

Virtual Activity 2

ACTIVITIES TO DEVELOP WRITTEN SKILLS



WRITING ACTIVITIES

There are two types of writing activities used in foreign language classes. Pupils learn to write and they write to learn. When they learn to write, pupils are guided through the activities based on copying. These activities focus on 'surface' features, such as handwriting, spelling, punctuation and using the correct words and grammar. The activities focus on word and sentence level writing. As young children are still learning to write, pencil control and hand-eye coordination can still present a difficulty for them.

When pupils write to learn, they may be less tightly guided and can express more creativity in their writing. More focus is put on the meaning, personal expression and the form. Pupils have to choose the right vocabulary, grammar, sentence patterns, spelling and layout beside expressing ideas and joining them.

WHEN SHOULD CHILDREN LEARN TO WRITE IN A FOREIGN LANGUAGE?

Oral and listening skills should be developed first, then reading and writing are gradually introduced. Writing should be integrated with reading, speaking and listening. It should be contextualized and related to real-life situations.

Young learners may still be consolidating their concept of print. By copying pupils practise handwriting, learn new vocabulary and grammatical structures, develop an awareness of spelling and practise simple sentence patterns.

TYPES OF LEARNERS

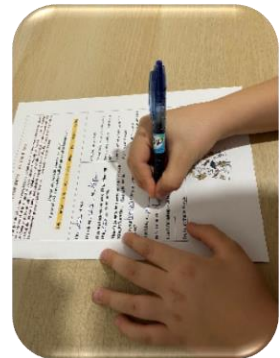
There are 4 main types of learners: the visual, auditory, linguistic and kinaesthetic, consequently there are 4 main ways in which students learn the spelling of words.

Visual Style

With visual style, learners respond to shapes of words and the patterns of letter clusters within them. They often have a feeling whether something looks right.

Pictures can help them with the spelling. If they see a picture, this will help them create a visual memory. They enjoy tasks that require them to draw on their visual memory of words or spelling patterns.

Pupils may be asked to look for a word, cover it and then write it. They can look for words in a word search, choose the correct spelling or simply match a picture with the right word.



Auditory Style

With auditory style, it is better for learners to sound the word out as they recognize the relationship between sounds and letters or groups of letters.



Kinaesthetic Style

Kinaesthetic learners like to be physically involved. They like to use their sense of touch to gain an understanding of the world around them. Kinaesthetic learners retain information best by incorporating movement and visuals.



Linguistic Style

The linguistic style involves both the written and spoken word. The pupil sees the relationships between words based on grammar, meaning ... They are naturally drawn to language. They have a fascination with words and tend to learn new words easily.

MULTISENSORY APPROACH

For younger students a multisensory approach is the most appropriate method. Pupils can use all their senses while they learn. They can see, feel, say, write, hear ...

Multisensory activities are based on whole brain learning. The human brain has evolved to learn and grow in a multisensory environment and all brain functions are interconnected for this reason.



*writing trays
sensory writing bags
playdoh letters
draw it on the back
swat it
vanishing words*

