# Examining the Effectiveness of Some Creative Teaching Techniques Used at the Language Center, South East European University

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**Abstract**
Creative teaching techniques enhance student motivation and promote students' performance. Teachers and researchers are investigating the impact of different creative teaching techniques and methods towards improving the students' final results. This paper explores the effectiveness of some creative teaching techniques and activities used in a University EFL classroom. The participants in this study were 20 first year students, attending Intermediate Basic English Skills (BSE) at South East European University in Tetovo, Macedonia. A qualitative approach was used for the data collection. The instruments used in this study were: a lesson plan, student paragraph samples, classroom observation and teacher evaluation of the lesson. The findings indicate that creative techniques prove to be very effective in the classroom. Moreover, it was evident that teacher motivation is of a high importance if we want our students to give better output. Additionally, using interesting, motivating and creative techniques and activities in the classroom had a very positive effect on creating an encouraging classroom atmosphere. The teacher becomes a guide and classes are more student-centered. It can be suggested that creativity and motivation have an important role for improving the quality of teaching and learning and therefore should be applied regularly by Foreign Language teachers (EFL in this case).
**Keywords:** creative, techniques, methods, lesson plan, students

## 1. Introduction
Being creative in teaching is crucial if we want to improve the quality of learning/teaching because creativity encourages students to participate and get involved in the lesson. Moreover, as an EFL teacher one should give his/her best in order to keep students focused and motivated. Teachers can use different creative methods and techniques in order to make their classes more interesting and productive. Creative teachers can even use a very simple activity in a creative way and encourage their students to participate and learn. Creative teachers usually have interesting and fun classes which students like to attend. If the students find the classroom as a positive learning environment, then chances that they will acquire new knowledge easily are bigger. A creative teacher is one who does not practice teacher-centered methodology, who gives freedom to students to experiment and who involves the students during the learning process.

## 2. Theoretical and Practical Importance of the Present Study
This research was very useful in providing a clear insight into the effectiveness of teaching university students creatively. Other teachers can use the lesson plan for their English classes; they can add to it or modify it. Moreover, this lesson plan is very detailed and it provides the links for all the resources used, which makes it very practical and ready to use.

## 3. Previous Studies
The previous studies chapter gives a definition about creative teaching, shares some researchers' ideas on creative teaching and mentions the efficacy of some creative techniques such as: learning from mistakes, brainstorming and role-playing. The previous studies section is short but a very adequate illustration of the present study's framework.
Moorad, A. in her paper *Teaching Methodology: Creative Teaching Critical for Information Age*, shares Robert E. Franklin's definition of creativity, which says: "creativity is the tendency to generate or recognise ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others" (para.1). Therefore, in the present study, the focus of the creative teaching class will be on having students generate ideas and organise them, communicate between each other and of course enjoy the class.
There are researchers and teachers who point out the advantages of using creative techniques in teaching. For example, Strawn, K. (2003) states that creative teaching methods "help children express their feelings, encourage original and independent thinking and encourage children to invest themselves in learning" (para. 2). This is very

important because in this way the students will become autonomous learners. Moreover, when expressing their feelings they can also establish rapports between each other and the teacher.

According to Sawyer, R. Keith (2004), in order to implement creative teaching there should be a serious continuous investment in professional development. He also states that: "Creative teaching suggests a very different vision - teachers are knowledgeable and expert professionals and are granted creative autonomy to improvise in their classrooms" (p.18).

Other researchers, Sternberg, R. and Williams, M. W. in *Teaching for Creativity: Two Dozen Tips* state that students should be allowed to make mistakes and then teachers should tell them to "analyze and discuss these mistakes" (section 12). I can add here by saying that mistakes are very important and should not be ignored. Teachers can use students' mistakes in a fun and non-threatening way to teach the correct forms. Nevertheless, in a classroom where creative approach is applied it is not suggested to stop the students whenever they make mistakes and to correct them. Student should feel relaxed and not frustrated and afraid not to make mistakes.

