



#Hashtag Education Seminars 2023

Leo Selivan



My favourite dish

In pairs, tell your partner about a dish you like that you don't usually eat at home.

It can be an appetizer, main course or a dessert.

Partner A: a local Cypriot dish

Partner B: a dish from another country

It's made with

It cooked with / for

It's usually served with

Describe your favourite dish

Now write a paragraph describing the dish.

These chunks (“sentence stems”) → might help you.

Use box B2 in your handout.

... are the perfect way to start a seafood feast /
... is a simple yet delicious **appetizer**.

⇒ **main:** ... is the perfect comfort food / is the perfect way to enjoy the flavours of summer / is cooked to perfection

... all combining to create an irresistible treat.
/ ...is the perfect way to end a delicious meal.



Appetizer

Main

Dessert

www.flippity.net/ma.php?k=1lbbZco5vvWGe5TxKNWM4kTj9OHY8Lm69ObITnPnTIZs

Appetizer

Smooth and creamy
(soup)

Light and refreshing
(salad)

Small but mighty
(kolokithokeftedes)

Main

Spicy and flavorful
(food, sauce, dish)

Tender and juicy
(meat, vegetable)

Hearty and filling
(meal, soup, stew)

Dessert

Moist and flavourful
(cake, muffin)

Rich and decadent
(chocolate, ice cream)

light and fluffy (cake,
mousse, meringue)

Micro-writing



Photo by [Patrick Perkins](#) on [Unsplash](#)

Micro-writing activities

- stop the **discussion** and ask students to **sum up**
- **summarise** the lesson so far
- make a comment on a **photo** (Instagram)
- write a **caption**

adapted from Ceri Jones's ideas:

<https://cerij.wordpress.com/workshops/micro-writing-small-things-make-a-big-difference/>

Why useful in class?

- formulating ideas into writing helps **retain** information
- can build **confidence** and build students up to longer texts
- formative **assessment** of Ss's grasp of vocab/grammar
- can be used to **scaffold** longer pieces of writing

All writing problems are psychological problems. Blocks usually stem from the fear of being judged. If you imagine the world listening, you'll never write a line.

Erica Jong, poet & novelist

as cited in Twitchell, AL. & Bonner, ER. (2018)
Tablet Detectives: Teaching Narrative Fiction
through a Digital Framework *CALL-EJ*, 19(2), p.80



Exam paper

You recently had a class discussion about the concept of competition. Your English teacher has asked you to write an essay in response to the following statement:

“Competition is the driving force behind excellence.”

How far do you agree or disagree? Give reasons and examples to support your answer.

Write your essay, giving your views.

Here are two comments from other students in your class, but you are free to use any ideas of your own.

Write your essay, giving your views.

Here are two comments from other students in your class, but you are free to use any ideas of your own.



WRITING ASSESSMENT CRITERIA (Class C) (15 marks)

	1-2	3-4	5
Content*	<ul style="list-style-type: none"> Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. 	<ul style="list-style-type: none"> Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. 	<ul style="list-style-type: none"> All content is relevant to the task. Target reader is fully informed.
	1	2-3	4
Language	<ul style="list-style-type: none"> Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with some degree of control. Errors do not impede communication. 	<ul style="list-style-type: none"> Uses a range of vocabulary, including less common lexis, appropriately Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication. 	<ul style="list-style-type: none"> Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures.
	1	2	3
Organisation	<ul style="list-style-type: none"> Text is generally well-organised and coherent. Uses a variety of linking words and cohesive devices. 	<ul style="list-style-type: none"> Text is well-organised and coherent. Uses a variety of cohesive devices and organisational patterns to generally good effect. 	<ul style="list-style-type: none"> Text is a well-organised, coherent whole. Uses a variety of cohesive devices and organisational patterns with flexibility.
	1	2	3
Communicative achievement	<ul style="list-style-type: none"> Uses the conventions of the communicative task to hold the target reader's attention. Communicates straightforward ideas. 	<ul style="list-style-type: none"> Uses the conventions of the communicative task effectively. Holds the target reader's attention. Communicates straightforward and complex ideas, as appropriate. 	<ul style="list-style-type: none"> Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way. Holds the target reader's attention with ease. Fulfils all communicative purposes.

