



Nazarbayev  
Intellectual  
Schools

## How to develop writing skill at the lessons of English in Grade 8?

Golovintseva V.  
Yermanova B.

# Why develop writing skill?

## Writing skill – productive skill

### Areas of application:

- ✓ Formal/informal correspondence
- ✓ Essays
- ✓ Motivation letters

### Assessment criteria:

- ✓ Vocabulary
- ✓ Grammar
- ✓ Coherence
- ✓ Task Achievement

# Algorithm of actions to implement FLIPPED WRITING approach

Step 1. Reading and analyzing the sample



Step 3. Independent writing



Teacher's support and feedback on every stage



Using instructions. Final feedback



Step 2. Guided writing

# 👉 Research question

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**How to develop writing skill at the lessons of English in Grade 8?**



## Methodology of the research

1

**Focus group:** 84 students of grade 8 (aged 12-13)

2

**Research method:** qualitative

3

**Research tools:** analysis of students' written works; surveys and interviews

4

**Period of data collection:** May, October and December, 2021

# Criteria and rubrics

Mark / Criterion	Task achievement	Coherence	Vocabulary	Grammar
6 100%	<ul style="list-style-type: none"> <li>All content is relevant to the task.</li> <li>The register completely corresponds to the requirements of the task.</li> <li>All content points are fully addressed and developed in a balanced way.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of connectors accurately; referencing is mostly clear.</li> <li>Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas.</li> <li>The format is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional inappropriacies.</li> <li>Has good control of word formation; occasional mistakes in producing less common word forms.</li> <li>Spells common vocabulary items correctly; one or two spelling mistakes may be present.</li> <li>May misspell less common lexical items.</li> <li>Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Writes simple, compound and complex sentence forms correctly and demonstrates some variety in length.</li> <li>Errors in grammar and/or punctuation do not distort meaning.</li> </ul>
5 80%	<ul style="list-style-type: none"> <li>All content is relevant to the task; insignificant content omissions may be present.</li> <li>The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present.</li> <li>Most content points are addressed, but their development may be slightly imbalanced.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of connectors accurately and attempts to use more advanced connectors, but not always accurately; attempts to use referencing, but not always clearly or appropriately.</li> <li>Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas.</li> <li>The format is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items, but may make frequent errors.</li> <li>Has good control of word formation; may make infrequent errors in producing less common word forms.</li> <li>Spells common vocabulary items correctly; no more than five spelling mistakes may be present.</li> <li>May misspell less common lexical items.</li> <li>Errors in word choice and/or spelling do not distort meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Writes simple and compound sentence forms correctly, and demonstrates some variety in length.</li> <li>Attempts some complex sentences, but they tend to be less accurate, including punctuation.</li> <li>Occasional errors in grammar and/or punctuation do not distort meaning.</li> </ul>



