rewrite
4. placing central importance on the process of revision
5. giving students feedback throughout the writing process, not just on the final product
6. encouraging feedback from both the instructor and peers

More resources available here:

As listed above, a central feature of the *process-approach* to writing is the revision process. This is an important element not only because it helps students to improve their writing and language skills, but also because it reduces the teacher's correction time. More importantly, it allows the teacher to comment specifically and without demoralizing the students by handing back a piece of writing covered with red marks.

The video segment we will watch adopts the more modern view of focusing on the writing *process*, and attention to the elements listed above is apparent.

#### **D. A Reason to Write**

A further component of a modern approach to teaching writing includes giving the students a reason to write. (Brown, 1994) That is, giving students an audience for their work. In doing this, students are motivated to write and do their best.

The *process-approach* to teaching writing widens the audience of the writing from just the instructor to both the instructor and peers. (Brown, 1994) Students receive feedback from their peers, and they revise in light of that feedback. As a result, student writers connect with their audience immediately and are aware of them. (Celce-Murcia, 1991)

#### **E. Writing Activities**

El-Baz and associates in "*School Based Training*" describe the two major writing activities found in the *Hello!* series, specifically *Controlled Writing Activities* and *Less Controlled Writing Activities*. (p.57)

In *Controlled activities* the students' writing is controlled or limited. For example, the students are answering questions, completing sentences, or describing pictures; while in *Less controlled activities*, the students writing is guided, but still allows for self-expression as students write letters or compositions about a particular topic. (p. 57)

The writing lesson shown in the video segment is of the *Less controlled* type of activity. Additionally, the rest of this training material attempts to create opportunities for trainees to discuss and carry out exercises so that they confirm and consolidate what they have learned.

As *Handout 2* shows, the teaching of *Less Controlled Writing Activities* with a *process approach* to writing can be divided into three stages:

1. ***Generating Ideas***
2. ***Selecting and Arranging Ideas***
3. ***Revising***

During the first stage of *generating ideas*, students are introduced to the topic and form of the writing assignment. The students generate ideas for their writing in groups. Their creativity and brainstorming are stimulated by a variety of prompts, including pictures, diagrams, etc., provided by the teacher. In the second phase, students assemble their group's ideas into a piece of *cohesive writing*. During the *revising stage*, students focus on editing the work, with input from others, until they are satisfied with it.

## F. Writing In Egyptian Schools

As we have discussed above, there are different types of writing activities. Although both types of writing activities (*controlled* and *less controlled*) are included in the Egyptian curriculum, there is frequently an emphasis on *controlled* activities which are taught using a *product-approach*. The need for *less controlled* writing activities which are taught using a *process-approach* is important, but often neglected. The ***Hello!*** Series includes activities of this type, including writing letters and postcards, compositions, and personal response essays, which can be taught effectively using a *process-approach*.

More resources available here:



## THINKING THEN WRITING HANDOUT 2

### Instructional Objectives

As a result of viewing this segment and participating in the activities, you will:

- become aware of writing as a skill that should be taught as a process.
- identify the three phases of a writing lesson and the goals of each.
- demonstrate familiarity with activities that:
  - a. stimulate students' creativity at the beginning of the writing process.
  - b. promote students' ability to self correct and peer correct.
  - c. further the development of the skill of writing as a *process* as opposed to a *product*.
- apply techniques and strategies of teaching writing in their own teaching situations.

### Summary of “Thinking then Writing”

In the video segment, you will see Mr. Ashraf Mostafa, a government teacher at Tanta Experimental Language School in Tanta, Gharbia Governorate, teaching a writing class of 36 girls at the 2nd Preparatory level. The lesson is based on material in ***Hello! 4***, Unit 13, Lesson 5. For trainees not familiar with this text, a brief summary follows.

The students are to pretend that they are on a holiday with their families. Students are asked to write a postcard to a friend back home. The postcard should talk about what they are doing and seeing on their holiday.

The video segment starts with a brief definition of the objectives of teaching writing skills and then a recording of a live lesson in teaching writing. The lesson was not rehearsed for the video, but it has been edited for time constraints.