Official ratings

Sample A

C	3	L	2	O	2	CA	1	Total	8
---	---	---	---	---	---	----	---	-------	---

Sample B

C	2	L	1	O	1	CA	1	Total	5
---	---	---	---	---	---	----	---	-------	---

Sample A

it's good for every person who wants something so bad to try and standing at the competition.

every person who is passionate about something...
to put themselves out there and compete

just throw yourself one step away
take one step at a time

*is to try to give a chance to competition to drive
you force behind excellence.*

Sample B

We're faced with challenges

be the best you can

are forced to push ourselves to our limits

learn from our mistakes

can be a powerful force for good

focus on our own performance

work hard

never give up

play to your strengths

achieve your goals

Grammatical mistakes or lexical gaps?

I suggest you to go with me.

He is becoming to mature.

She learning in my school.

People which work in hotels should know English

Incorrect sentence structure?

I want you to go with me.

She asked me to help her.

They told us to leave.

suggest + V+ing

Many grammatical errors are actually the result of lexical deficiencies and what is thus needed is NOT more grammar correction and study, but rather more lexical input

Hugh Dellar, ELT author & trainer

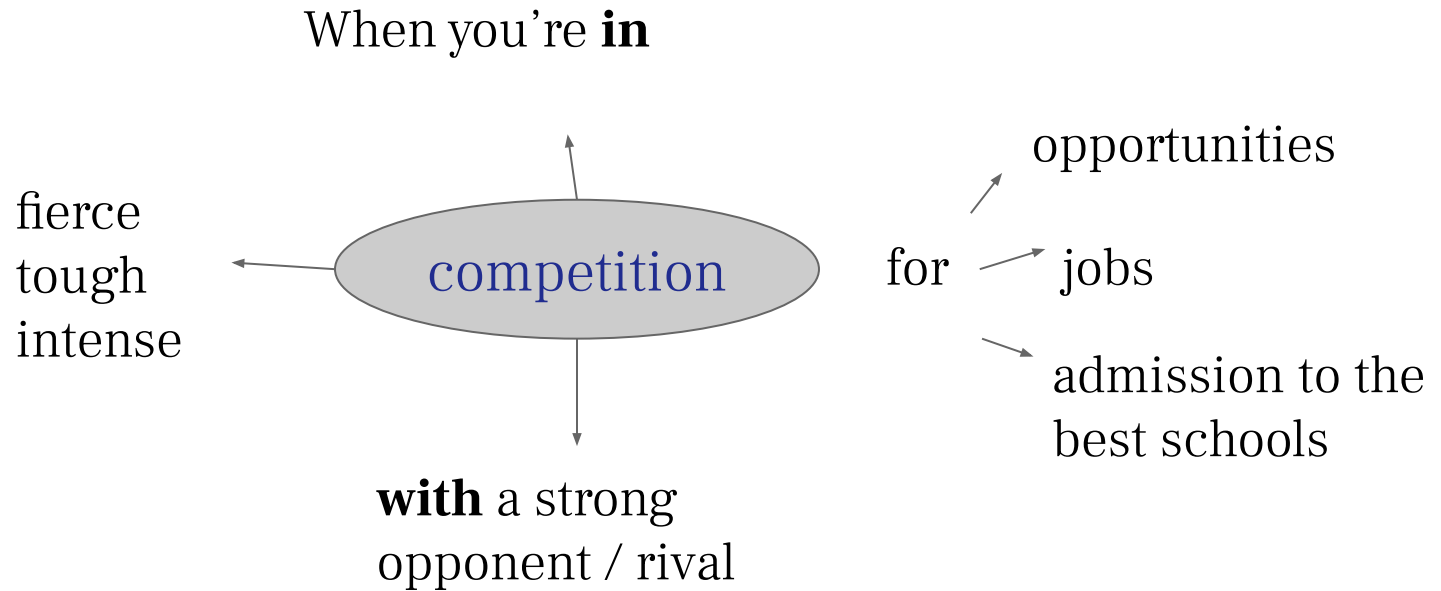
Grammar is dead! Long live grammar!

