

Teacher Takeaways: Practical ideas for classroom teaching

A British Council series of online events in partnership with the
China English Teacher Professional Teachers Association (ETA)

16th September to 14th October 2021

Welcome to Teacher Takeaways

Session #4

Using product and process approaches to teach writing effectively

Housekeeping:

- No microphones or video
- Please leave comments in the chat and questions in the Q and A box.
- We will try and leave 10 – 15 minutes at the end to cover questions



Jamie Zhang



Jamie Zhang, China ELT expert. She is the current CEO of Shenzhen Gaoxian Education and Consulting Co. Ltd and founder of the E-Trend teacher training brand. Jamie has also acted as an academic consultant for the British Council, Pearson Education Group Asia, and the New Oriental Education and Technology Group. She is a member of the expert panel for the China National Teacher Training Program (NTTP) and is Chair for the national panel of judges of the “Star of Outlook” talent show. She was also an expert judge for the Sina.com Star Teacher competition national final.

Jamie was previously an academic manager for Cambridge Assessment China, and holds both a Cambridge DELTA diploma and an MBA. She has trained teachers at all levels in both China and abroad.

Davide Guarini Gilmartin

- Teacher of English in Viet Nam since 1999
- British Council Viet Nam since 2003
- Teacher educator on Viet Nam MOET and DOET projects since 2007
- Teacher educator on teacher development projects in China, Indonesia, Thailand, Peru since 2011
- Academic Manager, English for Education Systems (EES) Viet Nam since 2020

East Asia



Image: British Council

Teachers from Indonesia, Thailand and Vietnam participated in an ASEAN (Association of Southeast Asian Nations) teacher webinar series to discuss teacher and learner motivation and promote the latest Teaching Pathways massive open online course (MOOC) from Teaching English – How to motivate learners.

Teacher Takeaways:
Practical ideas for classroom teaching

Product and Process Writing

14 October 2021

Daide Guarini Gilmartin, English for Education Systems (EES)

Learning outcomes

By the end of today's session we will address the following questions:

- What are the challenges?
- Why do we write?
- Why do students write?
- What is a product approach?
- What is a process approach?
- What are the differences? Which to use?





What have we learned in the series so far?

When assessing any activities, materials or techniques, remember...

- Adapt? Adopt? Reject?

Creative thinking

- Bloom’s Taxonomy – HOTS & LOTs
- 21C skills – critical & creative thinking – link to writing
- E.g. brainstorming

KWL

<u>Know</u> about thinking skills	<u>Want to Know</u>	<u>Learn</u> ed
Fill in this column	...and this column	

What have we learned in the series so far?

When assessing any activities, materials or techniques, remember...

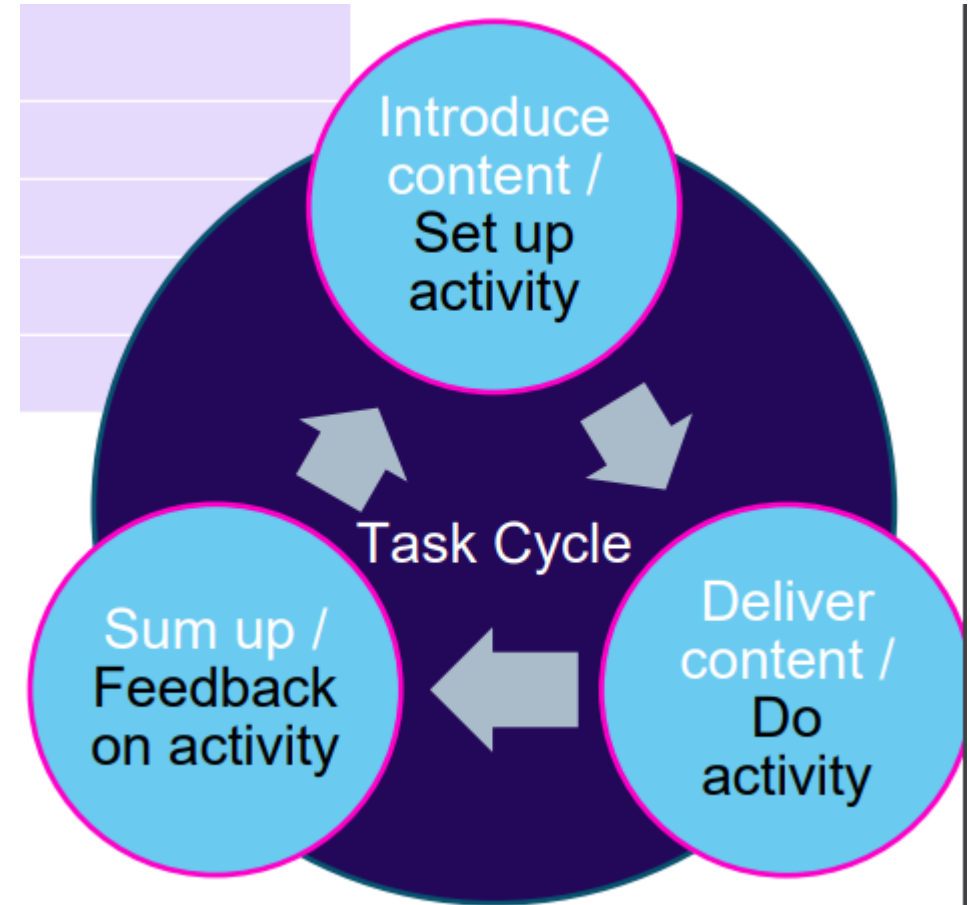
- Adapt? Adopt? Reject?

