



Nazarbayev
Intellectual
Schools

**Как развивать навык
письма в 8 классах на
уроках английского
языка?**

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Почему важно развивать навык письма?

Письменный навык - продуктивный навык

Область применения:

- ✓ Официальная /неофициальная переписка
- ✓ Различные виды эссе
- ✓ Мотивационные письма

Критерии оценивания:

- ✓ Лексика
- ✓ Грамматические конструкции
- ✓ Связность
- ✓ Содержание

Алгоритм действий подхода «Перевернутое письмо»

Этап 1. Ознакомление и анализ образца



Этап 3. Самостоятельное письмо



Поддержка и обратная связь учителя на каждом этапе подхода



Выполнение инструкций.
Итоговая обратная связь.



Этап 2. Управляемое письмо

Исследовательский вопрос

Как развивать навык письма в 8 классах на уроках английского языка?



Методология исследования

Фокус группа: 84 учащихся 8 классов (12-13 лет)

Метод: качественный

Инструмент исследования: анализ письменных работ учащихся;
опрос, интервью

Сбор данных: Входной тест, Промежуточный тест, Итоговый тест

Период сбора данных: Май, Октябрь, Декабрь 2021 г.

Критерии и рубрики:

Mark / Criterion	Content (relevance and development of ideas)	Organization (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) & Punctuation (accuracy)
6 100%	<ul style="list-style-type: none"> All content is relevant to the task. The register completely corresponds to the requirements of the task. All content points are fully addressed and developed in a balanced way. 	<ul style="list-style-type: none"> Uses a wide range of connectors accurately; referencing is mostly clear. 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. The format is appropriate. 	<ul style="list-style-type: none"> Uses a wide range of everyday vocabulary appropriately; attempts to use less common lexical items. Has good control of word formation; occasional mistakes in producing less common word forms. Spells common vocabulary items correctly; few spelling mistakes may be present. May misspell less common lexical items. Errors in word choice and/or spelling do not distort meaning. 	<ul style="list-style-type: none"> Writes simple, compound and complex sentence forms correctly and demonstrates some variety in length. Errors in grammar and/or punctuation do not distort meaning.
5 80%	<ul style="list-style-type: none"> All content is relevant to the task; insignificant content omissions may be present. The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. Most content points are addressed, but their development may be slightly imbalanced. 	<ul style="list-style-type: none"> 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. 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. The format is appropriate. 	<ul style="list-style-type: none"> Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items, but may make frequent errors. Has good control of word formation; infrequent errors in producing less common word forms. Spells common vocabulary items correctly; no more than five occasional spelling mistakes may be present. May often misspell less common lexical items. Errors in word choice and/or spelling do not distort meaning. 	<ul style="list-style-type: none"> Writes simple and compound sentence forms correctly, and demonstrates some variety in length. Attempts some complex sentences, but they tend to be less accurate, including punctuation. Occasional errors in grammar and/or punctuation do not distort meaning.



