

Technická universita v Liberci PEDAGOGICKÁ FAKULTA

Katedra: Anglického jazyka
Studijní obor: Anglický jazyk

MEANINGFUL GUIDED WRITING TASKS FOR EIGHT TO TEN YEAR OLDS

(Vhodné aktivity při výuce řízeného
psaní pro 8-10 - ti leté děti)

Závěrečná práce 96-PF-KAJ

Autor: Lucie Žemličková

Podpis: *Lucie Žemličková*

Adresa: Chebská 26
Františkovy Lázně
351 01

Vedoucí práce: PhDr. Marcela Malá
Konzultant ZP: Kenneth Winkler, MA

Počet

stran	obrázků	tabulek	příloh
57	0	0	13

V Liberci dne 17. května 1996

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a že jsem uvedla veškerou použitou literaturu.

Děkuji tímto paní PhDr. Marcele Malé a panu Kennethovi Winklerovi, MA za vydatnou pomoc a trpělivost během vypracování mé závěrečné práce.

V Liberci dne 17. května 1996

Lucie Žemlichová

TECHNICKÁ UNIVERZITA V LIBERCI
Univerzitní knihovna
Voroněžská 1329, Liberec 1
PSC 461 17

V 17/1968

Anotace

Při výuce angličtiny u 8-10 - letých dětí je v českých školách věnována jen malá pozornost psaní jako důležité dovednosti. Pomocí různých cvičení by psaní mělo být pravidelně zahrnováno do hodin angličtiny. Je to výhodou jak pro žáka tak pro učitele, neboť obě strany mohou tímto způsobem získávat jasný přehled o pokroku žáka. Cílem této diplomové práce je ověření domněnky, že použití vhodných aktivit při nácviku dovednosti řízeného psaní je dobrým prvním krokem v procesu psaní, neboť tato cvičení jsou velice účinná při motivování mladých začátečníků k psanému projevu.

Abstract

There is not enough attention paid to writing as an important skill at Czech schools when teaching English to eight to ten year olds. Various writing activities should be included in the lessons regularly. It is an advantage both for pupils and teacher, as both sides can, in this way, get a clear picture of pupils' continuous progress. The aim of this Professional Project is to verify the hypothesis that a good starting point in the process of writing are meaningful guided writing tasks, as they are very effective when motivating young beginners to write.

Annotation

In der tschechischen Schulen ist im Unterricht der englischen Sprache der 8-10 jährigen Schülern nur kleine Aufmerksamkeit dem Schreiben als wichtigen Fertigkeit gewidmet. Das Schreiben könnte in die Englischstunden regelmäßig mit Hilfe von verschiedenen Übungen eingegliedert werden. Das hat ein bestimmten Vorteil für die Schüler und die Lehrer, weil beide Seiten Übersicht von Schülerfortschritten gewinnen können. Das Ziel von dieser Diplomarbeit ist eine Beglaubigung der Vermutung, daß das Benutzen von passenden Aktivitäten beim Erlernen des gelenkten Schreibens ein guter Schritt ist, weil diese Übungen junge Anfänger zum Schreiben motivieren.

OUTLINE

Thesis:

A variety of simplified activities in meaningful, realistic writing should be used at the beginners' level in English language classrooms. A good starting point for eight to ten year olds are meaningful guided writing tasks, for example fill-in and parallel writing exercises and exercises using personalization or imagination, which are very effective when motivating young learners to write.

Chapter I. ACADEMIC.....	
A. Writing as a part of the course.....	
a. general characteristics of 8-10 year olds.....	
b. importance of writing.....	
c. limitations of writing.....	
B. Methodology part.....	
a. writing at schools.....	
b. the role of guidance.....	
c. the role of corrections.....	
d. guided writing tasks.....	
C. Purpose of the project.....	
a. guided writing tasks including personalization...	
b. guided writing tasks including imagination.....	
c. guided writing tasks that require transferring	
information.....	
d. guided writing tasks focusing on parallel writing	
D. Thesis introduction.....	
E. Paper parts.....	
Chapter II. SPECIAL LESSONS 1-4 REFLECTIVE TEACHING PRACTICE	
A. Class profile.....	
a. table.....	
b. comments - description of the pupils.....	
B. Special lessons 1-4.....	
a. lessons plans (aims, objectives, materials,	
problems).....	
b. stages of the lessons (lesson summaries).....	
c. reflections.....	

d. conclusions.....
Chapter III. CONCLUSION.....
REFERENCE PAGE CITATIONS.....

1. The first part of the study was a review of the literature on the topic of the study. The second part was a description of the study and the third part was a discussion of the results of the study.

The first part of the study was a review of the literature on the topic of the study. The second part was a description of the study and the third part was a discussion of the results of the study. The first part of the study was a review of the literature on the topic of the study. The second part was a description of the study and the third part was a discussion of the results of the study.

Secondly, the study was conducted by a team of researchers. The first part of the study was a review of the literature on the topic of the study. The second part was a description of the study and the third part was a discussion of the results of the study. The first part of the study was a review of the literature on the topic of the study. The second part was a description of the study and the third part was a discussion of the results of the study.

Chapter I. ACADEMIC

A. Writing as a part of the course

a. General characteristics of 8-10 year olds

In primary schools adults teach children. The difference between their 'physical' age is clearly visible to everyone. What is not so evident, but usually surfaces during the teaching - learning process, is the fact that even adults can sometimes act as children and vice versa. Teachers become easily involved in children's games and with their playful attitude can motivate the learners to contribute. On the other hand, children, at about the age of eight, realise that the world around them is not just a game and start to take more responsibility in their own learning.

Wendy A. Scott and Lisbeth H. Ytreberg (1990) characterise eight to ten year olds as relatively mature children with an adult side and a childish side. They have already grown up to have a language with all the basic elements in place and have become competent users of their mother tongue, Czech in our case. They are aware of the main rules of syntax in their own language. As there are many similarities between learning one's mother tongue and learning a foreign language in spite of the differences in age and the time available, most of the eight to ten year olds bring with them some sort of language awareness and

readiness into the foreign language classroom (Scott and Ytreberg, 1990:3-4).

Out of the four language skills - speaking, listening, reading and writing - I would call the latter two 'different' in the way that pupils can see the language in front of them and can go back to it for any references they like any time. "...reading and writing are extremely important for the child's growing awareness of language and for their own growth in the language, although both are very demanding and take time and patience to learn" (Scott and Ytreberg, 1995:5).

Taking all this into account and considering my own experience with eight to ten year olds, I believe that teaching and learning writing should start already at the beginners' level, as a fluent and extensive writing skill can only be built by giving confidence and showing a sense of purpose to learners.

b. Importance of writing

The importance of writing is, undoubtedly, great. Most children expect to be taught to write at school, as together with reading it is one of the first skills they are exposed to there, and it can, therefore, be seen as a natural part of learning a foreign language, too.

Donn Byrne (1991) confirms that writing serves a variety of pedagogical purposes. Among others he includes the following two:

a. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

b. Writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher!) (Byrne, 1991:6).

When I was teaching eight to ten year olds, it proved to be very effective to involve the pupils first in talking, reading or listening about any subject they were later asked to write on. Then, when they were writing, they necessarily became very involved with the new language and in this way maximised their learning.

Of course, the purposes mentioned above are not the only 'why's' for teaching writing. Ann Raimes (1993) thinks that there is an additional and very important reason: writing helps our students learn in the way that it reinforces grammatical structures, idioms, and vocabulary. Also, when our learners write, they have a chance to be adventurous with the language, to take risks (Ann Raimes, 1993:3). In my opinion, this can easily be applied to the eight to ten year olds, who are, with their childish side, very audacious and not afraid to take risks.

Another expert, Opal Dunn (1984) says that the pupils appear to remember the visual pattern of words, but in writing them consolidation takes place. To help pupils spell well, it's essential to give them regular

opportunities to write words (Dunn, 1984:64). It is, therefore, a good idea to provide pupils with numerous occasions to write and encourage them in the process.

c. Limitations of writing

As all the other skills, writing, naturally, has its limitations. I found out that the most common one with young learners (eight to ten year olds) is their vocabulary, which they might use for their writing task. They tend not to be able to 'recollect' the right words in spite of the fact that they know them, or, naturally, they forget them. They also need time for practising new structures and patterns before they are able to use them correctly, and that is where the integration of the four skills plays an important part in the learning process. Sandra Nicholls and Julia Naish (1981) point out that students at the early level should be taught to read and write only what they already understand. Otherwise they will be copying rather than writing (Nicholls and Naish, 1981:58).

Also Anita Pincas (1982) claims that when written exercises are done at an elementary level, a limiting factor is always the small vocabulary of the pupils. Therefore, before the actual writing, the teacher should pre-teach as many words as possible, so that the pupils are not stressed and frustrated by not having enough sufficient vocabulary (Pincas, 1982:9).

