



**This is a graded discussion: 10 points possible**

due Mar 21

## Week 8 Question and Graded Discussion

44 92

**Week 8 Questions** - Please answer both questions.

Question 1: If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?

2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?

**Due date: Sunday, March 21, 2021. Please make sure to observe the Wednesday deadline, so everyone can finish commenting by Sunday evening which marks the end of the class.**



← Reply

○

[https://](https://my.uclaextension.edu/courses/32476/users/130203)

[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203)



Mar 16, 2021

*1. If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?*

I favor a version of the workshop/process approach Myles challenges in her piece, so I'll write a little about how I adapt that to a classroom with a lot of L2 learners. I think Myles' point, that writing workshops and approaches that emphasize collaboration aren't always helpful for L2 speakers because they may not be able to self-correct, is generally a good one, but I think it represents an older version of that approach.

I think Myles' point holds if you're *mostly doing peer review* - if you're relying on students alone to help each other. The more current L1 writing pedagogy, though, is to more actively support students by providing guidance, interventions, and scaffolding. For example, on Wednesday I'll be doing three paragraph workshops. Three students have volunteered, so we'll spend about 20 minutes, as a full class, on each student's paragraph. I'll devise some targeted questions or, since it's late in the semester, I'll use an open-ended prompt (glow, grow, don't know) and then actively guide students through revisions. I'll hear contributions, draw students out, offer corrections, revise things together, pause to have students reflect/correct a sentence or pair with someone and discuss an idea. In this way, students actively participate, practice the specific skills we're working on (I typically won't draw attention to an issue/challenge we haven't covered yet), gain confidence, and learn to use the skills in a real writing situation. I would agree with her 100% that the more fully hands-off approach to peer review doesn't seem to be effective for L2 learners, and I'd add that it also isn't effective for most L1 learners, since the writing task is (ideally) just beyond the reach of most of the class. Without very intentional instructor guidance, students won't get a lot out of the class, and as Myles notes, may even learn the wrong thing or become confused by an over-confident (but incorrect) classmates.

I really love translanguaging-based activities. I teach development (formerly "remedial") writing courses with a pretty equal mix of L1 and L2 students, so writing assignments that emphasize translanguaging and different Englishes are fun, build community, and have a ton of value for students. For example, we might read (part of) a story by Junot Diaz or Edwidge Danticat that uses English alongside Spanish or Kreyol, discuss how the authors use two languages, and then write a paragraph that uses two different languages or two different types of English.

Sorry for the small essay. I love teaching writing.

*2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?*

I think I'd find it most helpful for a text to have a lot of activities, and ideally a good variety of activities. I have a store of a dozen or so writing activities and some good reading activities that I can use, my store of listening and speaking activities is really limited. Students in my classes are usually somewhat older than the average college student (almost all 25+), so they also tend to want extra practice - they ask for more example, for activities they can do on their own, for strategies they can use or share with their kids. It's a beautiful thing as a teacher, but I often come up short.

[← Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 16, 2021



Hi Christian,

I totally agree with you that teachers should actively support students by providing guidance, interventions, and scaffolding. And that without intentional instructor guidance, students won't get a lot out of the class. Students should get the expert feedback and guidance only a teacher can provide.

[← Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 16, 2021



Hi Christian,

I thought your three paragraph workshop is interesting and would like to try it in my class if students are willing to share their writing.

I think your students are college students and mostly 25+, and the three students volunteered to share their work, so no one would take any comments or suggestions personally. If I do this in my class, I think very few students would volunteer as they are high school students. Do you always have volunteers? How do you ask your students?

Best,

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 16 at 7:45pm

[← Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 17, 2021



Thanks for the questions, Chiaki. I teach a writing course with high school students each summer (rising seniors), and they're generally quite eager to volunteer for workshops. We have about 45 students in the program, with workshops conducted in 15-person sections, and I'd say 9-12 students volunteer for a full-class workshop at some point during the program.

I do two things to help encourage my college students: first, I emphasize the benefits of volunteering - that they'll get feedback from the class and from me that will help them write a better paragraph or essay (and thus get a better grade); second, I offer some nominal extra credit.

I will say that, even with college students, willingness to volunteer varies greatly. If you can make the workshops positive and supportive and be sure to praise all of the good things the volunteer is doing. Some classes don't get into the approach at all, though.

Christian

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)



Sunday

Hi Christian,

Thank you for answering my question! I'll keep it in mind to focus on the positive side of my students' writing and to create a supportive atmosphere for the class when having this writing workshop. It's great that you have so many students who volunteer. Your students must be highly motivated students. I also feel that they feel your passion for teaching writing, so they are willing to participate.

Best,

Chiaki

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)



Mar 18, 2021

Hi Christian,

I like your approach to writing errors. I think you're right that too much correcting too soon may overwhelm them and take away their motivation to learn. I remember teaching 8th grade English in Cairo and every weekend we were to go through their journals for the week and correct everything with the dreaded red pen. The headmistress of the school was about 75 years old and told the teachers that she would periodically just ask a girl for her journal and if it hadn't been corrected and marked up with red, then it would be noted

on the teacher's record that she wasn't doing her job. :( I dreaded correcting all 80 journals every weekend. It took me hours and I'm sure the girls probably looked at all that red and got discouraged and never took the time to go over them. I also don't use a red pen anymore.

← [Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203) (https://my.uclaextension.edu/courses/32476/users/130203)

Friday



That sounds so unpleasant, Lisa. I think that's the kind of education model that makes students hate learning. It seems to be more about inculcating meek obedience than teaching or learning.

← [Reply](#)



[Lisa Bradbury](https://my.uclaextension.edu/courses/32476/users/146949) (https://my.uclaextension.edu/courses/32476/users/146949)

Friday



Yes, I concur!

← [Reply](#)



[Viktorija Lejko-Lacan](https://my.uclaextension.edu/courses/32476/users/731) (https://my.uclaextension.edu/courses/32476/users/731)

Saturday



Lisa, This sounds like a horror story and, sadly, a complete waste of your time. You are right - most students are interested to see the grade they got, and seeing too many red marks might have been a sign for them that "they can't write". The headmistress certainly made sure that everyone was busy.

← [Reply](#)



[Viktorija Lejko-Lacan](https://my.uclaextension.edu/courses/32476/users/731) (https://my.uclaextension.edu/courses/32476/users/731)

Saturday



Christian, Thank you for sharing your plan for your upcoming three-paragraph workshop. It sounds as something extremely beneficial to your students (and you already know it is since you've done it in the past). My concern was the same as Chiaki's - finding volunteers, but you've overcome that hurdle. The problem with peer revising and editing in

the past was that it didn't work many times because students didn't get instructions and/or models that were specific enough. And, you are right - the results might be the same with L1 learners.

I can see how students might like translanguaging- based writing activities - it values the way they speak and the language of their community.

← Reply

○



<https://my.uclaextension.edu/courses/32476/users/94764>

Mar 16, 2021



Question 1: If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in the EFL classroom? What are your hopes and fears concerning writing?

I am new to teaching and I have a background in writing; thus, I'm a proponent of writing in an EFL classroom. While speaking, the goal is to be understood. While listening, the goal is to understand. The goal of writing is to construct a sentence using correct grammar and spelling. Being able to do that should also improve one's speaking skills. I like the suggestion in the instructor notes that "When teaching writing, teachers can start from practical writing (filling in forms, applications, writing letters, postcards, notes) and move to formal and creative writing." Obviously, after filling in forms, a student should start with the simplest constructions (subject + active verb + direct object) and do a lot of that in the present tense using varied vocabulary, advancing to varied tenses, and so on, so that each exercise builds on the foundation of the previous one. I believe simple writing exercises should be incorporated alongside all other exercises with the intent to build confidence as well as proficiency. ELLs should gain writing and grammar skills incrementally to minimize struggle and pain.

I agree with Myles ("Second Language Writing and Research: The Writing Process and Error Analysis in Student Text") in suggesting "pre-writing activities such as collaborative brainstorming, choice of personally meaningful topics, strategy instruction in the stages of composing, drafting, revising, and editing, multiple drafts, and peer-group editing," so that students can focus on the process of writing. But these activities should not prevent a teacher from providing guidance, corrections, scaffolding, and feedback. After all, the teacher is the expert in the room. Myles suggests that while ELL students appreciate corrections and feedback, "Grammatical and rhetorical feedback should be attentive to the writers' level of proficiency and degree of readiness (Ferris, 1995, Hedgcock & Lefkowitz, 1996; Lee, 1997;

Leki, 1991). Overly detailed responses may overwhelm L2 writers and discourage substantive revision, whereas minimal feedback may result in only surface modifications to the text.”

Question 2: Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?

### Criteria

1. It should be age-appropriate, be examined for the right level of difficulty, and must be readable and clear.
2. It should address the needs of the students. It helps to know students' backgrounds and learning experiences, as well as their abilities and interests, and socioeconomic background to select one with the appropriate cost.
3. The objective and learning goals should be stated at the top of each chapter.
4. It should provide a good starting point for a lesson plan and should provide beginning teachers with guidance for lesson plans.
5. It would be nice if it also provides multiple resources: CDs, videos, self-study workbooks, etc.