Morris, W. (2006), in his article "Creativity-It's place in education" gives Carolyn Edwards and Kay Springate suggestions from their article "The lion comes out of the stone: Helping young children achieve their creative potential" on creativity and student encouragement:

> Give students extended, unhurried time to explore and do their best work. Don't interfere when students are productively engaged and motivated to complete tasks in which they are fully engaged. Create an inviting and exciting classroom environment. Provide students with space to leave unfinished work for later completion and quiet space for contemplation. Provide an abundant supply of interesting and useful materials and resources. Create a classroom climate where students feel mistakes are acceptable and risk taking is encouraged. Appropriate noise, mess and autonomy are accepted. (p. 6)

According to Morris, W. (2006) creative pupils check their progress and provide constructive feedback. Morris also states that teachers are responsible to "create an inviting and exciting classroom environment" (p. 6). This is in correlation with Dunn, Rita, S., and Kenneth J. Statement, who say that: "Brainstorming generates enthusiasm, is highly motivating, promotes spontaneity and creativity" (section B). Thus, brainstorming as an activity plays an important role in different classrooms and subjects. Most importantly, brainstorming proves to be effective when used as an icebreaker in the beginning of the class.

Finally, Gangel, K. O. in *Teaching through Role Playing* points out that: "Role playing can often create a sense of community within the class" (para. 9) and this is very important in a classroom where creativity is involved. Creating a learning community equips the students with skills which they will need in their everyday life (for example, how to react in different situations). Gangel adds that teachers should be able to adapt the situation created according to the needs of the students so they can apply it in real life.

To sum up, most of the previous research stresses the advantages and benefits of using creative techniques in the classroom. The previous studies together with the present study give details and research results about the importance of using creative methodology in schools and universities. Yet, according to Morris, W. (2006) teachers can create a positive and encoring creative climate in the classroom but the school leaders are those who should invest and provide these teachers with the necessary resources.

## 4. Techniques/activities

The following are some techniques and activities that we use at the Language Centre.

**4.1 Interviewing-**we usually practice job interviews. Students mock interviews by taking the role of the interviewer, interview and secretary. By conducting an interview the students not only practice their English skills but the interviewing skills as well. They practice how to ask and answer questions; they also practice the meaning and importance of non-verbal communication during the interviewing process.

**4.2 Debate-**first we go through the rules of debating, students learn how to politely disagree or how to strongly disagree and then we conduct a debate by having half of the students *for* and the other half *against*. This technique is very important because through debating students learn how to behave in their everyday life; they learn how to communicate and argue without being rude and aggressive.

**4.3 Problem solving-**is very effective if we want to make our students think critically and creatively. I sometimes divide my students into groups of four and I give each group a different problem for which they together as a group should come up with a solution. By problem solving students activate their critical thinking are deeply involved and use higher level of thinking.

**4.4 Think-pair-share-**According to Katherine D. Wiesendanger, "Think-Pair-Share can be used to promote writing for reluctant students by having students alternate writing paragraphs or sentences" (p. 409). I use Think-

Pair-Share very often, students do the assigned tasks then they discuss them with their peers and after that they share their work with the whole class. This activity helps them create a better relationship between each other. The following link is a sample of think-pair-share activity available from: "Teaching technique developed by Frank Lyman and his colleagues in 1981" http://www.vaniercollege.qc.ca/pdo/files/2012/05/H11-TTip2-Think-Pair-Share5.pdf.

**4.5 Brainstorming**-I sometimes use brainstorming before starting a new lesson. By brainstorming I prepare my students for the material that follows. They start speaking, thinking, generating ideas, and this helps the students break the ice and enter into a dialogue with the teacher. I start by giving my personal examples from my experience and then I encourage them to do the same. Brainstorming helps in creating an encouraging classroom atmosphere.

**4.6 Role Playing**-Role playing is another creative technique which can be very productive in teaching a foreign language. I mainly use role-playing to practice and evaluate the gained knowledge. Students perform role plays by using and practicing a specific part of the acquired vocabulary or grammar. The most recent role play activity that I have used with my students is simulating a teacher-student conflict, where one student takes the role of the teacher and the other one the role of a student (also other students can take different roles, such as principal of the school, the director or maybe parent). Role playing proves to be a fun and productive technique. Students like role playing especially when acting is involved.

