

Long-turn Writing Tasks in Class

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Course Book: Writing

- Plenty of opportunity for short-turn writing
 - Long-turn writing often presented as an ‘Extended Activity’
 - More opportunities in Business English course books
 - Writing could be a future reality for many students
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Potential Text Types

- email, letters (application, motivation, assistance, complaint)
- report, minutes, memo
- instruction manual, SOPs, product description
- copywriting, product reviews, Q&As



Text Type Conventions

1. Communicative purpose
2. Format
3. Language items
4. Register

Writing Practice

Pair work or group work depending on the text type:

Paragraph – pair work; Essay / Report – group work

Collaborative writing: negotiate the ‘narrative’; focus on seamlessness

Students exchange / exhibit texts and comment on each others

Students can make edits and submit final version

Report Writing

Present a situation

Discuss the situation; brainstorm narrative, make deductions

Divide students into groups of 3 – 5; they split sections between them

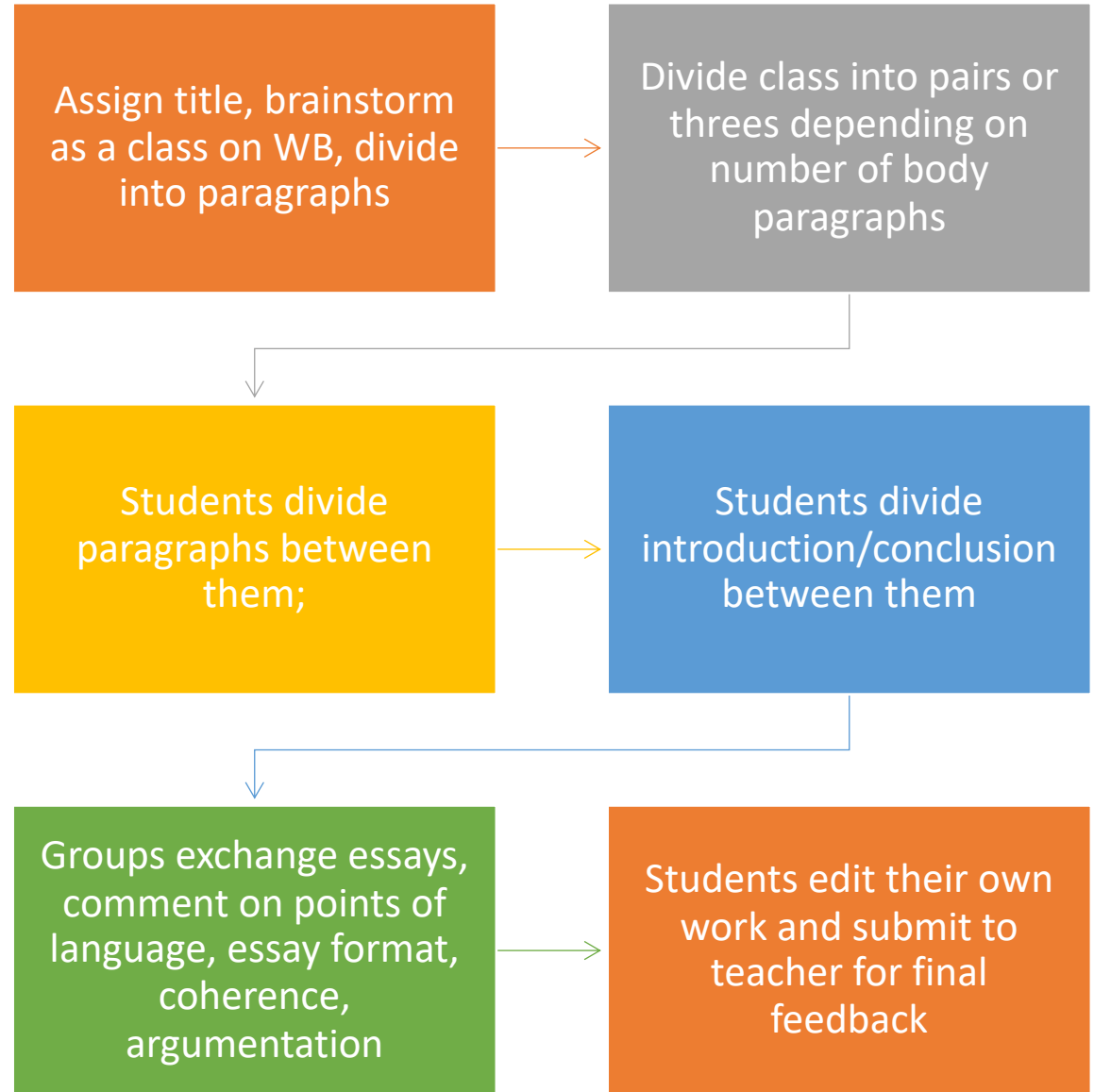
Collaborative writing – students need to negotiate narrative

