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4. READING

4.1. Introductory question

When are students ready to learn the L2 through the written code?

4. 2. Theory and research: ways of looking at written texts

4.2.1. A focus on the text: a product approach

4.2.1.1. Differences between oral and written language (see Speaking,)

4.2.1.1.1. Processing and reciprocity conditions

4.2.1.1.2. Functions

4.2.1.2. Differences between planned and unplanned language (see Nunan, 1989: first topic)

4.2.1.3. Linguistic *considerations* in written texts (keep in mind for next topic: Writing)

4.2.1.3.1. Logical functions of texts (i.e. cause-effect, contrasts, similarities, generalizations, for-against, reasons, sequences, processes)

4.2.1.3.2. Textual features

4.2.1.3.2.1. Grapheme-phoneme correspondences

4.2.1.3.2.2. Morphemes

4.2.1.3.2.3. Words

4.2.1.3.2.4. Sentences

4.2.1.3.2.5. Paragraphs: linking devices

4.2.1.3.3. Textual meanings: conceptual, prepositional, contextual and pragmatic meanings

4.2.1.3.4. Styles: genres (narration, description, exposition and argument); degree of formality; emotive tone

4.2.2. A focus on the reader: Some psycholinguistic models (Nuttall, 16-17; Brown, 1994)

4.2.2.1. Bottom-up approaches to literacy and the role of phonemic awareness

4.2.2.2. Top-down approaches to literacy

4.2.2.2.1. "A psycholinguistic guessing game": Goodman (1967)

Four processes: predicting, sampling, confirming and correcting

4.2.2.2.2. The role of background knowledge in connection with conceptual abilities and process strategies: Coady (1997)

4.2.2.2.3. Schema theory: the interaction between background knowledge, (formal and content) schemas and top-down and bottom-up processes

4.3. First and second literacy: the L2 process

4.3.1. Stages of L1 literacy acquisition

4.3.1.1. Logographic stage: becoming aware that symbols represent words

4.3.1.2. Alphabetic stage

4.3.1.2.1. Early phonemic stage

4.3.1.2.2. Letter-name

4.3.1.2.3. Transitional spelling

4.3.1.3. Orthographic stage

4.3.2. L1 Literacy and L2 literacy: is it directly transferable? Deep versus shallow orthographies

4.3.3. Factors affecting L2 literacy

4.3.3.1. L1 orthography and literacy practices: extent of L1 literacy knowledge

4.3.3.2. Basic decoding skills: grapheme and phonological representations, syntactic knowledge, vocabulary knowledge

4.3.3.3. Higher level cognitive skills: text structure understanding; processing strategies

4.3.3.3.1. Degree of automaticity in reading processes

4.3.3.4. Background knowledge and presuppositions

4.3.3.5. The learner's knowledge of the L2

4.3.3.5.1. Vocabulary, grammar and pronunciation skills

4.3.3.5.2. Knowledge of formal, cultural and content schemata

4.3.3.6. The learner's age

4.3.3.7. The role of affect: "The Bookstrap Hypothesis"

4.4. Pedagogical approaches to reading
    4.4.1. A focus on the text
        4.4.1.1. Grammar-translation
        4.4.1.2. Comprehension questions and language work
    4.4.2. A focus on the process
        4.4.2.1. Skills and strategies. Pre-reading, *while-reading* (?) and follow-up activities
            4.4.2.1.1. Reading skills: skimming for gist, scanning, comprehension and critical reading
            4.4.2.1.2. Language skills
                4.4.2.1.2.1. Vocabulary: deducing meaning from context, inferring, identifying key words and phrases, morphological analysis and monolingual dictionaries
                4.4.2.1.2.2. Syntax
                4.4.2.1.2.3. Discourse
4.5. Teaching the L2 reading process
    4.5.1. Reasons for reading: In real life & academic purposes
    Why should students become literate?
        4.2.3.1.1. Survival
        4.2.3.1.2. Learning
        4.2.3.1.3. Pleasure
        4.2.3.1.4. Establishing and keeping social relationships
        4.2.3.1.5. Information
    4.5.2. Factors involved in reading

We will refer to the following:
    - Word attack skills
    - Linguistic knowledge: grammar and vocabulary
    - Different techniques
    - Background knowledge
    - Rhetorical or functional intention.