Lesson objectives, structure, task design

- Learner autonomy
- Task cycle
- SMART lesson objectives

Listening

- Stages of listening



What are the challenges of teaching writing?

- difficult to develop
- time-consuming
- supposedly transferable L1 skill
- irrelevant to needs of Ss (but texts, blogs, emails?)
- glorified grammar practice (our fault),
- difficult to assess and assessment often ineffectual.

Writing not easily mastered in L1, let alone L2. This is a CHALLENGE not a disadvantage.



Do you recognize this writing lesson?

The teacher sets a writing topic (and a time limit).

The students write (alone, in silence).

The teacher takes in the students written work and marks it.

- *How do the students feel?*
- *How do the students develop their writing skills?*
- *How does the teacher feel?*

“In school, we just write...not to anyone...we just give information. Not to someone...we just write information down on paper”

Robert (15)

Why do we write? We write to be read.

What do we need to consider when writing?

- Audience
- Purpose
- Content
- Action - What do I want the reader to do after reading my writing



What do good writers do?

Identify why they are writing

Identify who they are writing for

Gather material & ideas (example texts, listing, note-taking, brainstorming, research)

Plan

Write a draft

Read draft critically, invite peer feedback

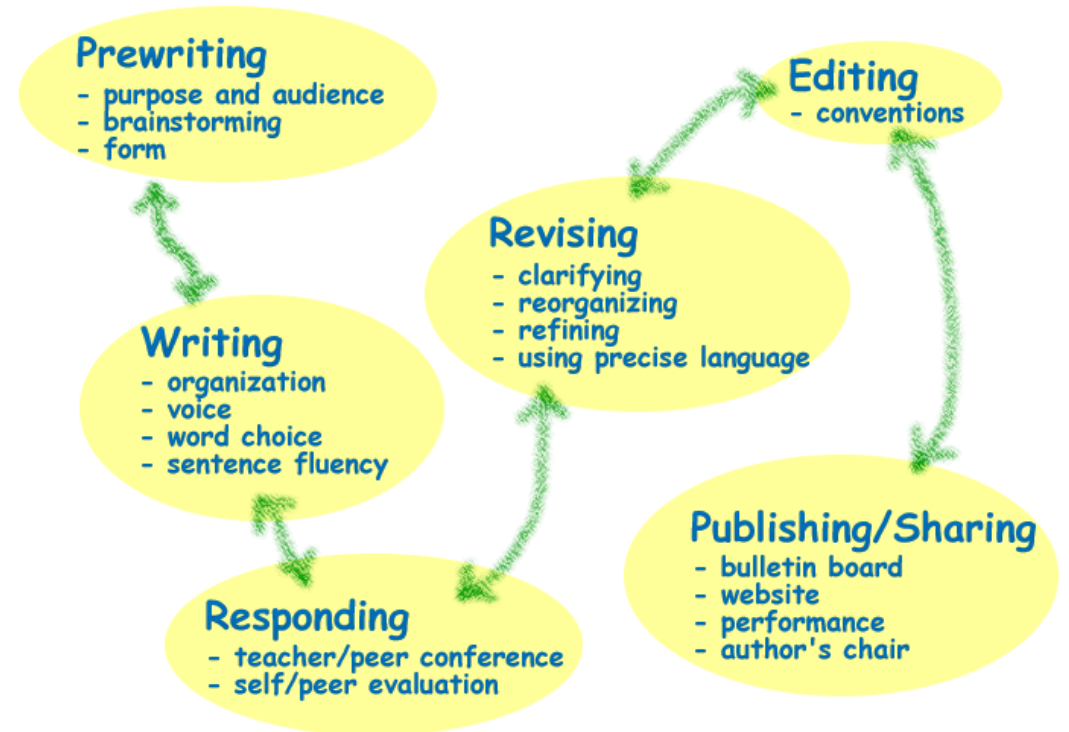
Revise

Further draft(s) + final version

Proofing

(Anne Raimes: *Techniques in Teaching Writing* OUP 1983)

The Writing Process



How could you incorporate these elements of the writing process into your lesson planning? What impact could it have on your learners?

Why do students learn to write?

- Ss need it for educational purposes, prepare for tests and exams
- It is perhaps the most accurate measure of competence
- YLs are doing it more than ever – email, messenger, blogs, wikis, etc.
- It *does* help to consolidate structure
- It can be both pleasurable and rewarding, esp. for certain types of learner (the shyer, introverted)



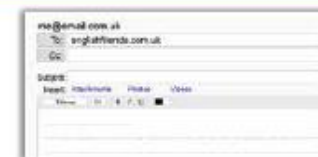
Stages of writing

- Letter
- Word
- Sentence
- Paragraph
- Text

Think about different types of writing practice and progression from primary to secondary.

