Developing writing skills in English EAL, EFL, ESL
- a genre pedagogical approach
  Grades 3-4

GodStart! Begynneropplæring i Skolen
Bergen, 2020

Virginia (Gini) Lockhart-Pedersen
Writing in English: K2020

To be able to write in English is to be able **to express ideas and opinions** in an understandable and appropriate way in different types of texts, on paper and digitally. Writing is about planning, designing and editing texts that communicate, adapting the **language to the purpose, recipient and situation** and choosing **suitable writing strategies**.

The development of writing skills in English goes from learning **single words** and **phrases** to creating different types of coherent texts that convey views and knowledge.

It also involves using different types of sources in a critical and sensible way.
Some special considerations for English writing in Norway

• Extreme difference in English language levels.
  – EFL, ESL, EAL.
• Extra cognitive load.
• Affective filter.
• Need for vocabulary.
ET LØFT FOR SPRÅK, LESING OG SKRIVING

BARNEHAGE
BARNETRINN
UNGDOMSTRINN
VIDERGÅENDE

EIERE OG LEDELSE
SPRÅKLØYPER BLOGGEN
AKTUELT
OM SPRÅKLØYPER

AKTUELT
Meir å henta for videregående i Språkløyper
Bruk av Språkløyper gir at elever kan mestre både videregående og høgere utdanning betre. Dessuten kan det hylpe de i yrkeshandel og gi auka livsmestring og samfunnsmedeltaking.
K2020 Writing (my translations)

Year 2
• Connect language sounds to letters and spelling patterns and blend letter sounds together into words.

Year 4
• Read and experiment with writing familiar words, phrases and simple sentences.
• Follow simple rules for spelling and sentence structure.
• Write simple texts that express thoughts and opinions.

Support
• Explore and use the English alphabet and pronunciation patterns in varied reading and language learning activities.
• Identify word classes in age-appropriate texts.
In summary...

- **By the time the pupils reach 4th grade, they should be able to**
  - Connect sounds to letters to words, using known spelling patterns.
  - Experiment with writing.
  - Write familiar words, phrases, and simple sentences.
  - Express thoughts and opinions in written texts.
The genre pedagogy approach...

One approach that can help teachers to reach writing competency in EAL, EFL, ESL.
Genre Pedagogy’s three «legs»

**Leg 1  Learning Theory**
*Vygotsky’s socio cultural perspective.*
- Learning through others.
- Proximal development zone.
- Scaffolding

*Cooperative Learning*

**Leg 2  Language Learning Theory**
*Halliday’s systemic-functional grammar.*
- Language in context.
- Language as a tool for communication.
- Grammar as meaning-bearing.

*Multisensory Learning*

**Leg 3  Genre Pedagogy’s Theory**
The circle for learning and teaching:
- School text types.
- Topic words language development.
- Explicit, step by step instruction on linguistic patterns.
- Common meta-language about writing and language learning

The Circle of Teaching and Learning

- **Phase 1** Build knowledge
  - Idea and discussion
  - Work with concepts around theme
  - Students work independently (plan, draft, revise, finalize)

- **Phase 2** Deconstruct model text
  - Work thoroughly with model text (form, function, purpose, structure, language features)
  - Teacher and students write entire / parts of a text together. The text is used as a starting point

- **Phase 3** Common construction of text

- **Phase 4** Write individually
  - Develop a writing environment.
  - Facilitate more in-depth learning.
  - Expand knowledge on subject content.
  - Learn how to learn.
  - Become more independent in the process.
Example: 4th grade
Topic: Goats
Text type: Informative
K2020 -revisited

- Read and experiment with writing familiar words, phrases and simple sentences.
- Follow simple rules for spelling and sentence structure.
- Write simple texts that express *thoughts and opinions*.

**Support**

- Explore and use the English alphabet and pronunciation patterns in varied reading and language learning activities.
- Identify word classes in age-appropriate texts.
Phase 1: Build Knowledge (topic and vocabulary)

<table>
<thead>
<tr>
<th>Source:</th>
<th>Learning activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture</td>
<td>Word-picture match/Loop</td>
</tr>
<tr>
<td>Text reading</td>
<td>Highlight known words</td>
</tr>
<tr>
<td>VIDEO</td>
<td>Pronunciation Shadowing</td>
</tr>
<tr>
<td>Song</td>
<td>Listen for your word</td>
</tr>
</tbody>
</table>
Text type: Informative description
Phase 1: Build Knowledge: Word-Picture-Match
This is my family! I am the smallest goat in front. You see my mother in the picture. Everyone calls her a doe because she is a female. My father is not in the picture. People call him a buck because he is a male. I have a brother and a sister. Together we are three kids in the family.