## 5. Methodology
### 5.1 Research Questions
1. What is the role of using creative teaching approach with university students, in an EFL classroom environment?
2. How does teacher motivation impact student engagement in learning with creative strategies?

### 5.2 Procedure
The lesson plan (see appendix A) was carefully prepared and it was used by the teacher/researcher to teach a 50 minute class and to conduct research based on the effectiveness of the lesson and the students' input.

The lesson is student-centered and is adapted for different learning styles. Tactile/kinaesthetic students can benefit from this lesson, as well as auditory and visual. The activities encourage creative thinking, critical thinking and discussion. The teacher uses student-centered approach and doesn't give rules or the structure immediately but provides the students with different activities so they can elicit the rules themselves. The teacher has carefully planned the teaching techniques in order to accommodate more learning styles to involve whole class work (brainstorming stage), individual learning (answering personal questions) group work and kinaesthetic learning style (mixed-up paragraph activity).

The lesson starts with the teacher presenting the objectives for that class. The reason why the teacher writes the objectives on the whiteboard is to help the teacher and the students keep track of the flow of the lesson and also to make the students aware of what they should have learned by the end of the class. The teacher can go back and refer to the objectives as they have covered them.

Then, the teacher starts with a discussion as a warming up activity because, by answering personal questions, the students get engaged and start feeling more relaxed. For example, the teacher asks where they use persuasion, how often etc. Also questions such as: How would you persuade your parents to let you go out?

The next technique is brainstorming. The teacher writes SCHOOL UNIFORMS on the whiteboard and tells the students to brainstorm together about this topic. As the teacher writes their ideas down on the whiteboard, they continue generating more ideas focusing mainly on the quantity and not bothering about making mistakes.

The other activity is listing. In pairs, students make a list of *pros* and *cons* of wearing uniforms at university from the ideas they have on the whiteboard. (You can find more info about listing and other activities by following this link: http://home.snu.edu/~hculbert/creative.pdf).

After brainstorming and listing the teacher involves IT (information technology) by showing the students a YouTube video about school uniforms. The reason why the teacher uses a video with text and also speaking is to adapt it to students' learning styles. Students who prefer auditory/visual learning style will find this video very helpful. In this Video students can see how arguments *for* and *against* are given.

Then, after the students watch the video related to school uniforms the teacher asks the students how they could organise it in a form of a persuasive paragraph. More specifically, the teacher tries to elicit from students the structure of a persuasive paragraph. At this stage there is activation of prior knowledge as a creative teaching approach. Students give their ideas based on their previous knowledge and based on the information they gained during this lesson. After receiving answers from students, the teacher shows them the *sandwich model* (sandwich model graphic organiser: URL: http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf) for writing a well-organised paragraph and then students add to that and adapt it for a persuasive paragraph. They

recall knowledge from previous courses answering questions related to writing. Only a few volunteer or students called by the teacher answer by recalling their previous knowledge.

Mixed-up paragraph. This technique requires students to work in groups of four. The teacher gives instructions and then divides the students into groups and gives each group cards with sentences written on them. The teacher tells all the students to get engaged and work towards choosing the correct order of the sentences in order to create a correct paragraph. The teacher chooses one student representative from each group, and the students decide on one student to glue the papers; entire group is engaged actively and tries to find out which sentence fits. Having finished ordering the sentences they glue them on an A4 paper and then expose their work on the whiteboard. Two groups at a time go to the whiteboard and compare and contrast their paragraphs trying to find out which group has the correct version. Thus, *peer feedback* is another opportunity for creative practice. Zainurrahman (2010) cites Hyland's definition of peer feedback, stating: "Peer feedback is feedback given by peer, whereas in writing peer feedback means having other writer to read and give feedback on what other writer has written." Hyland, K & Hyland, F. (2006) point out that from socio-cognitive perspective, peer review is defined as a "formative developmental process" which helps the writers to that gives writers to examine their writings and to also find out how their peers' write (p. 6).