During the video lesson, Mr. Ashraf introduces the activity of writing a postcard by showing a model postcard which he has prepared beforehand. He then directs the class through the stages of writing their own postcards in groups.

- A) **Pre-Writing Stage**, a process of *generating ideas*, including a warm-up which introduces the topic and a reading activity which models the writing assignment.
- B) **Writing Stage**, including *selecting and arranging ideas*, through brainstorming and group work
- C) **Editing Stage**, including *revising the writing* through self and peer correction, as well as teacher correction.

The mentor, Dr. Ola Hafez, steps in from time to time to attract trainees' attention to important parts and explain key ideas. Finally, the class teacher concludes with reflective remarks and comments on what he has done and his reasons for doing it.

More resources available here:



THINKING THEN WRITING  
TASK SHEET 1

BEFORE/AFTER

**Answer the questions in the column entitled “BEFORE.” Then after reading *Handout 1*, add to your answers in the column entitled “AFTER.”**

BEFORE	AFTER
1. In which ways is writing different from other language skills (e.g. speaking, listening, reading)?	
2. In which ways is writing similar to reading?	
3. The students’ final written product is more important than how students work through the process to create the final product.	
4. Helping students to generate ideas for their writing is an important part of the teacher’s role in the writing lesson.	
5. Students should always work alone on their writing assignments.	
6. Students should be writing to please their teacher as their main audience.	
7. Students actually benefit from the teacher marking every language error.	

THINKING THEN WRITING  
TASK SHEET 2

VIEWING

While watching the video, think of answers to the following questions.  
Then, answer them in pairs or small groups.

1. What is the *process-approach* to writing?

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2. What are the three stages of the writing lesson? What is the goal of each?

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3. What was Mr. Ashraf's opinion about this lesson?

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THINKING THEN WRITING  
TASK SHEET 3

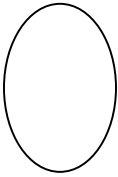
DETAILED VIEWING

Each activity corresponds to one or more short sections of the video lesson. The trainer will pause the tape according to the title indicated at the bottom of the screen.

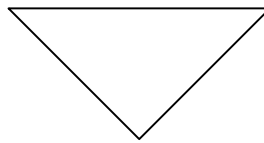
A. “Warm-Up” Section

1. The teacher introduces the topic of the writing assignment by starting broadly and then narrowing the focus of the discussion. Which shape represents this sequence? Why does the teacher conduct the warm-up in this way?

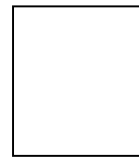
\_\_\_ A.



\_\_\_ B.



\_\_\_ C.



2. Write examples of his questions showing this way of progression.

A. \_\_\_\_\_

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

C. \_\_\_\_\_

## THINKING THEN WRITING TASK SHEET 3

### DETAILED VIEWING

#### **B. “Reading and Net/Spider Grap” Sections**

Watch these two sections of the video lesson. Write *T* next to each *True* sentence. Write *F* next to each *False* sentence.

- \_\_\_ A. The teacher tells the students where the postcard is from before he reads it to them.
- \_\_\_ B. The teacher tells the students the names of the verb tenses used in the postcard.
- \_\_\_ C. The teacher points out examples of each verb tense and checks that the students understand them.
- \_\_\_ D. The purpose of the reading is to help students prepare to write by focusing on both the ideas and the language of the postcard.
- \_\_\_ E. The students should copy the ideas and the language in the model postcard.
- \_\_\_ F. When writing the first draft, students should pay more attention to the grammar than to the ideas.
- \_\_\_ G. The teacher elicits ideas for the content from the students and writes these on the board as a reminder.

THINKING THEN WRITING  
TASK SHEET 3

DETAILED VIEWING

C. “*Writing Sentences*” Section

This activity is based on the video lesson from the section entitled *Writing Sentences* until the end of the video lesson. Briefly describe what happens in each part of the lesson.