During my extensive work with eight to ten year olds I realised that it was a good idea to guide the pupils throughout the entire way to the writing itself. I always designed some activities to give my learners vocabulary and ideas. Wendy Scott and Lisbeth Ytreberg (1990) suggest that all pupils need to spend some time on pre-writing work, as their vocabulary is limited and they need to gather more confidence in the mechanics of writing (Scott and Ytreberg, 1990:72).

Moreover, guided writing exercises provide most of the language to pupils and are, therefore, non-threatening as they could easily become when pupils do not know what to write about. Writing should be made enjoyable. "This is the most important provision. Remember that many pupils are just starting on a programme which may last for years. It would be a pity if they were turned off at this early age through boredom or failure. You must try, therefore, to ensure that they get as much fun out of writing as they do from other activities" (Byrne, 1991:131).

B. Methodology - writing at schools, the role of guidance, the role of corrections, guided writing tasks

a. Writing at schools

As far as I understand from what I have been researching and my own experience, there is a methodology gap in teaching writing to young pupils when comparing it to the other three communication skills - reading, listening and speaking. As writing in English is for our young Czech learners a very difficult and demanding process, on which pupils should start as early as possible, teachers and young learners should realise that it is very important to write as much as possible.

My experience with writing was completely different from what the experts are trying to develop. As a child I first started writing isolated words learnt by heart, then I proceeded to controlled writing. At this stage we were asked to do many different kinds of exercises, which, again, included memorising words and their spelling. Later on, we were asked to write essays. Unfortunately, there was no stage in-between; the guided writing part, which is so important, was missing. This method of teaching writing was very easy for the teachers to do, but for students very frustrating, non-effective and stressful.

My experience as a teacher is completely different from my experience as a learner. I have realised that the

first steps in writing can be, if carefully prepared and presented by the teacher, very encouraging and fun. All teachers have to do is to adopt a suitable view and approach towards their young pupils and encourage them to write as much as possible.

b. The role of guidance

At the beginning stage of writing guidance plays a very important role. The teacher in the classroom should act as a guide, encourage pupils, support their explorations, and share their thoughts. "Guided writing stands as a bridge between controlled and free writing. It includes any writing for which students are given assistance such as a model to follow, a plan or outline to expand from, a partly-written version with indications of how to complete it, or pictures that show a new subject to write about in the same way as something that has been read" (Pincas, 1982:102).

c. The role of corrections

Finally, there is the problem of correcting pupils' work. Teachers should correct in the most encouraging way they can, although from what I experienced, pupils do not make many mistakes in guided writing exercises if they are prepared properly. It has a very positive effect on them

because it gives them a feeling that they have achieved something. It is extremely important for their further development as writers.

Wendy A. Scott and Lisbeth H. Ytreberg (1990) think that corrections should be made while pupils are still working on the designed task. The teacher should try to look at the work which is being done and correct mistakes by suggesting possible ideas, words, etc. The aim is to produce a piece of written work which is as correct as the teacher can expect from that pupil (Scott and Ytreberg, 1990:74).

d. Guided writing tasks

Guided writing tasks are intended for pupils who have completed numerous controlled writing exercises and are ready to move one step further, to guided writing. Those steps are very important, as they form the bases of the pupils' next attempts and development towards 'creative' writing. Therefore, a variety of simplified activities in guided writing should be used already at the beginners' level in the English classroom. Only after the pupils have mastered those steps can they be 'let in' to more complicated stages, which are accomplished by a composition or an essay on a topic of interest.

All the activities should be carefully prepared and presented by the teacher in an encouraging manner. The

tasks should be meaningful and related to the main objective of the lesson.

C. Purpose of the project

In this paper I am dealing with four different guided writing tasks and their effectiveness in the learning process of eight to ten year olds.

a. Guided writing tasks including personalization

The first style of a guided writing task is a type which includes personalization, therefore talking about 'myself'. "Young learners like talking and writing about themselves and they will very happily write down personal data (names, age, address, family details, etc.) or make lists of their possessions or likes and dislikes..." (Byrne, 1991:138). It is a very natural feature of eight to ten year olds that the children are in a way 'possessed' by themselves and their world.

b. Guided writing tasks including imagination

It would be a great mistake if we were concerned only with the real world our young learners live in, and forget that reality for children at this age includes an imaginary and fantasy world, too. "The act of fantasising, of imagining, is very much an authentic part of being a child. ... If we accept the role of imagination in children's lives we can see that it provides another very

powerful stimulus for real language use. We need to find ways of building on this factor in the language classroom, too" (Halliwell, 1992:7). Therefore, I included a guided writing task using imagination, as children at this age can be expected to understand and cope with such tasks very easily and they should get the opportunity to express themselves imaginatively.

c. Guided writing tasks that require transferring information

The third type are guided writing tasks that require transferring information, such as fill-in exercises. "Fill-in exercises are useful activities, especially at the beginner stages. They do not require much active production of language, since most of the language is given, but they do require understanding" (Scott and Ytreberg, 1990:72).

An example of such activity can be writing of invitation / letters / cards. "Letter writing seems to be a popular language class activity, and it is indeed a useful way of getting pupils to write short meaningful pieces of writing" (Scott and Ytreberg, 1990:73). I designed invitation card writing in a way that the pupils were asked to fill in blanks on their cards with their own information.

d. Guided writing tasks that focus on parallel writing

The last activity is a guided writing task that requires reformulating and evaluating information, to which parallel writing belongs. "For this type of activity the students are given a model text of some kind and are asked to write a similar text with the help of cues. The text may recycle items of spoken or written language and can be used as an introduction to organising ideas in the form of paragraph" (Byrne, 1991:37).

D. Thesis introduction

This Project is intended to support the following thesis: A variety of simplified activities in meaningful, realistic writing should be used at the beginners' level in English language classrooms. A good starting point for eight to ten year olds are meaningful guided writing tasks, for example fill-in and parallel writing exercises and exercises using personalization or imagination, which are very effective when motivating young learners to write.

E. Paper Parts

This paper consist of 3 parts. In Chapter I. theory based on literature research is discussed, Chapter II. includes a class profile and four analysed teaching plans, in Chapter III. I talk about the results of this Project.

Chapter II. SPECIAL LESSONS 1-4 REFLECTIVE

TEACHING PRACTICE

The following chapter is presented in two main parts. In the Class Profile the specific class in which the four special lessons were taught is described. The Special lessons 1-4 demonstrate the lesson planning stages of the teaching practice, show the stages of classroom presentation, and present the experience of the learners and outcome of the lessons.

CLASS PROFILE

SCHOOL	ZŠ BROUMOVSKA'
CLASS	4. A
AGE	9 - 10 YEARS
NUMBER OF PUPILS	12
GIRLS/BOYS RATIO	4 BOYS / 8 GIRLS
LEVEL	INTERMEDIATE BEGINNERS
TEXTBOOK	BRAVO!2
LESSONS PER WEEK	3 45-MINUTE
TEACHING PROBLEMS	ONE LAZY PUPIL, NO FEEDBACK FROM THE SUPERVISOR
LEARNING PROBLEMS	NONE
WHAT WAS POSITIVE	PUPILS' INTEREST, ENTHUSIASM, MOTIVATION

COMMENTS:

1. Class:

This was a fourth year class. For all of the pupils it was their second year of learning English.

2. Age:

What was positive about the pupils' age was that they were very energetic, enthusiastic and eager to learn. One would expect that the pupils of that age would have a

short concentration span, but it was not true with this class. The pupils were also very playful and enjoyed activities which were set as group competitions, and songs.

3. Number of pupils:

There were 12 pupils in the class and I think it is a good number. With such a number it was quite easy to attract the attention of all the pupils and involve all of them in the activities we did. I was also able to pay attention to pupils' individual needs.

4. Girls / Boys Ratio:

There were 4 boys and 8 girls in the class, which is an even number, so it was usually very easy to set up pair work activities. What was positive was that girls did not mind working with boys and vice versa.

5. Level:

The pupils in this class had been learning English for two years, so they were not complete beginners - they had mastered Bravo!1 and were getting towards the end of Bravo!2. The pupils had no problems understanding my instruction and explanations in English, so I hardly ever used Czech during the lessons. The learners were very bright and were making a quick and obvious headway.

6. Textbook:

At the time of my teaching practice the pupils were using the second book of a complete four - level English course Bravo!. However, they were using many additional materials too.

The following items had already been taught when I started teaching:

Bravo!1: vocabulary of animals, classroom, clothes, colours, countries, food, jobs, the head, transport + some classroom language like instructions, present tense simple of the verb to be

Bravo!2: vocabulary of animals, days of the week, family, food, months of the year, weather, present tense simple and present tense continuous.