The Language Teacher 28(7); July 2004

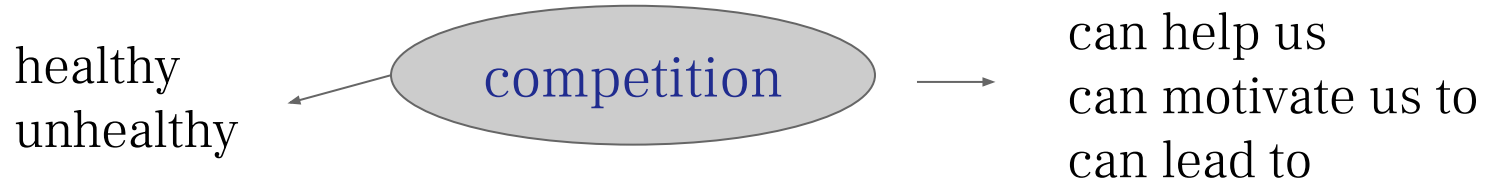


Image credits: [Matthew Yohe](#) via Wikimedia Commons, under CC BY-SA 3.0; [Kingkongphoto & www.celebrity-photos.com](#) from [Laurel Maryland, USA - Venus and Serena 1993 and 2001](#) via Wikimedia Commons, under CC BY-SA 2.0 [cropped]; [batwrangler](#) via Flickr [flic.kr/p/5CMmAL](https://www.flickr.com/photos/batwrangler/5CMmAL/), under CC BY-NC-ND 2.0

Key word spidegram



Key word spidegram



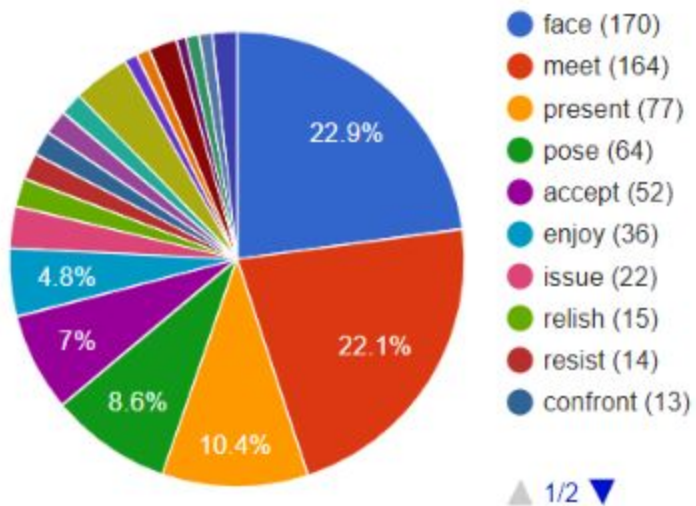
Lack of 'ideas' is very closely associated with the lack of a sufficiently large, and sufficiently phrasal, mental lexicon.

Michael Lewis, ELT author

in Teaching Collocation: Further Developments in the Lexical Approach (2000), p. 93



Collocates of challenge



Screenshot from HASK
Collocation Database:
pelcra.clarin-pl.eu/hask_en/

Focused vocabulary review

ODF3 U8
or
ODF4 U4
(+p 118)

Writing
strategy



Engaging your reader

For every piece of writing, you need to think about your reader. Why might they want to read your writing? What information might they be interested in? How can you keep them engaged? When you write an article, the content should entertain and interest the reader, as well as inform them.

3 Study the writing strategy, then look at the article again. How has the writer engaged the reader? Check (✓) the techniques the writer uses and underline examples.

a strong heading

questions

quotes from people

subheadings

surprising statistics

real-life examples

THE PRICE OF WINNING

14-year-old Angus is sitting on the bench watching his baseball team play. His coach has taken him out of the game because he made a mistake, and mistakes don't win games. In a recent study, 90% of teens said they would rather play sports and lose than not play at all. Winning is not the most important thing for them. But for too many coaches and parents, winning is everything. It's not surprising that a lot of teenagers drop out of organized sports at a young age.