<b>Section Heading</b>	<b>Description of What Happened in Each Section</b>
“ <i>Writing Sentences</i> ”	Teacher gives instructions to write in groups; repeats instructions; checks instructions...
“ <i>Teacher Monitors</i> ”	
“ <i>Peer Correction</i> ”	
“ <i>Editing</i> ”	
“ <i>Publishing</i> ”	

## THINKING THEN WRITING TASK SHEET 4

### POST-VIEWING

How well do you think the teacher prepared the students to write? Did he provide enough support to help them to generate the content of their postcards? Why or why not?

What do you think the teacher will focus on when he corrects the students' papers? Why?

Make a list of ways in which students' work can be published. Which ways would work best in your teaching situation?

What do you think the teacher will do to ensure that each student receives a grade that accurately represents her contribution to the final product?

What could the teacher have done if the students did not know very much about the city assigned for their postcards? What would you do in such a situation?

Comment on what surprised you most about the teaching techniques or methodology you learned from the video and the training materials.

What do you know about teaching writing that you did not know before participating in this training?

If you were to train a beginning teacher what one thing would you choose from the video and the training materials to share with him or her?

If you were to train a very experienced teacher who is resistant to adopting a more process-oriented approach to teaching writing, what would you do to convince him or her to try the process approach to writing?

THINKING THEN WRITING  
TASK SHEET 5

REFLECTION

**Answer the following questions based on the video segment and your own experience.**

1. What does the teacher do to build a good rapport with his students?

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2. Why does Mr. Ashraf like to have his students work on their writing in groups? Do you agree with his opinion? Why or why not?

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3. Have you ever conducted a writing activity in a manner similar to Mr. Ashraf's? If yes, how did it go?

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4. If Mr. Ashraf had slow learners in his class, how do you think he might change his lesson?

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5. What language points do you usually focus on when correcting your students' writing? If you were to focus on *one* language area, what could it be? Why?

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TECHNIQUES FOR TEACHING LISTENING  
Task Sheet 6

**MENTOR'S WRAP-UP**

While watching the Mentor's post-lesson commentary, fill in the gaps with the stages of the listening lesson

Stages of the Writing Lesson	Techniques at Each Stage
<b>Pre-Writing Stage</b>	a.) _____ b.) _____ c.) _____
<b>Writing Stage</b>	Students _____ Teacher _____
<b>Editing Stage</b>	Three Types of Correction: a.) _____ b.) _____ c.) _____ Correction focuses on _____ _____ at a time.

## THINKING THEN WRITING OPTIONAL ACTIVITIES

This tape was designed as an observation of a writing lesson, but lends itself to observation of general language teaching practice, as well. The following activities have been designed to make use of the observation to reflect on the following aspects:

- **Giving Instructions, Including Use of Gestures**
- **Using Visuals for Presentation and Modeling**

They elicit description of the lesson related to each of these aspects, with discussion leading to an activity that gets trainees to develop their own guidelines for best practice. Each is based on a (re-)viewing of the same selected short segment of the video.

*Because the same segment of the tape can be used for both activities, the activities should take about the same amount of time, it may be motivating to allow trainees to select which aspect interests them, divide them accordingly, and have each half work separately on its individual task, as a whole or in smaller groups, according to the number of participants. They can then report the results of their work to the whole group of participants.*

### **Giving Instructions, Including Use of Gestures**

Explain that giving instructions is a routine part of each lesson. Point out that every teacher has his or her own way to impart instructions to the students, and frequently, this involves the use of gestures as key visual support. The goal of this activity is to observe, describe, and think about Mr. Ashraf's techniques for giving instructions and supporting them with gestures.

Show the "*Writing Sentences*" section of the video lesson. Split the trainees into two groups. Ask one group to pay attention to the gestures Mr. Ashraf uses when giving instructions. Ask the other group to pay attention to the language and other techniques that Mr. Ashraf uses when giving instructions. Have each group present its findings to the whole.

As a large group, discuss what was observed in terms of what the trainees consider *best practice*. Refer to the following two questions as a discussion guide. Allow approximately ten minutes for this discussion.