I have found a good coursebook (though the only one I know so far): *Navigate Coursebook, B1 Pre-intermediate* (Krantz & Norton 40) which was used in the video lesson I observed,

[Navigate in the Classroom – Full Lesson](https://www.youtube.com/watch?v=J0ti4cziL-M&index=9&list=PLd7I1XgpLdqUgSm547tqR44tH92pyiCCm) (<https://www.youtube.com/watch?v=J0ti4cziL-M&index=9&list=PLd7I1XgpLdqUgSm547tqR44tH92pyiCCm>)



<https://www.youtube.com/watch?v=J0ti4cziL-M&index=9&list=PLd7I1XgpLdqUgSm547tqR44tH92pyiCCm>

. Every unit in *Navigate* includes a video lesson – either a documentary or interview which supports the unit topic. Workbooks include an audio CD. Online practice is available for students, as well as learner e-books. The teacher's edition includes lesson notes with extra resources on the supporting disc, such as editable tests, wordlists, and handouts.

The teacher, Rachel Roberts, created a lesson plan based on the book (Roberts), which is a great example:

[http://fdslive.oup.com/www.oup.com/elt/general\\_content/secure/global/navigate/navigate\\_lesson\\_plan\\_4-3\\_b1.pdf](http://fdslive.oup.com/www.oup.com/elt/general_content/secure/global/navigate/navigate_lesson_plan_4-3_b1.pdf)

[http://fdslive.oup.com/www.oup.com/elt/general\\_content/secure/global/navigate/navigate\\_lesson\\_plan\\_4-3\\_b1.pdf](http://fdslive.oup.com/www.oup.com/elt/general_content/secure/global/navigate/navigate_lesson_plan_4-3_b1.pdf)

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Mar 16, 2021

Mary,

That's neat you have a background in writing. Might help you in teaching! I find writing to be the hardest thing to teach because there are so many aspects to focus on. I agree with you that while it's important to give feedback so students can grow, it's essential to know OVER do it because as you pointed out, can be overwhelming.

-Diana

[← Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 16, 2021

Hi Mary Ann,

I agree with the opinion that overly detailed responses may overwhelm L2 writers.

I used to overcorrect my students' AP essays and didn't realize it was discouraging them as I wanted to be corrected all mistakes in my writing when I was a student. I focus on the biggest issue in a student's essay and stopped checking every single mistake now.

The textbook, Navigate sounds like a good textbook. I observed the same video lesson for the observation assignment. I thought the lesson topic was good for high school to college-level students. It is great that each unit includes a video lesson. I try to find video clips related to the unit topic or target expressions for my Japanese classes, but it's hard to find a video that is appropriate for my students' grade level, students' language skills, their interests, the unit topic, and focused grammar.

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 16 at 8:20pm

[← Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 17, 2021

Mary Ann (and Chiaki),

I agree with you both about the risk of providing too much feedback. I think it's easy to see one's role as a writing or language instructor as identifying *all the mistakes* - I've heard colleagues at conferences make the case that if we don't do that, we're misleading students in some way - but when responding to written work, I think the goal has to be teaching, not correcting. I try to follow the same approach as you, Chiaki. If there are a range of issues, I'll usually identify one structural issue, one grammar issue, and perhaps one content issue, and then all of my other feedback is praise for what the student did well or questions about their ideas.

Christian

[← Reply](#)**MaryAnn Wilson** (<https://my.uclaextension.edu/courses/32476/users/94764>)

Mar 17, 2021

Christian, do you ever feel guilty for *not* correcting errors? If I do as you do and only identify three issues, I'm wondering if I should also add a note like: "There are a few minor errors throughout your essay. If you'd like me to correct them, please let me know." What do you think?

[← Reply](#)**Christian Aguiar (He/Him/His)** (<https://my.uclaextension.edu/courses/32476/users/130203>)

Mar 18, 2021

I did feel a bit guilty at first, Mary Ann. I think the challenge is that we pair feedback with grades, so (at least for me) there's perhaps a feeling that the feedback should explain/mark/justify any mistakes that might impact the grade. If I think about feedback as separate from the grading, though, then I would want to use it to point out a manageable set of issue so that I don't overwhelm the student, and I'd also want to make it match what we're doing in class. If I point out issue with run-ons and inadequate evidence on the first paper when we've only

talked about basic sentence structure and the idea that you need some form of evidence, I will discourage students.

There's definitely some controversy among composition/writing scholars on this, but I'm generally a fan of what Nancy Sommers has to say on this.

↳ [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 18, 2021

Thanks, Christian. I looked her up and found this tidbit [here: \(https://www.gse.harvard.edu/news/uk/16/02/responding-student-writing-and-writers\)](https://www.gse.harvard.edu/news/uk/16/02/responding-student-writing-and-writers)

- **Give grammar lessons their own time and space.** Fixing every comma and changing each instance of passive voice just isn't the most effective way to teach grammar, says Sommers. It can also divert students' attention from larger issues in their writing, while adding hours of grading for the teachers. Rather than correcting every error, teachers can:
  - Look for patterns of grammatical mistakes and note them in the margin or in end comments.
  - Have students maintain "editing logs" where they keep track of their mistakes.
  - Provide short lessons on common errors seen across the class.
  - Give students short writing assignments where they focus on specific grammatical and rhetorical moves.

This gave me an idea--to note patterns of grammatical mistakes and go over those patterns with the class as a whole, and then develop a class exercise to review and correct that particular pattern.

↳ [Reply](#)



[Christian Aguiar \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/130203)

[\(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Friday

Your idea is a great one, Mary Ann! One of my mentor teachers, Liz Velez, used to do this after each paper. She called it "sentence hospital" -

she could, because she had an amazing relationship with students. I still do this each semester. In fact, I just did a round with my first-year writing class last night.

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2 2



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Sunday



Mary Ann, Christian and Chiaki, Great discussion about error correction. Focusing on specific errors in different writing assignments is very helpful while marking each and every mistake can be very discouraging. Even with a note "There are are some other errors that haven't been corrected this time.", there may be an issue with grading and students can complain. The idea of a writing portfolio is appealing because students can follow their growth. Even when we return on campus, students can continue to keep their work in their online portfolios.

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 17, 2021



Hi Mary Ann,

As others mentioned, your point about providing too much feedback is really important. As much as I like receiving critical feedback, it does feel bad when everything is marked up. I also agree with all the criteria you gave for a good textbook. Sometimes it's hard to find a textbook that can fit all of it (especially 2), but the nice thing about teaching is that it does not have to completely revolve around a textbook. We can use the textbook as a guide and pull in other sources, if necessary.

Edited by [Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411) on Mar 17 at 1:39pm

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Sunday



Hi Christina, Mary Ann, and Michelle,

I learned a lot from you about error correction. Thank you for sharing your great ideas!

Chiaki

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Mar 16, 2021

Question 1: **If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?**

While I'm not new to teaching, I am new to teaching English. I've taught Spanish as a second language and we don't get to focus on writing as much as in an English class or Spanish Immersion. My view on teaching English in EFL classroom is that it's very important. It's not like writing is more important than other aspect of language learning, I believe becoming a good writer will open so many doors for students. My hope is that I myself am able to be a strong enough writer to teach the how to become a good writer. In all truth, I don't feel like I have learned how to be a great writer. My fear is that there are so many aspects of writing and somehow I won't cover a very important aspect of it and somehow fail them.

2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?

I don't have one in mind but the criteria it would need to have are: many different activities, some grammar but all real life application, great visuals, short articles (non-fiction reading), videos, diverse cultural perspectives, diverse accents from around the world.

← [Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 17, 2021

Diana,

I really appreciate your comment about needing to feel confident as a writer. I consider myself a writer, though I haven't published too much, and I've been teaching writing for about a decade, but I still feel uncertain all the time. Writing is such a complex task that I'd be suspicious of anyone who felt like they had it mastered.

Christian

← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)



Mar 18, 2021

Hey Christian,

Thanks! I also appreciate you saying that although you've been teaching writing for a decade, you still feel uncertain. I guess it's that darn impostor syndrome we all suffer from!

Best,

Diana

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)



Mar 17, 2021

Hi Diana,

I like how you included diverse cultural perspectives and diverse accents from around the world for question #2.

Your comment reminded me of a picture book "THE TRAVELING CHILD GOES TO Rio de Janeiro" by Monet Hambrick, which I'd use for classes for young children. Monet is a Black female travel writer and blogger, and the protagonists in her picture book are charming Black girls. Since you don't find many travel books with Black protagonists Black girls may grow up without getting interested in international adventure travel too much, so Monet wants to inspire Black families, who are underrepresented in the world of traveling, to travel. She created [Home | The Traveling Child \(https://thetravelingchild.co/\)](https://thetravelingchild.co/) to inspire parents to travel the world with their kids while providing tips to make it easier and affordable. I've also seen her speak more than once and she is very engaging. Since Travel is such a fun subject and EFL students can often relate to international travel as well, I plan to use a lot of resources from the subject in my teaching and would incorporate diverse materials as you mentioned (not only to cater to

student diversity but also to teach them about the diversity in the U.S.).