Put the following writing activities (A-F) in a logical order from lower to upper secondary.

A) Write an email using a template:

An email template form with fields for 'To:', 'Cc:', 'Subject:', and 'Body:'. The 'To:' field is pre-filled with 'no@email.com.uk'. The 'Cc:' field is pre-filled with 'englishfriends.com.uk'. The 'Subject:' field is pre-filled with 'Hello!'. The 'Body:' field is empty.

B) Write a story using a word cloud:



C) Write personalised sentences:

My name is Dang. I am

D) Write a comic strip:



E) Write the verbs from the box in the gaps:

go went do did have

1. What _____ she do yesterday?
2. Yesterday, she _____ to the market.

F) Write an essay:

Reality TV shows are good entertainment

Reality shows are a very popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing contests, cooking competitions or going to live in the jungle.

What do students need to know before writing?

Outcome Info to be included

Purpose

Register Reader

Length Time

Audience

Genre conventions

Content Structure

What is a product approach?

Stage 1 – analyse a model text (an example product)

Stage 2 – controlled practice of targeted language structure(s)

Stage 3 – organize ideas

Stage 4 – write the product (based on stages above, to demonstrate skills, structures and vocab to produce

NEW Cutting Edge Intermediate (Module 4)

3 Read Birgitte's CV and tick the topics in exercise 2 which are included.

BIRGITTE JORGENSEN

Flat 7, 32 Sycamore Avenue
Marston MN42 7HD
Tel: (home) 0278 636 0237 (mob) 07971 226635
E-mail: birgittejorg@eserve.co.uk


Profile Final year student in Fashion Design and Marketing at University of Marston.
Knowledge of all aspects of fashion industry (design, marketing, sales).
Proven ability to work under pressure as a member of a team, excellent personal skills.

Experience Six-month work placement with independent fashion house (Ideas Inc, Marston) working on designs for two large retail stores.
Completed study comparing Danish and UK fashion industries as part of degree course.
Gained valuable retail experience during university vacations working in supermarkets in Denmark and UK.

Qualifications High School graduate, Frederiksborg Gymnasium, Denmark.
BA Degree Fashion Design & Marketing, University of Marston (to be completed June 2005).

Languages Danish (mother tongue), English (fluent in speech and writing), Swedish (fluent in speech), and German (fair in speech and writing).

Personal details Danish nationality (EU citizen – work permit not required).
Age 22, Single, non-smoker. Full clean driving licence (UK and Danish).



4 a Find words or phrases in Birgitte's CV that mean the following.

- 1 she has shown that she can do something
- 2 the ability to get on well with people
- 3 time spent getting work experience while you are a student
- 4 someone who has completed their course at school or university
- 5 it will be finished
- 6 first language
- 7 quite good
- 8 someone who doesn't smoke

b Notice how in a CV we miss out words which are unnecessary or obvious.

Examples:
~~I am~~ a final year student in Fashion Design and Marketing at ~~The~~ University of Marston.
~~I have~~ knowledge of all aspects of the fashion industry (design, marketing, sales).

5 Either Read the information about Pavel Cizek on page 139. Write a CV for him, using the headings in Birgitte's CV to help you.
Or Write a CV for yourself using the headings in Birgitte's CV to help you. You can invent experience and qualifications if you prefer.

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What is a product approach?

<https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1-writing/introducing-yourself-email>

katie97@dsmail.com

To: englishfriends.com.uk

Cc:

Subject: Hi!

Insert: Attachments Photos Videos

Tahoma 10 B I U

Hi! How are you?

My name's Katie and I'm 12 years old. I'm from Valletta in Malta. I speak Maltese (the language in Malta) and English. I like swimming, playing football and listening to music. I've got a pet dog, Max.

Do you want to be my friend? Please write soon.

Best wishes

Katie

Send Save Cancel

www.britishcouncil.org

Top Tips for writing

1. Use an exclamation mark (!) at the end of an exclamation or after surprising information.
2. Use a capital letter to start a sentence.
3. Use a comma (,) in a list.
4. Use a full stop (.) to end a sentence.
5. Use a question mark (?) at the end of a question.



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Writing skills practice: Introducing yourself by email – writing practice

Write an email to introduce yourself. Think about these questions:

What's your name? How old are you? Where are you from? What language(s) do you speak? What do you like doing? Do you have a pet?

me@email.com.uk

To: englishfriends.com.uk

Cc:

Subject:

Insert: Attachments Photos Videos

Tahoma 10 B I U

What is a product approach?

<https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/opinion-essay>

An opinion essay

Are video games a good way to keep fit?

Nowadays, many teenagers have got video consoles at home and they often like playing active video games. These are good for you for a number of reasons.

First of all, I think that active video games are a good way to keep fit. There are lots of different types of exercise you can do such as basketball, water-skiing and dance and, what's more, you can play them in the comfort of your own home. In my opinion, these games are fun and interactive because you can play them with friends and, if you play online, you don't need to be in the same place as your friend to play.

In addition, you can play them whenever you want. Some people think that it's better to do exercise outside in the fresh air. Although this is true, it's actually difficult to play outside when it's raining or very hot so video games are a good alternative.