What was positive about this book was its design and structure, which is, in my opinion, very suitable for the learners of this age. The language is carefully controlled and graded, and is presented through a variety of attractive activities, including cartoon stories, songs, rhymes, games. I think it is graphically very attractive for the pupils. All four skills - listening, speaking, reading and a little bit of writing - are integrated into the course.

7. Lessons per week:

This class had 3 45-minute lessons per week. I think it was enough for the pupils. During this limited time, they managed to do a great deal of work.

8. Teaching / Learning Problems:

There were no major teaching or learning problems. As this was a selective class, the pupils were well-behaved, motivated and really eager to learn. In the class there was usually very easy and friendly atmosphere and the pupils showed their interest in the language by willingness to contribute in the lessons. There was one boy who was a little bit laid back, but he co-operated as well with the others or with me when he was, from time to time, reminded to do so.

9. What was positive - negative:

One of the most positive things was that the pupils were really friendly and they participated in the lessons to the best of their ability. Another positive thing was the attitude of the other teachers in this school, who were always very helpful. The only thing I find negative about my teaching practice is that most of the time the supervising teacher was missing due to her illness, so there was nobody to give any feedback about my performance.

Special lesson 1

Date the lesson was taught: 30/11/95

Number of pupils in the class: 10

Theme: Personalization in guided writing

Title: My daily routine

1. General lesson theme / objective:

My daily routine. The pupils started the subject of daily routine in the previous lesson by working with Lesson 28, Bravo! 2. First, we discussed Mr. and Mrs. Spooky's daily routine - a topic familiar to them, as they worked with it earlier. After this, they filled in exercise 1, Chatterbox 2, page 41 dealing with Kate's daily routine. Then, I made a table with vocabulary on the blackboard. The fourth step was that pupils were supposed to match sentences with correct pictures. Completion of the vocabulary table on the blackboard followed. The last stage before the actual writing task was a discussion about pupils' daily routines.

2. Thesis focus:

In this lesson I wanted pupils to write about their daily routines. I tried to explore how effective in motivating pupils to write is using personalization when setting a guided writing task. At the beginning I set up different pre-writing activities which were intended to

help pupils in the final stage of the lesson when I wanted them to write about their daily routines.

3. Anticipated Problems/ Solutions/ Difficulties in Preparing:

a. I was afraid that the pupils would have some problems with vocabulary, and that is why I planned to make a table with vocabulary they might need on the blackboard for everyone to look at. I also allowed my pupils to work with their textbooks and the copies of exercises I gave them. In addition, I encouraged them to ask me any questions during the actual writing.

b. Another problem was the time limit which should be set to the pupils. I feared that the pupils would not have enough time to write down everything they wanted, and so I decided to give them approximately 12 minutes to do the task.

4. Lesson Aims:

1. to revise vocabulary dealing with daily routines
2. to revise time expressions (e.g. "at ten to nine...")
3. to have the pupils produce a short paragraph about their daily routine

5. Materials:

Bravo! 2, Lesson 28, page 52; Chatterbox 2, Unit 11, exercise 1, page 41; Practise with Puzzles, issue 2; blackboard

6. Lesson Summary:

1. short discussion - brief revision

- t starts the discussion by asking question about the actual time

"What time is it?"

"It is ten to eight."

- t asks questions about Mr. and Mrs. Spooky's daily routine

e.g. "What time do they have lunch, dinner...?"

"What time do they get up?", etc.

- ps answer with the help of their textbooks
- t uses peer-correction to correct pupils' mistakes

e.g. "They get up at six o'clock."

"Is it right, do you agree?"

"No, they get up at half past six."

aims: to warm the pupils up by having them to answer questions about Mr. and Mrs. Spooky's daily routine, to prepare them for the next activities, to revise vocabulary from the previous lesson [to get up, to go to bed,...]

2. exercise 1 from Chatterbox 2, page 41 (see attachment 1A)

- ps are asked to draw lines in the 'labyrinth' in order to find out the right times and complete the given sentences with it

e.g. "She catches the bus at o'clock."

"(Nine.)"

- t monitors by walking around, checks pupils' work
- t asks questions e.g. "What time does Kate clean her teeth?", etc.
- ps answer according to their exercise e.g. "She cleans her teeth at eight o'clock."

aims: to revise vocabulary, to get pupils think about the subject of daily routines, to make sure pupils are confident with it

3. table drawing

- t draws four columns on the blackboard

in the morning	at noon	in the afternoon	in the evening
----------------	---------	------------------	----------------
- t elicits from the ps what people do in the morning according to exercise 1

aims: to make sure pupils have the needed vocabulary in front of them

4. matching exercise - Practise with Puzzles 2, pair work (see attachment 1B)

- t hands out the copies containing pictures expressing Jane's activities during the day and scrambled sentences describing the pictures
- ps look at the pictures
- t reads the statements and translates them with the help of ps
- t explains any unknown vocabulary and writes it on the blackboard

e.g. to comb = to brush

get dressed = oblekat se

- ps match the pictures with the statements
- t checks the work orally e.g. "Which picture goes with the first sentence?" "Picture number 4.", etc.
- t checks with the others "Is it correct?"

aims: to extend the ps' vocabulary and make sure they are confident with the structure of daily routines

5. table drawing

- t finishes the table on the blackboard
- t asks questions like e.g. "What else do you do at noon, in the afternoon, etc.?" and completes the table
- ps give their suggestions
- at the end, the table looks as follows:

in the	at	in the	in the
morning	noon	afternoon	evening
get up	have lunch	go shopping	watch Tv
have breakfast		play football	have dinner
clean my teeth		play on computers	go to bed
go by bus to school		do my homework	
wash my face		go out	
get dressed		watch Tv	

- t makes sure pupils do not forget to use the preposition 'at' before time expressions by writing it on the blackboard

aims: as in '3', to have pupils think about their own daily routine

6. discussion about pupils' daily routines

- t asks questions about ps' daily routines and elicits at least one answer from each pupil

e.g. "What time do you go to bed?"

"I go to bed at ten o'clock.", etc.

aims: to get pupils thinking about the subject, to prepare them for the next writing activity

7. the actual writing task

- t hands out blank papers

- t explains the task and sets up the 'rules' :

- ps have 12 minutes to finish their task

- ps are allowed to use their textbooks, the blackboard, their copies of previously-completed exercises

- ps are asked to write at least 8 sentences about their daily routines

- t monitors and helps with any difficulties and vocabulary

e.g. "Jak se rekne hrat na piano?" "Play the piano."

aims: to have pupils produce a written piece about their daily routines

7. Reflection:

1.stg.: This stage went very well, because pupils were already familiar with the text and were able to use new vocabulary they learned in the previous lesson [e.g. 'to go to bed', 'to get up'...] and expressions of time in a correct way.

2.stg.: The pupils easily drew lines in the labyrinth to find the right times and completed the sentences with them without any difficulties. I think they really enjoyed the exercise, as they used different colour pens for drawing the lines and seemed quite happy when doing it. They also answered my questions about Kate's daily routine without any mistakes.

3.stg.: This was a successful stage, as the pupils dictated to me all the 'activities' from the exercise 1, and gave me some more of their own suggestions [e.g. 'to wash my face']

4.stg.: With the help of the pictures the pupils were able to guess the meaning of any unknown words from the text [e.g. 'combs'], but I think that some unfamiliar expressions like 'She has a wash.' confused some of the pupils a little, so I had to translate it for them to avoid any further confusion.

5.stg. + 6.stg.: Both of those stages worked very well, as, at first, the pupils were able to complete the table by giving me more suggestions for finishing it. Then, in the discussion about pupils' daily routines the children used either the ideas from the blackboard or their own, and each pupil answered my question correctly without any hesitation, which I considered to be a sign of their readiness for the writing task.

7.stg.: In this stage the pupils were able to produce the sentences about their daily routines. They all wrote the required number of sentences - on average 11 sentences appeared in their work, 9 being the lower limit and 16 being the upper one.

Most of the pupils presented their work in separate sentences, e.g. 'I get up at half past six.' I have breakfast at ten to seven. I clean my teeth at seven o'clock. etc., as they were not familiar with the linking conjunctions like 'after' or 'then', etc., which they could use for writing an actual coherent paragraph. However, taking in account the form of their work they presented, the pupils highly fulfilled my expectations.

While they were working, I monitored and attended each pupil individually at least twice during the 12 minutes. It gave me a chance to look at their work and help them with any difficulties. The most common errors were spelling mistakes, e.g. one pupil wrote 'brackfast' instead of 'breakfast'. Such mistakes, and the others I

could spot when attending the pupils, I corrected immediately. I also noticed that three or four children wrote 'I have eat my breakfast at...' or 'I have clean my teeth at...', and I considered this as the most common mistake the pupils made. I pointed this problem out at the end of the lesson.