← [Reply](#)



[Diana Burga \(https://my.uclaextension.edu/courses/32476/users/118042\)](https://my.uclaextension.edu/courses/32476/users/118042)

Mar 18, 2021

Yoko,

What a FABULOUS book to share with your students! White, Black, Asian, Native, we need to see sooooo much more representation of underserved communities (BIPOC) and representation as you say of them shinning! And also teaching of different vernacular that may be used in different cultures and normalizing that! Thanks for sharing this awesome resource.

Best,

Diana

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/147480) (https://my.uclaextension.edu/courses/32476/users/147480)

Saturday

Hi Diana,

I feel the same concerns and worries about first being a strong enough writer before teaching others. What if...you already are strong enough? That's something I have to keep telling myself as I navigate this week's discussion. I was never a strong essay writer in school. However, I am a strong storyteller. All you need is three sentences to tell a story: a beginning, middle, and end. There are fun activities where you challenge someone to tell a whole story in five words. Then down to four words...to three...to two...and finally one word. It's a crazy activity that made me realize that anyone of any skill level can teach writing. So apply that with EFL. I believe that a beginning student can learn to tell a story in five English words. Anyway, that's just something I wanted to share.

Russell

← [Reply](#)



[Viktorija Lejko-Lacan](https://my.uclaextension.edu/courses/32476/users/731) (https://my.uclaextension.edu/courses/32476/users/731)

Sunday

Diana and Russel, If we are not published writers and haven't taken multiple writing courses, we all feel that we are not good enough to teach writing. That's why I like Russel's motivational push - we are all good enough and starts with a few words. The -"you only need three sentences" trick is worth sharing. In addition to practical writing mentioned in Lecture Notes, there are other forms of short writing. Early in our class, someone mentioned [six-word stories](https://thewritepractice.com/six-word/) (https://thewritepractice.com/six-word/) that can be further developed into longer pieces of writing. There short forms of poetry like acrostic and haiku that can be used with beginning writers. Writing is a skill and it needs work to be developed. Academic writing is an area where L1 and L2 students need a lot of help.

← [Reply](#)



[Yoko Matsubara](https://my.uclaextension.edu/courses/32476/users/161025) (https://my.uclaextension.edu/courses/32476/users/161025)

Sunday

Hi Russell,

A great point to include teaching storytelling skills, as it'll enable students to be able to communicate effectively both in writing and speaking.

The method you mentioned about having students tell a story in just a few words is interesting. It reminded me of the six-word story written allegedly by Ernest Hemingway (not substantiated but used often as an anecdote that he wrote this to win a bet to prove that he could write a story in such few words):

"For sale: baby shoes, never worn."

I'm aware that I'm a wordy and repetitive writer, so I would benefit from this exercise myself :)

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)



Sunday

Oh, sorry. I didn't realize Viktorija had already mentioned the same six-word story while I was writing my post :)

[← Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)



Sunday

It's very well worth repeating the same six-word story! Oh wow, I totally forgot about the example that I've seen before.

"For sale: baby shoes, never worn."

It doesn't have enough information, but at the same time, it allows for various interpretations. To me, it's a sad statement because my imagination says the baby died or is gone. It is also a funny statement to me, because my imagination says that the seller bought too many shoes because they have a shopping problem, or the baby's feet are too big, or too many people gifted shoes.

Anyway, thanks for the post, Yoko!

[← Reply](#)

[https://](https://my.uclaextension.edu/courses/32476/users/112607)[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Mar 16, 2021



1: If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?

I teach Japanese at the high school level, not English, but I have experience teaching how to write in a second language. There may be things in common in terms of teaching writing in a second language.

My best writing activity is a pen pal letter. I have had my students write letters to high school students in Japan several times before. Being able to write to native speakers in the target language, and getting to know them personally were big motivators for the students. They were engaged in writing and truly enjoyed the writing process. They told me that it was the first time they had written to native speakers. I think it is a good communicative writing activity as letter exchanges have a real purpose for writing and the students can receive responses from native speakers.

A month after the students sent their letters to Japan, we received responses from the high school students in Japan. My students enjoyed reading their pen pals' letters in the target language.

I was concerned about issues of privacy, so I told my students to not include their home address or phone number, but some students instead shared their Instagram and other social media. My students still keep in touch with their pen pals in Japan and occasionally still send messages in the target language, which was an unexpected benefit of pen pal letter exchange.

I can't find a teacher who is willing to exchange letters with my students every year, so I had my students write to their former Japanese teachers, or had students exchange letters with students in another Japanese class that I teach. I also had my students write letters to me in Japanese.

The worst writing activity would be telling them to write about their weekend using a certain grammar topic. I also told them they had to use the grammar topic at least three times in their writing. When we write, there is a purpose. It is unnatural to use a specific grammar topic or vocabulary in real life. It is hard to make all writing assignments that involve a real purpose such as letter exchange, however, teachers can create writing activities that can likely occur in a real-life setting.

2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?

The only English textbook I know is *English Grammar* by Azar because that was the book I used when I took an ESL class. I don't remember the content of that textbook well anymore, nor do I know of any good language textbook for English. I use many different textbooks and supplemental materials for each course depending on the purpose of the lesson, focused skills, students' language skills and language background, students' interests, and other factors.

Some criteria I expect textbooks to meet would be that they are age-appropriate for learners, appropriate for learners' purpose for learning, having authentic examples that learners can relate to, having good input activities, transition activities, output activities, and communicative activities. If each grammar topic has clear learning objectives using student-friendly language such as ACTFL's Can-Do statement, that would be helpful.

I think most textbooks come with workbooks and online material, but having visual material, short video clips introducing grammar topics in a skit, listening material, online games, and tests would be beneficial. Also, having a digital version of the textbook would be great as digital textbooks may become the mainstream soon.

I think covering all criteria in one textbook is hard, so as all teachers do, we need to keep on searching for useful materials and using multiple resources to enrich our lessons.

Edited by [Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607) on Mar 16 at 7:54pm

← [Reply](#)



[Christian Aguiar \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/130203\)](https://my.uclaextension.edu/courses/32476/users/130203)

Mar 17, 2021

Chiaki,

It's funny you mention your worst writing activity was one where you tried to emphasize the use of grammar. I've had some luck doing that with individual sentences ("everyone write a run-on"), but I also had disastrous results trying to get students to use a specific grammar construction - in my case, it was using one of each sentence type - in a piece of writing.

Christian

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

Mar 18, 2021



Hi Chiaki,

What resonated with me with your response is your conviction that writing must have a purpose. Students are always more motivated when there is a purpose. Letter writing is a perfect way to teach writing. In my second grade classroom, we constructed a post office out of cardboard. Students could send letters to each other and go to the post office to drop and pick up mail. I also had them write letters to military personnel and to a class in Egypt. Writing improved tremendously that year.

[← Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Sunday



Hi Lisa,

A few weeks back, I stole the idea you shared in a post of setting up pen-pals with another class so students could benefit from this wonderful writing exercise. This week, reading through the many posts, it seems like this writing exercise is popular among ESL teachers. I agree, it a fantastic way for students to discover the everyday life and culture of another place in the world unknown to them. However, the obstacle of finding another willing teacher to set up the exchange is a hard one to overcome – especially when privacy can be an issue. Now, you've shared another wonderful idea that eliminates that obstacle completely (and saves on a bit of postage)! That post office drop-off/pick-up is an excellent idea to improve classroom communication, too. It seems to me that you have a lot of experience teaching writing to ESL students. How did you monitor the quality of writing in these letter exchanges, if at all? Or, was this just an exercise to stimulate students' individual skills?

[← Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

Sunday



Hi Valeria,

I did not monitor the quality of writing, it was only an exercise to motivate them to write. When it comes to writing, many students will just stare out into space when you give them a writing topic. Inevitably, I would hear a few say, "I don't

know what to write". With letter writing, they have questions to answer from their pen pal, and they love to talk about themselves. It's the perfect practice that they need. Eventually, writing comes naturally. Also, first thing in the morning they would grab their journals and answer the question I had up on the board, along with two grammatically incorrect sentences that they had to correct. This writing I monitored as they completed their work.

Edited by [Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949) on Mar 21 at 10:31pm

← [Reply](#)



[Chiaki \(https://my.uclaextension.edu/courses/32476/users/112607\)](https://my.uclaextension.edu/courses/32476/users/112607)

Sunday

Hi Lisa,

I've never thought about making a post office! Your students must have been excited about the writing activity. Writing letters to military personnel or to a class in Egypt sounds interesting as well. I think there must be more ways to provide opportunities for writing letters. Thank you for sharing your great idea!