To sum up, I believe that video games are a fun and social way to keep fit. I think they are a good option when you can't play outside and they might encourage people to do more exercise.

Top Tips for writing

1. Write your essay in clear paragraphs. Use phrases like *First of all*, *In addition* and *To sum up* to start each paragraph.
2. Express your own opinion using *I think*, *In my opinion* or *I believe*. Mention other viewpoints with phrases like *Some people think* and say whether you agree or disagree with them.



LearnEnglish Teens
Writing skills practice: An opinion essay – writing practice

Look at the exam question and write the essay.

Exam question

Your teacher has asked you to write an opinion essay with the title 'Are video games a good way to keep fit?'

Write the essay below and give your opinion.

Resources for guided writing

I think that (name of book or story) shows us that _____ . (main idea)

I _____ (liked / didn't like) _____ this book because _____

Overall, I feel that _____ (name of book or story) is worth / not worth reading because _____ .

I found it interesting that _____

The part of _____ (name of book or story) I liked best was _____ because _____ (write why).

Work in pairs. Look at the four resources for guided writing practice. Write the names of the resources using words from the box. Have you used these resources with secondary students? Tell you partner.

Model	Template	Picture prompts	Writing frame
A) 	B) 	C) 	D) 

What is a process approach?

Stage 1 – brainstorm to generate ideas

Stage 2 – extend ideas > notes

Stage 3 – organise ideas > structure (mind map, linear, etc.)

Stage 4 – write first draft (often in groups)

Stage 5 – exchange drafts (write to be read) and respond as readers

Stage 6 – return drafts and improve based on feedback

Stage 7 – write final draft (poss. individual)

Stage 8 – exchange writing, read each other's work, respond or reply



What do good writers do?

Identify why they are writing

Identify who they are writing for

Gather material & ideas (example texts, listing, note-taking, brainstorming, research)

Plan

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Read draft critically, invite peer feedback

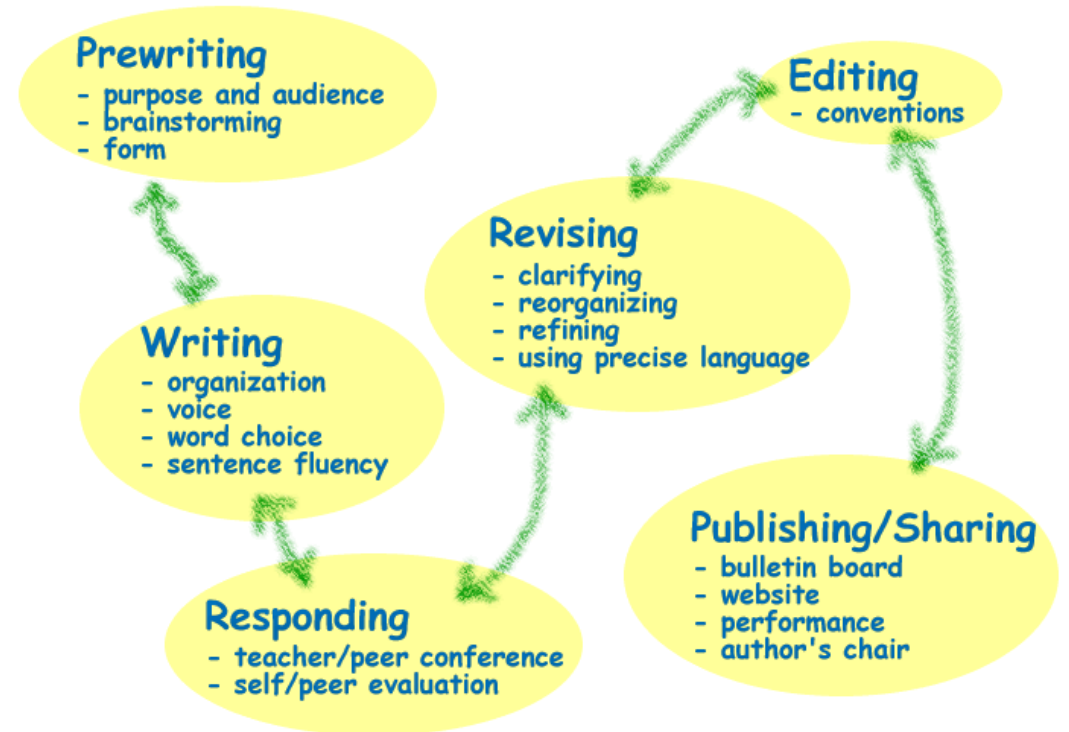
Revise

Further draft(s) + final version

Proofing

(Anne Raimes: *Techniques in Teaching Writing* OUP 1983)

The Writing Process



How could you incorporate these elements of the writing process into your lesson planning? What impact could it have on your learners?

Why should teachers be interested in a process approach?