I am hungry! What should I eat? I do not like cheese. My little sister gets milk from my mother's teats.

This bush looks very good. The grass also looks good! What do you think?
Mountin goats are great climbers
They are awesome rock-hopping jumpers.
Goats have coarse hair, short, bushy tails.
A mail goat is called a buck or a billy.
Goats bleat to say hello.
Phase 1 Song

Listen for your word.

Text:

There was a man
Now, please take note
There was a man
Who had a goat

He loved that goat
Indeed he did
He loved that goat
Just like a kid

One day that goat
Felt frok and fine
Ate three red shirts
Right off the line

The man, he grabbed
Him by the back
And tied him to
A railroad track

Now, when that train
Move into sight
That goat grew pale
And green with fright

He heaved a sigh
As if in pain
Coughed up three shirts
And flagged the train!

There was a man
Now please take note
There was a man
Who had a goat

Kid

Man

Loved

Goat
### Phase 1: Building knowledge

#### Vocabulary-mapping

<table>
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<tr>
<th>Picture</th>
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<tbody>
<tr>
<td>Head</td>
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<tr>
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</tr>
</tbody>
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<tr>
<th>Reading text</th>
<th>Video</th>
</tr>
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<td>Brown cheese</td>
<td>Domestic</td>
</tr>
<tr>
<td>Female</td>
<td>Does</td>
</tr>
<tr>
<td>Grass</td>
<td>Kids</td>
</tr>
<tr>
<td>Hoof</td>
<td>Buck</td>
</tr>
<tr>
<td>Explore</td>
<td>Billy</td>
</tr>
</tbody>
</table>
Teacher and students read good examples, study criteria for the text type and discuss these.

Focus on **form** and **function**.
Phase 2: Deconstruct Model Text

<table>
<thead>
<tr>
<th>Text levels:</th>
<th>Learning activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td><em>Word categorising</em></td>
</tr>
<tr>
<td>Tekst level</td>
<td><em>Paragraph puzzle</em></td>
</tr>
<tr>
<td>Sentence level</td>
<td><em>Sentence symphony</em></td>
</tr>
<tr>
<td>Word level</td>
<td><em>Memory</em></td>
</tr>
<tr>
<td>Text Type level</td>
<td><em>The Diamond</em></td>
</tr>
</tbody>
</table>
### Phase 2: Pre-reading

#### Word categorising

<table>
<thead>
<tr>
<th>Domestic animals</th>
<th>To hop off</th>
</tr>
</thead>
<tbody>
<tr>
<td>similar traits</td>
<td>buck</td>
</tr>
<tr>
<td>cloven hoofs</td>
<td>to drink milk from teats</td>
</tr>
<tr>
<td>to make fine gloves</td>
<td>live in herds</td>
</tr>
<tr>
<td>fur</td>
<td>to graze</td>
</tr>
<tr>
<td>mammals</td>
<td>to balance</td>
</tr>
<tr>
<td>kid</td>
<td>to cut the grass</td>
</tr>
<tr>
<td>doe</td>
<td>curious</td>
</tr>
<tr>
<td>to explore</td>
<td>clover</td>
</tr>
<tr>
<td>to seek shelter</td>
<td>tasty cheese</td>
</tr>
<tr>
<td>different types of plants</td>
<td>skin</td>
</tr>
<tr>
<td>to get wet</td>
<td>bushy tails</td>
</tr>
<tr>
<td>tin</td>
<td>give birth</td>
</tr>
<tr>
<td>to get hurt</td>
<td>to climb trees</td>
</tr>
</tbody>
</table>
2. Fase: Dekonstruere Modelltekst

TEKSTNIVÅ - Avsnittssortering

Goats

Goats live all over the world. In many countries, they are domestic animals, but we can also find wild goats. There are many types of goats.

Goats do not look the same, but all goats have some similar traits. They have cloven hoofs. Cloven means that each hoof has two toes. Goats have hair, not fur. Their hair can be white, black, grey, brown or red. They have bushy tails. Both male and female goats can have horns.

Goats are mammals. After five months, the mother goat gives birth to a baby goat called a kid. The name for the female goat is a doe. The male goat is called a buck or a billy. The baby goat drinks milk from its mother’s teats for 14-18 weeks. Goats are very social and live in herds.

