

## **Listening and talking to write**

### **Brain writing and brain talking**

When learners are asked to demonstrate learning through writing, the prospect can sometimes be challenging. Brainwriting/ talking ideas can help learners to gather ideas from others and share their own ideas building confidence and offer a starting point for the writing.

The writing down of ideas ensures that all learners are able to share their ideas.

1. In mixed groups, learners are given the topic(s) to brain write.
2. The group are given time think and to write down their ideas on sticky notes without putting their names on the notes.
3. The sticky notes are then displayed on the wall or on a large sheet.
4. The group then discusses each idea and individuals can write down the ones that they feel confident writing about.

### **Selecting ideas**

Supporting learners to select ideas which are appropriate for the topic and will help ensure focus in their writing.

Having gathered ideas through brain writing and brain talking, learners can use talking and listening to determine which ideas are most appropriate to their purpose for writing.

1. Learners place the ideas that have been gathered on a large sheet of paper.
2. Each idea is given a set time for discussion.
3. The ideas are then placed along a line of relevance and importance.

**Most relevant** \_\_\_\_\_ **least relevant**  
**and important** **but still important**

4. Having engaged in this process, learner then work through the process independently.

### **Rehearsing writing**

In order to write well, learners need to be able to speak well. Building confidence in writing can be done by rehearsing the writing through talk. As members of a group, learners can rehearse their writing by saying it aloud to others.

Having engaged in group discussion activities, learners can engage in speaking about their ideas before writing. The following activities offer support:

### **Developing an idea for writing**

1. Learners should choose one of the ideas which has been selected by the group.
2. They have 5 minutes to jot down some of the main points they want to make – they are not trying to write what they want to say just some basic notes to give them support.
3. They should be reminded that they are only speaking about one idea and that must stick to the topic.
4. Learners have 3 minutes to speak about their development of the idea. As they do this, other learners may take notes.
5. The other learners are asked to feedback on key aspects of the spoken ideas. This should take into account the type and purpose of the writing to be undertaken including comments on structure and language.

### **Talking to the task**

1. Learners are given the final task which will guide them in their writing and will be relevant and stimulating ( see previous section)
2. Practitioners guide the learners in the expectations of the task and the requirements of the writing in terms of genre, structure, language and vocabulary.
2. Choosing one point that they wish to use in their own writing, they should have 5 minutes to prepare a paragraph.
3. In their groups, learners will read their paragraph aloud to the group. The group will provide feedback based on the expectations made explicit before the writing task starts.