In many junior competitive sporting events, every action is examined. Parents and coaches shout instructions from the sidelines, then yell at children for an error or a missed shot. Kids are not allowed to make their own decisions or learn from their mistakes. They aren't given the space to learn and develop.

This emphasis on winning creates huge problems. Kids suffer from anxiety, as they are praised for the number of goals they score, or the races they win, rather than for the effort they put in. This can lead to low self-esteem, especially if a player ends up on the bench.

Two months later, Angus is playing baseball with his friends in the park. He still loves baseball, but he doesn't play on a team anymore. He's playing for fun now and he's much happier. How many possible future champions will drop out of sports before parents and coaches change their attitude?





Writing after reading + vocab focus



Learners use only 13% of
recognised vocabulary
relevant to a writing topic
when writing essays



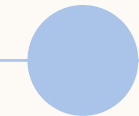
Writing stagnates
at 1000-2000
word level



48 students
secondary school
Canada

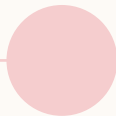
Lee, S. H. & Muncie, J. (2006) From receptive to productive: Improving ESL learners' use of vocabulary in a postreading composition task. *TESOL Quarterly* 40(2): 295-320.

Writing after reading + vocab focus



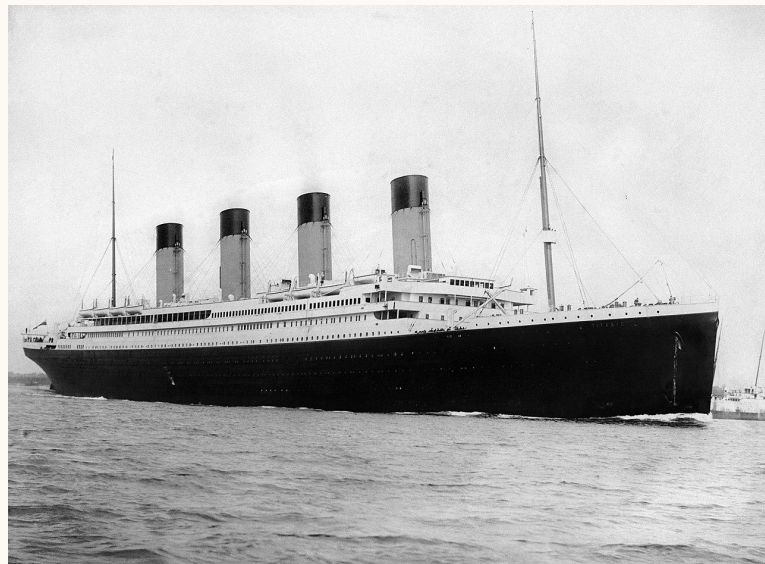
WORDS

survivors, perish(ed),
recover(ed),
unsinkable,
evacuated, lifeboat,
terror, frantic(ally),
doomed