In Norway, goats live on farms and graze in the mountains in the summer. Goats can balance on high rocks and hop off them without getting hurt. They can even climb trees. Some goats can jump over 1.5 metres high. They are very intelligent and curious animals. If they see something unfamiliar, they want to explore. Goats do not like to get wet, so they will always seek shelter when it is raining.

Many people think goats eat everything, like tires, newspapers, or even clothes. However, goats mostly eat different types of plants like grass, trees, and clover. Goats choose the food that is good for them, so they will eat healthy clover or juicy grass before they eat a shirt!

Because goats eat plants, some people use them to cut the grass. However, goats are also used for producing milk. People can drink the healthy goat milk and use it to make different types of tasty cheese. From the goat’s hair, people can make warm sweaters, and from the skin, we can make fine gloves, comfortable shoes, and nice bags.
Task 1
Which paragraph does the group see as the first paragraph (introduction)?
Why? Argue for your answer.

Task 2
What order feels natural for the rest of the paragraphs in the text? Explain why.

Task 3
What main topic does each paragraph focus on?
Which sentence is the topic sentence in each paragraph?

Task 4
To what extent does the original text concur with your own suggestion when it comes to order?

Task 5
As a unifying activity, the whole text is read – either individually or together.
Phase 2: Sentence level
Sentence symphony

Why is this a sentence?
Who has the verb?

VERB
SUBJECT
NOUN
OBJECT
PRONOUN
SINGULAR
PLURAL

deer
grow
hay
hair
it
eats
healthy
closer.
Phase 2: Word level

Memory

Female goat

hunngjeit

domestic animals
wild goats
similar traits
cloven hoofs
female goat
curious animals
bushy tails
social animals
unfamiliar plant
healthy goat milk
juicy grass

husdyr
villgjeiter
lignende egenskaper
kløvde hover
hunngjeit
nysgjerrige dyr
buskete haler
sosiale dyr
ukjent plante
sunn gjeitemelk
saftig gress
Phase 2: Text type

*The Diamond*

- Present tense
- Verbs *be* and *have*
- Describe
- Include details
- Topic sentence
- Paragraphs
- Inform
- Neutral language
- Topic words
- Own opinion
Phase 3: Create Text Together

Digital platforms or analog white boards

Examples of questions to get started:

- What do we have to start with?
- Is there a better way of saying this?
- Can we use another word that gives the same meaning?

Film clip (03:49-04:34)
Phase 3: Create text together

Show me!

How can we start?

Do these go together?

Can we say that in a different way?
Phase 4: Independent Text Creation

**Scaffolding**

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<tr>
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<th>Appearance</th>
<th>Behaviour</th>
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<th>Family</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Goats like grass. They eat plants. They are ruminants. That means they only eat plants, and the stomach has four "momes." They like clover.

Goat drinks milk from the mother's teats. The baby goat is called a kid.

Goats eat grass and eat limes and hallucinogen
and bush...
What does K202 say about evaluating these writing skills? Formative evaluation (Now not an option)

- **Pupils show** and **develop** competence in English at 3rd and 4th level as they play, explore and participate in oral, written and digital interaction.

- **The teacher shall** facilitate student participation and stimulate engaged learning by using varied strategies and learning resources to develop students' reading, oral, and written skills.

- **The teacher shall** provide feedback for continued learning and adapt their teaching so that students can use this feedback to develop reading, writing, and oral and digital skills.
In summary:

• **The pupils** show their learning through interaction with others.

• **The teacher** shall vary their teaching strategies to engage learners.

• **The teacher** shall give formative feedback and provide opportunities for the pupils to use the feedback.
DeKomp for English and Foreign Language

- Basic skills and the new curriculum
- The Cross-curricular subjects in English and Foreign Languages
- ICT and Language learning
- Reading and writing difficulties in English and Foreign languages
Reflections

- What is the purpose
- Real communication?
- Opions or thoughts?
- Writing a factual text English?

- New words – advanced words
- Don’t underestimate the kids?
Literaturliste

- NOU 2015: 8. *Elevenes læring i fremtidens skole. Et kunnskapsgrunnlag* (Ludvigsenutvalget)
Filmer

Phase 1: **Vocabulary building**

Phase 2: **Model texts**
Developing writing skills in English

- a genre pedagogical approach
  Grades 3-4

Thank you.
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