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)

Saturday

Hi Chiaki,

Motivation and purpose are the two key words that I kept thinking about this week. I'm an aspiring TV writer, and yet, I haven't been writing for the past few months during this pandemic. It's because I lack motivation and purpose. It wasn't until these past two weeks, I got those two key ingredients back. Because of the attacks on Asians in America, I was reminded of why I want to teach English and writing. I need people to be able to defend themselves and express themselves.

I like how you had your students write letters to real people. I think that has a superior amount of motivation and purpose. Thank you for sharing that. I think I will remember that for when I become a teacher.

As for using certain grammar topics to fit into your students' writing activities, that sounds like a great idea at first. I totally would've been like, "Oh that sounds very doable." Because I have zero teaching experience, I would've just tried that and discovered what you concluded: that it's unnatural and has limited purpose or motivation.

Thank you for sharing your wisdom!

Russell

← Reply



**Chiaki** (<https://my.uclaextension.edu/courses/32476/users/112607>)



Sunday

Hi Russell,

As you mentioned, it hurts to see what's going on now. I like your purpose of being an ESL teacher! I strongly agree that people need to be able to defend themselves and express themselves. I still cannot fully do it in English when I'm treated unfairly and I feel powerless sometimes. I think being able to speak English is the most important skill to live in this country, and I'm sure your future students will appreciate a supportive teacher like you.

As for teaching writing, I try something different when I learn a good activity at a workshop. I think I will keep on searching for a better approach and update my teaching skills. The worst writing activity I shared may be OK when students practice a certain grammar topic when it's first introduced, but there must be a better way to do it.

It's good that your motivation and purpose for writing are back. I'm sure you will be a wonderful teacher and a TV writer!

I wish you the best!

Chiaki

← Reply



**Viktorija Lejko-Lacan** (<https://my.uclaextension.edu/courses/32476/users/731>)



Sunday

Russel, I hope the horrible recent events motivate all of us to be more watchful and aware of whats going on around us. Hate needs to be stopped.

← Reply



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)



Sunday

Chiaki, I can understand that forcing a grammar structure or vocabulary words into a piece of writing may not give the best results, but it sometimes may be worth trying. Assigning a target grammar structure and vocabulary into creating a pair conversation has worked better for me - I considered it to be a something between guided and independent practice. Communicating with real speakers of the target language is fun; that's why your students love it. Since we are working in an educational institution, we have more concerns about privacy than students do. They love instagram and tic-toc.

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)



Sunday

Chiaki, Thank you for sharing this wonderful pen-pal activity. Great point about students being more willing to write once they can see a purpose to their writing. There is a purpose to all classroom writing since it's based on real-life writing we just have to frame it in such a way that students see the connection.

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)



Mar 16, 2021

1. Most of my teaching experience was with kindergarten students in Florida. I always had a handful of Mexican students who came to class not knowing English. When it came to writing, pictures were used first. After they learned the alphabet, I let them use inventive spelling. Eventually, by the end of the year, they were writing cohesive sentences and creating their own mini books. The best writing activity was when we worked together as a class to create a Big-book story. As they told me the words, I would neatly write them down on large writing paper in front of them, and say the words as I was writing them. Then, we would reread the story and edit it. When everyone was satisfied with the finished product, I would type up their story and paste the individual sentences to pages in a blank book. Students would then take turns illustrating the book until it was complete. After that, the big books were laminated so that they could be preserved. Every morning, they would choose one of their homemade books to read aloud. The worst writing activity I once saw when observing a kindergarten class, was

when a teacher used an overhead projector to write tiny little words to fill in the blanks on a worksheet and had the students copy the words onto their page. I absolutely hate worksheets and anything devoid of creativity.

2. A good English language teaching textbook is "Learning Another Language Through Actions" by James Asher. For very young children, they should not be seated in their chairs for long periods of time. They need to be free to move, explore, and interact. James Asher came up with TPR which emphasizes having a stress free environment to lower the affective filter. I love the TPR method.

Edited by [Lisa Bradbury](https://my.uclaextension.edu/courses/32476/users/146949) on Mar 17 at 9:38pm

[← Reply](#)



[MaryAnn Wilson](https://my.uclaextension.edu/courses/32476/users/94764)

Mar 17, 2021

Hi Lisa,

I love your Big-book story idea! That sounds like a wonderful group project. I was wondering about allowing students to use inventive spelling. How do you transition them to standard spelling rules? Would that happen only when you got to the Big-book story and wrote down the story for them?

Thanks so much for recommending the book by James Asher. I want to delve more deeply into the TPR method, especially if I teach young children.

[← Reply](#)



[Michelle Akamine](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 17, 2021

Hi Lisa,

I wasn't familiar with how to teach children writing but this gave me a good idea. I agree with Mary Ann, I really liked your Big-book story idea! Just to be clear, the big book was in addition to the students own mini book? Also, I could tell by your lesson last week that you enjoy using the TPR method. I agree that for young students, they need to move so TPR definitely fits.

[← Reply](#)



[Lisa Bradbury](https://my.uclaextension.edu/courses/32476/users/146949)

Friday

Hi Michelle,

The Big book was just a whole class project. Students did not make a mini book copy. If they wanted to, they could during center time, as there were blank mini books in one of the centers.

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Sunday

Hi Lisa,

What a fun idea! I believe collaborative projects like your Big-book story definitely engage students more. I like the illustration element as well, as it lets those young students interpret the story on their own in visual ways, allowing for even more creativity.

What was the typical length of the book? Did you have any challenges with the degrees of participation among the individual students, or were most of them just pretty happy?

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32476/users/146949\)](https://my.uclaextension.edu/courses/32476/users/146949)

Sunday

Hi Yoko,

You can purchase blank Big Books and they are typically about 10-12 pages. Don't quote me on that. I can't really remember exactly how many pages because it has been a while since I used one. They also sell blank mini books.

When it comes to group writing participation, I make sure everyone gets a chance to add something. Students are typically in groups of four and have their own group name. If I call the Dinosaur group, each person from that group gets to contribute something. Then, I move to the next group. Most students are excited to participate and love to make up funny stories. The laughter never stops in a kindergarten class.:

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Sunday

Hi Lisa,

Thank you for taking the time to answer my specific questions! This is very helpful. I'm also glad to hear that you've had a great experience with group writing participation. Thank you for sharing the optimal group size and having their own group names too- that's a great idea too!

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Sunday

Lisa, I am joining your classmates in praising your Big-book idea. What a wonderful way to include everyone, and turn a writing activity into a reading event. Great way to engage students.

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/32476/users/153411\)](https://my.uclaextension.edu/courses/32476/users/153411)

Mar 17, 2021

### **1. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?**

I am new to teaching, but I had to learn about various teaching methods in the past. Language learning, for a long time, centered around the grammar-translation method. Reading and, to a certain extent writing, was the main focus of this style of teaching. Educators started to realize that this method was rather outdated and started to develop methods that had a more communicative approach. Listening and speaking became more important for these methodologies. The concern for many educators later was how to incorporate writing and reading into the lesson. Based on my own experience and other classes I have observed (mostly intermediate and advanced levels), it seemed that most include a few writing activities for each unit. Perhaps it is because I learned in that manner, I have found it to be effective. For classes that are required to focus on all four language skills, I felt that this was a good amount of time set aside dedicated to writing. Of course, for more specialized courses like EAPP (English for Academic and Professional Purposes), writing is a component that should be given more attention.

As with any teacher, my hope is that students will be able to learn and improve writing skills. How exactly I should go about doing that – I am trying to figure that out for now. With more experience, I feel like I will be able to find an effective method. My biggest concern would be trying to find the right pace to teach new writing concepts. If I introduce too many new

concepts at once, students might feel overwhelmed. At the same time, spending too much time on a particular concept will seem tedious and bore students. Students learn at different rates too, so finding the right time to move on seems difficult.

**2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?**

I do not have a particular textbook in mind, but I have some criteria that I would expect it to meet. It should be age-appropriate and be at the right difficulty level for the students. I would also like to have plenty of exercises and activities including some real-life scenarios. Even if I do find a good textbook, I think that it is important to update it, if possible, once in a while (could be like 5 years). As we discussed in earlier weeks, language changes over time. Using really old textbooks could mean students will learn outdated words and/or phrases. I know I have learned some words in Japanese that my native Japanese friends have never heard in their life.

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Mar 17, 2021

Hi Michelle, I agree with you. Even if we find a good textbook, nothing lasts forever. Since I am not a native English speaker, I always google whether a word/phrase is old or proper. Sometimes my American friends tell me "we do not use it anymore", and I can fix my expression. Not that easy for a non-native speaker like me, but it is essential to update it.

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Sunday

Hi Michelle,

Thank you for bringing up the importance of finding the right pace to teach writing concepts. I agree that it is important to find a good balance between not too many and not too few new concepts, and the ones that had already been introduced. As you mentioned, it depends on the students' individual learning speed as well. I'd also add the relationship between their specific L1 and L2 might affect this (for instance, at least at the beginner to intermediate level, it's easier for native speakers of another Latin-based L1 to try to write in English because of the similarities in sentence structures and vocabulary, as compared to someone whose L1 is not even a Western alphabet-based language, and vice versa).