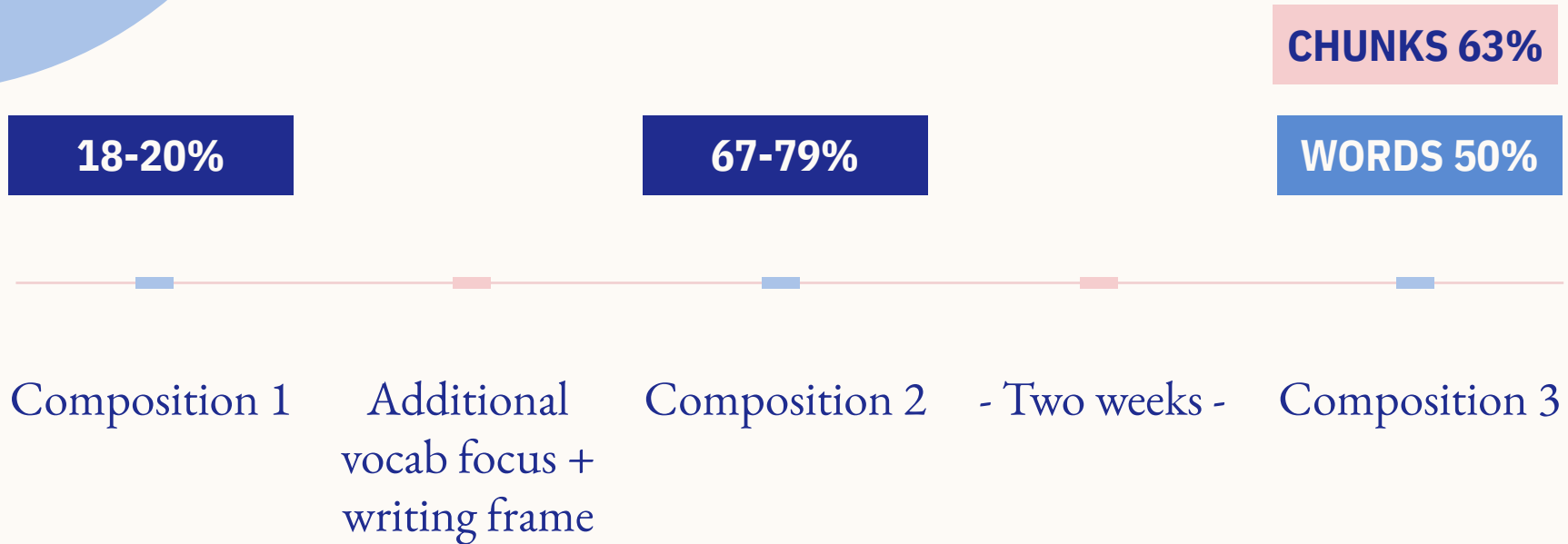


CHUNKS

make a fresh start,
maiden voyage,
the rich and famous,
set sail



Vocabulary use



Writing Frame

Describe a town/city you know or have been to.

Break down the prompt into a series of questions aimed at eliciting the target vocab.

with a population of

landmarks picturesque

worth visiting

ancient / mediaeval

bustling streets

was originally built over ... years ago

rough area noise pollution

Writing Frame

with a population of
landmarks picturesque
 worth visiting
ancient / mediaeval
 bustling streets
was originally built over ... years ago
rough area noise pollution

- How big is it?
- What can visitors see in the city?
Focus on one place. How old is it?
- How busy is the city?
- What problems affect the city?

My favorite room

by Sandra

A The most special room in our house is the kitchen. When I open the door, what's the first thing I notice? The smell of cooking and the noise. You can often hear people talking or laughing, and the sound of pots and pans, because someone is usually preparing food! I always feel comfortable and at home in the kitchen – it's the center of family life.

B In the middle of the kitchen is my favorite piece of furniture – a long wooden table. It looks old and worn, but it's the place where people sit and work or talk. It's used for special occasions like my grandma's birthday, when we all sit around the table. It's also used for everyday activities, like my brother's homework. My dad sometimes makes pancakes there, too – they taste delicious! The table is always messy because everyone leaves their stuff on it. There are house keys, schoolbooks, letters to mail,



as well as notes and reminders about school trips and homework assignments. The things on the table tell you a lot about our family and what we do.

C To sum up, the kitchen is my favorite room because it's full of life. It's the busiest and noisiest place in the house, and I like it that way. It's the room where I feel most comfortable and happy. And that's why I love it.

Writing task



A description of your favorite room

Your teacher has asked you to write a description of your favorite room at home and say why it is special. You can include objects and any people or family occasions that you associate with the room. How do you feel when you spend time in it?

Understand the task

1 Read the writing task and answer the questions.

- 1 Think about the rooms in your house. What are they used for?
- 2 Which rooms do you often use? Which do you rarely use?
- 3 Think about your favorite room. Rank the qualities below in order of importance to you.
comfort decoration light memories privacy size smells sounds

Think and plan

Writing strategy



Noticing and describing

When you write a description, don't just describe what you can see. Think about the senses and notice what you can hear and smell, too. This will bring your description to life.

