

Anita Jaunzeme

Latvian NAF Language School

**Dear Darling, Please
Excuse My Writing....**

Ideas on enhancing student's writing skills



- **The Writing Course and its aims**
 - **How to pick your battles**
 - **How to work with the students in e-environment**
 - **Feedback**
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The Writing Course facts

August 2011 – March 2014

12 groups

120 students

84+ 12 lessons

Aim of the Writing Course

Enhancing students
writing skills in order to
obtain Level 2 at STANAG
6001 writing test

PICK YOUR BATTLES

- ▶ I don't understand why my grade was so low. How did I do on my research paper?
 - ▶ 'Actually, you didn't turn in a research paper. You submitted a large, awkward, random assemblage of sentences. In fact, the sentences you apparently kidnapped in the dead of night and forced into this violent and arbitrary plan of yours dearly seemed to be placed on the pages against their will. Reading your paper was like watching unfamiliar, uncomfortable people interact at a cocktail party that no one wanted to attend in the first place. You didn't submit a research paper. You submitted a hostage situation.'
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Level 2 Functional

Can write **simple personal and routine workplace correspondence and related documents, such as memoranda, brief reports, and private letters**, on everyday topics. Can state facts; give instructions; describe people, places, and things; can narrate current, past, and future activities in complete, but simple paragraphs. Can combine and link sentences into connected prose; paragraphs contrast with and connect to other paragraphs in reports and correspondence. Ideas may be roughly organised according to major points or straightforward sequencing of events. However, relationship of ideas may not always be clear, and transitions may be awkward. Prose can be understood by a native not used to reading material written by non-natives. Simple, high frequency grammatical structures are typically controlled, while more complex structures are used inaccurately or avoided. Vocabulary use is appropriate for high frequency topics, with some circumlocutions. Errors in grammar, vocabulary, spelling, and punctuation may sometimes distort meaning. However, the individual writes in a way that is generally appropriate for the occasion, although command of the written language is not always firm.

(170 words)



Evaluation Criteria or how to develop different aspects of the writing skill

- ▶ Contents – learn to read the instructions;
 - ▶ Register – who are you talking to?
 - ▶ Coherence & cohesion;
 - ▶ Accuracy: vocabulary, spelling, grammar, punctuation.
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WRITING THEMES:

- ▶ Stanag 6001 writing exam levels and requirements
 - ▶ Register
 - ▶ Informal letters
 - ▶ Business letters
 - ▶ Reports
 - ▶ Instructions
 - ▶ Sentence structure
 - ▶ Punctuation
 - ▶ Types of discourse (narrative, description, exposition)
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7 GRAMMAR EMERGENCY THEMES:

1. Tenses
 2. Articles
 3. Conditionals
 4. Linking words
 5. Passive Voice
 6. Indirect speech
 7. Gerund and Infinitive
-and whatever comes up
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Requirements for the students

- ▶ 2 writing tasks each week
 - ▶ Portfolio – 10 papers
 - ▶ Test (includes a grammar test and a STANAG 6001 mock test (two LEVEL 2 tasks))
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HOW TO WORK WITH THE STUDENTS IN E-ENVIRONMENT

- ▶ Technicalities – name, date, document & subject name, spacing, indentations

Andris_job application

- ▶ Track changes, comments, Internet links, rubber stamped responses
- ▶ At least 2 drafts, sometimes up to 4 versions, the first one – by hand

Feedback

1. Teacher 'edits' the text
 2. Teacher marks the type of mistake
 3. **The most common mistakes are analysed together**
 4. **E- learning, process writing**
 5. Teacher recommends Internet links
 6. 4 writing subskills are evaluated
 7. Selective correction
 8. Peer correction
 9. **Models available, grammar and vocabulary input**
 10. **Group work**
 11. Grammar drills
 12. The end test
 13. **Integrated skills**
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QUESTION TIME

