

## WORKSHOP 3: WRITING AS A POTENTIAL BARRIER TO LEARNING

### TASKS

The tasks should be carried out in the following order, using the worksheet provided.

1. In the first column, list all the different types of writing that you ask learners to do in the course of a unit of work. Include any activity, formal or informal, where you ask them to write. If you are working with a colleague or using this workshop with a Department, you could brainstorm this part of the workshop. Try not to leave anything out. If they need to pick up a pen or pencil, the activity should be in the list. Alongside each entry, if the writing is usually in English (or other mother tongue), write L1; if the writing is in the foreign language, write L2. Or both, if necessary.
2. In the second column, write the purpose for which each task is set.
3. Review the list in your second column. Tick the activities that are essential parts of the learning process for every pupil. Put a cross next to any writing activities which are not essential to the learning process.
4. Reflect/Discuss: Could the activities with a cross be omitted? Or, can you suggest how the purpose of the task could be achieved in some way other than through writing? Note down these ideas in the third column.
5. Consider the activities you have ticked. Is writing really essential, or could the purpose of some of the activities be achieved in a different way that would involve less writing for pupils who find that difficult? For example, is it necessary for every pupil to write, or would appointing a notetaker fulfil the purpose of the exercise?
6. Assess the implications: Have you been able to reduce the amount of writing some pupils will have to do while in your classroom? Will learning suffer as a result? What are the implications for you and/or your department if some of the ideas you have generated were to be implemented?
7. Tick the alternative measures you could implement without delay. Decide when and how the other measures can be implemented.