What makes good writing lessons? Evaluating writing tasks and strategies

Feedback for …… Date: ……

from …… Picture book/game: ……..

Turning writing into a special event!	
Teacher's performance	
1. Children only write what they have talked about (context provided, listening/speaking/reading activities prepare for written work)	
2. Writing task is presented in easy, comprehensible steps (modelled by teacher)	
3. Writing task is purposeful and goal-oriented (e.g. writing for someone else, training on word level, training on sentence level, training on text level)	
4. Writing results are displayed in class and referred to again in another lesson	
5. Praises students writing efforts	
6. Provides written feedback on children's writing (accuracy/content)	
7. Introduces writing strategies	
8.	
Pupil's involvement	
1. The pupils are engaged in activities that provide opportunities to use a certain set of words.	
2. The pupils know the steps to actually do the writing task	
3. The pupils are presenting/decide how to display their writing results.	
4. The pupils know how to deal with unknown words / ask for help.	
5. The pupils double-check their writing results for basic spelling and punctuation mistakes.	
6.	

Characteristics of classroom interaction
Overall impression: Please underline (Ur 2012: 227). TT = Teacher very active, students only receptive T = Teacher active, students mainly receptive TS = Teacher and students fairly equally active S = Students active, teacher mainly receptive SS = Students very active, teacher only receptive

Adapted from Kieweg, Werner. 2009. "Schreibprozesse gestalten, Schreibkompetenz entwickeln." *Der Fremdsprachliche Unterricht: Englisch* 97 (2-13). Seelze/Velber: Friedrich Verlag.

Training your Content-Specific Professional Vision

SETT (Self Evaluation of Teacher Talk) Framework by Walsh (2006), tasks adapted from Perkins (2018)		
MODE[1]	**PEDAGOGIC GOAL**[2]	**INTERACTIONAL FEATURES**[3]
Managerial mode	- To transmit information - To organize the physical learning environment - To refer learners to materials - To introduce or conclude an activity - To change from one mode of learning to another	- A single, extended teacher turn which uses explanations and/or instructions - The use of transitional markers (e.g. *all right, now, look, OK*) - The use of confirmation checks (e.g. *Is that clear? Do you understand? Have you got that? Does everyone know what to do?*) - An absence of learner contributions
Materials mode	- To provide input or language practice around a piece of material - To elicit responses in relation to the material - To check and display answers - To clarify when necessary - To evaluate contributions	- Predominance of IRF pattern („most economical way to progress interaction, with each teacher turn functioning as both an evaluation of a learner's contribution and initiation of another one" Walsh 2006: 70) - Extensive use of display questions (checking understanding and eliciting responses) - form-focused feedback - Corrective repair - The use of scaffolding
Skills and systems mode	- To enable learners to produce correct strings of correct utterances/answers - To enable learners to manipulate the target language/new concepts - To provide corrective feedback - To provide learners with practice in sub-skills *(e.g. organising writing, mnemonic devices for learning vocabulary)* - To display correct answers	- The use of direct repair - The use of scaffolding - Extended teacher turns - Display questions - Teacher echo - Clarification requests - Form- focused feedback
Classroom context mode	- To enable learners to express themselves clearly (feelings, emotions, experiences, attitudes, reactions, etc.) - To establish a context - To promote oral fluency practice/dialogue and discussion - *To activate mental schemata (McCarthy 1992 in Walsh 2006: 79)*	- Extended learner turns - Short teacher turns - Minimal repair (only used to ‚fix' breakdown in the interaction) - Content feedback (focus on message, not form)
Sources	Perkins, Lauren. 2018. Developing Classroom Interactional Competence through a Teacher Development Workshop. [Master Thesis] British Council. Walsh, Steve. 2006. Investigating Classroom Discourse. London: Routledge.	

[1] 1. Noticing: Which mode did you notice? (tick √ or cross out). 2. Interpretation: Underline those, which were performed well.

[2] 1. Noticing: Which goals did the teacher have? (tick √ or cross out). 2. Interpretation: Underline the goals that were achieved?

[3] 1. Noticing: Which interactional features were used? (tick √ or cross out). 2. Interpretation: Underline those, which were used successfully.