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Sunday

Michelle, Great observation about the textbooks getting obsolete. You pointed to vocabulary, but this happens in other areas, as well: topics, cultural sensitivity, attention to current events. That's why it is always smart to have a good look at the textbook prior to using it.

← [Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Mar 17, 2021

1. If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?

I'm not new to teaching but I don't have a formal education for it –which makes me very self-conscious of my English writing skills AND teaching abilities thereof. (Christian, if you're reading this, know that the moment I learned you were a writing teacher, I started paying more attention to my punctuation when I replied to your posts).

I attended my last two years of High School in the United States, a very important time to develop college-level writing, in which I was fortunate to learn and practice essay writing structure. However, part of my South American heritage has always trickled into my writing. To give you an idea of how I write in Spanish, think of "100 Years of Solitude" by the renowned author Gabriel Garcia Marquez. No, I don't have his innate writing talent, but rather a similar way of producing long, descriptive sentences without a period in sight. Although I enjoy, this colorful manner of writing, I appreciate the simplicity and brevity of the English language.

English writing is a necessity in the EFL classroom. Much like in acquiring the aural skills, writing requires a bit of cultural accommodation. I hope, as the teacher, I can tackle each writing element individually (as to not overwhelm myself with the endless writing rules), guiding students through their own discovery of this other cultural aspect of the English language.

2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?

So here's an unorthodox answer: I would opt for an 'informal' textbook. My reason for this answer may be founded on my own teaching method of "winging it", often having to create lesson plans on the spot, catering to a wide range of learning levels, without access to a giant library of English language resources aside from my own brain. To go about teaching the language, I would first evaluate the student's capabilities by engaging in an "introductory" conversation. Then, I would target those areas to improve and build a lesson plan accordingly.

However, and maybe here's where I betray my initial answer to the question, I would refer back to a few staple books. I don't have any formal textbooks to recommend, because I don't know any. Quite frankly, I'm eager to read this thread to discover more resources to include in my teaching. I would recommend to my students, depending on their level, storybooks or novels that address the English language through notes of entertainment, humor, and shared experience of language learning. My intention is to ensure that students can easily access these published works from an online retailer and enjoy reading a text that interests them. One of my favorite writers, and often recommended, is David Sedaris –simple, funny writing. Another book I'd like to recommend is "Bird by Bird" by the brilliant author Anne Lamott.

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Mar 17, 2021

Hi Valeria, I think you said an important point: Much like in acquiring the aural skills, writing requires a bit of cultural accommodation. I hope, as the teacher, I can tackle each writing element individually (as to not overwhelm myself with the endless writing rules), guiding students through their own discovery of this other cultural aspect of the English language.

Writing is not just about language but culture. It is necessary for an EFL teacher to guide students to discover other cultural aspects of the English language through writing. For instance, Koreans write the thesis statement at the end of the essay, but the main idea comes first in an English essay. I think this difference is about a cultural thing. In this sense, it will be good if an instructor teaches the cultural background through writing lessons.

← [Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)

Sunday

Hi Yoon-Jung,

Thanks for your insight on Korean writing. That only solidifies the need for more attention on the cultural differences in writing! However, one question still remains in my head: How do you approach the vast differences in language-specific writing when you have multiple backgrounds in one classroom? Do we ignore the cultural differences altogether, as to not create more confusion for the students, and focus solely on the correct way of writing English?

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)



Monday

I think so. The word 'ignore' sounds harsh, but it is necessary for students. If we study English and English essay writing, we should focus. Since language is for communication, I believe language learners should try to learn not just language but also THEIR culture, customs, a way of thinking, speaking, and writing in order to communicate with native speakers easily.

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)



Sunday

Hi Valeria,

"Much like in acquiring the aural skills, writing requires a bit of cultural accommodation."

I would never know about the writing styles of other cultures if it weren't for this week's class readings and your personal anecdote to back them up. This is probably why the prompt asks about our fears and concerns in teaching writing. As someone who has yet to teach, I am deeply intimidated by the task of teaching from a cultural perspective. At the same time, it's exciting to learn about.

I have heard about Gabriel Garcia Marquez, but need a refresher. Thank you for bringing that author to attention!

-Russell

← [Reply](#)



[Valeria Barrera \(https://my.uclaextension.edu/courses/32476/users/160473\)](https://my.uclaextension.edu/courses/32476/users/160473)



Sunday

Hi Russell,

Quite honestly, I wasn't aware of these differences either. Even when I first started learning how to write in English, I wasn't aware of the cultural differences in my own writing exercises. Today, much like you, I'm intimidated by the task of teaching writing, not only from a culturally inclusive perspective but rather because I'm immensely self-conscious of my abilities.

I recommend this author to anyone who wants a guaranteed entertaining book. He won the Nobel Peace Prize for Literature for his work "One Hundred Years of Solitude". Aside from being a highly captivating tale, the story will make you fall in love with his kind of writing (and word choice!). However, my favorite of his books still remains "Love in the Time of Cholera".

← [Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Sunday



Hi Valeria,

I liked how you mentioned your Latin American writing heritage, and can relate to your experience. I also write long essays with wordy and repetitive sentences (I'm not saying you do, I'm just mirroring what you said about 100 Years of Solitude, though minus the magical realism :)

I self-analyze this tendency to come from:

1. High-context culture. Like Latin America, Latin Europe, and India, in East Asia where I come from, you don't just talk business. Even in business emails with people you deal with frequently, many Japanese start every written communication with small talks asking about how the email recipient and their loved ones are doing, the weather (it's a must to include a changing season-specific greeting in the Japanese writing, which comes from the literary tradition), thanking for their continued patronage, and saying things like "I hope I'm not bothering you too much" (more often than not, all of them in the same email too). It feels too blunt to just get to the point and be simple and brief, which is exactly what is appreciated in English writing. The nuanced emotional connection is often seen as a sign of a cultured person and is more important than efficiency.
2. Detail-focused culture. Related to #1 but a bit different. The Japanese culture is obsessed with detail in general. The detail is often associated with quality in their minds. The more detail you give, the more appreciation you receive as they think you're paying attention to them, understand them, proactively notice everything, and

cover all grounds. However, while some of it may be true, this apparently leads to inefficiency.

3. Lack of ability to find the most effective words, being a non-native speaker. As a non-native speaker, I tend to write repetitively to make sure that the points I'd like to communicate are actually understood by native speakers. When I see native speakers summarize what I said in a nice concise sentence, I'm like, "thank you."

These are a few elements that some native speakers of English may not see right away if they come from a low-context culture and grow up being taught that good effective writing is simple and brief (which I do appreciate and would like to do but struggle to put into practice).

Edited by [Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025) on Mar 21 at 11:28am

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Sunday

Yoko, Thank you for clarifying the differences in such a detailed manner. I particularly like your drawing attention to #3 since it explains that the sentences we might find redundant in NNS writing are there because the writer wanted to make sure they are understood.

← [Reply](#)



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Sunday

Valeria, True, there are cultural differences in writing styles and it would be good if the teachers were aware of them. Your mention of Gabriel Garcia Marquez (one of my favorite authors) allows me to share this handout. It's from 1966 and I know today we would use somewhat different language.

[WTWCh 13--Kaplan's Cross-Cultural Writing Patterns--Handout 13.1.pdf](https://my.uclaextension.edu/files/5066389/download?download_frd=1&verifier=tAQMSHsVrAkNZsXbwkQ5gUcNmiA7uGZTh1fHuodN)  
([https://my.uclaextension.edu/files/5066389/download?](https://my.uclaextension.edu/files/5066389/download?download_frd=1&verifier=tAQMSHsVrAkNZsXbwkQ5gUcNmiA7uGZTh1fHuodN)  
[download\\_frd=1&verifier=tAQMSHsVrAkNZsXbwkQ5gUcNmiA7uGZTh1fHuodN](https://my.uclaextension.edu/files/5066389/download?download_frd=1&verifier=tAQMSHsVrAkNZsXbwkQ5gUcNmiA7uGZTh1fHuodN))

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32476/users/151222\)](https://my.uclaextension.edu/courses/32476/users/151222)

Mar 17, 2021

**Question 1: If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?**

As a new teacher, I advocate writing lessons because my English skills have improved a lot thanks to writing studies, especially TOEFL writing. I always recommend TOEFL writing study to EFL learners because it is one of the best methods to develop English skills.

Based on my experience, I was able to make sentences after I studied writing. English writing helped me get used to English sentence structure, and I could not only write but also speak thanks to writing practice. Besides, writing enhanced my English grammar and also taught me how to think in English.

I am worried if EFL learners are afraid of writing because it looks more complicated than reading, listening, and even speaking, but I hope I can help EFL learners develop English skills through writing practice as I did.

**2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?**

Criteria

1. Clear objectives
2. Simple structure
3. Fun
4. Various activities
5. Proper visuals
6. Assessment tests
7. Free online materials
8. A book series (not a single book)

Smart Phonics series is one of the most well-known English textbooks for kids in Korea. This series is well-organized, goal-oriented, and includes a variety of activities such as stories, mazes, word puzzles, and so on. Also, this series offers assessment tests and free online materials. These enjoyable activities and materials help kids focus on the book, and children can learn English while just having fun.