Focus on coherence, cohesion, seamlessness

Exhibition, feedback

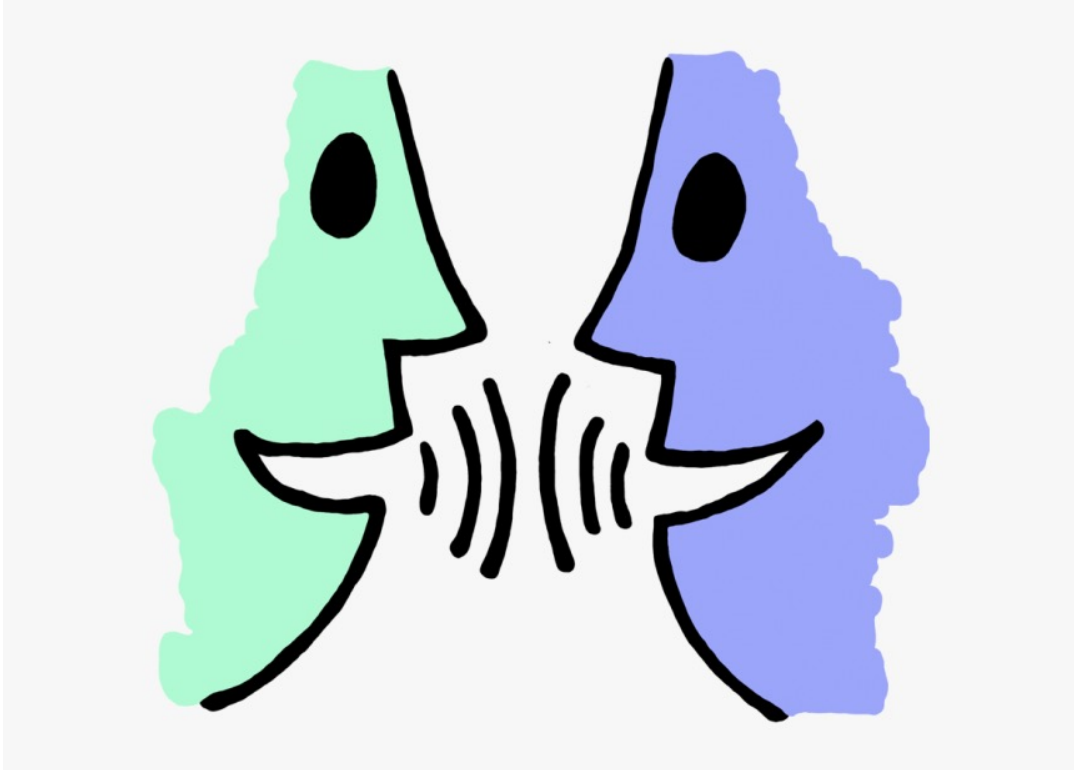
Students edit and submit to teacher

Essay Writing



Integrated Skills

- Collaborative Writing
- Integrated skills



Virtual Exhibiting Space

Interactive

Simultaneous writing

Padlet

- general comment; edit section (does not track changes); vote features

Google Docs

- specific text comment; editing feature tracks changes; emoticon features



Writing as
preparation for
speaking

Allows students to practice what they know and manage new language items

Helps with learning (McGlynn & Kelly, 2019)

Strategic: allows for time to think and plan

Free-writing

- Not guided or controlled
- Students may choose own topic
- Not corrected

- Practice of known and new language items
- Helping students achieve automaticity
- Possibilities to adapt free-writing tasks to student requests, e.g., feedback on language

- Study findings (Park, 2020):
 - More words, more words per minute
 - Improvement in other text types, e.g., academic writing

Product Review



I am very happy with my Xiaomi cordless vacuum! It picks up a lot of dust even on the lower power mode. I find it also very effective with pet hair. It seems to perform better when continuously moving in a forward direction rather than back and forth. The additional vacuum heads are varied and useful. I particularly like the fitting for cleaning furniture like sofas and mattresses.

Free-writing / 10-minute Tasks



Free-writing / 10-minute Tasks

- Diary writing: Students write about the previous day or part of it.
- Progress writing: Students write about their progress with their English learning.
- Picture stimulus: Students select a picture from their phone and write about the moment it captured.
- Goals: Students write about their goals (their English learning, personal life, or work).
- What if: Students pick on a past event and imagine the ramifications if it had happened differently.

1. **Students start to write a story** by writing one sentence on the top of the page. *Once upon a time...* Only 1 sentence.
2. **Students pass this page** to the person sitting next to them in a clockwise direction.
3. **Students read the start of the story** and add another sentence. Only one!
4. **When everyone's finished writing**, instruct them to pass this paper to the person sitting next to them in a clockwise direction.
5. **This continues until all the students** have written in all the stories and the papers returned to their original owners.
6. **Students read all the stories** out loud and vote for the best one.

Variation...

1. Students start off with a story line the teacher sets them, for example, 'Once upon a time...'
2. Students write until the teacher tells them to stop even if it is mid-sentence.
3. Students pass the text on to the person sitting on their right.
4. Students are given enough time to read the text, a few moments to think and then are told to start writing. They continue where the person left off. Students continue writing until the teacher tells them to stop even if it is mid-sentence.
5. Continue steps 3-4 until it comes back to the original writer.
6. The writer reads out the text.

Websites offering Writing Activities

- <https://www.eslactivity.org/esl-writing/>
- <https://eslauthority.com/blog/esl-writing-activities/>
- <https://teacherspitstop.com/10-great-esl-exercises-to-practice-writing/>
- <https://www.eflsensei.com/?category=28>
- <https://www.onestopenglish.com/adults/skills/writing-lesson-plans>
- <https://study.com/academy/lesson/esl-writing-activities-for-adult-learners.html>
- <https://www.teachingenglish.org.uk/article/writing-activities>

References

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- McGlynn, K. & Kelly, J. 2018. Evolving students' writing skills. *Science Scope*, 42(8), pp. 40-43.
- Park, J. 2020. Benefits of writing in an EFL academic writing classroom. *ELT Journal* 74(3), pp. 318-326. doi:10.1093/elt/ccaa018
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