As feedback I had 2 pupils read their sentences aloud to the others. After this, I collected all the papers and corrected them at home. In the next lesson, I gave the corrected work back to the pupils and asked them to rewrite it in their exercise-books, so that they ended up with a corrected piece of written work about their daily routines.

8. Conclusion:

I think that the results of this special lesson - production of a few sentences describing my pupils' daily routines - were very good.

As I could see from their work using personalization when setting a guided writing task to eight to ten years old is a very good way of starting the process of writing with the young learners. I believe that after working with other people's daily routines (Mr. and Mrs. Spooky's and Kate's) writing about themselves generated pupils' thoughts and encouraged them to be very 'productive' in their task.

Accordingly, I realised that in a similar lesson I might teach to pupils on the same level as these, I could

ask for more language production to make the lesson even more encouraging. I might, therefore, include introducing the linking words (after that, then, first, etc.) and ask the pupils to compose a coherent paragraph. I also understand that with some other class it might be necessary to give the pupils more practice in using the vocabulary they would need for the exercise more actively - e.g. by a simple question - answer set where they would have to translate, explain the meaning, or create their own sentences orally before the actual writing task.

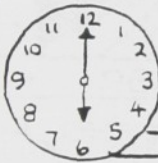
Unit 11

page forty-one 41

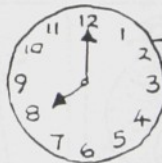
① What time does Kate get up?

Draw lines to find the right time.

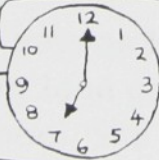
Kate gets
up at
___ o'clock.



She has a
shower at
___ o'clock.



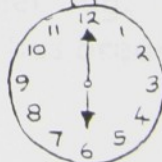
She eats her
breakfast
at ___ o'clock.
She eats bread
and honey.



She cleans
her teeth
at ___
o'clock.



She catches
the bus at
___ o'clock.



2 two



after that



• next



• first



• then



• and



She combs her hair. She puts on her shoes. She goes downstairs for breakfast. Every morning Jane gets up at eight o'clock. At a quarter to nine she leaves for school. She has a wash. She packs her bag. She gets dressed. She cleans her teeth. For breakfast she has bread, butter and jam, and a cup of tea.

Bělobrádek 4.4.

I get up at seven o'clock.

~~I have~~ breakfast at eight o'clock.

I have a shower.

I clean teeth at nine o'clock.

I have lunch at one o'clock.

I do homework at ~~four~~ four o'clock.

I watch TV at two o'clock.

I have dinner at six o'clock.

I watch TV at seven o'clock.

I clean my ~~teeth~~ teeth at eight o'clock.

go to bed at nine o'clock.

Kulhánková

I get up at half past six.

I have eat breakfast at seven o'clock.

I have clean ~~teeth~~ teeth after breakfast.

I have lunch at half past twelve.

I do my homework.

After my homework I playing on the computer.

I have dinner at half past seven.

After dinner I watch TV.

I go to bed at nine o'clock.

1. I get up at half past six.
2. I have breakfast at ten to seven.
3. I clean bath at seven o'clock.
4. I go bus at ten past seven or sixteen minutes past seven.
5. I have lunch at quarter to one.
6. I ~~have~~ do homework at four o'clock.
7. I play ~~music~~ cards at half past four.
8. I ~~start~~ watch TV at one o'clock.
9. I go shopping at three o'clock.
10. I ~~watch TV at~~ have dinner at six o'clock or seven o'clock.
11. I go to bed ten o'clock.
12. I watch ~~at~~ TV at seven, eight, nine, ten o'clock.
13. I wash my face at ~~thirty, four, five~~ quarter to seven.
14. I play ~~on~~ the piano at two o'clock.
15. I comb my hair at fifteen to seven.
16. I put on my shoes at seven ~~to~~ o'clock.

Special lesson 2

Date the lesson was taught: 5/12/1995

Number of pupils in the class: 12

Theme: Imagination in guided writing

Title: Holiday postcards

1. General lesson theme / objective:

In this lesson I wanted the pupils to imagine that they were on holiday and that they were writing a postcard from where they were staying. Before the actual writing task, we did three pre-writing activities. First, the pupils worked on a grammar exercise practising prepositions. Then, a pair work activity followed. I gave the pupils a sample postcard and they were reading it together, discussing it, and answering my questions about it. The third and last stage before writing was that I made a kind of skeleton on the blackboard, which included pupils' ideas and served as a vocabulary source for them.

2. Thesis focus:

In this lesson I wanted the pupils to use their imagination when completing a guided writing task, as it is a very important stimulus for children and it helps build the language for later, realistic writing. In the main activity I wanted the pupils to write an imaginary holiday postcard, applying the structures and using the

vocabulary they had learned and practised during the lesson.

3. Anticipated teaching problems and solutions, difficulties in preparing the lesson:

a. I was afraid that the pupils could have some problems with using prepositions when expressing what they were doing or where they were, therefore I set up a grammar exercise practising prepositions.

b. When preparing this lesson, I had difficulty in finding a postcard model which would be suitable for the pupils' level of competence in English. Finally, I decided to use a model postcard from Chatterbox 2, page 20, which was the most suitable to meet their needs.

4. Lesson aims:

1. to have the pupils revise and practise prepositions
2. to have the pupils learn how to write a postcard format (beginning, middle, end)
3. to have the pupils produce an imaginary postcard from their holidays

5. Materials:

Chatterbox 2, page 20 - a model postcard, Chatterbox 2, Activity Book, page 20, glue, stamps, real postcards, blank copies of a postcard, blackboard

6. Lesson Summary:

1. grammar exercise - prepositions, Chatterbox 2, page 20 (see attachment 2A)

- t hands out the copies of the exercise and asks ps to study it for a few moments
- t hands out the copies of the exercise which includes a picture and 8 questions about it

e.g. "Who is standing near the boat?"

"What is the dog doing?"

- ps answer the questions below the exercise writing the answers down in the provided space
- ps are using the same prepositions that are in the questions (under, over, near...) and also have to think of some others (e.g. in question No. 7 - "Where is the big bird sitting?" "On the umbrella.)
- t monitors by walking around the class and helps with any difficulties
- t reads the questions and selects individual pupils to answer them and translate them into Czech

aims: to have the pupils revise and practise prepositions they might need for their writing, to bring the feeling of leisure and holidays to the classroom

2. short question / answer set

- t shows actual postcards to the pupils
- t asks questions e.g. "Do you know what this is?"

"Do you like writing postcards?"

"Whom do you write postcards to?"

- t elicits answers from the pupils and writes the word POSTCARD on the blackboard

aims: to have the pupils thinking about the subject of writing postcards

3. pair work, working with model postcard, Chatterbox 2, Activity Book, page 20 (see attachment 2B)

- t gives out A4 sheet copies of a model postcard including 5 questions about the postcard

e.g. "Where is the hotel?", etc.

- t divides the class into pairs
- ps read the postcard and prepare answers to the questions below
- t monitors and explains any unknown vocabulary
- t reads the questions and has individual pupils answer them, using the information written in the model postcard

aims: to have the pupils look at a model postcard in order to get an idea about its structure, to check understanding of the text, to give the pupils some ideas for the actual writing task

4. writing a vocabulary and idea skeleton on the blackboard

- t asks a question "What does a postcard have to have?"
- t elicits the answer in Czech, helps the pupils
- t makes a skeleton on the blackboard, stressing the beginning and the ending of a postcard

e.g. Hello... / Dear...

Love... / Love from...

- t tries to get suggestions from the pupils by asking them questions like e.g. "Where can you stay when you are on holidays?"

"What do you eat on holidays?"

- t writes pupils' suggestions on the blackboard

STAYING AT	LOCATION	ACTIVITIES
at a hotel	near the beach	playing tennis
in a tent	far from the beach	riding my bike
	by a river	swimming
	in a town	reading a book
FOOD	DRINKS	MY COMPANY
I'm eating ice-cream	orange juice	I'm here with...
pizza		
apples		
oranges		

aims: to get the pupils thinking about the words they could use in their work, to get them prepared by providing the vocabulary

5. writing the postcard

- t hands out blank copies of the postcard

- the pupils write their imaginary postcards from holidays
- t sets the time limit of 14 minutes
- while they are working, t monitors and helps with any difficulties, answers any questions the pupils have

aims: to have the pupils produce a postcard, using the correct form (including the beginning and ending) and vocabulary provided

7. Reflection:

This reflection was done with the help of a tape recorded during the lesson. I do not think that using the Dictaphone in the lesson was such a good idea as it appeared to be, as the quality of the sound was very low and it was mainly my voice I could hear on the tape. I have to admit that it helped me in realising what was done in which stage, but I think that sitting down after the lesson and writing the commentary is, at least for me, as effective as using high technology. I believe it would prove useful if I did not have time immediately after the lesson to reflect on it.