    In addition, the teacher should be aware of some useful distinctions, such as "simplified vs authentic material" (cf. Harmer 1998: 68-69), "native readers vs readers in a foreign language" and the differences between good and poor readers. Being conscious of these differences is the first step in order to help our students to read better. Besides, we can mention the following teaching implications:

    1) Teachers should give students class time in which to practise reading and coordinate additional reading.
    2) Teachers should offer transition exercises between reading as a primarily mechanical task and fluent, independent reading.
    3) Independent reading must be incorporated as an integral part of the reading period.

    4.5.3. Problems with reading
        4.5.3.1. Lack of short-term memory
        4.5.3.2. The mouth does not follow the eye
        4.5.3.3. Too frequent search of unknown words: reading process stopped
        4.5.3.4. Irregular vocabulary knowledge
        4.5.3.5. Deficient L1 literacy skills
        4.5.3.6. Deficient L2 proficiency level
        4.5.3.7. Lack of association between spelling and pronunciation
        4.5.3.8. Lack of familiarity with graphic clusters and spelling conventions
        4.5.3.9. Lack of cultural knowledge
        4.5.3.10. Lack of motivation or interest in reading topic
        4.5.3.11. The vicious circle of the weak reader (Nuttall,1996: 127)

4.5.4. Reading subskills
4.5.4.1. Skimming for gist
4.5.4.2. Scanning
4.5.4.3. Identifying key words, phrases and relevance of format
4.5.4.4. Deducing meaning form context
4.5.4.5. Inferring

4.5.5. Planning a reading lesson

First of all, some principles must be borne in mind. Harmer (1998: 70-71) mentions the following:

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond to the content of a reading text, not just the language.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.

At the time of selecting the material, two conditions are paramount: appropriate difficulty and interest (please complete with Harmer 1998: 68-69). In addition, the teacher should prepare background vocabulary and anticipate problems and special difficulties.

4.5.5.1. Stages
- Introduction to reading
- Getting familiar with the text
- Acquisition of reading techniques or subskills
- Practice
- Expansion
- Autonomy.

4.5.5.2. Pre-reading. Activating relevant knowledge

4.5.5.2.1. Objectives
⇒ To create expectations and to encourage predictions and guesses.
⇒ To arouse the interest: *"The first time Vanessa met Jonathan she did not notice anything unusual about him"*
⇒ To encourage them to think about the topic.
⇒ To make them want to read (as in real life).

4.5.5.2.2. Techniques
⇒ Guiding questions
⇒ Introducing vocabulary
⇒ Presenting the text
⇒ Brainstorming
⇒ Before-questions, true-false statements
⇒ Creating expectations
⇒ Making predictions
⇒ Using illustrations
⇒ Using headlines or titles
⇒ Guessing word meanings
4.5.5.3. While and post-reading activities: eliciting linguistic or cognitive responses (oral, physical and written responses)

4.5.5.3.1. Content work: skimming, scanning, critical reading through

- Multiple-choice questions
- True-false questions (or doesn't know)
- Matching
- Ordering, classifying, labeling
- Circle, underlining, ticking
- Finding mistakes
- Filling in
- Listing
- Discussing
- Expressing opinions
- Listening
- Discussions and debates
- Re-presenting the text through a different medium

4.5.5.3.2. Linguistic work through

- Presenting different types of texts
- Correcting
- Word ordering, word recognition
- Finding synonyms
- Word-formation
- Identifying word-classes
- Lexical and connective devices
- Recognition of grammatical features
- Recognition of discursive features