‘Focusing on language errors improves neither grammatical accuracy nor writing fluency’

White and Arntd, *Process Writing*
(Longman 1991)

- Pay attention to what students *say* – this will show an improvement in writing
- Move away from being a marker to a reader
- Respond to the *content* of student writing, more than the *form*
- Encourage students to think more about *audience* and *purpose*
- Remind students that what they write can be revised

What is a process approach? 1/3 Pre-writing

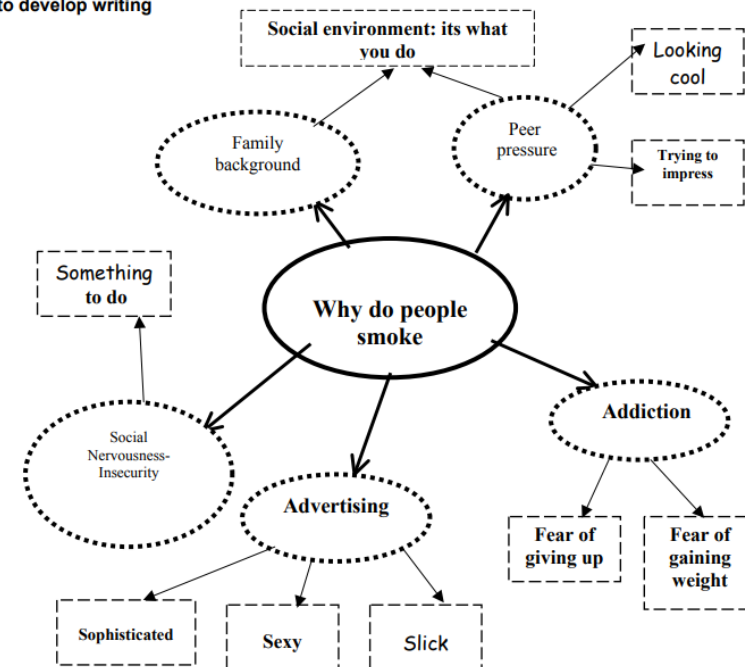
<https://www.teachingenglish.org.uk/article/using-mind-maps-develop-writing>

Stimulate students' creativity – get them thinking how to approach a writing topic.

Key - Flow of ideas.

- Brainstorming
- Planning
- Generating ideas
- Questioning
- Discussion and debate

Using mind maps to develop writing



BBC | British Council Think. Using mind maps – Page 1

What is a process approach? 2/3 Focusing ideas

Students write without too much attention to accuracy or organization.

Key - Meaning and content.

- Fast writing
- Group compositions
- Changing viewpoints
- Varying form

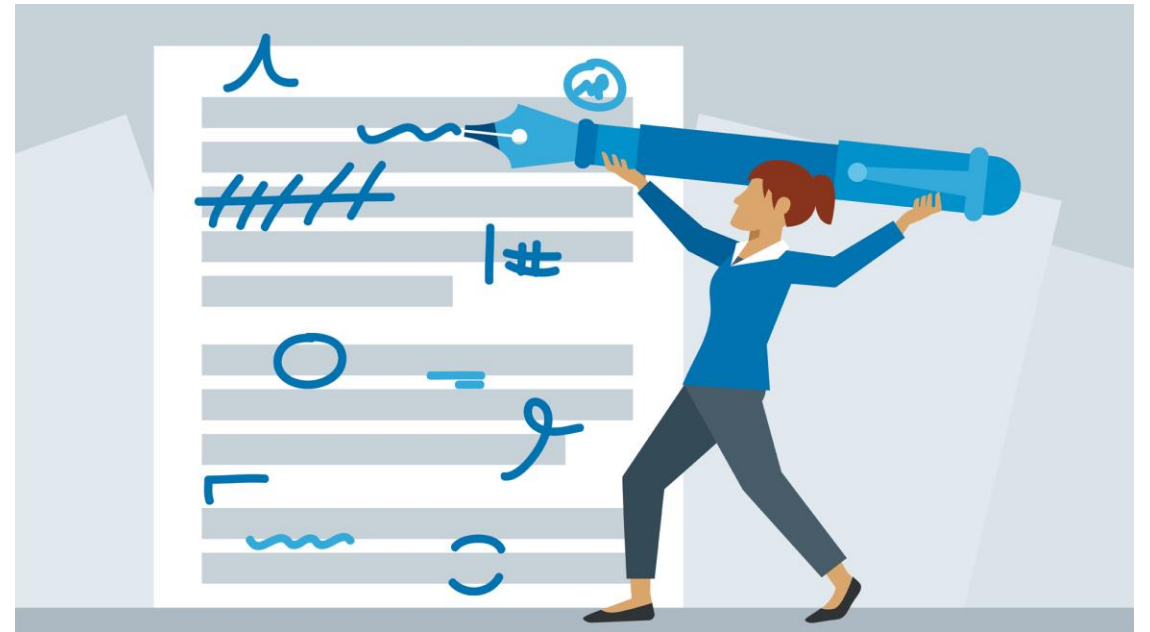


What is a process approach? 3/3 Structuring and editing

Adapting the writing for the readers.
Getting ready to 'publish'.

Key – Focus on form and accuracy.