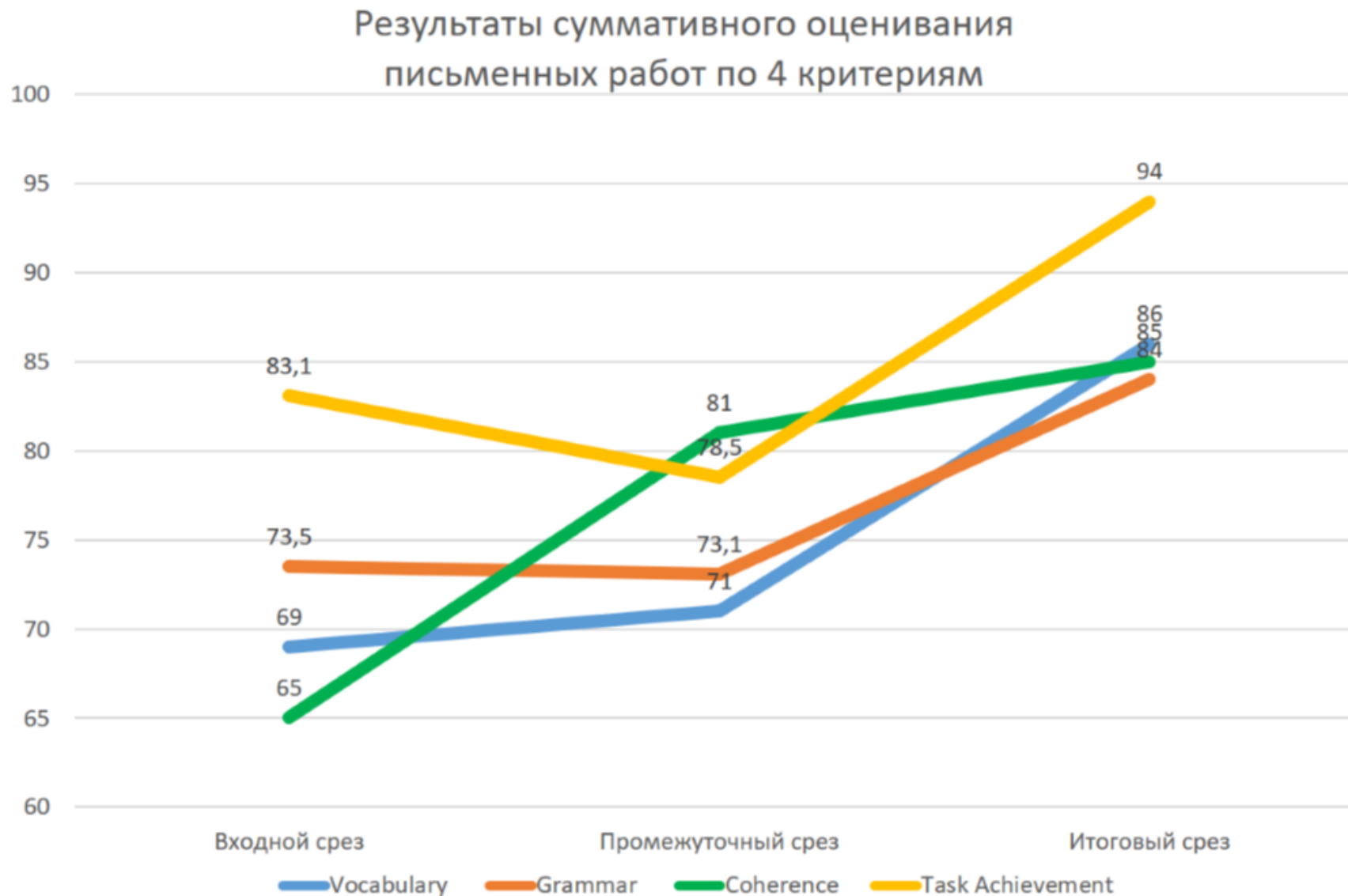
# Table

All the students works were assessed on the 4 criteria

Name	Entry test				Intermediate test				Final test			
	vocabulary	grammar	coherence	TA	vocabulary	grammar	coherence	TA	vocabulary	grammar	coherence	TA
Student 1	65	65	80	80	80	65	65	100	80	65	80	100
Student 2	50	65	50	65	80	65	80	100	80	80	65	100
Student 3	100	100	100	100	100	100	100	100	100	100	100	100
Student 4	65	65	30	100	65	50	65	80	80	90	100	100
Student 5	65	50	80	80	80	65	50	100	90	90	80	100
Student 6	100	100	100	100	100	100	100	100	100	100	100	100
Student 7	100	95	100	100	100	100	100	100	100	100	100	100
Student 8	55	55	60	100	75	70	75	100	80	70	80	100
Student 9	60	100	100	100	80	80	75	100	83	80	85	100
Student 10	100	100	100	100	100	100	100	100	100	100	100	100
Student 11	50	100	100	100	70	65	75	80	75	75	80	100