- What does Mr. Ashraf do right? Why do you consider this good practice?
- What are some other techniques he could use for giving instructions?

### **Activity**

Divide trainees into groups of four or five. Give each the following set of instructions. Allow approximately 15 minutes for the activity.

*Your group has been selected to conduct a teacher-training workshop on techniques for giving directions. Choose an activity from Hello!, and develop three ways to give the students instructions to do the activity. Refer to your own practice and experience to develop a list of suggestions. After you are finished, you will pretend the other groups are your students, and you will give them instructions to do the activity.*

Allow each group to ‘teach’ its activity to the class. Have the trainees who pretended to be students choose which instructions were the clearest. Encourage them to support their opinions with specific examples.

### **Using Visuals for Presentation and Modeling**

Ask various trainees to share their experiences in preparing and using visual aids in their classrooms. Elicit the types of activities their aids accompanied, as well as details about how they made these aids.

Explain that many students are visual learners, and that using visual aids is a good way to stimulate learning for these students. (Harmer, 1991) If your trainees have already seen the writing segment, ask them if they can recall which visual aids Mr. Ashraf used. If the trainees have not watched the video previously, tell them that you are going to show two examples of visual aids in the video lesson.

Before you show the video, put trainees into groups and ask them to make a list of the characteristics of a good visual aid. Allow about five minutes for this task. Elicit answers from each group and write them on a transparency or on the board.

Explain to the trainees that they will see a visual aid from the video lesson and that they will fill in the chart in the “*Visual Aids Task Sheet*” about it. Tell trainees to choose one characteristic of a good visual aid and add it to the chart in the *other* box.

Show the trainees a freeze frame of the beginning of the “*Reading*” section of the video lesson. Then show a freeze frame of the completed spider gram from the “*Graph / Spider Graph*” section while trainees complete the second column.

Elicit trainees' responses and write them on a transparency.

### **Activity**

Divide the trainees into groups to create their own spider graphs. Give each group the following set of instructions. Allow approximately 15 minutes for the activity.

*Your group is preparing to teach a writing lesson from Hello! You need to prepare visual support for the lesson. Using your experience and your observation of Mr. Ashraf's class, develop a spider graph to accompany your lesson. After you are finished, you will pretend the other groups are your students, and you will use the spider graph to support your explanation/demonstration.*

Allow each group to present its spider graph as support for teaching a model lesson. Ask the trainees to vote on which spider graph was most effective and why.

# TECHNIQUES FOR TEACHING LISTENING TASK SHEET (OPTIONAL)

## VISUAL AIDS

As you watch this part of the video lesson, fill in the following chart

<b>Model Postcard</b>	<b>Spider Diagram</b>
large enough?	
materials needed to create?	
location in room?	
visually appealing?	
readable/viewable?	
purpose?	
appropriate for activity?	
other?	

More resources available here:



## THINKING THEN WRITING

### Answer Key

#### PRE-VIEWING ACTIVITIES

##### *Task Sheet 1: BEFORE/ AFTER*

1. The result of writing is permanent and can be measured, i.e., assessed or marked. There's a higher expectation that it will be correct.
2. Both must be taught. Some students are naturally better at them than others.
3. Both are important. To help students become better writers, we need to focus on the process or steps needed to create the final product.
4. The first stage of the writing lesson is generating ideas. We should help students understand their own creative and composing processes as well as help them to discover what they want to say. We provide prompts.
5. Students need to generate ideas and this can be done in groups. Also students give each other feedback and consider their peers as an important audience for their work.
6. The teacher is part of the audience, but the students' peers (the other students in the class) are also a very important part of the audience for the work.
7. Not necessarily. Students are demoralized by seeing their writing covered with red marks. By focusing on one area for correction, students can improve their writing and the teacher is not overburdened.

#### FIRST VIEWING

##### *Task Sheet 2: VIEWING*

1. The process-approach to writing focuses on the steps which create the writing instead of focusing primarily on the final product.

2.

