



HELLENIC REPUBLIC
**National and Kapodistrian
University of Athens**

ELT Methods and Practices

Unit 8: Dealing with Writing Skills

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Task 1

You are now in the process of writing projects/assignments for various courses you are attending at University. Think about the stages you go through from the moment you decide on the assignment topic to the moment you hand in your assignment. What stages/steps do you usually follow?

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Task 2

Consider some text types you would use in a class for young learners at elementary level:

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Consider some text types you would use for a class of teenagers at intermediate level:

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The tables below which list various text types may help you in deciding.

Personal writing	Public writing	Creative writing
Diaries, Journals, Shopping lists, Reminders for oneself, Recipes, Addresses.	Letters of enquiry, Letters of complaint, Letters of request, Form filling applications.	Poems, Stories, Rhymes, Drama, Songs, Autobiography.

Social writing	Study writing	Institutional writing
Letters, Invitations, Notes of condolence, Notes of thanks, Notes of congratulations, Emails, Telephone messages, Instructions to friends/family.	Making notes while reading, Taking notes from lectures, Making a card index, Summaries, Synopses, Reviews, Reports of experiments, Reports of workshops, Reports of visits, Essays, Bibliographies.	Agendas, Minutes, Memoranda, Reports, Reviews, Contracts, Business letters, Public notices, Advertisements, Posters, Instructions, Speeches, Curriculum vitae, Specifications, Note making (e.g. doctors).

Task 3

Below are certain principles which relate to the development of the writing skills in the classroom. Based on the information presented in the unit and on your reading from relevant sources, provide a justification for each principle (i.e. why it is important to approach writing in the following ways).

1. Instructions to writing tasks should provide a clear purpose for writing and a sense of audience.
2. Writing tasks should be tried out by the teacher in order to identify what the task demands. This will enable the teacher to set useful pre-writing tasks.
3. Teachers should emphasise the stages of drafting, redrafting, reading and re-reading of texts, before students hand in their work.
4. Students should be encouraged either in pairs or individually to do their own proof reading at the very end of the writing process.
5. Teachers should expose students to various examples of text types that they will be asked to write in real life.
6. Before asking students to write a particular text type, time should be spent reflecting on and analysing models of the particular text type.
7. Students should be encouraged to produce whole texts and not isolated sentences.

Notes

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