Summing up, through this activity the students will be actively engaged in a collaborative work and encouraged to work. This activity allows even the lower proficiency students to get involved by reading the sentences on the cards while trying to find the correct order.

*As it is cited in "Creative Teaching Strategies Take Learning to a New Level" teachers who use creative teaching strategies do not simply give instructions straightforward but they ask questions, give activities by letting the students discover the new knowledge and then discuss it.*

Franklin, J. & Theall, M. (2007) have stated that in Bloom's taxonomy, creativity takes "the highest level of cognition" and is defined as:

> Putting elements together to form a coherent or functional
> whole; reorganising elements into a new pattern or structure
> through generating, planning, or producing" as cited in
> *Learning creative capacities (writing, inventing, designing,*
> *performing in art, music, drama, etc.* (p. 2)

Therefore, we can conclude that the *mixed-up* activity is a creative technique because students have to find the correct structure of the paragraph by finding the transition signals, ordering the sentences in a correct order by firstly planning where to put each sentence.

### 5.2.1 Student Assessment

Students will evaluate each other's comments and arguments. Students will be evaluated continuously during the two sessions. More specifically, the second session will be a progress check of the first session to see how much knowledge they have acquired. Students will write persuasive paragraphs applying the knowledge which they gained during the first session. They will receive peer feedback immediately after finishing writing. Their progress will be obvious based on that if students were able to write a well organised paragraph with all the elements and if they were able to provide helpful feedback to their peers.

### 5.2.2 Anticipated Problems and Solutions:

Some lower proficiency students might not feel free to participate; therefore, the teacher should ask and encourage them to participate. The teacher should praise and encourage students in order to overcome their frustrations. The weaker students might have a lower vocabulary input and may find it more difficult to formulate sentences. On the other hand, there are often a few students who dominate and therefore they should be told to give turns to their colleagues. It will be a big challenge and maybe difficult to make some of the students speak. A possible solution is to have a discussion with them, ask as many questions as possible in order to elicit answers from them. Time management can be one of the difficulties which the teacher might face. In order to avoid spending a lot of time with different activities students will be told that they have a limited time for a specific activity.

### 5.3 Participants and Setting

The participants were 20 first year students, (male and female) studying at South East European University in Tetovo, Macedonia. They were students from different faculties taking intermediate Basic English Skills course.

### 5.4 Instruments

### 5.4.1 Lesson Plan (see Appendix A)

A carefully prepared lesson plan consisting of aims, objectives, previous knowledge assumed, resources, material, references and structure of the lesson. The lesson structure was divided into the *teacher part* and *student part* by giving detailed explanation for each stage of the lesson.

### 5.4.2 Observation Report (see Appendix B)

The lesson was observed from the beginning until the end of the class. There were two observers, one professor

at the Language Center and the director of the Language Center. The observers wrote a prompt constructive feedback, immediately after the class finished.

### 5.4.3 Student Samples of Persuasive Paragraphs (see Appendix C)

During the second session, after the students had elicited the rules about a well-organised persuasive paragraph structure, they were asked to apply the knowledge that they gained. So, having gone through all the above mentioned learning stages (starting from brainstorming) the students were asked to write their own paragraphs about the same topic.

## 6. Results and Discussion

### 6.1 The influence of Creative Approach in Teaching and Teacher Motivation Factor

The brainstorming stage was very effective because from this point student started participating. Choosing a topic based on their needs made this activity even more fruitful. Majority of the students were trying to give their own ideas and participate.

Playing the YouTube video made the students more relaxed. It was very obvious that they liked the idea of using technology in their class and most importantly the chosen video helped them have a clear picture of how to write a persuasive paragraph. Therefore, when students understand the lesson they are more willing to participate and get engaged.