4.5.6. While/ post reading activities. Examples. (Comprehension and linguistic work)

⇒ Wh- questions: Where did Mr. Smith go?
⇒ Yes/no questions: Is the car in the street?
⇒ True/False questions: John is a postman.
⇒ True/False/Doesn't say questions: He's got exactly eleven pencils.
⇒ Underline the correct statement (of two) according to the text: The cars were driving very slowly.
⇒ Multiple choice questions (three or four options): Jack went to work
    A) by train B) by car C) by bus
⇒ Word recognition: by derivation: Ha had a bad fall (associated with 'fall' as a verb).
⇒ Word recognition: by similarity to Spanish: Rain falls in the ocean.
⇒ Word recognition: by context: There were a lot of carts pulled by horses on the road.
⇒ Word recognition: by collocation: i.e. in a text entitled 'The Factory' where the student recognizes words like 'worker', 'manager', 'pay', etc. the unknown word 'strike' may be guessed.
⇒ Word recognition by using the reader's own knowledge of the world: he plugged the electric lamp into the socket and switched it on.
⇒ Finding synonyms, with context help: Find a word in the text which means about the same as … (the word in the question always simpler than that in the text)
⇒ Word-formation: recognizing, for example, suffixes: Find four words containing the letters '-less' and explain their meaning.
⇒ Word-formation: recognizing compounds: work-force, school-leavers.
⇒ Identifying the verb in the sentence: Underline the verbs in these sentences.
⇒ Identifying words according to syntactic clues (e.g. the word after a preposition will usually be a noun, a pronoun, etc.): He went to the station by himself.

⇒ Matching adjectives with appropriate nouns, etc.: Find adjectives in the text that go with these nouns: 'car' (fast).

⇒ Select the word that is different (semantically; or grammatically):
     a)stairs   b)chair   c)tree   d)bath
     a)moves   b) houses   c)washes   d)goes

⇒ Match the words on the left with their definitions on the right:
     Flat   what you walk on in a house
     Floor   an insect that flies
     Fly   people live there all on the same level

⇒ 'Gapped text', with functional words left out (e.g. prepositions, etc.): Fill in the spaces in the text with the appropriate prepositions.

⇒ 'Gapped text' with functional words left out, but with multiple choice options: jack lives in/at/on London

⇒ Pure cloze text: every sixth, seventh word, etc. omitted.

⇒ Re-arrange letters to form words (Writing): OWWNDI

⇒ Re-arrange words to form sentences (Writing): to/Mary/station/went/the

⇒ Re-arrange sentences to form coherent paragraphs, concentrating on logical connectors, etc.

⇒ Re-arrange paragraphs to form coherent texts

⇒ Say if it is possible to divide compound or complex sentences for meaning (advanced): Say whether this sentence can be divided before or after the word underlined: Henry went home early *since* he was very tired.

⇒ Read these sentences and decide what the preceding sentence was probably about: But at the same time, skiing can be dangerous, too (i.e. the preceding sentence has said something positive about skiing).

Harmer (1998: 71-78) and Harmer (1991: 190-211) include more activities.

➢ Practice: Suggest, in this text, suitable activities that could be carried out. Indicate the significant features you would concentrate on, and say what aspects of comprehension you would encourage.

Of all my relatives, I like my Aunt Emily the best. She's my mother's youngest sister. She has never married, and lives alone in a small village near Bath. She's in her late fifties, but she's quite young in spirit. She has a fair complexion, thick brown hair which she wears in a bun, and dark brown eyes. She has a kind face, and when you meet her, the first thing you notice is her smile. Her face is a little wrinkled now, but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem.
She likes reading and gardening, and she still goes for long walks over the hills. She's a very active person. Either she's making something, or mending something, or doing something to entertain herself. She's extremely generous, but not very tolerant with people who don't agree with her. I hope I'm as contented as she is when I'm her age.