- Ordering
- Self-editing
- Peer editing
- Proofreading



What are the differences? A summary

- Process approach similar to TBL
- Students given more freedom
- Still focus on the end-product
- Aim to achieve the best possible product
- Outcome of the writing (the end-product) is NOT preconceived

THE PRODUCT APPROACH	THE PROCESS APPROACH
The starting point is often the analysis of a model text.	A model text may be introduced after Ss have first written something of their own.
The focus is on what writers produce.	The focus is on what writers do.
A strong focus on writing at sentence level.	The relationship between sentences is stressed.
Much of the writing process is left to Ss.	Each stage of the writing process is trained by the teacher through tasks.
Writing is taught as a separate skill.	Writing is integrated with other skills.
Writing is usually done outside class.	Writing is done in the class.
Writing is done alone.	Writing is a collaborative process.
Work is evaluated by the teacher.	Work is evaluated and re-evaluated by writers themselves, peers and the teacher.
The teacher acts as a 'judge'.	The teacher acts as a reader and collaborator.

Which approach to use?

Depends on...

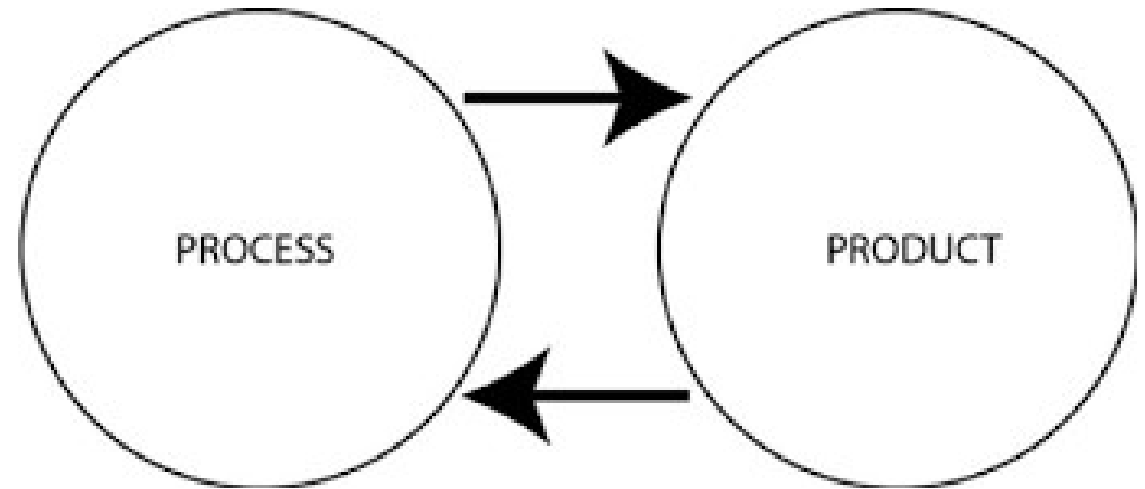
- Teacher
- Students
- Genre
- Time

Product-driven approach...

- Genres - Formal texts (letters, emails)
- Benefits - focus on layout, style, organisation, grammar

Process-driven approach...

- Genres – discursive essays, narratives
- Benefits - focus on brainstorming ideas, collaboration, exchanging texts, writing for a reader)



What about a mixed approach?

Product and process approaches are complementary not incompatible.

- Product approach – Introduce more collaboration at stages and also exchange drafts so that students read each others' work, develop that awareness of 'writing to be read'
- Process approach – After first drafts, introduce model texts for comparison

NEW Cutting Edge Upper Intermediate (Module 12)

Writing
A film review

1 Have you seen any good films recently either in the cinema or on video/DVD? Tell your partner about what you have seen.

2 Read a review of the film *Bend It Like Beckham* and complete it with phrases from the box.

A film I've enjoyed	It was directed
Things get really complicated	is set
all ends happily	it stars
What made me want to see it	played by
I would recommend this film	The problem is that
The soundtrack	Eventually
there are a number of things	


3 Make brief notes under the following headings.
Title: *Bend It Like Beckham*
Reasons for going to see it:
Director:
Stars:
Where/when it's set:
Brief summary of the plot:
Positive points:
Negative points:
Who it would appeal to:

4 Make similar notes about a film you have seen recently. Include as much information as possible. Use your notes to write your own film review.

5 a Display your reviews on a wall or desk. Read other students' reviews.
b Which films have you already seen? Do you agree with the writer's comments? Which films would you like to see?

a) _____ recently is *Bend It Like Beckham*. It's a British film, and it's nice to have a change from Hollywood movies! (b) _____ was the title first of all, and I was also interested to see what it's like for an Indian teenager growing up in England.
(c) _____ by someone called Gurinder Chadha and (d) _____ two young British actresses, Parminda Nagra and Keira Knightley.
The film (e) _____ in present-day London. The main character is an Indian girl called Jess. She comes from a very traditional Indian family, who all want her to learn to cook and get married like her elder sister. (f) _____ Jess is only interested in playing football, which her parents won't allow her to do as they think it's an unsuitable sport for a girl. Encouraged by her friend, Jools – (g) _____ Keira Knightley – she starts playing for a local girls' football team, but tells her family she has got a part-time job in a shop.
(h) _____ her parents find out, of course, and try to stop her. (i) _____ when it turns out that both she and Jools are in love with Joe, the team's young (male) coach. So Jess is forced to choose between her family, her friend and the man she loves. However, it (j) _____ and Jess is allowed to continue with her footballing career.
Although sometimes the film is a bit slow-moving and the dialogue is quite difficult to understand at times (k) _____ I really liked about this film. There is quite a lot of humour in the film, and there are some amusing characters, especially Jools's mum, who is always worrying about her daughter. The scenes showing Jess's sister's wedding were very warm and colourful. (l) _____ is good too.

with a mixture of rock and Indian music. (m) _____ to anyone who has an interest in football, or in family life, or just wants something a bit different from the usual Hollywood blockbuster!