1.stg.: Although this exercise was supposed to practise prepositions, it also required understanding of the questions in which the prepositions appeared. The pupils were able to answer most of the questions. However, they had some problems with understanding question number 3, in which the pupils were not required to use any preposition, as they didn't know the word 'carrying', which I translated to the whole class, and with question number 8,

as most of the pupils wanted to express that the dog is 'biting' the hat, but did not know the word. I helped by telling them that they could say 'eat' instead of 'bite', a word they already knew. The questions in which the pupils were supposed to use the prepositions did not cause any problems, as they answered all of them correctly and also knew, or maybe guessed from the picture, their meaning when I asked them to translate it into Czech.

2.stg: This activity worked well, as the pupils were able to say what a 'postcard' meant and were able to answer my questions. However, most of my questions had to be translated into Czech, as their structure was too difficult for the pupils to understand - e.g. "Who do you write postcards to?". In spite of all the difficulties with understanding the questions the pupils tried to answer in English even without being told to do so.

e.g. "I write postcards to mum."

"Who else do you write to?" "To my friend."

3.stg.: This stage went quite well in a sense that the pupils were able to answer the questions below the text, but I think that they had quite a few problems with the vocabulary e.g. 'in the corner', 'getting fat' and were afraid to ask. Therefore, I met with each pair and asked about the vocabulary to prevent any confusion.

4.stg.: This was the least successful stage of the lesson. I had to try very hard to elicit suggestions from the pupils, but I was not as successful as I expected it to be. In most cases I had to give the ideas to the pupils. As I wanted them to contribute in this part of the lesson too, I had them confirm the suggestions I was writing on the blackboard by asking questions about them. I checked pupils' attention by giving them 'wrong ideas', e.g. I asked them "Do you write your homework when you are on holidays?". They replied nearly in chorus "No!"

I tried very hard to make the lesson fluent, but I think I could have put more effort into making the pupils give the answers and their ideas, because as it showed in stage 5, they knew it and had some very nice ideas.

5.stg.: The actual writing of the postcard was a well-going activity. Most of the pupils produced very nice postcards with nearly correct texts and structures.

Taking into account the structure I tried to teach the pupils during the lesson (the beginning and the ending of a postcard), apart from one child who, I assume, forgot to write the ending 'Love ...' or 'Love from ...' all the pupils were able to use the models 'Dear ...', 'Hello ...', 'Love ...', 'Love from ...', which were on the blackboard.

The pupils did not only use the suggestions on the board, but this time, unlike in stage 4, some of them were quite inventive and wrote down their own ideas, e.g. 'My

sister is skipping.' , 'I am sunbathing.', 'I'm eating tropic fruit.', 'We are drinking lemonade.',etc.

I think that the time limit of 14 minutes was enough for the pupils, as everybody finished their work. Some of the pupils even drew a picture at the back of the postcard and I gave all the children a stamp to be glued on it, so it looked like a real postcard they could send.

8. Conclusion:

Although it was quite a successful lesson, I found out several points which I could change or do differently in any similar lesson I might teach.

In this lesson, I did not give the pupils many chances to speak or to express themselves orally - there was not much English speaking going on. Next time, I might let the pupils read out e.g. the questions in the grammar exercise (stg.1) instead of me reading it to them. I would also change stage 3 in which the pupils were working with the model postcard. I think it could be better to have the pupils read the text aloud, and in this way I could explain the unknown vocabulary to the whole class and not just to individual pairs.

After the lesson I realised that the model postcard might have been too difficult for the pupils to understand, so next time I will use my own postcard , in which I could write anything I would need according to the pupils' abilities.

However, in spite all of the little problems during the lesson the pupils, at the end, produced some very nice postcards. Most used the ideas on the blackboard and correctly opened and closed their writing. Some of them even added some information about the weather in where they were staying, which surprised me very much, as we did not talk about it during the lesson.

The time limit of 14 minutes I set up was long enough for everyone to finish their postcards. Some of the children even had time to accompany their texts with pictures, which together with the stamps I gave them, made the postcards more realistic.

This demonstrates that the pupils of this age are able to use their imagination in a broad way and that it is very stimulating for them, as they live, beside being in the real world, in their fantasy world.



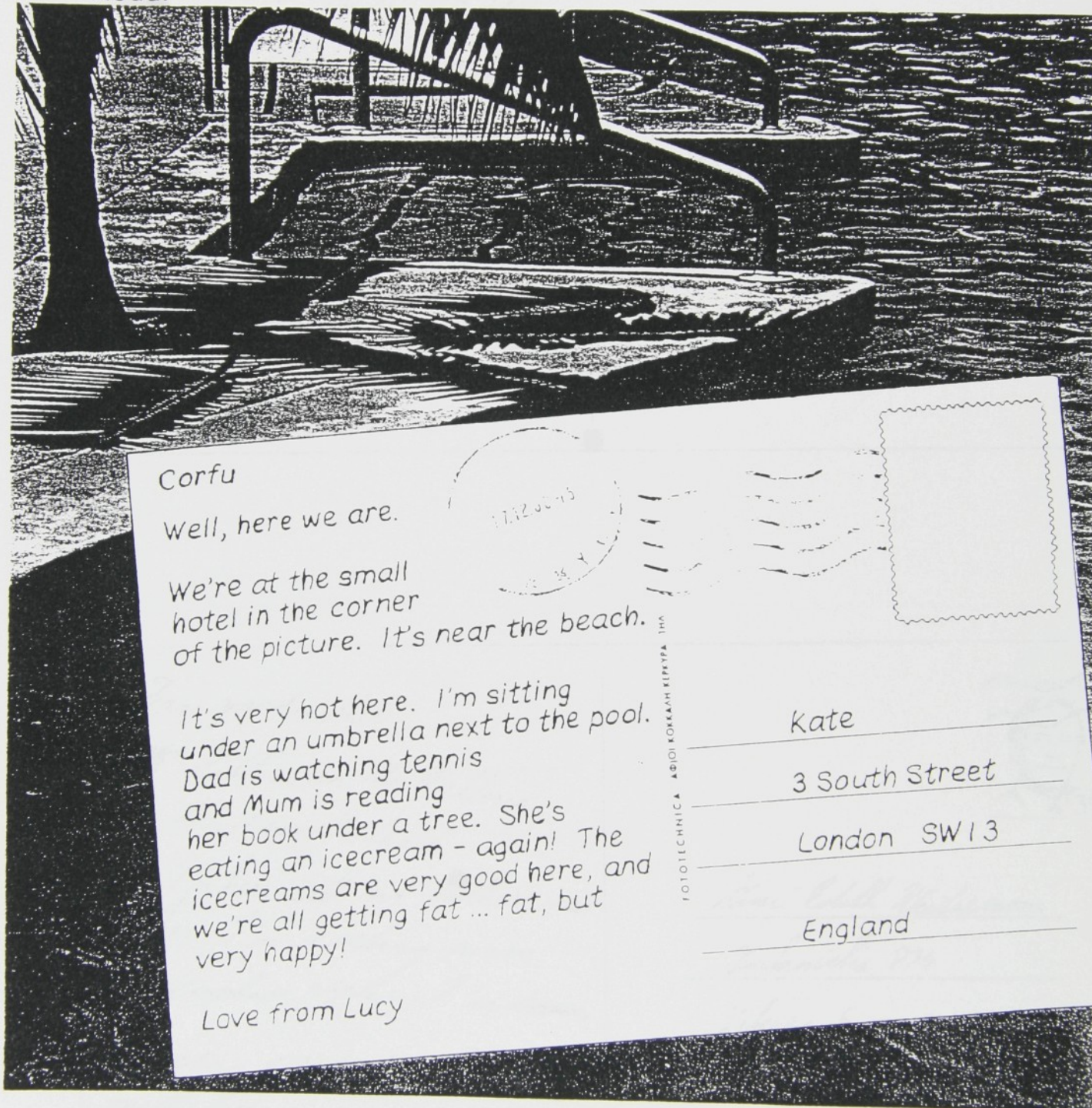
⑥ Answer the questions.

1. Who is sitting under the umbrella? _____
2. Who is climbing over the little wall? _____
3. Who is carrying the big basket? _____
4. What is Cousin Daisy reading under the tree? _____
5. Who is standing near the boat? _____
6. Who is carrying a box of icecreams? _____
7. Where is the big bird sitting? _____
8. What is the dog doing? _____

20 page twenty

A postcard

Read.




Answer the questions.

1. Who is writing this postcard?
2. Who is at the hotel too?
3. Where is the hotel?
4. Where is Lucy sitting?
5. What are Mum and Dad doing now?