4.6. Reading materials and techniques. A case in favor or against.
　　4.6.1. Intensive vs. extensive reading
　　　　- Intensive:
　　　　　　. Short texts
　　　　　　. Accuracy
　　　　　　. Worried about grammar, vocabulary items, discourse references
　　　　　　. Detailed

　　　　- Extensive:
　　　　　　. Longer texts
　　　　　　. Fluency
　　　　　　. More worried about extracting general meaning
　　　　　　. General

　　4.6.2. Reading aloud vs. silent reading

　　　　- Silent reading:
　　　　　　. At their own pace
　　　　　　. It encourages comprehension
　　　　　　. Close to real life
　　　　　　. It triggers reading skills.

　　　　- Reading aloud:
　　　　　　. Really a pronunciation exercise
　　　　　　. Time consuming
　　　　　　. Not an activity in real life
　　　　　　. Only one student active at one particular moment
　　　　　　. It does not encourage comprehension.

　　4.6.3. The case of authentic vs. simplified texts
　　4.6.4. The case of dictionary use
　　4.6.5. The case of dictation
　　　　1. In favor
　　　　2. Against
　　　　3. Alternatives
　　4.6.6. The case of translating
　　　　1. In favor
　　　　2. Against
　　4.6.7. The use of graded-readers
　　4.6.8. The use of new technologies: computer networked classrooms
　　4.6.9. The use of literature (i.e. poetry) in the classroom
　　4.6.10. The importance of story-telling and personal narratives

4.7. More examples

The washing line

1. Indicate skills involved in this activity
2. Suggest pre-while/after reading activities

WORKSHEET 3.3

... washing line

The person on the ground floor plays football.

Jane and Mary's school uniform is a blue skirt and white blouse.

The person on the top floor likes whales.

Dawn loves swimming.
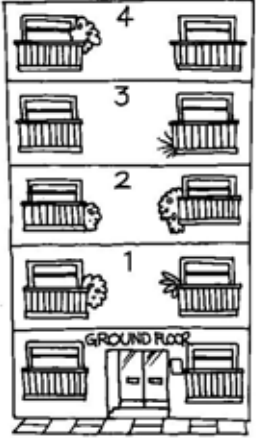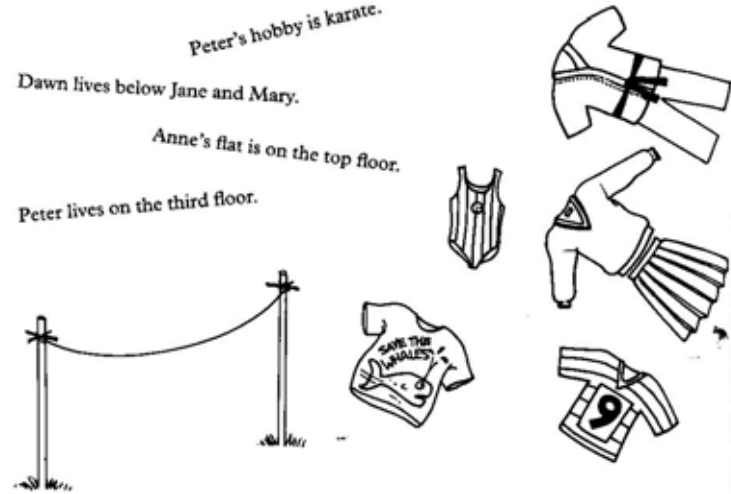
The schoolgirls live on the second floor.

Bob plays number nine in his local football team.

Peter's hobby is karate.

Dawn lives below Jane and Mary.