The mixed-up activity proved to be very effective in practice because through this activity the students collaborated and applied their organisational skills as well. The students used critical thinking when trying to reorder the sentences and come up with a correct paragraph. However, this activity created a nosier environment because the students were all willing to participate and say what they think. Yet, I would say that it shouldn't be considered as an obstacle since it helped to keep the students engaged on the task.

Think-pair-share activity proved to be very productive and the students liked it. They were really focused while doing this activity. They showed their enthusiasm while sharing their ideas with their peers. Having checked the answers with their peers they were more self confident to present it in front of the class.

From the results of this study it is obvious that using creative methods in teaching enhances learning, collaboration and the students' output. The strengths of this lesson were that students seemed to be comfortable and free to state their opinion. They were so willing to participate that they were competing with one another. It was evident that they were motivated because they wanted to move around the classroom and express their opinion without any hesitation. Most of the students were fully engaged and focused on the lesson. We can conclude here that, teacher motivation was the other factor which helped the students participates successfully during the class. The teacher praised the students and encouraged all of them to participate.

The results showed that the students understood the structure of the persuasive paragraph. They successfully wrote a persuasive paragraph during the second session of the class. Majority of the students wrote well-organised persuasive paragraphs with very insightful arguments and details. What's more important is that there was a warming learning atmosphere created. This lesson plan promoted fruitful discussion and a feeling of enthusiasm between the students.

### 6.2 Results taken from the observers

The following is the original feedback received from the observers: (available upon request from the director of the Language Center, Veronika Kareva, South East European University, Tetovo; email: v.kareva@seeu.edu.mk) This was an example of a student-centred class with hands on activities during all class time. All students actively participated in the warm-up session when the teacher tried to introduce the topic and then throughout the class with comments, answers and then by being involved in the activities. They were all very enthusiastic and did their best to give the answers that would satisfy the teacher and did not hesitate at all if they made a wrong attempt. In order to do this, they tried to activate their prior knowledge and remember what they were taught previously. During the peer check activity they could check on their colleagues' work and were competing with each other which contributed to the liveliness, motivation and success of the lesson.

The teacher was very well prepared for the lesson. She demonstrated high level of understanding of the teaching and learning process by the selection of materials for this class, the way she organized the lesson and the way she presented the new material. There was a smooth and logical flow from the introduction and then to the presentation and the practice where she only appeared as facilitator, letting students do all the work by themselves. The objectives of the lesson were written on the board and explained to students. There was also a link to real life situations and students' own experience in order to achieve personalization.

There was a very warm and positive atmosphere in the classroom. The sitting arrangement was appropriate, as well as the organization of the group activity. Attendance was taken at the beginning (with comments related to the new material). The mixed-up activity was especially effective because it made students move. The teacher was friendly and smiling all the time.

There were excellent handouts and activities prepared by the teacher. Their level of difficulty was appropriate

both for students' level and the topic of the lesson. The video presentation was extremely useful and enjoyable. The teacher used the board as well for drawings and illustrations and it was neat and readable.

The teacher was able to get information about how much they knew and remember about paragraph writing, especially by the two activities: the group one in which they ordered sentences and the individual one in which they identified the topic sentences. The teacher brought some examples of students' works after the class from which it could be seen that they got the point and really benefited from the lesson.

## 7. Conclusion

To conclude, creative teaching not only depends on the teacher's creative teaching skills but on knowledge of the subject, preparation, responsibility, engagement and dedication. Each teacher has his/her own philosophy of teaching, uses different approaches, methods and techniques. But, a technique which is interactive, involves students to collaborate, encourages and motivates them to learn is a more productive approach to teaching. Even though it is more time consuming and it requires much more effort to create a lesson plan with creative activities, the outcome is very positive and rewarding because the aims of the lesson are fulfilled.

Creative techniques or methods can help teachers create more interesting classes which students like to attend. From this we can conclude that if students like the way they are learning then chances that the acquired language will retain longer in their memory are higher.

Merely using creative techniques and not adapting them to students' needs and proficiency level is not enough. Teachers should plan their classes carefully and set measurable objectives if they want better output from their students. The ABCD method for writing the objectives helps teachers to create accurate and measurable objectives. Most of all, teachers should motivate the students; engage all of them in the lesson and treat all of them equally.