Dear grandmother
We're at the small
~~be~~ beach. It's very
hot here. I'm eating
ice-cream ^{and} pizza, o-
ranges. I'm swimming
and playing tennis.

Love from Romana 

Pani Miluše Lonča
Mlynská 9
Liberec 1
460 01

Dear grandmother,

~~Hotel~~ Hotel is in the Mallorca.

It's near the beach.

I'm here with my mother and
father. I'm eating pizza

and ~~apple~~ apples. I'm ~~down~~

bringing orange juice. I'm sitting
on the trees.

Love from
Henka



Pani Edith Kurbenská

Loukenická 834

Liberec 6

460 06

Examples of pupils' uncorrected work

Dear Uronko!

I'm in a tent. It's by a river.
I'm here with my friends.
I'm playing: tennis, football, skipping
and swimming in the river.
I'm eating - ice creams, oranges,
bananas, apples, and pizza.
Drinking: orange juice
Love from Simona

Uronko

Uronko Kulkáňová

Gorkinicha 726

Liberia 6

Hello my grandmother and grand
father,

I'm on the bed. I'm here with
my dad and mum. Mum is drinking
a water. Father is watching TV.
We are in America. It's nine o'clock
evening.

Love from Michael.

Polma

Gametová 833

Liberia 5

46001

Czech republic

CESKA REPUBLIKA



Special lesson 3

Date the lesson was taught: 8/12/1995

Number of pupils in the class: 11

Theme: Fill-in exercise in guided writing

Title: Invitation cards

1. General lesson theme / objective:

In this lesson I wanted the pupils to fill in simple invitation cards and 'send' them to each other. After that, I wanted them to write back their answers in a similar fashion - filling in a card. The children were led through several stages to the final writing task. At the beginning I had the pupils think, in the form of short question - answer set, about their activities in different kinds of weather. Then, the pupils did a time - exercise in which they were supposed to write what they were doing at a certain time on a certain day. Lastly, they worked in pairs on an 'odd ones out' activity which was designed to give the pupils vocabulary and ideas for their further writing.

2. Thesis focus:

In this lesson I wanted to try to set up 2 short meaningful writing tasks designed as fill-in exercises. As an useful way of getting the pupils to compose real-life-like meaningful pieces of writing I chose writing

invitation and reply cards. These were designed in a way that the learners had to use the information they gathered during the lesson, filling in the blanks with names of their friends, days of the week, times, short phrases in present tense continuous tense with future meaning describing different activities, and other vocabulary connected with the activities.

3. Anticipated Teaching Problems / Solutions:

a. I was afraid that the pupils might not think of an 'activity' to which they could invite their classmates, and that was why I included the question - answer set at the beginning of the lesson to give the pupils some ideas and vocabulary.

b. As one of the blanks the pupils were supposed to fill in was
'Take your with you!' I anticipated that the pupils might have some problems with vocabulary connected with the activity, so I planned to involve the pupils in an 'envelope exercise' to provide them with enough language for their writing.

4. Lesson aims:

1. to revise days of the week, time expressions, vocabulary

2. to have the pupils produce 2 cards - invitation and either an acceptance or a refusal

5. Materials:

Practise with Puzzles, exercise 'Let's write', blackboard, my own made invitation cards, envelopes with words

6. Lesson Summary:

1. question - answer set

- t asks the pupils questions e.g. "What do you do on a sunny summer day?", "What do you do when it rains?", etc.
- t elicits the answers from the pupils (e.g. read a book, watch Tv, make a snowman, swim, etc.)
- t writes them on the blackboard

aims: to have the pupils think about different activities they can do on different days, to give the pupils ideas

2. time - exercise from Practise with Puzzles

- t hands out copies with 6 clock faces (see attachment 3A)
- t explains the activity:
- ps write 6 consecutive names of the days, starting with Monday to the clock-faces on the sheet
- ps draw the time they want to each clock
- ps write down 6 different activities they are imaginatively planning to do at that designed time

- this time, ps use the present continuous tense with future meaning to indicate their plans for the days

- t monitors

- ps can either use the activities written on the blackboard or use their own

aims: to have the pupils revise the days of the week in written form, to prepare them for the next stage by writing down the activities

3. envelope secret - pair work

- t divides the class into pairs

- each pair gets an envelope marked with an activity

- in each envelope there are 6 words

- following are the groups of words used in the envelopes:

a. making a snowman - snow, gloves, umbrella, coat, river, sun

b. jumping in puddles - kite, bravo book, rain, umbrella, raincoat, sun

c. visiting the Zoo - sandwiches for hippos, bananas for monkeys, computer, bag, pencil, your cat

d. playing football - house, dog, track suit, ball, T-shirt, English teacher

e. flying a kite - wind, kite, track suit, monkey, TAXI, snow

f. riding a bike - bike, track suit, bag, cat, activity book, rubber

- t tells ps that in each envelope there are 3 words that have some connection with the activity on the top of the envelope and 3 words which should be left out

- the pair has to choose the odd ones out - words which do not have any connection with the activity marked on the envelope

- pairs come to the blackboard and write the right words on it

aims: to have the pupils prepared for the invitation card writing, to revise vocabulary

4. writing the cards

- t reads out the card (see attachment 3B) and translates the words in it

- t elicits from ps what they think they will have to write in each gap

a.

- ps write an invitation card and send it to their neighbour

- ps have to fill in: the names of their friends, names of the days, the activity they are inviting the friends to, time, at least 2 things the friend should take with him, and their names

- ps use the time-exercise from stage 2, choosing of the activities from it

b.

- in a similar way ps write a reply card (either a refusal or an acceptance), according to their time- exercise copies from stage 2

- t monitors and helps the pupils with their difficulties

- feedback: t checks the work of some pairs

aims: to have the pupils produce 2 fill-in guided writing tasks, practising the present tense continuos with the future meaning, to have the pupils use the information they gathered from the lesson

7. Reflection:

1.stg.: The pupils in this stage gave a great number of examples of their activities. I think that my specification about the weather helped them very much, as they could easily imagine that e.g. when it rains that they would sit at home and 'read a book', or 'watch Tv', while when it is a sunny day they would 'play football', 'visit the Zoo', etc. Although in the next stages the pupils were supposed to use the present tense continuous with the future meaning, here we used the simple present tense, as this activity was supposed to serve only as a 'provider' of vocabulary and ideas to the pupils.

2.stg.: This was a 'note-taking-like' writing activity, in which the pupils wrote down the information they used later in the lesson. It worked, because the pupils understood the task and were able to do it without any major mistakes. However, they made some spelling errors when writing the days of the week, so I told them to look up the correct versions in their textbooks (Bravo!2) and to correct or check their work. Drawing the time and writing their activities was quite an easy task for them, because they could use the activities on the blackboard

as an aid, which greatly helped them. I also monitored and helped the pupils with their other suggestions - e.g. one girl wrote 'I am visiting to the town.' which was caused by knowing the phrase 'pay a visit to', so I helped her by giving her two possibilities - either 'going to the town' or 'visiting the town.'

3.stg.: This activity went very well, as all the pairs were able to take the odd ones out very quickly, and the following writing of them on the blackboard (under the headings) was more of a mechanical task. For this exercise I used only words the children were supposed to know, because they appeared earlier in the textbook. I think that this exercise provided the pupils with enough vocabulary for their further writing and what is more, the element of fun which came up with connections of some 'odd ones out' words and the activities marked on the top of the envelopes made the task even more enjoyable for them.

4.stg.: I think that the pupils were well prepared and understood the activity. I tried to design these tasks not only to encourage the pupils to write, but also to make the task more life-like and to develop the learners' ability to combine the information they gathered during the lesson together. In this stage I practised the present tense continuous with future meaning with the pupils and I have to say they didn't have any bigger problems with it. As feedback, I checked, individually, some of the pupils'

time exercise to make sure that they did not cheat and really used the material we worked with in the previous stages of the lesson. So e.g. one girl got an invitation for visiting the Zoo on Tuesday at nine o'clock, but she had to refuse, because at that time she was, according to her time- exercise, playing tennis.

8. Conclusion:

This lesson was organised in a way that the pupils actively interacted with each other throughout the whole time. Although not learning anything new, they were being 'forced' to use knowledge from the previous lessons (e.g. days of the week, time expressions, vocabulary connected with different activities, present tense continuous with future meaning) and also to pay attention during the actual lesson, as they were asked to use the information from the beginning of the lesson at the end of the lesson.

In order to make the task of filling in the invitation cards more difficult and demanding for the pupils I had them use the data from exercise 2 in their writing. All were able to do so and I think they enjoyed it very much, as when were talking about it in the remaining minutes of the lesson, they talked with enthusiasm about their invitations , refusals or acceptances. In this lesson we managed to compose 2 meaningful guided writing tasks designed as fill-in exercises, and therefore I think that this kind of activity is very good and suitable for

children of 8 to 10 years of age as a starting point in the process of writing.