Anne's flat is on the top floor.
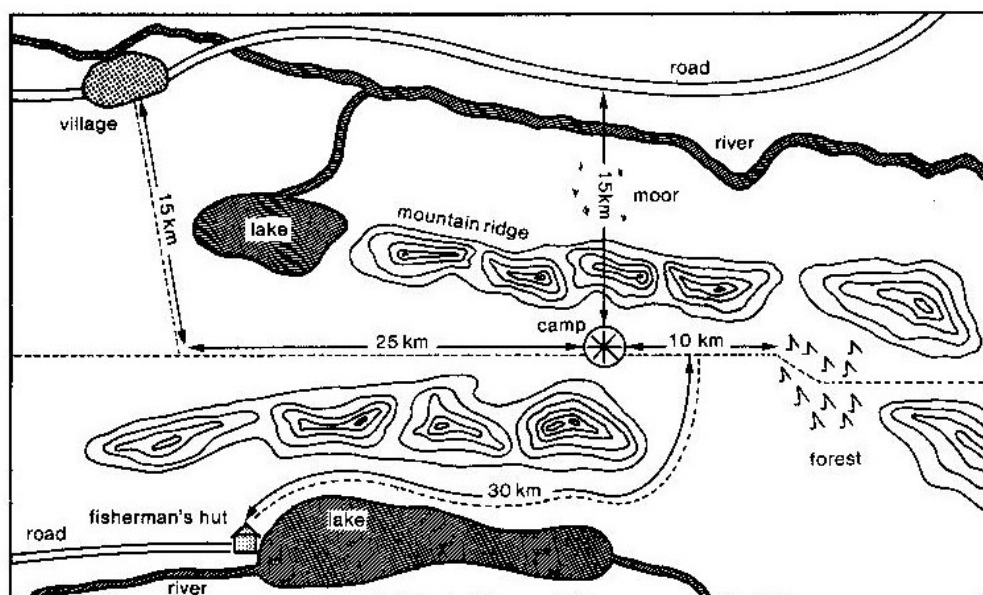
Peter lives on the third floor.

3.

(Phillips, 1993: 156)

B. *Desperate Decision*

You are Susan Munden, a 35 year-old teacher on a hiking trip in the Scottish Highlands with a group of seven pupils, three boys and four girls aged between 13 and 16. You are carrying your own food and tents. You have planned to be out of contact with other people for a whole week and are expected on Sunday at a small village on the Scottish west coast where you will be picked up by a bus.

Today is Thursday. It has been raining steadily since Tuesday night and everyone is wet and cold. You know that you have not come as far as you should have done by this time, and you start feeling anxious about getting to the meeting point on Sunday. During the morning a dense fog starts coming down, and within half an hour the mountains and the path are covered in thick fog. You have to walk by compass now, which slows the group down even further.

At lunchtime two boys and two girls start complaining about stomach pains, diarrhea and feeling sick. You suspect that some of the water you took from mountain streams may have been contaminated. In the afternoon they feel worse and can only walk very slowly. While climbing down a steep hillside the youngest girl, Rosie, stumbles and falls. She cannot get up. Her leg is broken. You set up camp and discuss with your group what is to be done.

You are in a valley between two mountain ridges. The nearest road is about 15 kilometers away as the crow flies, but there is no path across the mountains and the moor is beyond them. There is no bridge across the river, and with all the rain of the last few days it may be too deep to wade across.

About 5 kilometers back the way you have come, a relatively easy path turns off which takes you to a lake and a fisherman's hut about 30 kilometers away. However, you do not know whether anybody lives in the hut or whether it has a phone. The next village is about 40 kilometers away. About 10 kilometers back the way you have come there is a small forest where you could find some firewood. You have enough food till Sunday and there are mountain streams nearby. You also have camping gas cookers and enough gas for three hot drinks and two warm meals a day, but there is no firewood. The only people who can read a map and use a compass, apart from you, are one of the sick boys and Fiona, the oldest girl (she is feeling all right). Rosie is in a lot of pain and needs a doctor soon.

What can you do?
Think of all the possible courses of action and decide on the best one. Give reasons for your choice.

