

# How to teach writing

## Workbook

Your reflective journal and additional learning resources



How to teach writing

## Forward

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, places to note ideas of interest, encouragement and guidance in applying them within your teaching practice. Whether you prefer to save and update it on your device, to keep handwritten notes, or use it as a prompt for your on-the-go reflection, do what works for you. We hope you and your learners find it beneficial.

Happy learning.

**The British Council open learning team.**

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# Your learning goals

## Your course

Power up your learners' writing skills by exploring the sub skills that make good writers, and ways of developing them in the classroom.

During this TeachingEnglish training, you'll engage with learning content in four modules, supported by a series of live online community events. You'll find practical support and encouragement from course tutors and other members of the [British Council courses for teachers global learning community](#) as you work to introduce new teaching ideas within your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

### Your goals and reasons for learning

**Why are you taking this course? What do you want to be able to do?**

# Your learning tools

## Online learning modules



After gaining confidence using your online learning platform and exploring effective learning strategies in the introductory Getting started module, you'll work through three further modules, each exploring a different area of teaching and learning. Involving an average of 12 hours of study, you will find a blend of theory, practical teaching suggestions and case studies that explore new ways of teaching. Repeat activities until you feel ready to move on. Return and review them as often as you like before the end of your course.

Learn how to access the online learning modules by visiting your course's page at <https://www.teachingenglish.org.uk/training>.

## Courses for teachers community



Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. You'll gain access to a wide selection of additional learning resources, you'll also have the opportunity to engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. Access all the discussions and content related to your specific course in [the Guides section](#).

Find the community at <https://www.facebook.com/groups/coursesforteachers>

## Live events



Attend live community events and webinars led by expert educators. These sessions are focused on different aspects of your course and provide you with an opportunity to seek answers to your questions - and share your own expertise and insights with other community members. Recordings of all live sessions are available on-demand. For more details, check the Events section on your online course platform.

## Workbook



Use this workbook to keep a record of useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the live events. You can save a version online or print the workbook - or both.

# Module 1

## Understanding writing



## Overview

This module compares different approaches to teaching writing and explores whether real world writing can be transferred to the classroom. You'll also learn to adapt writing activities for your learners. You will:

1. understand through experience the process of gathering information and ideas, writing and editing a text.
2. identify whether writing activities follow a product- or a process-oriented model
3. adapt writing activities to suit specific learner needs and contexts.

## Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
<a href="#">Article about kids and writing</a>	Read
<a href="#">Article about planning a writing lesson</a>	Read
<a href="#">Article about teaching exam-based writing skills</a>	Read
<a href="#">Article about writing and elementary learners</a>	Read
<a href="#">Article on using mind maps to develop writing</a>	Read
<a href="#">Explanation of the term 'Guided writing'</a>	Read
<a href="#">Explanation of the term 'Process writing'</a>	Read
<a href="#">Product and process writing: A comparison</a>	Read
<a href="#">A writing activity to use with a new group</a>	Use
<a href="#">Teaching writing poster – activities to use in the classroom</a>	Use
<a href="#">A collection of classroom writing activities</a>	Use
<a href="#">60-second strategy: 7-minute writes – a video about generating ideas (Edutopia)</a>	Watch
<a href="#">A video about supporting students with dysgraphia (Edutopia)</a>	Watch
<a href="#">Preparing to write – video and teacher training materials</a>	Watch
<a href="#">Webinar about developing students' writing skills for success in exams</a>	Watch

## Your learning

This is a space to record ideas from the course. You may have lots to write in some sections, less in others. The important thing though is to note some ideas that may be useful for you and your learners.

### Describe three things you learned from...

**Your online module**

**Live community events**

**Discussions and learning resources shared here and in the course community**



## Plan it

**Describe one thing you will change in your teaching. Why have you chosen it?**

**What challenges might arise when you try to make this change?**

**What could you do to meet those challenges?**

## Teach it

**Try it out and come back here to reflect on the experience. What did you learn?**

# Module 2

## Engaging with writing – process writing



## Overview

This module provides a process writing framework for use with your learners. You'll also explore pre-writing techniques and ideas for drafting, editing and publishing written work. You will:

1. understand and use a process writing framework
2. identify appropriate techniques for different stages of a process writing lesson
3. recognise the importance of producing a draft as part of the writing process
4. learn facilitate useful feedback from a range of sources
5. consider options for helping learners publish their writing.

## Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
<a href="#">A collection of papers on academic writing: Process and product</a>	Read
<a href="#">Approaches to process writing</a>	Read
<a href="#">Article on class journals</a>	Read
<a href="#">Article on creative writing for language learners (and teachers)</a>	Read
<a href="#">Creating a framework for writing</a>	Read
<a href="#">Explanation of the term 'Editing stage'</a>	Read
<a href="#">Freeze the writing – A way to make writing tasks a group activity</a>	Read
<a href="#">Using a writing correction code</a>	Read
<a href="#">Writing tasks to help learners write better, more understandable English</a>	Read
<a href="#">Creative group writing: a classroom activity</a>	Use
<a href="#">Improving paragraph writing: a classroom activity</a>	Use
<a href="#">English teaching talks – Assessing learning (video 5)</a>	Watch
<a href="#">Five activities to get kids writing in every subject (Edutopia)</a>	Watch
<a href="#">Process writing – video and teacher training materials</a>	Watch
<a href="#">Responding to writing – video and teacher training materials</a>	Watch

## Your learning

Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers](#) learning community.

### Describe three things you learned from...

#### Your online module

#### Live community events

#### Discussions and learning resources shared here and in the course community

## Plan it

**Describe one thing you will change in your teaching. Why have you chosen it?**

**What challenges might arise when you try to make this change?**

**What could you do to meet those challenges?**

## Teach it

**Try it out and come back here to reflect on the experience. What did you learn?**

# Module 3

## Engaging with writing – preparing activities



## Overview

This module will help you recognise sub-skills that enable good writing, categorise writing activities that focus on accuracy and communication and plan effective classroom writing activities. You will:

1. identify sub-skills that support good writing
2. distinguish between accuracy and meaning-focused activities
3. recognise the value of bringing attention to context, audience and purpose when writing
4. plan effective writing activities for use in the classroom.

## Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
<a href="#">Article about making writing communicative</a>	Read
<a href="#">Article on communicative writing for the ELT classroom</a>	Read
<a href="#">Explanation of the term 'Sub-skills'</a>	Read
<a href="#">Write on! Creative writing as language practice</a>	Read
<a href="#">A2+ lesson plan: a news report</a>	Use
<a href="#">B1 lesson plan: short writing activities with a focus on accuracy</a>	Use
<a href="#">B2 lesson plan: planning and writing a story</a>	Use
<a href="#">Note writing: a classroom activity to help learners write more fluently</a>	Use
<a href="#">Writing consequences: a fun activity to create a group story</a>	Use
<a href="#">Getting your learners reading and writing – video and teacher training materials</a>	Watch
<a href="#">Reading and writing genres – video and teacher training materials</a>	Watch
<a href="#">Reverse reading: a writing activity</a>	Watch
<a href="#">A video about getting to know your students as writers (Edutopia)</a>	Watch
<a href="#">Live Q&amp;A session on communicative writing for the ELT classroom</a>	Watch
<a href="#">Webinar on communicative writing for the ELT classroom</a>	Watch

## Your learning

Note any ideas you found particularly interesting and might like to bring into your classroom. Why not share them with other members of the [British Council courses for teachers](#) learning community?

### Describe three things you learned from...

**Your online module**

**Live community events**

**Discussions and learning resources shared here and in the course community**



## Plan it

**Describe one thing you will change in your teaching. Why have you chosen it?**

**What challenges might you face when making this change?**

**What could you do to meet those challenges?**

## Teach it

**Try it out and come back here to reflect on the experience. What did you learn?**

# Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and check your plan now and then.

**In the next two weeks, I am going to...**

**Over the next two months, I'm going to...**

**Before the end of the school year, I'm going to...**

**Next school year, I want to...**

What do you want to learn about next? Explore our [framework for teacher knowledge and skills](#) for inspiration, support and materials.



Well done - you've made it to the end of the course! We hope you've found it useful, and will join us on another very soon. Learn more about free teacher training courses with the British Council at:

[https://www.teachingenglish.org.uk/training\\_](https://www.teachingenglish.org.uk/training_)

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