However, when teaching this class there were some minor downsides. For example, during the brainstorming stage, not all the students participated. The louder and higher-proficiency students were more active. Another weakness was that the mixed-up paragraph contributed to a noisier environment when the groups of students gathered at the board to give peer feedback.

This lesson required enough time for students to go through all activities. However, a creative teaching approach gives as the luxury of spending enough time with activities without pushing the students to finish quickly. Knowing that there was another session following after this class, timing didn't cause any problem. Yet, there should have been more time allocated for Think-Pair-Share activity (which we continued during the second session).

Summing up, in order to have better results with our students it is not enough just to use creative techniques with the students, but, teachers should also have a creative approach and motivate the students by creating a positive learning atmosphere.

## 8. Limitations and Recommendations

This study is about a single class and is conducted with a limited number of students. The reason that the class has been observed might have had an impact on the students' behavior. Further research can investigate the effectiveness of other creative techniques which can prove to be productive in EFL classroom environment.

**NOTE**: At the Language Centre classes are two sessions of 50 minutes.

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## Appendix A

**Lesson Plan**

**Aims:**

In this session I aim to:

1. Give students the opportunity to brainstorm about persuasive topics
2. Raise SS awareness of the process approach to writing.
3. Help SS recall previous knowledge related to academic paragraph writing and check their understanding of the academic paragraph structure
4. Elicit from SS the structure of a persuasive paragraph. Provide SS with knowledge necessary to identify and discuss the elements and the different parts of a well-organized persuasive paragraph (topic sentence, supporting details with examples, concluding sentences and transition signals).

**Objectives:**

By the end of the lesson all students (A) should be able to:

Brainstorm ideas (B) on a given topic (school uniforms) (C) to help them organize their ideas in a persuasive paragraph (B) (first draft D) during the second session).

Identify and interpret (B) the topic sentence, supporting details with examples and the concluding sentence (D) written on cards (C) and put the sentences in order to create an organized persuasive paragraph (B).

Recognise the transitional signals (B) (when putting the paragraph in a logical order C) and use them in their (first draft (D) of their persuasive paragraph (during the second session) (B).

Choose the correct *topic sentences* (B) for the (four D) given samples of paragraphs (C).

By the end of the lesson some students should be able to:

Effectively participate in the classroom discussion (B) answering (most of D) the questions raised by the teacher (C).

Contribute (B) with their full potential (D) in the assigned group work (C).

Successfully and without any mistake (D) analyse the parts of the paragraph (B) during the group and pair work (C).

**NOTE**: see Appendix B at the end of the lesson plan for the ABCD method for writing objectives.

*Previous knowledge assumed:*

Some of the SS already know how to write a formal paragraph. However, there are a few lower proficiency SS who need more elaborate explanation. There are also first year SS who should be introduced to paragraph writing. SS might know what persuasion means.

*Resources:*

Markers, glue, papers, paperclips, pens, projector, laptop.

**Material:**

Handouts

Worksheets

Cards with sentences written on them.

**References/Bibliography:**

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**Transitional words:**

URL: http://www.ehow.com/list_7219610_list-transitional-words-essay-writing.html
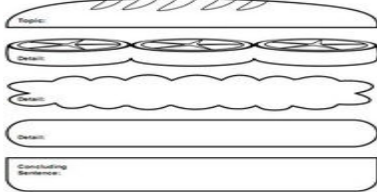
**Sandwich chart:**