(Klippel, 1984: 177)

4.8. Criteria for selecting and evaluating written material

4.8.1. Is the content and topic of the text (to read or write) interesting enough for our students?

4.8.2. Do the text specific linguistic features "override" the text meaning and content?

4.8.3. Does the task introduce the practice of skills and strategies?

4.8.4. Does the text allow for practicing lower level skills? Are the mechanics of writing introduced?

4.8.5. Has the text an appropriate linguistic level?

4.8.6. Does it provide an authentic interactive process (text-reader / writer-reader)? Is it meaningful? Does it arise from the children's experiences?

4.8.7. Does the reading/writing task teach or test?

4.8.8. Is it integrated with other skills?

4.8.9. Does the reading/writing task provide sufficiently varied exercises for students' different cognitive abilities and proficiency levels?

4.8.10. Does answering comprehension questions really show an understanding of the text?

4.8.11. Does the text or reading task require understanding *every* word?

4.8.12. Does the task provide opportunities for bottom-up and top-down processes?

4.8.13. Does the task or textbook provide opportunities for focusing on the product and the process of writing?

5. Writing

5.1. Introduction: why should we use *writing*?
5.2. Background & pedagogical approaches to writing
5.3. Writing in English
        5.3.1. Difficulty
        5.3.2. Similarities & differences in L1/L2 writing
        5.3.2. Usefulness: functions and products
            5.3.2.1. Practical objectives
            5.3.2.2. Creative objectives
        5.3.3. What makes for good writing? Novice vs. expert writers
5.4. Teaching writing
        5.4.1. Microskills involved in writing
        5.4.2. Problems with writing
            5.4.2.1. Fine motor skills: getting to know the mechanics of writing
            5.4.2.2. Orthography / spelling: rules and exceptions to rules
            5.4.2.3. Lack of linguistic knowledge
            5.4.2.4. Lack of use of writing strategies
            5.4.2.5. Lack of feedback on errors
        5.4.3. Principles for designing writing techniques
        5.4.4. Different stages for learning how to write
            5.4.4.1. Pre-writing
            5.4.4.2. Drafting
            5.4.4.3. Revising
            5.4.4.4. Editing
        5.4.5. Techniques for each stage
        5.4.6 Writing genres: form and content
            5.4.5.1. Narration
            5.4.5.2. Description
            5.4.5.3. Exposition
            5.4.5.4. Argumentation
        5.4.7. Responding to written work: dealing with written errors
5.5. Discussion of writing activities
        5.5.1. Controlled
        5.5.2. Guided
        5.5.3. Free
5.6. Examples
5.7. Criteria for selecting and evaluating writing material

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http://crayon.net (Create your own newspaper)
http://classroom.com (Classroom connect)
http://corbis.com (Electronic Postcards)
http://www.penpals.com (PenPals)

5. Writing

5.1. Introduction: why should we use *writing*?

> *It is a learning tool which helps sts to:*
> - *Learn about subject matter*
> - *Learn a language*
> - *Learn how to generate and form ideas*
> - *Reinforce grammatical concepts*
> - *Recognize and use new structures*
> - *Fix structures, vocabulary, and become familiar with spelling and pronunciation*
> - *Imitate models of form*
> - *Communicate to readers*
> - *Develop fluency*
> - *Semi-permanent: allows revising behaviours, sts. Can go backwards and forwards*
> - *Helps memory*
> - *Examinations are mainly written*

5.2. Background & pedagogical approaches to writing

> *Up to the seventies, writing was not viewed as a language skill to be taught to learners. It was used as a support skill in language learning to practice handwriting, write answer to grammar and reading exercises and write dictation.*

5.2.1. A focus on the product: the mechanics of writing
5.2.2. A focus on the process: studies on good L2 writers
     5.2.2.1. Rehearsing and prewriting behaviors
         5.2.2.1.1. Task planning
         5.2.2.1.2. Strategy use (listing, note-taking, reading)
     5.2.2.2. Writing behaviors
         5.2.2.2.1. Taking time
         5.2.2.2.2 Proficient language use
         5.2.2.2.3. Use of drafts
         5.2.2.2.4. Frequent global reviewing
         5.2.2.2.5. Concerned with meaning, rather than form

     5.2.2.3. Revising behaviors
         5.2.2.3.1. Less formal changes at surface level
         5.2.2.3.2. Concerned with clarifying meaning
         5.2.2.3.3. Revisions at all levels
         5.2.2.3.4. Adding, deleting, substituting and reordering processes
5.2.3. The question of content and form. The false dichotomy between process –fluency- and product –accuracy- approaches.