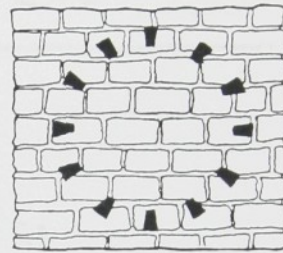
Although this lesson was very fluent and all the pupils were able to fulfil the designed tasks, I understand that I would have to change some things when teaching some other class. I think that this activity is really suitable for children at the beginners level, when the pupils are not able to use the language so actively and creatively, as in free writing.

With other, more advanced, classes I could use the gap-filling exercise for practising e.g. vocabulary, where they would have to fill in words without any additional clues, using the context of the text as an aid.

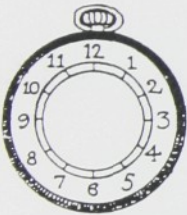
What time is it? Draw the time and write it down:



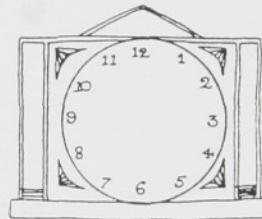
A It's
.....



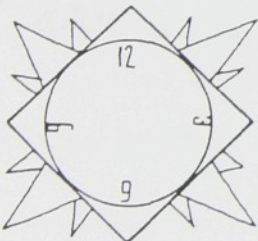
D
.....



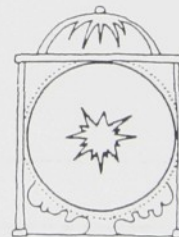
B
.....



E
.....



C
.....



F
.....

ATTACHMENT 3B

Dear _____,

What are you doing on _____ ? I'm _____
at _____. Would you like to join me?
Take your _____ with you?

Love _____

Dear _____,

I can come on _____ at _____
I like _____ very much. It's fun.

Thank you ?

Love _____

Dear _____,

I'm sorry. I cannot come on _____ at _____
I'm _____.

Thank you ?

Love _____

Dear John,

I'm sorry. I cannot come on Saturday at three o'clock.
I'm heading a book.

Thank you?

Love John

Dear John,

What are you doing on Saturday? I'm ~~plans~~ playing at the three o'clock. Would you like to join me?
Take your ballnet-shirt and tracksuit with you?

Love John

Dear Lucy,

I can come on Monday at five o'clock.
I like flying a kite very much. It's fun.

Thank you?

Love Veronika Kulkankova

Dear Veronika,

What are you doing on Monday? I'm flying a kite at five o'clock in the afternoon. Would you like to join me?
Take your windy kite, tracksuit with you?

Love John

Special lesson 4

Date the lesson was taught: 12/12/1995

Number of pupils in the class: 10

Theme: Parallel writing

Title: The owl Bill

1. General lesson theme / Objective:

In this lesson I wanted the pupils to write a short paragraph about the owl Bill (a character from pupils' Bravo!2 textbook) using the given cues and a paragraph about the rabbit, Annie, as a model piece of writing. We started the lesson by talking about the children's future plans. Then, new grammar - the structure 'I am going to...' - was introduced through a listening exercise. The next activity, a role-play, was designed to give the pupils practice in speaking and in using the new structure. The last stage before the actual writing was that the pupils were working with the paragraph about Annie - they were reading and translating it.

2. Thesis focus:

In this lesson I wanted to involve my pupils in a parallel writing task, as I think that parallel writing as

a guided writing task provided that the pupils are given an effective example and enough cues on the word level to 'lean on' is a good starting point in the process of writing. To make the task interesting for them I chose to work with their two favourite characters from the book.

3. Anticipated Teaching Problems / Solutions:

a. As one of the activities was a role-play, in which I needed the pupils to work in pairs, I decided before the lesson to act as one of the characters in case there was an odd number of pupils.

b. I anticipated that the learners might confuse the present tense continuous with future meaning 'I am going to be ...' with the normal present tense continuous 'I am going ...', which they already knew. I tried to avoid this problem by translating the form and writing it on the blackboard.

4. Lesson aims:

1. to talk about future plans
2. presentation of the present tense continuous with future meaning - 'I am going to ...'
3. to have the pupils produce a paragraph about Bill - parallel writing

5. Materials:

Bravo!2 pupil's book, page 56 - 57, my own made-up paragraph about Annie, tape Bravo!2, lesson 32

6. Lesson summary:

1. question - answer set

- t asks in Czech about pupils' future plans - "What do you want to be when you grow up ?"
- ps answer
- t translates ps' suggestions to English

aims: to open the lesson in a friendly way, to have the pupils think about the subject 'I want to be a ...' , to prepare them for the next activity

2. listening, introduction of near future structure 'I am going to ...'

- t plays the tape, ps follow the dialogue between Bill and Annie in their books (page 56)
- t plays the tape again, ps point to the speech bubbles
- t plays the tape again, this time stops after each sentence
- ps repeat after the tape

aims: to introduces the near future structure 'I am going to ...' , to have the pupils practise pronunciation

3. pair work - role play

- t divides the class into pairs
- ps read the dialogue from their textbooks (pg. 56)

- t has 2 pairs role play the dialogue in front of the classroom
- t has ps guess the meaning of the structure 'I'm going to...' using the examples from the dialogue they worked with (I'm going to grow spaghetti., I'm going to be a millionaire., You aren't going to be a millionaire.)
- t translates the structure and compares it to the already known 'I'm going' (present tense continuous) to avoid any confusion.

aims: to have the pupils practise pronunciation, to have the pupils use the structure 'I am going to'

4. reading and translating

- t hands out copies of the paragraph about one of the characters from the dialogue, Annie (see attached)
- ps read it first silently
- ps read the sentences one by one aloud and translate them

aims: to introduce a paragraph about Annie to the pupils, to prepare them for the next activity

5. writing the paragraph

- ps write their paragraphs about Bill, using the given cues and the paragraph About Annie as a model (see attachment 4A)
- t asks ps to write the same number of sentences as appeared in the paragraph about Annie = 7
- t monitors and helps with any questions
- 2 ps read their work, the others check and correct them

aims: to have the pupils produce a paragraph about Bill, using another paragraph as a model and the given cues

7. Reflection:

1.stg.: To make this activity more fluent, and also bearing in mind the pupils' abilities, I asked the questions in Czech. They answered my questions in Czech too, but I translated their suggestions into English. When they knew the word they, surprisingly, responded in English (e.g. a teacher, an actress).

2.stg.: This stage was more of a mechanical activity, as listening as such belongs to the receptive skills. The pupils listened to the tape and were able to follow the text in their books, to combine listening and reading skills together at one time. They also were able to repeat each sentence after the tape, however, they had some problems with pronouncing the word 'millionaire', so after the activity I had each pupil repeat the word after me individually and then in chorus, to make sure everyone got the word right.

3.stg.: The pupils are used to working in pairs and they already knew the text they were going to read and work with. I walked around the classroom and checked the pronunciation, but generally there were no problems. Then I had two pairs role play the dialogue and it went very

well, too, because the pupils seemed to be really interested in performing the part - they used lots of gestures and mimes to stress what was in the text. At this point I also explained the structure 'I am going to ...'. Firstly, I asked the pupils to guess the meaning from the text and they actually got it right. Then, I compared it to the already known phrase 'I am going.' and I wrote the Czech translation of the former one on the blackboard.

4.stg.: This activity went well, because the learners were able to both read and translate the paragraph about Annie. In it I used new structure from the text we worked with at the beginning of the lesson (e.g. 'She is going to sell ice-cream.'), but also information the pupils had already known from the previous lessons (e.g. 'She likes spaghetti and ice-cream. Annie can juggle.').

5.stg.: Finally, the pupils produced some very nice paragraphs about Bill. They did not have any bigger problems when writing , as the model paragraph and the cues given provided enough information and vocabulary for them. However, some slight problems occurred. Some of the pupils tended to use 'she' instead of 'he' when referring to Bill, which was probably caused by the feminine gender of the word owl in Czech (ta sova) and by using 'she' in the paragraph about Annie. I pointed this problem out while the pupils were working.

I also allowed the children to use their textbooks for any references they might need - e.g. when writing the sentence 'He likes ...', but most of them remembered Bill's preference by heart, as they have met these two characters very often.

At the end of the lesson I also had 2 pupils read their paragraphs and I let the rest of the class check their factual correctness. Then, I collected the papers and corrected them at home. The most common mistake was using the indefinite article 'a' instead of 'an' in front of the word owl. I gave the work back to the pupils and asked them to rewrite both paragraphs in their exercise books in order to have a final, correct version of them.