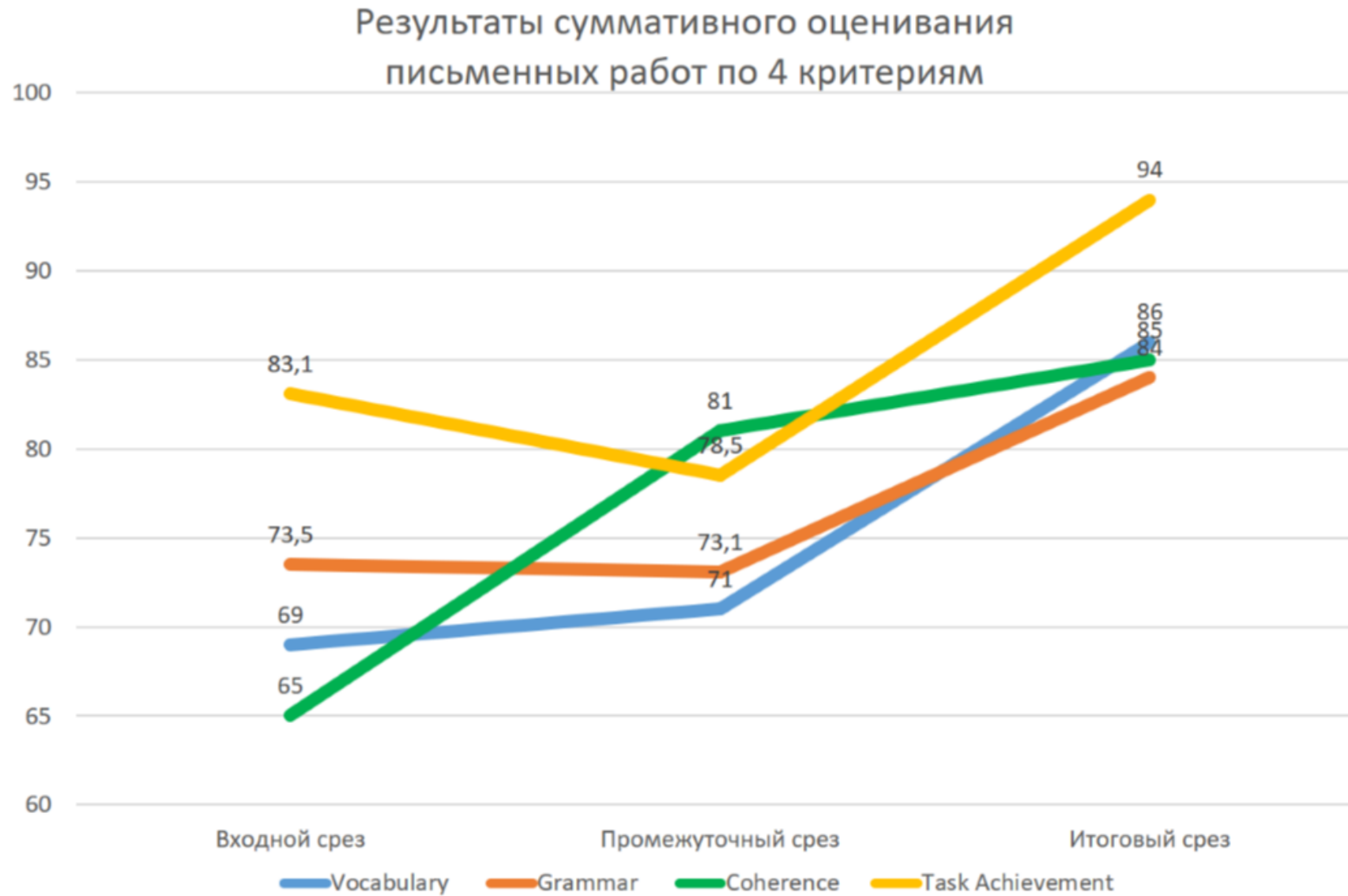
Таблица

Письменные работы учащихся оценены согласно рубрикам тестовых спецификаций.