2 Study the writing strategy. Then choose a room you want to describe and follow these steps.

- 1 Imagine you are standing outside the room. Open the door and walk in. What do you see inside? What furniture and objects do you see?
- 2 Are there any objects that are special in the room? Why are they special? How are they used?
- 3 How does the room smell? If it's the kitchen, for example, can you smell food cooking?
- 4 What noises do you hear in the room? Are there people in the room? What are they doing?
- 5 Think of any happy memories you associate with the room. Have you celebrated special occasions there? How does being in the room make you feel?



A Special Place

by Martyn McGregor

My favorite place is Padstow, a **picturesque small** town on the coast of Cornwall, in southwest England.

Padstow is famous for its harbor, where there are rows of **gray stone** houses, and pretty blue and white fishing boats. The town is near **long sandy** beaches such as Treyarnon Bay, where you can surf. It's also near places of interest such as Trevoze Head Lighthouse, and the **magnificent ancient** Tintagel Castle where King Arthur lived.

There is always plenty to do in Padstow, but when we are there, we usually eat at the same cafes and do the same boat trips and walks. I still notice different things about them every time I visit. This and the **friendly local** people always make me feel relaxed and at home.

That said, Padstow has changed over the years. It's gotten bigger and more popular. More tourists visit its famous seafood restaurants and crowd into the **bustling old** streets. Local people have moved out, too, because it's an expensive place to live. But despite these changes, I still love Padstow. It reminds me of my summer vacations with my family and friends, so it will always be a special place to me.

No blanks

numerous **last** **remote** **recorded** **controversial** **massive**

Insert the adjectives where they belong in the sentences below.

- a) The typhoon which swept through the Philippines causing destruction was one of the most powerful storms in history.
- b) Thousands of people gathered in the village of Qunu to pay their respects to Nelson Mandela.
- c) The decision to tax bank deposits caused a backlash among the local population and expats living on the island.

No blanks - answers

- a) The typhoon which swept through the Philippines causing **massive** destruction was one of the most powerful storms in **recorded** history.
- b) Thousands of people gathered in the **remote** village of Qunu to pay their **last** respects to Nelson Mandela.
- c) The **controversial** decision to tax bank deposits caused a backlash among the local population and **numerous** expats living on the island.



Collaborative writing



Collaborative writing in groups and pair



**Groups
outperform
pairs**



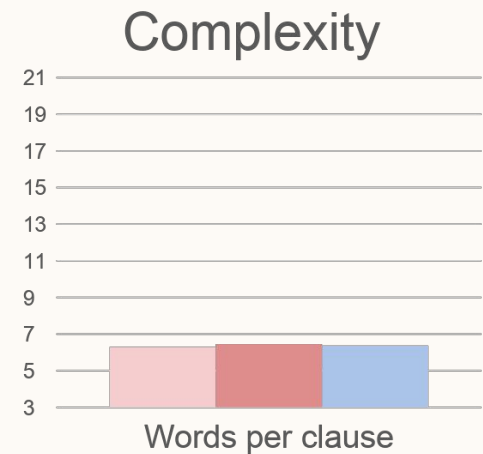
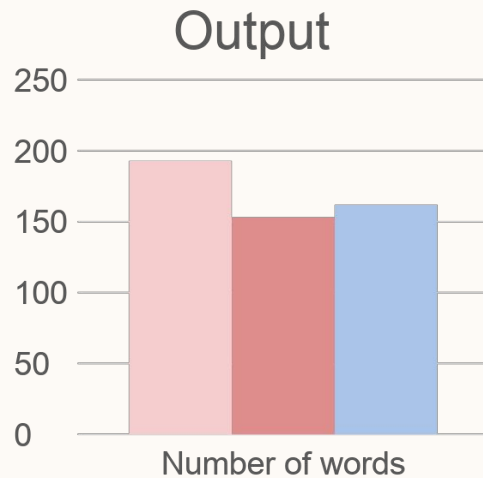
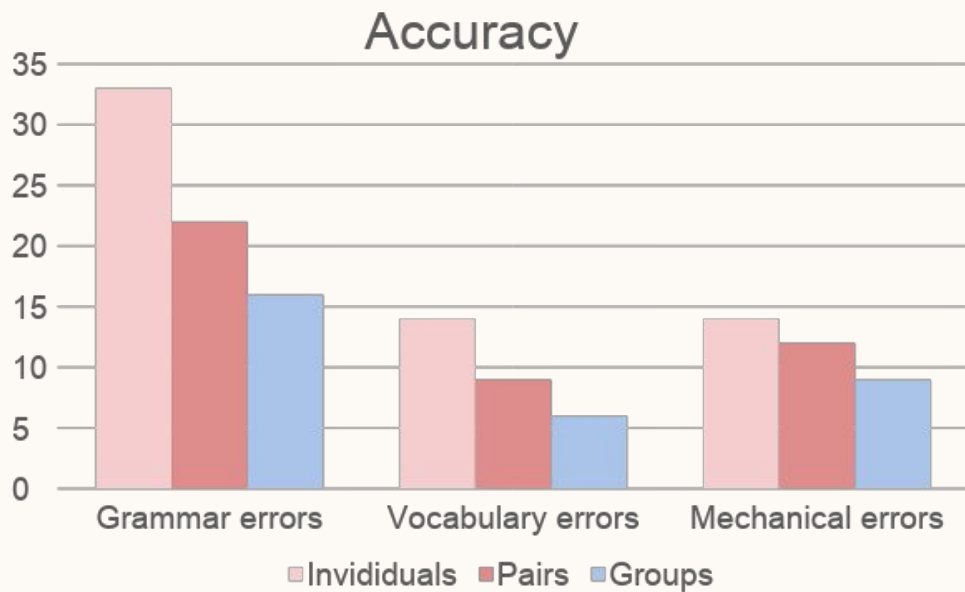
**Group discussions
lead to improved
accuracy**