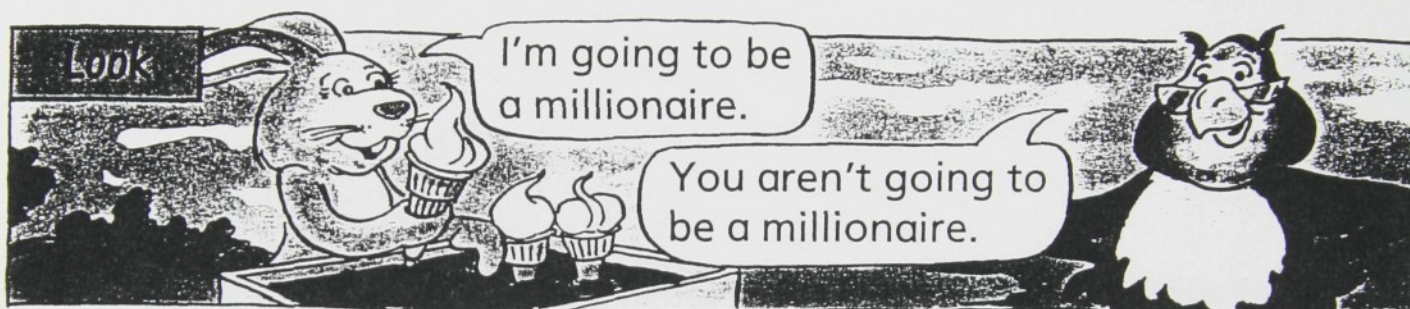
8. Conclusion:

I think that the results of this special lesson - written paragraphs about the Bravo!2 character, the owl Bill - were very good. Although the pupils had no problems with the use of the near future structure 'I'm going to ...' , one thing I would change next time is that I might give the pupils more practice in using the new structure 'I am going to ...' and also the negative one 'I am not going to ...', applying all of the different pronouns (I, you, he, she, we ...), as we had some time left in the lesson. This could be done in short dialogues between the pupils or question - answer set between the teacher and them.

From the language point of view, the pupils had to use the newly learned structure of near future in their

writing the paragraphs about Bill, but they also consolidated the present tense simple in the third person singular (using 's' in verbs), revised vocabulary and the use of the bare infinitive after the modal verb can.

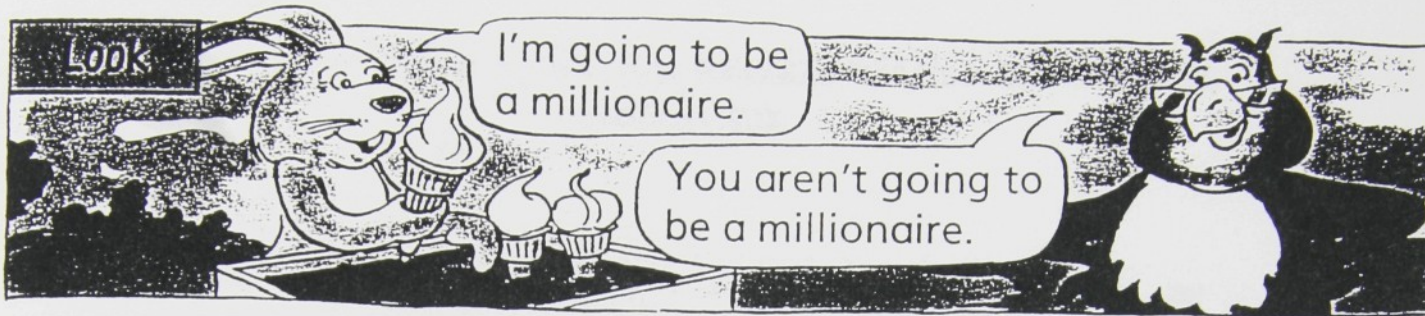
Using parallel writing as a guided writing task for children of 8 to 10 years old proved to be one of the very good and effective first steps in writing at the beginner's level. The pupils in my class were motivated by the theme of writing very much - their favourite characters from their textbook Bravo!2 - and also felt confident when they were given a good model paragraph and enough clues to be able to use in their writing. The feeling of confidence and certainty for the pupils of this age is very important in order to develop a positive attitude to writing. the teacher can later use it when developing their ability to write freely and creatively.



Annie is a rabbit. She has a small pink nose. She has two big ears. She likes spaghetti and ice cream. She is going to sell ice cream. She is going to be a millionaire.

Now write a similar paragraph about Bill, using the cues below:

brown		doesn't		small		can
	and		big		owl	
yellow		jump	like	juggle		a millionaire
	isn't going to be		to sell sandwiches			



Annie is a rabbit. She has a small pink nose. She has two big ears. She likes spaghetti and ice cream. She is going to sell ice cream. She is going to be a millionaire.

Now write a similar paragraph about Bill, using the cues below:

brown doesn't small can
and big owl
yellow jump like juggle a millionaire
isn't going to be to sell sandwiches

Bill is. A owl. He has a big yellow nose. & He has two small ears. He doesn't like spaghetti and ice cream. Bill juggle and jump. He ~~isn't~~ isn't going to sell sandwiches. He is going to be a millionaire.

Bill is... a owl. He has a big yellow. She has two small ears. He doesn't LIKE spaghetti and ice cream. Bill can jump and juggle. He is going to sell sandwiches. He isn't going to be a millionaire.

Chapter III. DISCUSSION OF THESIS PRACTICAL OUTCOME

- CONCLUSION

The purpose of this project was to confirm my hypothesis concerning the subject of writing with eight to ten year olds. According to my theory, the importance of learning writing skills at the beginning stage of studying English should not be overlooked. I tried to verify that a good starting point for children at that age were meaningful guided writing tasks, such as fill-in and parallel writing exercises and exercises using personalization or imagination, which during my reflective teaching practice proved to be very effective when motivating young beginners to write.

Theoretically, I kept in mind that writing has its limitations and I usually tried to prepare the lessons in a way which would remove all the barriers the children might have. The most common one with young learners is their vocabulary and that was why I chose the guided writing tasks which provide most of the language to pupils. I also involved the learners in many pre-writing activities to give them enough vocabulary and ideas for further writing.

One of the most important provisions for pupils is also the enjoyment of writing. This was why I was so concerned

about my pupils' age, because their general characteristics can give a teacher many ideas about the kind of tasks to involve learners in. Then, the pupils should be encouraged and given numerous opportunities to write.

During my teaching practice, which extended over a period of four weeks, I gave pupils the four different guided writing tasks mentioned above and my aim was to find out if the 'design' of the writing tasks was suitable and motivating for eight to ten year children. I investigated the suitability of the tasks from the written pieces of work the pupils produced during the special lessons and also from their reactions to pre-writing activities done before the actual writing.

I also found that preparing the lessons took time and that it was sometimes very difficult to obtain the appropriate materials in order to achieve a desirable effect. However, it was always worth it.

I believe the four skills - reading, listening, speaking and writing - should be in balance throughout a teaching course. I do not consider the tasks I have proposed to be the only ones; however, (with eight to ten year olds) they are definitely the ones which work. There are certainly more ways of teaching writing skills which would undoubtedly make the first steps in writing interesting and fun to take, as no one way of developing and training learners to write is the ideal. That is why the teacher should not give up the search for the most optimal solution suitable for their class.

REFERENCE PAGE CITATIONS

- Byrne, D. Teaching writing skills. Harlow: Longman Gr. UK Ltd., 1991.
- Dunn, O. Developing English with young learners. London and Basingstoke: Macmillian Publishers Ltd., 1984.
- Halliwell, S. Teaching English in the primary classroom. Harlow: Longman Gr. UK Ltd., 1992.
- Nicholls, S. and Naish, J. Teaching English as a second language. London: BBC Publications, a division of BBC Enterprises Ltd., 1981.
- Pincas, A. Teaching English writing. London and Basingstoke: Macmillian Publishers Ltd., 1982.
- Raimes, A. Techniques in teaching writing. New York and Oxford: Oxford University Press, 1983.
- Scott, W. A. and Ytreberg, L. H. Teaching English to children. Harlow: Longman Gr. UK Ltd., 1990.

PROHLÁŠENÍ

Souhlasím, aby moje závěrečná práce byla podle směrnice, uveřejněné v Pokynech a inf. VŠST 1/1975, zapůjčena nebo odprodána za účelem využití jejího obsahu.

Jsem si vědoma toho, že závěrečná práce je majetkem školy a že s ní nemohu sama disponovat.

Souhlasím, aby po pěti letech byla závěrečná práce vrácena na níže uvedenou adresu, nebo v případě nedoručitelnosti skartována.

Lucie Žemličková

podpis

Jméno a příjmení: LUCIE ŽEMLIČKOVÁ

Adresa stálého bydliště: CHEBSKÁ 26
351 01 FRANTIŠKOVY LAZNE

Adresa podniku, kde budete pracovat (pokud víte): _____