(I attached some images from Smart Phonics series)

# UNIT 1 Short Vowel a

 Listen and repeat.

Step 1



Step 2



a m → d a m



a m → h a m



a m → j a m



a m → r a m

 Listen and repeat.

Step 1



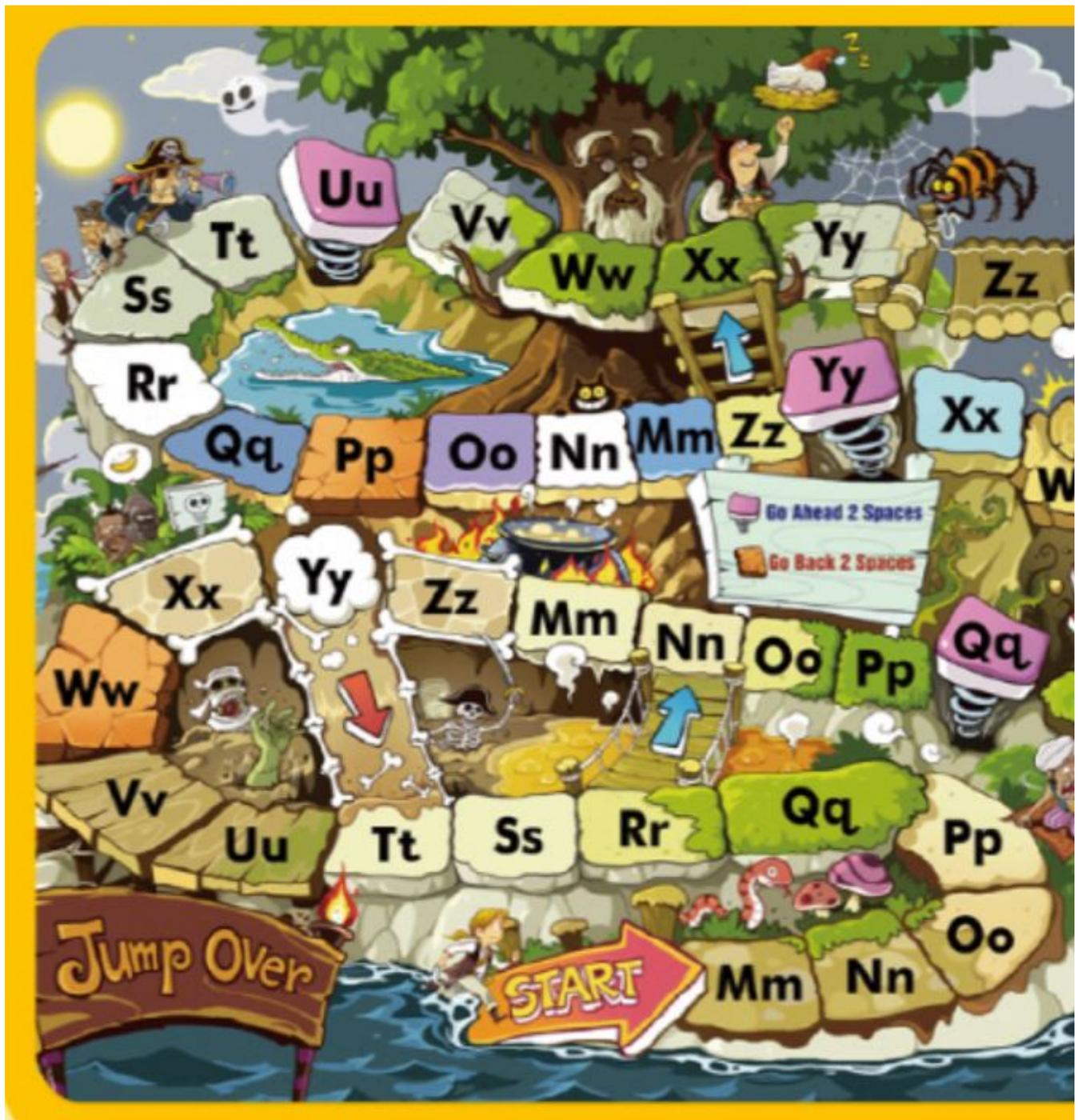
Step 2



a p → c a p



a p → m a p



Edited by [Yoon-Jung Cho](https://my.uclaextension.edu/courses/32476/users/151222) (https://my.uclaextension.edu/courses/32476/users/151222) on Mar 17 at 4:10pm

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/147480) (https://my.uclaextension.edu/courses/32476/users/147480)

Sunday

Hi Yoon-Jung,

I completely agree that teaching EFL writing is a must. Thank you for sharing your experience learning to write. It makes so much sense that you would learn structure and

grammar by learning how to write. I think that the process of practicing English writing with a pen and paper in some way reinforces and programs our brain to figure out what looks and sounds right.

-Russell

← Reply



[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Sunday

Yoon-Jung, I hope you instill your love of writing into your students and help them understand how important is for overall language development. Than you for sharing the images from Smart Phonics. It does look like a book from which young learners love to learn.

Edited by [Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731) on Mar 21 at 4:44pm

← Reply



[Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686)

Sunday

Hi Yoon Jung, I also use Smart Phonics for little kinds to learn English! I like the list of the criteria you have,

1. Clear objectives
2. Simple structure
3. Fun
4. Various activities
5. Proper visuals
6. Assessment tests
7. Free online materials
8. A book series (not a single book)

I can also agree that textbooks need to be simple, fun, have proper visuals, and it's in series. Thank you for sharing that.

← Reply



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32476/users/147480\)](https://my.uclaextension.edu/courses/32476/users/147480)

Mar 17, 2021

1. I am new to teaching, and I think writing in the EFL classroom is essential to retaining the language. My career goal is to be a television writer. In the past, I have worked in China to help write English dialogue for their animated feature. With this experience, I know for a fact that writing in EFL classroom is essential and useful. My hope is that students learn to write English so they can navigate important paperwork: grant applications, letter-writing campaigns, email correspondence, etc. My fear about teaching writing would be the thousands of challenges that I already face in writing as a fluent English speaker. There are so many ways to go about writing in any scenario. The vast amount of grammar mistakes, the structure, and the prose require ten thousand hours of practice at least. It's very daunting, and that's what I fear most.

2. A good English teaching textbook was recommended by Kris Lambert, my teacher from another class in the UCLA Extension TESOL program. This book is listed below:

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching (Teaching Techniques in English as a Second Language)* (3rd ed.). Oxford University Press.

It covers various methods and philosophies in teaching English. I learned a great deal from reading this book. This helped formulate my opinions and theories on what methods work. There is no wrong way presented in this text book. It offers various methods for specific goals. Whatever your teaching philosophy is, this book supplements those ideas. It's very well-organized and an easy read.

← [Reply](#)



**Valeria Barrera** (<https://my.uclaextension.edu/courses/32476/users/160473>)

Sunday

Hi Russell,

I'm curious, what did your work in China involve? Were you overseeing the quality of writing for the animated feature or did you write the dialogue for them? I'm asking because I read in a previous post that you have no experience teaching yet this seems like a great, "low-key" teaching experience. I think your work experience will help you a lot in building lesson plans that are focused on writing.

I also really benefited from reading that textbook. Reading the thoroughly detailed classroom experiences allowed me to pick-up approaches to error-correction, speech-oriented lesson plans, and teaching reading and writing. It's a wonderful resource for any ESL teacher.

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/32476/users/147480) (https://my.uclaextension.edu/courses/32476/users/147480)

Sunday

Hi Valeria,

My work in China involved me sitting in a writers' room with two other English speakers and the three of us just pitched ideas on rewriting dialogue. It was called "Cinderella and the Secret Prince." I have a writing credit on it, but I didn't write the actual screenplay.

[https://www.amazon.com/Cinderella-Secret-Prince-Cassandra-Morris/dp/B07W8LJZQM/ref=sr\\_1\\_3?cruid=2FFVJFG1LJO4&dchild=1&keywords=cinderella+and+the+secret+prince+dvd&qid=1616353976&prefix=cinderella+and+the+se%2Caps%2C249&sr=8-3](https://www.amazon.com/Cinderella-Secret-Prince-Cassandra-Morris/dp/B07W8LJZQM/ref=sr_1_3?cruid=2FFVJFG1LJO4&dchild=1&keywords=cinderella+and+the+secret+prince+dvd&qid=1616353976&prefix=cinderella+and+the+se%2Caps%2C249&sr=8-3)  
([https://www.amazon.com/Cinderella-Secret-Prince-Cassandra-Morris/dp/B07W8LJZQM/ref=sr\\_1\\_3?cruid=2FFVJFG1LJO4&dchild=1&keywords=cinderella+and+the+secret+prince+dvd&qid=1616353976&prefix=cinderella+and+the+se%2Caps%2C249&sr=8-3](https://www.amazon.com/Cinderella-Secret-Prince-Cassandra-Morris/dp/B07W8LJZQM/ref=sr_1_3?cruid=2FFVJFG1LJO4&dchild=1&keywords=cinderella+and+the+secret+prince+dvd&qid=1616353976&prefix=cinderella+and+the+se%2Caps%2C249&sr=8-3))

There was a moment when the two mice magically transform into two horses. One of the mice says, "Oh wow, I'm a horse!" I pitched, what if he were to say, "Oh wow, I'm a stud!" The English speakers laughed. But the Chinese CEO was like, "What does stud mean?" I said, "It means handsome, but it's also another way of saying horse." Then the producer said, "It means sexy man." Then the CEO said no to the idea. Because it's a movie for international kids. I lost that battle, lol.