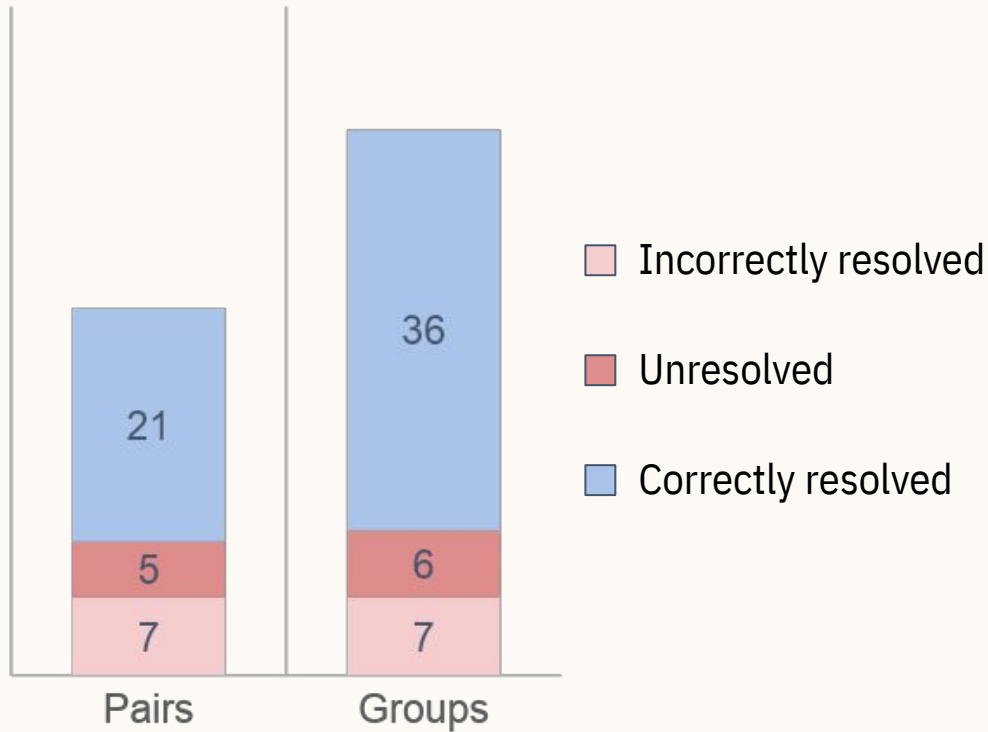
**111 learners of Spanish
at a US university**

**15 pairs
15 groups
21 individuals**

Dobao, A. F. (2012). Collaborative writing tasks in the L2 classroom: Comparing group, pair, and individual work. *Journal of second language writing* 21(1): 40-58.