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Setting learning outcomes for writing

Traditional outcome

Write a paragraph about mobile phones (50 words)

SMART outcome

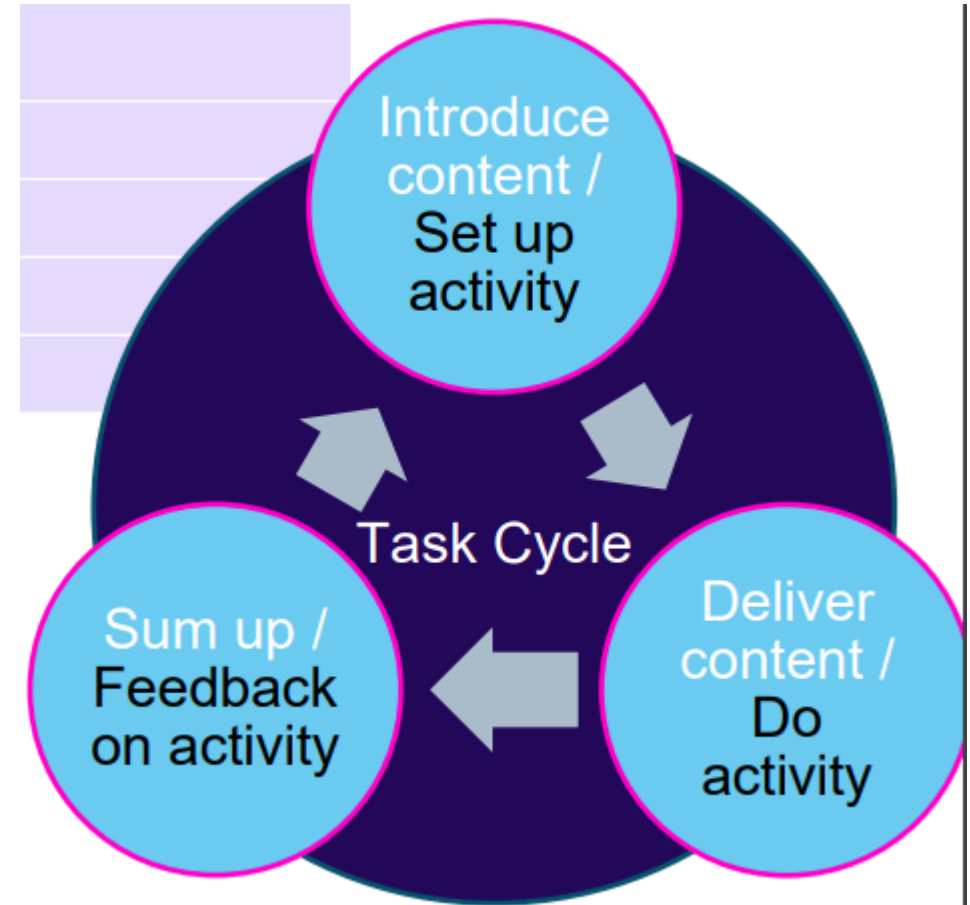
Write an email to a friend telling them what you like and don't like about using mobile phones.

Planning lesson stages – use the task cycle

Set up – if product, use a model text.
If process, generate interest in the topic, brainstorm ideas, etc.

Do – if product, this is likely to be linear. If process, there are more likely to be a number of cyclical stages.

Feedback – not just teacher, not just grammar correction. Write to be read. Encourage reading for content, not just to correct grammar.



Product and process writing: A comparison

Vanessa Steele

<https://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>

Three key takeaways:

- There's no right/best approach
- The approach you choose depends on your students, their needs, the text genre and you
- Don't be afraid to mix the two.

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Product and process writing: A comparison

There are several ways to approach writing in the classroom. It should be said at the beginning that there is not necessarily any 'right' or 'best' way to teach writing skills.



The best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors. Thus, this article cannot prescribe a system for the teaching of writing that is optimal for all teaching situations. Rather, I hope to describe and contrast two popular, yet very different, approaches and examine how both can be used in the classroom.