5.3. Writing in English
5.3.1. Difficulty

> ➢ *Sts. do not know how to write in the L1*
> ➢ *Many factors involved:*
> > *Mechanics in letter formation*
> > *Obeying conventions of spelling and punctuation*
> > *Using the grammatical system to convey one's intended meaning.*
> > *Organising content at the level of the paragraph and the compete text to reflect given/new information and topic/comment structures*
> > *Polishing and revising one's initial efforts*
> > *Selecting appropriate style for one's audience*
> ➢ *We should not ask for all this from the beginning (from controlled to free writing)*
> ➢ *Individual factors*
> ➢ *Sts. Must become aware of the relationship with the reader (absent)*
> ➢ *The teacher should be open-minded to relieve 'anguish'*

5.3.2. Similarities & differences in L1/L2 writing (Torrás, 1999: 456)
5.3.3. Usefulness: functions and products

5.3.2.1. Practical objectives
People often communicate through writing (nowadays through the computer: e-mails)
Daily life (forms, orders, complaints)
Social contact (letters, greetings postcards)
To get and give information
Note-taking (University studies, exams)
Useful change of activity in class (to keep control of the classroom and reduce tension and nervousness)

5.3.2.2. Creative objectives
Entertainment and amusement
Narrative instincts: stories
Poetic vein

5.3.2.3. Functions
Writing about yourself
Giving instructions
Reporting on present and past facts and experiences
Logical reasoning: giving reasons, cause-effect
Expressing predictions
Planning and imagining
Describing features, which involves definition, classification and pure description
Explaining processes
Expressing the sequence of events
Contrasting and expressing similarities
Hypothesizing
Giving arguments for and against

5.3.2.4. Typical 'products'
Notes, greeting-cards, letters, journals, diaries
e-mails and chats (* especial form of writing in the middle between spoken and written features)
Speeches
News broadcasts

Instructions
Classified advertisements
Songs and poems
Recipes
Short tales, jokes.

5.3.3. What makes for good writing (+ '*good and bad writers*', in Torrás, 1999: 452)

-Grammatical accuracy:
          Syntax: structures, word order, sentence boundaries, agreement.
          Morphology: rules for spelling, irregular forms, parts of speech
-Mechanics of writing: spelling, punctuation, capitalization
-'Word choice: appropriate vocabulary
-Organization:
          Division in paragraphs
          Discourse referents
          Topic and comment
-A clear purpose (stated at the beginning)
-Writing for meaning, for the reader to understand (the implication for the teacher is that we should read as 'readers looking for meaning'). In this sense fluency is also asked for.
-It has been revised

5.4. Teaching writing
        5.4.1. Microskills involved in writing (Brown, 1994: 327)
        5.4.2. Problems with writing (besides the problems in reading)
            5.4.2.1. Fine motor skills: getting to know the mechanics of writing
            5.4.2.2. Orthography / spelling: rules and exceptions to rules
            5.4.2.3. Lack of linguistic knowledge
            5.4.2.4. Lack of use of writing strategies
            5.4.2.5. Lack of feedback on errors
        5.4.3. Principles for designing writing techniques   (Brown, 1994: 331-343)
- *Incorporate practices of 'good writers'*
- *Balance process and product*
- *Account for cultural/literary backgrounds*
- *Connect reading and writing*
- *Provide as much authentic writing as possible*
- *Frame your techniques in terms of prewriting, drafting, and revising stages*
- *Use interactive techniques*
- *Apply methods of responding to and correcting your students' writing*
- *Instruct students on the rhetorical, formal conventions of writing*
- *Make your final evaluation of student writing consistent with your overall approach.*

