

# Getting the most out of writing activities: how best to incorporate teaching writing techniques in a learning unit

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## EDUCATIONAL CONTEXT

**School:** IES Ciutat de Balaguer

### Implementation groups

2n ESO B1 and B2

### The problem area

- Resistance to writing
- Low productivity and literary quality
- Non-communicative approach
- Failure to revise work

### Root Causes

- Lack of intrinsic motivation
- Lack of self-belief
- Lack of extrinsic motivation

### Addressing the problem

- Incorporate teaching writing techniques
- Apply collaborative learning techniques
- Promote authentic communication



## THEORETICAL CONTEXT

### The nature of writing

- Transcends time and space
- Involves filtering and focusing information

### Classroom problems

- Assumption that students will pick up writing skills
- Traditional course book approach

### Historical developments

- The Controlled-to-Free Approach
- The Free-Writing Approach
- The Paragraph-Pattern Approach
- The Grammar-Syntax-Organization Approach
- The Communication Approach

### Process Writing

- Planning, organising, composing and revising

### Cooperative learning

- Overcome competitive individualism
- Increase in inclusivity
- Develops competences

## INNOVATION PROPOSAL

### Design of the teaching unit

- Motivating
- Full of writing-related activities
- Integration of the four skills
- Important element of group work

### Incorporating teaching writing techniques

- Structuring and sequencing
- Evaluation
- Adaptation of process writing approach

### Authentic communication model

- Subject of genuine interest
- Real purpose to the activities
- Filling the knowledge gap
- Authentic source material

### Collaborative learning strategies

- Heterogeneous groups of four
- "Comunitats d'aprenentatge"
- Use of ICTs
- Enabling strategies



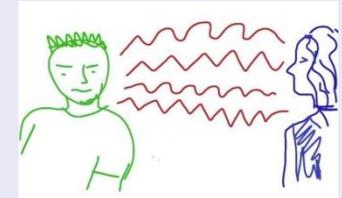
## CONCLUSIONS

### Strengths

- Enthusiastic attitude
- No complaining about getting blocked
- Increased levels of production and quality
- Success of multi-competence activities
- Group work popular and useful

### Weaknesses

- Problems of adapting to new methodology
- Teething problems of unit design



## MAIN REFERENCES

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