[← Reply](#)



[Melinda Cavalletto](https://my.uclaextension.edu/courses/32476/users/150435) (https://my.uclaextension.edu/courses/32476/users/150435)

Sunday

Hi Russell,

Sometimes I forget about the practical reasons why it is important to learn to write in English. As you stated, things like grant applications and letter-writing campaigns are so important for people just learning English, especially if they are attempting to immigrate into the United States.

[← Reply](#)



[Juan Ochoa](https://my.uclaextension.edu/courses/32476/users/163772) (https://my.uclaextension.edu/courses/32476/users/163772)

 Sunday

Hey Russel, Thankyou for the book recommendation I will definitely check it out.

← Reply



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

Mar 17, 2021



**Question 1: If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?**

I am new to teaching. I really enjoyed going through all the lessons from the “Overview of L2 Writing” [Design Principles | Foreign Language Teaching Methods: Writing \(utexas.edu\)](https://coerll.utexas.edu/methods/modules/writing/01/design.php) (<https://coerll.utexas.edu/methods/modules/writing/01/design.php>). This was also mentioned in the lecture notes too, but they view EFL writing not just as a support skill (i.e., not letting students write just to have them practice grammar) but as an independent skill or process that is focused on content and creativity. This really resonated with me as it is more authentic, motivates students to want to write, and is also practical in students’ real-life communicative tasks.

My “hope” is also to focus on content development and creativity when teaching writing. This is an exciting task. As a first-generation immigrant who came to the U.S. in adulthood, my English is not perfect but is proficient enough not to let it negatively impact my work performance or evaluation. We live in such a globalized and connected world now, so many non-native speakers of English are very successful at what they do and evaluated for the content of what they write and produce and not for the perfect grammatical accuracy or perfect pronunciation (though the latter would, of course, be desirable too). For me, FL proficiency is not the ultimate goal in itself but is a great tool for communication that opens up so many doors and opportunities. At least it did for me, so I’d like to help my students write and create content they feel strongly about and want to actively express.

The website provided a set of practical examples to use for beginners and intermediate students, such as writing postcards, email, filling out forms, shopping lists, and writing product reviews on amazon (and even publishing it so you get reviewed in the real world). Then for more advanced students, I liked the creative and playful suggestion of letting students write alternate ending to existing stories (which could be collaborative done in groups too, and the EFL teacher can have the class vote on the various alternate outcomes, including the original ending). Our classmate Michelle also had a collaborative group writing exercise in her video

lesson about transition words, and I love this type of idea that helps develop students' creative process.

The site also provided a practical suggestion of using "associagram" and prompts so that students can start developing content before going into writing, and also during writing.

I also liked the portfolio approach where you have students edit their written work multiple times, rather than jumping from one material to another and only having them write once. Students move from reading to writing, editing, and then to better writing. If it is content-focused, students are writing about things that mean something to them, so the improved quality through editing and "better writing" after the first submission of work becomes more important if they want to actually publish it (whether it's a story, blog post, or work presentation, etc.).

Like the peer review assignment we had in Week 7 for our lesson videos, as a teacher I think including a "grow"(s) while always keeping "glow"(s) on the feedback/grading is very important. I saw many classmates were so supportive of each other (which is nice) and some people even said there was nothing to say for "grow" for some of the videos, but I think you can find one even for a top-quality project and it really helps them improve the quality of their work. I, for one, normally learn more from the "grow" comments. If no one provides a "grow," they won't re-write so the quality of writing for that piece won't improve. Being able to spot a "grow" also is a critical thinking skill, so it develops students' reading and coaching skills as well.

By editing a few times after receiving feedback, they can create a great portfolio of their creative writing. I like this approach, so in a sense, perhaps my "fear" would be if I don't deliver "grow"s well, some students may feel take it negatively. As a teacher, I would be mindful of how I deliver the "grow"s in a positive way.

← [Reply](#)



[MaryAnn Wilson \(https://my.uclaextension.edu/courses/32476/users/94764\)](https://my.uclaextension.edu/courses/32476/users/94764)

Saturday

Hi Yoko,

I like your idea of having students edit their work multiple times. So much can be learned in re-writing, and I think it's better to go deeper and work with a nice chunk of material until you've attained a level of mastery and accomplishment. I think the knowledge that comes from doing that really sticks with you. If your work is always a first attempt, I don't think you really attain much of anything. It's just too scattered of an approach.

← [Reply](#)



<https://my.uclaextension.edu/courses/32476/users/161025>

Mar 17, 2021

**2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?**

I have not started looking for a textbook yet. I do understand the value of a well-developed textbook for a comprehensive program. However, this class was the first TESOL class I have taken (except for the shorter intro orientation class), and I liked how the resources given for each week were not a traditional textbook, but a collection of links to insightful readings and videos. I'd like to borrow that approach and use a mixture of real-life resources such as online magazine or news articles, short stories, blog posts, product instructions, podcasts, songs, cultural and festival sites, tourism board sites, company websites, cooking recipe sites, sports news, games, and videos I can find on the internet and provide the links to students in advance. I would also encourage my beginner to early intermediate students (young or adult) to use Duolingo, even just a single lesson a day as it just takes 10 minutes and they can turn EFL learning into a routine.

My criteria would include real-life applicability; effective visual aids and audio; interactivity; playfulness and creativity; students' levels in listening, speaking, reading, and writing (being mindful of the cases where they're advanced in some but not in the others- i.e., some EFL students had studied English as a mandatory subject back home so their reading skills are advanced but almost zero speaking skills, etc.); students' educational background and professions if for adult learners; coursework to have students apply newly gained knowledge; and interactivity.

[← Reply](#)



[Juan Ochoa \(https://my.uclaextension.edu/courses/32476/users/163772\)](https://my.uclaextension.edu/courses/32476/users/163772)

Sunday

Hi Yoko, I really like your idea about using real life resources such as newspapers and magazines. I also like your short story idea, personally I think I would choose an easy version of a difficult book to read as a class. there are sites that have simplified versions of difficult books that you can use with your students

[← Reply](#)



[Yoko Matsubara \(https://my.uclaextension.edu/courses/32476/users/161025\)](https://my.uclaextension.edu/courses/32476/users/161025)

  
Sunday

Hi Juan,

Thank you for sharing the idea of using the simplified versions of difficult books for the alternate story ending-writing exercise! That seems to be a great idea not only for this but also for other types of reading and writing exercises.

[← Reply](#)**Melinda Cavalletto** (<https://my.uclaextension.edu/courses/32476/users/150435>)

Sunday

Hi Yoko,

I agree that being creative by using all sorts of tools such as media, blogs, and podcasts would work well in an ESL classroom. This is my last class before starting my practicum and one of my favorite classes was a technology class with Professor Chris Lambert. She gave great ideas for all sorts of materials and creative ways to teach through innovative methods. Technology was a class I was so nervous to take but it ended up being one of my favorites. I am sure you will get a lot out of the class since you are already thinking ahead.

[← Reply](#)**Yoko Matsubara** (<https://my.uclaextension.edu/courses/32476/users/161025>)

Sunday

Thank you for the heads-up, Melinda! I look forward to the technology class. This linguistic class was my first class in the program (after the short intro class) and I learned so much from both the lecture notes/resources assigned by Viktorija and all the great peer-to-peer discussions, suggestions, and experience-sharing in the last 8 weeks. I really appreciate everyone's contributions and wish everyone the best of luck!

[← Reply](#)**Juan Ochoa** (<https://my.uclaextension.edu/courses/32476/users/163772>)

Mar 18, 2021

1: If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?

As a new teacher who has only had experience in a small group setting I would often fall into the trap of using writing as a way to learn vocabulary and not as a skill. My views of writing in EFL class in the past were about practicing the vocabulary and grammar that was shown in class. This is the similar style that I have experienced as a student of language. while I still believe that writing is a good way to practice vocabulary and grammar I think that it should only be a part of the curriculum. I feel that it would be more beneficial if students would practice basic sentences at the start of the unit and then apply what they have learned into a larger story or essay as the unit goes on. For example if the topic is about "university" students can begin with a simple paragraph and then add more in the course of the unit to form something that could serve them in real life such as an email or formal letter. My fears are that students will not learn how to properly write when they eventually move on into native level classes. It is my hope to design a writing lesson plan that will allow students to not only practice their grammar and vocabulary, but also the structure of an essay.