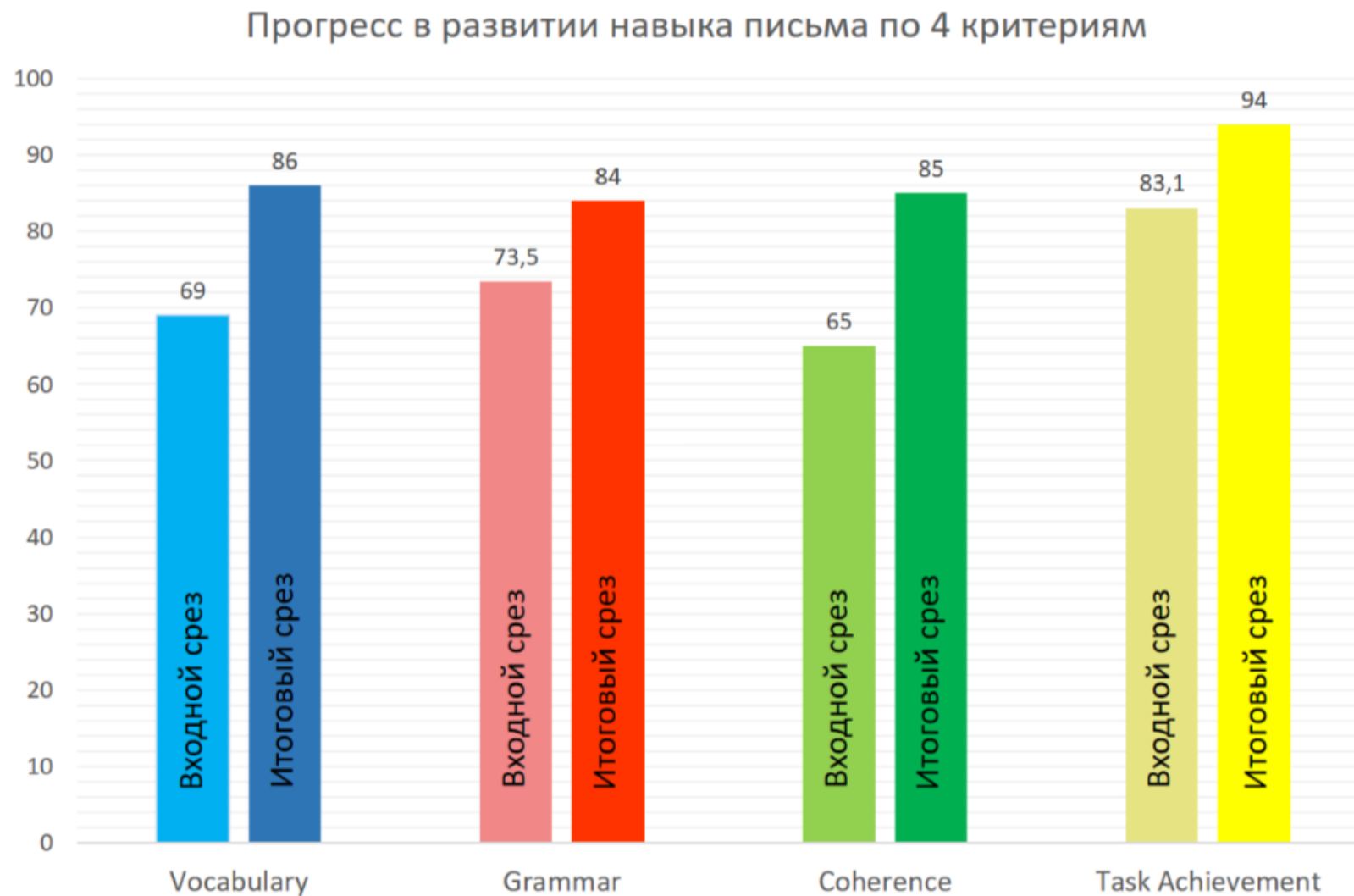
Name	Entry test				Intermediate test				Final test			
	vocabulary	grammar	coherence	TA	vocabulary	grammar	coherence	TA	vocabulary	grammar	coherence	TA
Student 1	65	65	80	80	80	65	65	100	80	65	80	100
Student 2	50	65	50	65	80	65	80	100	80	80	65	100
Student 3	100	100	100	100	100	100	100	100	100	100	100	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



Результаты:



👉 Результаты:



Лексика – 17%

Грамматика – 11%

Связность – 20%

Содержание – 12%

Заключение:

- ✓ Экономия времени на уроке
- ✓ Применение дифференциации на уроке – учет потребностей каждого учащегося
- ✓ Применение подхода Product writing approach, основанное на готовой модели текста-образца (лексика, грамматические структуры, стиль языка и оформление) .
- ✓ Развитие навыка самостоятельности, осознанной потребности в изучении материала.

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