Language Related Episodes



any part of a dialogue where the students talk about the language they are producing, question their language use, or correct themselves or others

Swain, M. & Lapkin S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal* 82 (p. 326)



Complex sentences

...which was nice

.... which was nice and

relaxing.
spacious.
shady.
peaceful.
comfortable.
modern.
sunny.



go to -> wooclap.com
Event code: **LEOSEL**

Restaurant review

Have you been to a restaurant where the food is so good that you keep coming back?

Write a review of the restaurant, describing some of the following points: the atmosphere, service and whether the restaurant is good value for money. You should also describe your favourite dish.

The best reviews will be published in the magazine.



Checklist

Pre -submission checklist

Micro-revision

Have you checked your spelling and punctuation, e.g. capitalization?

Macro-revision

When you read what you have written, does it 'flow'?

Pre -submission checklist

Micro-revision

Have you checked your spelling and punctuation, e.g. capitalization?

Is your grammar correct throughout? / Have you checked that you have used vocabulary appropriately?

Macro-revision

When you read what you have written, does it 'flow'?

When you read your work out loud, are there any places where you stumble? Can they be improved?

Pre -submission checklist

Micro-revision	Macro-revision
<p>Have you checked your spelling and punctuation, e.g. capitalization?</p> <p>Is your grammar correct throughout? / Have you checked that you have used vocabulary appropriately?</p> <p>Can you use more complex sentences, for example with <i>which</i>?</p>	<p>When you read what you have written, does it 'flow'?</p> <p>When you read your work out loud, are there any places where you stumble? Can they be improved?</p> <p>Would your classmates find it interesting to read?</p>

Pre -submission checklist

Micro-revision	Macro-revision
<p>Have you checked your spelling and punctuation, e.g. capitalization?</p> <p>Is your grammar correct throughout? / Have you checked that you have used vocabulary appropriately?</p> <p>Can you use more complex sentences, for example with <i>which</i>?</p> <p>Have you used linking words sufficiently?</p> <p>Have you tried to integrate new vocabulary from this unit? Have you checked how it should be used in an online dictionary?</p>	<p>When you read what you have written, does it 'flow'?</p> <p>When you read your work out loud, are there any places where you stumble? Can they be improved?</p> <p>Would your classmates find it interesting to read?</p> <p>If you were Editor-in-Chief of a magazine, would you publish this piece?</p> <p>Does it have a potential to go viral?</p>

Review and edit

7 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- **Content** Did you express cause and effect correctly using a variety of language?
- **Organization** Do you have an introduction, a conclusion, and a topic sentence at the start of each paragraph?
- **Style** Did you use formal language?

Review and edit

10 Read through your first draft. Check it and revise it if necessary. Then write your final draft.

- **Content** Have you described your feelings in interesting ways?
- **Organization** Do you have a different paragraph for each stage of your experience?
- **Style** Have you used a mix of long and short sentences?

Assessment for learning is as relevant to examination preparation as it is to everyday teaching and learning

Gordon Stobart

Boyd E, Green A, Hopfenbeck TN & Stobart G (2019).
Effective feedback: the key to successful assessment for learning. ELT position papers: Oxford University Press.





Two stars & a wish

Two stars and a wish



Strategies and activities demonstrated today

- micro-writing

- brainstorming (keyword)

- writing frame

- mining text for chunks

- circe writing (3 questions)

- model text (product)

- pre-submission checklist

- peer assessment (two stars and a wish)

CAMBRIDGE

Cambridge
Handbooks
for Language
Teachers
Series Editor
Scott Thornbury

Lexical Grammar

Activities for teaching chunks
and exploring patterns



Leo Selivan

with digital extras!

ideas *in*
ACTION

Activities for Alternative Assessment

Monitoring learning accomplishments in the ELT classroom

Leo Selivan

DELTA
Publishing



Hashtag Education

Shaping Learning Together

Credits

Presentation template by [SlidesCarnival](#)