        5.4.4. Different stages for learning how to write (Bueno, 1996: section 3.1. + Harmer, 1998: 258)
            5.4.4.1. Pre-writing
            5.4.4.2. Drafting
            5.4.4.3. Revising
            5.4.4.4. Editing
        5.4.5. Techniques for each stage (Bueno, 1996: 297-301)

5.4.6. Writing genres: form and content

5.4.6.1. Narration
Special emphasis should be made on coherence (a logical and sequential line of thought) and cohesion, especially having to do with the use of verb forms and time sequencers. The writer should keep the reader's attention up to the end. Repetition is crucial.

5.4.6.2. Description
Details should be given because it is like drawing a (complete) picture with words. The use of complex noun phrases ought to be encouraged (with pre- and postmodification), together with adverbials which give details about the circumstances in which the action of the verb took place. Positive and negative vocabulary will help to complete the picture for the reader.

5.4.6.3. Exposition
The writer should be especially objective here, presenting facts as clearly as possible for the reader to obtain information or simply enjoy the expository text. Special care must be taken not to bias the content of the text. Informative texts are recommended. Again coherence and cohesion are paramount.

5.4.6.4. Argumentation
The writer provides arguments for and against and expresses personal options on sound and convincing bases. The reader is conveniently led if the sequence of arguments is coherent and cohesive. The door should always be left open for the reader to form his/her own opinion.

5.4.7. Responding to written work: dealing with written errors

➢ *What should feedback be mainly on: language? Content? Organization?*

➢ *Should all mistakes be corrected?*

➢ *Should learners rewrite, incorporating corrections?*

➢ *Should we let students correct or give feedback on each other's written work?*

When you have carried out some correction

⇒ *Did you use a red pen for your comments? Or another colour? Or a pen or pencil? Can you account for your choice?*
⇒ *For what kind of written work –if any- do you give some kind of assessment at the end ('Good', for example)? Why? Why not?*
⇒ *Did you correct all the mistakes? If so, Why? If not, on what did you base your decision which to correct and which not?*
⇒ *Those mistakes you corrected: did you write in the correct form? Give a hing what it should be? Simply indicate it was wrong? Why?*
⇒ *Did you note only what was wrong, or did you give some kind of indication of what was right or particularly good?*
⇒ *Did you provide any kind of informative feedback other than mistake correction and overall assessment, designed to help the student improve? E.g. 'This was good because… ' or 'take care when you…'*

⇒ *When responding to the assignment that entailed expression of personal opinion, did you provide a response of your own to the content? ('I agree with this point' or 'Yes, but have you considered…')*

⇒ *Did you require the student to redo any of the assignment? Can you say why, or why not?*

⇒ *Finally, imagine you are the student: what do you think the student feel about them?*

(based on Ur, 1996: 253)

5.5. Discussion of writing activities (Bueno, 1996: 302-306)

5.5.1. Controlled
5.5.2. Guided
5.5.3. Free

5.6. Examples (Harmer, 1991: 109-120)
5.7. Criteria for selecting and evaluating written material

Is the content and topic of the text (to write) interesting enough for our students?

Does the text specific linguistic features "override" the text meaning and content?

Does the task introduce the practice of skills and strategies?

Does the text allow for practicing lower level skills? Are the mechanics of writing introduced?

Does it provide an authentic interactive process (text-reader / writer-reader)?

Does the writing task teach or test?

Is it integrated with other skills?

Does the writing task provide sufficiently varied exercises for students' different cognitive abilities and proficiency levels?

Does the task or textbook provide opportunities for focusing on the product and the process of writing?

Does the task or textbook introduce pre-writing, drafting and revising behaviors?

Does the task or textbook introduce controlled, guided and freer activities?