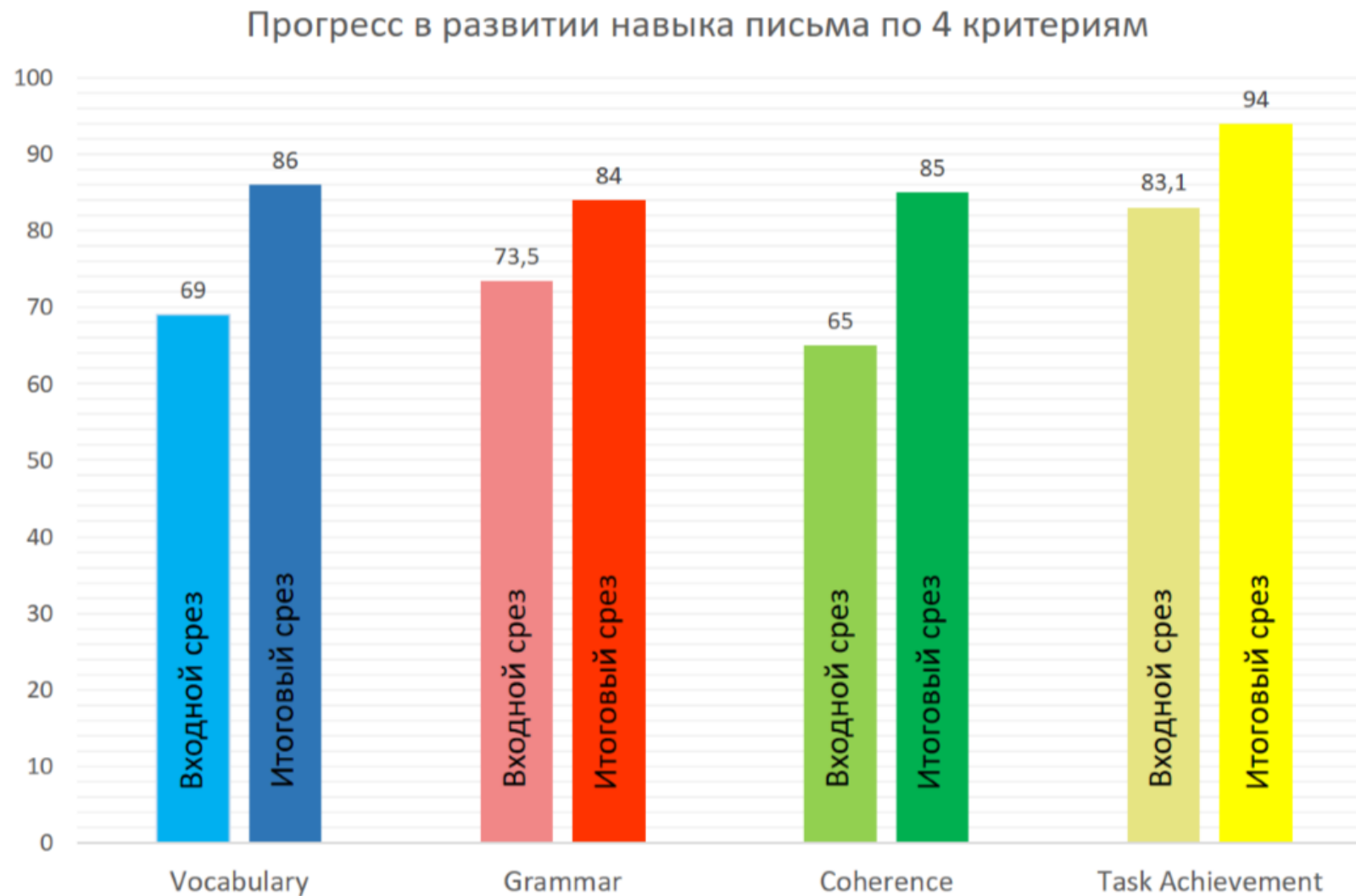


# Results:





# 👉 Results:



Vocabulary – 17%

Grammar – 11%

Coherence – 20%

Task Achievement – 12%

# **Conclusion:**

- ✓ Saving time at the lesson
- ✓ Differentiation – support to every student
- ✓ Product writing approach, based on the model (vocabulary, grammar, language style and layout) .
- ✓ Development of independent learning

# Contact us

**E-mail:**

[golovintseva\\_v@pvl.nis.edu.kz](mailto:golovintseva_v@pvl.nis.edu.kz)

[ermanova\\_b@pvl.nis.edu.kz](mailto:ermanova_b@pvl.nis.edu.kz)

**Facebook**

Valeria Golovintseva

Bakytgul Yermanova



## Resources:

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