1. Pre-Writing,	To prepare the students to write by helping them generate ideas
2. Writing	To help students select and arrange the ideas they will include in their writing
3. Post-Writing.	to edit and revise the writing.

3. He thought the students did well with the assignment and enjoyed the lesson. He felt they had a good rapport.

## SECOND VIEWING

### TASK SHEET 3: DETAILED VIEWING

A) 1. B

2. Have you ever been abroad?  
Where would you like to go?  
What would you like to do there?

B)

- |      |      |
|------|------|
| a. F | e. F |
| b. F | f. F |
| c. T | g. T |
| d. T |      |

C.)

*Writing sentences:* The teacher gave instructions to write in groups; repeated instructions; checked directions. He assigned roles of presenter, manager, time keeper and secretary. He set a time limit and then passed out the cards.

*First draft / Teacher Monitors:* Teacher walked around to check and help students keep on task. He encouraged them when necessary and made sure they were all participating.

*Peer Correction:* Students checked each other's work, specifically verbs and tenses. Students were still in groups and were learning from each other as well as re-writing their first draft.

*Editing:* Teacher gave the students five minutes to write on the card. Each had a turn to write. There was real communication going on. Students presented their postcards at the end of class. They practiced reading, listening, etc. Teacher praised the students' work.

*Publishing:* The teacher selected the best cards and hung them on the wall.

### TASK SHEET 4: POST-VIEWING

Answers will vary.

### TASK SHEET 5: REFLECTION

Answers will vary

### TASK SHEET 6: MENTOR'S WRAP-UP

*Pre-Writing Stage:*

- Topic Elicitation
- Brainstorming to Collect Ideas
- Reading the Model

More resources available here:



*Writing Stage:*

Students write first draft

Teacher monitors

*Editing Stage:*

a.) self correction

b.) peer correction

c.) teacher correction

Correction focuses on one area at a time.

## THINKING THEN WRITING

### GLOSSARY

- Application:** use in a real situation
- Approximately:** almost, about
- Assignment:** a piece of work, responsibility
- Categories:** sections, kinds
- Concepts:** ideas
- Consensus:** complete agreement
- Conclude:** finish, end
- Confirm:** make firm, emphasize
- Content:** ideas, topics
- Controlled:** not free, limited
- Contribution:** work or effort
- Considerations:** conditions, ideas to consider
- Consolidate:** combine, bring together
- Creative:** showing imagination
- Criteria:** a set of principles
- Demonstrate:** show
- Demoralising:** to take away confidence or courage
- Editing:** checking or correcting
- Elicit:** to bring out
- Entitled:** has the title
- Excel:** to become excellent
- Familiarity with:** good knowledge of
- Findings:** results, outcomes
- Generate:** develop, make, create
- Highlight:** to emphasize, mark
- Identify:** know, recognize
- Incorporate:** include
- Instructional:** educational
- Jot down:** write in a hurry
- Live:** real, as it is happening

**Measurable:** can be judged or evaluated  
**Measure up against:** be as good as  
**Mentor:** trusted counselor or teacher  
**Methodology:** ways of teaching  
**Model (V):** show a good example  
**Model (N):** a good example  
**Motivated:** happy to do, excited to do  
**Narrow (V):** make less  
**Optional:** not necessary  
**Participants:** those taking part in  
**Pause:** stop for a short while  
**Peer:** colleague, equal  
**Permanent:** fixed, cannot change  
**Potential:** highest ability  
**Previewing:** before seeing  
**Process:** a course of action  
**Product:** final outcome, result  
**Promote:** develop or make something happen  
**Published:** available for others to read  
**Reflective:** thinking back  
**Relate:** bring close to, show connection  
**Response:** answer  
**Represent:** show, stand for  
**Retain:** keep, remember  
**Session:** lesson  
**Split:** divide  
**Stimulate:** activate, push to action  
**Strategies:** ways of doing  
**Support:** help  
**Sum Total:** everything  
**Task Sheet:** sheet for exercises, work sheet  
**Techniques:** ways of doing something