http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf

The Pennsylvania State University **'Writing Objectives'**

URL: http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives

**Paragraph sample**: https://sites.google.com/site/plugga24se/writing/examples-of-paragraphs

**YouTube video:** http://www.youtube.com/watch?v=Mh4h30kKfJM&feature=related

## STRUCTURE OF THE LESSON

| *Approx time (mins) | Teacher activity | Student Activity |
|---|---|---|
| 2 min **14:02** | T checks for SS attendance. | SS sign their names in the attendance sheet during the second session. |
| 7 min **14:09** **Warming up** | The T presents the objectives and writes them on the whiteboard. e.g. today we will talk about: • Process approach • Persuasion • Academic paragraph and Persuasive paragraph structure First, T starts a discussion about persuasion. e.g. What is persuasion? Where do we find persuasion? | **Whole class discussion**. SS listen carefully and contribute to the discussion. They give examples from everyday life, how they convince their parents, siblings etc. Students answer for further details. SS brainstorm about uniforms and then compare their ideas with the ones from the video. |
| 5 min **14:24** (**Brainstorming & listing**) | Encourages ST to give examples from everyday life. Teacher breaks the ice by telling sth about her personal experience. The teacher writes SCHOOL UNIFORMS on the whiteboard and tells the students to brainstorm together. As the teacher writes down on the whiteboard their ideas they continue generating more ideas focusing mainly on the quantity of information and not bothering about making mistakes. Students in pairs make a list of pros and cons of wearing uniforms at university out of the ideas they have on the whiteboard. And then plays a video on YouTube about school uniforms. http://www.youtube.com/watch?v=Mh4h30kKfJM&feature=related | SS in pairs make a list of pros and cons. SS watch and listen carefully in order to see how paragraphs are organized. |
| **Activating prior knowledge** 20 min **14:44** | Then, T asks what makes a well-organised paragraph and gives an example with the sandwich model.  The T gives instructions and then divides the SS into groups of 4 and gives each group cards with sentences written on them. T tells all the SS to get engaged and work towards choosing the correct order of the sentences in order to create a correct paragraph. T gives the cards to the SS, next, the T chooses one representative from each group to mark the mistakes. Entire group needs to provide ideas. Each group has a different paper clip (lion, tiger, elephant, frog and cow) this will help to divide them into groups. The T tells SS to name their group based on the animal on their paperclip | They recall knowledge from previous courses answering questions related to writing. Only a few volunteer or SS called by the teacher answer by recalling their previous knowledge. SS in their groups collaborate in order to plan the correct order of the paragraph. Each ST gives his/her opinion and then they all agree on one correct version. Having decided which sentence goes first they glue it on the piece of paper (given by the teacher) and then they continue organizing the rest of the paragraph. After they finish, they expose them on the whiteboard. Next, two groups at a time go to the whiteboard and identify the elements of the paragraph and decide which group has the correct order of sentences. |
| 6 min **14:50** **Think-pair-share** | Teacher gives SS 4 paragraphs without their topic sentences and tells them to find the correct topic sentence. Then tells SS to analyze the paragraphs and find the detailed sentences and conclusions. **Second session:** SS write the first draft of the paragraph | Then SS label the parts of the paragraph. At the end one student reads the correct order and one representative from each group checks their own version and marks the mistakes, if there is any. Students do the activity, discuss it with their peers and then present it in front of the whole class. |

**\* Timing should be flexible**

**Appendix B**

**Explanation:** the objectives are written following the **A.B.C.D. method**.

According to Heinich, the ABCD method of writing objectives is an excellent starting point for writing objectives (Heinich, et al., 1996). In this system, "A" is for audience, "B" is for behavior, "C" for conditions and "D" for degree of mastery needed.

**Audience** – Who? Who are your learners?

**Behavior** – What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental in nature. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience really learned it.

**Condition** – How? Under what circumstances or context will the learning occur? What will the student be given or already be expected to know to accomplish the learning?

**Degree** – How much? How much will be accomplished, how well will the behavior need to be performed, and to what level? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc. A common (and totally non-scientific) setting is 80% of the time.

**Appendix C**

(Student sample of a persuasive paragraph)

For my opinion there are three reasons that tell us why wearing uniforms at school is good. The first one is that we are all equal. This means that every student in our university will wear the same uniform and will not look different. The second reason is that we save time. This means that when we get up in the morning we shouldn't think what to wear, we know that we have to wear the uniform. The third reason is the protection that the uniform gives us. This means that we won't damage our clothes. These are the reasons why I think that wearing uniforms is good for everyone.

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