[← Reply](#)



[https://](https://my.uclaextension.edu/courses/32476/users/163772)

[Juan Ochoa \(https://my.uclaextension.edu/courses/32476/users/163772\)](https://my.uclaextension.edu/courses/32476/users/163772)



Saturday

2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?

while I have not yet found a text book that I would use in a classroom I have learned things to look out for when looking for one. Based on what I have learned thus far I would expect a good textbook. depending on the age of the learners, a good textbook should contain material that is relevant to the students interest and which they could apply in a real setting. It will also have to combine previous chapter materials instead of jumping to a completely new topic. Perhaps this can be done if the textbook introduces narratives that can reintroduce concepts from previous chapters and remind students how to use what they have already learn.

[← Reply](#)



[http](https://my.uclaextension.edu/courses/32476/users/731) [Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)



Sunday

Juan, Finding the right textbook takes time. Now, I am always cautious because in past I would get too excited about a textbook, and it would not be the right fit for my students. Then, I would start skipping chapters and some students were not happy because they believed that the textbook was the "ultimate authority " on what to teach/learn in the class.

Here is an ESOL online textbook:

[OER Textbook](https://sites.google.com/site/introtoacademicwritingforesol/oer-textbook) [\\_\(https://sites.google.com/site/introtoacademicwritingforesol/oer-textbook\)](https://sites.google.com/site/introtoacademicwritingforesol/oer-textbook)

← [Reply](#)



[Juan Ochoa \(https://my.uclaextension.edu/courses/32476/users/163772\)](https://my.uclaextension.edu/courses/32476/users/163772)



Sunday

Thank-you so much for your response. Do you believe there is a "universal textbook" that applies to all students or does it vary from culture and age group?

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32476/users/129028\)](https://my.uclaextension.edu/courses/32476/users/129028)



Sunday

Juan,

You are right! I didn't even consider that in my quest for textbooks. I remembered, reading your response to question 2, a teacher with whom I worked, many years ago. She had a 3rd-grade class, almost half of her students were English learners. The class would read every day after returning from lunch and journal 1-2 sentences in a small notebook. The chosen book was some sort of mystery book. The teacher would read to the whole class, and students were asked to follow along. After the teacher read for about 10 minutes, students were required to write a short summary of what they had just read and one prediction of what they thought was coming tomorrow. Some students were writing 1.5 sentences at the beginning, but by the end of the second book they read as a class, most students were writing complete paragraphs. It was very inspiring to see.

"Perhaps this can be done if the textbook introduces narratives that can reintroduce concepts from previous chapters and remind students how to use what they have already learn." YES! :)

← [Reply](#)



[https://](https://my.uclaextension.edu/courses/32476/users/150435)

[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32476/users/150435\)](https://my.uclaextension.edu/courses/32476/users/150435)



Sunday

**Question 1. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?**

I am incredibly new to teaching an EFL class. I have taught music most of my life, and I have often thought that learning to write music is similar to learning to write a foreign language. A musical instrument and how it is played can be just as intimidating and frustrating as learning, say, Russian, to a native English speaker. I hope my classroom of learners will be enthusiastic about writing. I hope they will be creative with what they have learned so far and take chances in writing about subjects where they are just learning. I fear that my students could give up because of a lack of support from family or the community.

**Question 2. Based on what you have learned about language and language teaching, what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?**

A textbook for learning English should be easy to follow, accessible, age-appropriate, captivating, contain great visuals with activities. I have attached a book titled, *The English Grammar Workbook for Grades 3, 4, and 5: 140+ Simple Exercises to Improve Grammar, Punctuation and Word Usage*. Before this discussion, I had not thought about this question, so I researched online and found many great books. I like this one in particular because of its outstanding visuals.

<https://www.amazon.com/English-Grammar-Workbook-Grades-Punctuation/dp/1646116356>

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686)



Sunday

Hi Melinda, I also am new to teaching and it's cool how you teach music and how you said writing music is similar to writing a foreign language. I agree you can be very much creative in writing with what they've learned. One can express a lot through writing like music.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32476/users/129028) (<https://my.uclaextension.edu/courses/32476/users/129028>)

Sunday



Melinda,

When I read that you have taught music, it reminded me of my son's Spanish teacher in high school would offer the students (I think it was extra credit, I'm not sure) to pick a Spanish-language song and translate it verbatim, and then describe its intended meaning or how the lyrics would actually be grammatically correct in English. I enjoyed those assignments because I would see him playing and stopping songs and scrambling to write down their lyrics. That was the big requirement. "No Google lyrics look-ups." He began to enjoy and appreciate music in a different language. But yes, I hear you, depending on the age of the students, I fear that the level of motivation and outside support may affect their progress.

Thank you for the book recommendations! I'm going to look up the grammar and punctuation workbooks.

← [Reply](#)



[Raquel Armendariz \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32476/users/129028) (<https://my.uclaextension.edu/courses/32476/users/129028>)

Sunday



### Questions:

**1: If you are an experienced teacher, say something about your experience in teaching writing, and your best and worst writing activity. If you are new to teaching, what is your view on writing in EFL classroom? What are your hopes and fears concerning writing?**

Although I have worked in the field of education for almost 20 years, I am new to TESOL. To be considered competent users of English, one must focus on both productive and receptive skills. Writing and speaking are productive skills while listening and reading are receptive

skills. All skills are in fact important regarding communication. However, some may argue that writing, in particular, is a skill that is required in many contexts throughout life. For instance, you can write an email to people either up the street or overseas, or write essays for your homework. In school, writing is a way of life with which learners pass or fail the course. It is also one of the most used skills in evaluating students' performance in almost all levels of education. We need to be able to write to comment on social media events and in order to apply for a job.

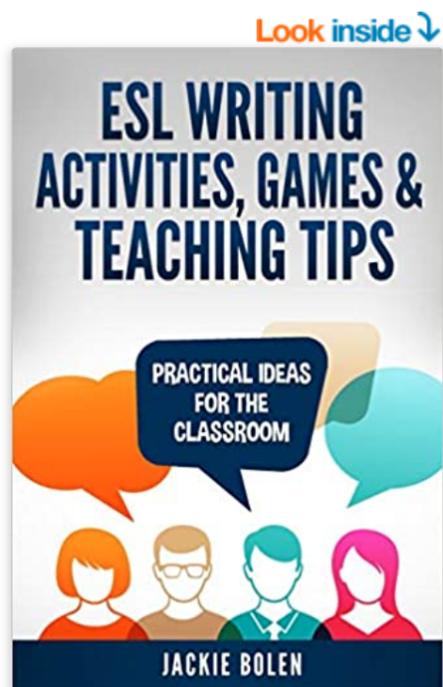
Perhaps one of my greatest insecurities right now, concerns writing; more specifically, the ability to develop, implement and assess meaningful writing-related lessons. The group of individuals that I've been teaching in community college (unrelated subject) have shared with me that as returning college students, and in some cases, first-time college students, the writing assignments are what they fear most. And what kept some of the older students away from considering college for a long time. My hope is that I will continue to learn from my peers and courses in this program. This is only my second class in the program.

**2. Based on what you have learned about language and language teaching what would be a good (English) language teaching textbook? What criteria would you expect it to meet? Have you already found such a textbook?**

There are a couple of books that I've been considering, one of them is:

*The ESL / ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels* by Hull Sypniewski and Ferlazzo

And because I was once an English learner myself and remember that the most effective lessons were always the ones in which we, as students, felt like we were participating in a game, or having fun, instead of made to be passive participants in the learning process, this book:



← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/32476/users/147686\)](https://my.uclaextension.edu/courses/32476/users/147686)

Sunday

1. I am new to teaching and my view on writing in the EFL classroom is that writing is as important as reading and speaking. As a teacher my hopes concerning writing is that students would still care and pay attention with their writing skills and find it even interesting to level up their writing skills. The grammar structures and format of writing in essays are the two things I consider to be the most important elements. Writing is also something you can express yourself through. A person can express his/her thoughts and feelings tremendously through writing. I hope many individuals can come to realize this role of writing through their acquisition of L2.
2. I haven't found such a textbook in language teaching, but I would love to find one that meets my criteria because I am always searching for good textbooks to teach. My criteria would be that it's organized and easy for students to use and follow but effective in learning.

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[Viktorija Lejko-Lacan \(https://my.uclaextension.edu/courses/32476/users/731\)](https://my.uclaextension.edu/courses/32476/users/731)

Monday

Silver, If you decide to use creative writing an ask your students to write a story, you can find some good ideas here.

<https://larryferlazzo.edublogs.org/2012/05/15/the-best-sites-for-learning-about-writing-a-story/> [\(https://larryferlazzo.edublogs.org/2012/05/15/the-best-sites-for-learning-about-writing-a-story/\)](https://larryferlazzo.edublogs.org/2012/05/15/the-best-sites-for-learning-about-writing-a-story/)

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