A - Z of Content

A C D E F G H I K L M N P
R S T U V W Y

1 of 12

Popular

- 1 A S Hornby Educational Trust scholarships
- 2 Peacemakers and peace-breakers
- 3 Teaching pathways: How to motivate learners
- 4 Education exchange: Climate change and girls' education

Approaches to process writing

Graham Stanley

<https://www.teachingenglish.org.uk/article/approaches-process-writing>

Three key takeaways:

- Changing roles of teachers and students
- Three key stages (pre-writing, focusing ideas, structuring and editing)
- It takes time and effort – the importance of feedback

www.britishcouncil.org



The screenshot shows the TeachingEnglish website interface. At the top is a blue navigation bar with links for Help, Log in, Sign up, Newsletter, and sections for LearnEnglish Kids, LearnEnglish, and LearnEnglish Teens. Below this is a secondary bar with the British Council and BBC logos, and a search icon. The main content area has a breadcrumb trail: Home » Knowing the subject » Articles. The article title is 'Approaches to process writing'. Below the title is a short introductory paragraph: 'What makes an effective piece of writing? Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about.' There is a photograph of a teacher interacting with two students in a classroom. Below the photo are three bullet points: 'What is process writing?', 'Why should teachers be interested in a process approach to writing?', and 'The changing roles of teacher and students'. On the right side of the article, there is a 'A - Z of Content' sidebar with an alphabetical index (A-Z) and a list of 12 topics. The first topic, 'A Task-based approach', is expanded, showing sub-topics like 'An introduction to using visualisation', 'Analysing Language', 'Approaches to process writing', 'Audio and text', 'CLIL: A lesson framework', 'Collocation with advanced levels 1 - not entirely...proper/appropriate/good?', 'Complete poetry resuscitation', 'Concordancers in ELT', and 'Connected speech'. Below the sidebar is a 'Popular' section with a list of four items: 'A S Hornby Educational Trust scholarships', 'Peacemakers and peace-breakers', 'Teaching pathways: How to motivate learners', and 'Education exchange: Climate change and girls' education'.

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Approaches to process writing

What makes an effective piece of writing? Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about.



- What is process writing?
- Why should teachers be interested in a process approach to writing?
- The changing roles of teacher and students

A - Z of Content

A C D E F G H I K L M N P
R S T U V W Y

1 A Task-based approach
An introduction to using visualisation
Analysing Language
Approaches to process writing
Audio and text
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Collocation with advanced levels 1 - not entirely...proper/appropriate/good?
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1 of 12

Popular

- 1 A S Hornby Educational Trust scholarships
- 2 Peacemakers and peace-breakers
- 3 Teaching pathways: How to motivate learners
- 4 Education exchange: Climate change and girls' education

Planning a writing lesson

Catherine Morley

<https://www.teachingenglish.org.uk/article/planning-a-writing-lesson>

Three key takeaways:

- What is genre?
- Stages to consider
- The value of peer evaluation



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Home » Planning lessons and courses » Articles

Planning a writing lesson

Writing, unlike speaking, is not an ability we acquire naturally, even in our first language - it has to be taught. Unless L2 learners are explicitly taught how to write in the new language, their writing skills are likely to get left behind as their speaking progresses.



Author: Catherine Morley

But teaching writing is not just about grammar, spelling, or the mechanics of the Roman alphabet. Learners also need to be aware of and use the conventions of the genre in the new language.

A - Z of Content

A C D E F G J K L M N O P
R S T W

1 of 5

Popular

- 1 A S Hornby Educational Trust scholarships
- 2 Peacemakers and peace-breakers
- 3 Teaching pathways: How to motivate learners
- 4 Education exchange: Climate change and girls' education

What are your key takeaways at the end of today?

KWL - Takeaway

Know about thinking skills	Want to Know	Learned
		...now fill in this column.

Consider the difference between column 2 and Column 3.

Learning outcomes

By the end of today's session we will address the following questions:

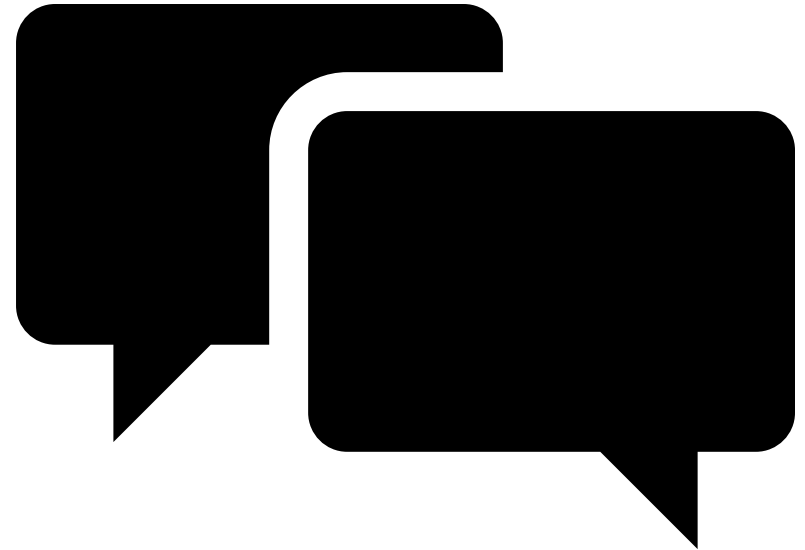
- What are the challenges?
- Why do we write?
- Why do students write?
- What is a product approach?
- What is a process approach?
- What are the differences? Which to use?



Discussion

Questions to think about

- What was your key takeaway from today's session?
- Is there anything you want to change (adapt, adopt, reject) as a result of today's session?



Q&A Session

Now, let's take some questions from the Q and A.



You can also use the chat box to leave your comments and share ideas!



Thank you!

Any questions?

**Certificates, recordings and
downloads will also be made available
here within 7 days!**

