



TEACHING WRITING TO LANGUAGE LEARNERS

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The purpose of this workshop

To prepare teachers of adult learners to increase skills in teaching the process of writing

- *Communicate students' ideas effectively in writing*
- *Develop a voice in the language and culture*

Objectives

- 1. Describe the steps of the writing process*
- 2. Develop teaching activities for each step in the writing process*
- 3. Identify appropriate error –correction interventions*

WHAT DO WE DO IN THIS WORKSHOP

- ***Introduction to the Teaching of Writing***
- ***Warm-up – Readiness for Teaching Writing:
KWL Chart***
- ***Preparing and Pre-Writing***
- ***Revising***
- ***Editing***
- ***Evaluation***

INTRODUCTION TO THE TEACHING OF WRITING

**Our experiences
as writers**

**Our understanding
of scholarly research
on writing**

**Beliefs about
how people
write**

**Decisions about the types of writing tasks,
the guidance and the feedback we give the
students**

Recent Scholarly Research on Writing

- *Focus on the Written Texts* (Connor, 1996; Levi, 2004; Park, 2005; Swales, 1990)
- *Focus on Form* (Ellis, 2001; Gaskell & Cobb, 2004; Hillocks, 2005)
- *Focus on Composing Process* (Flower & Hayes, 1981; McDonough & McDonough, 2001; Tsai, 2004; Takagaki, 2003; Williams, 2004)
- *Focus on the Ways Writers Interact with their Sociocultural Contexts* (Ullman, 1997, Karr, 2003, Braxley, 2005; Orr, 2005)

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graph TD; A([Texts that writers produce]) --- B([Focus on written texts]); B --- C([Genre-based studies]);
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**Texts that
writers produce**

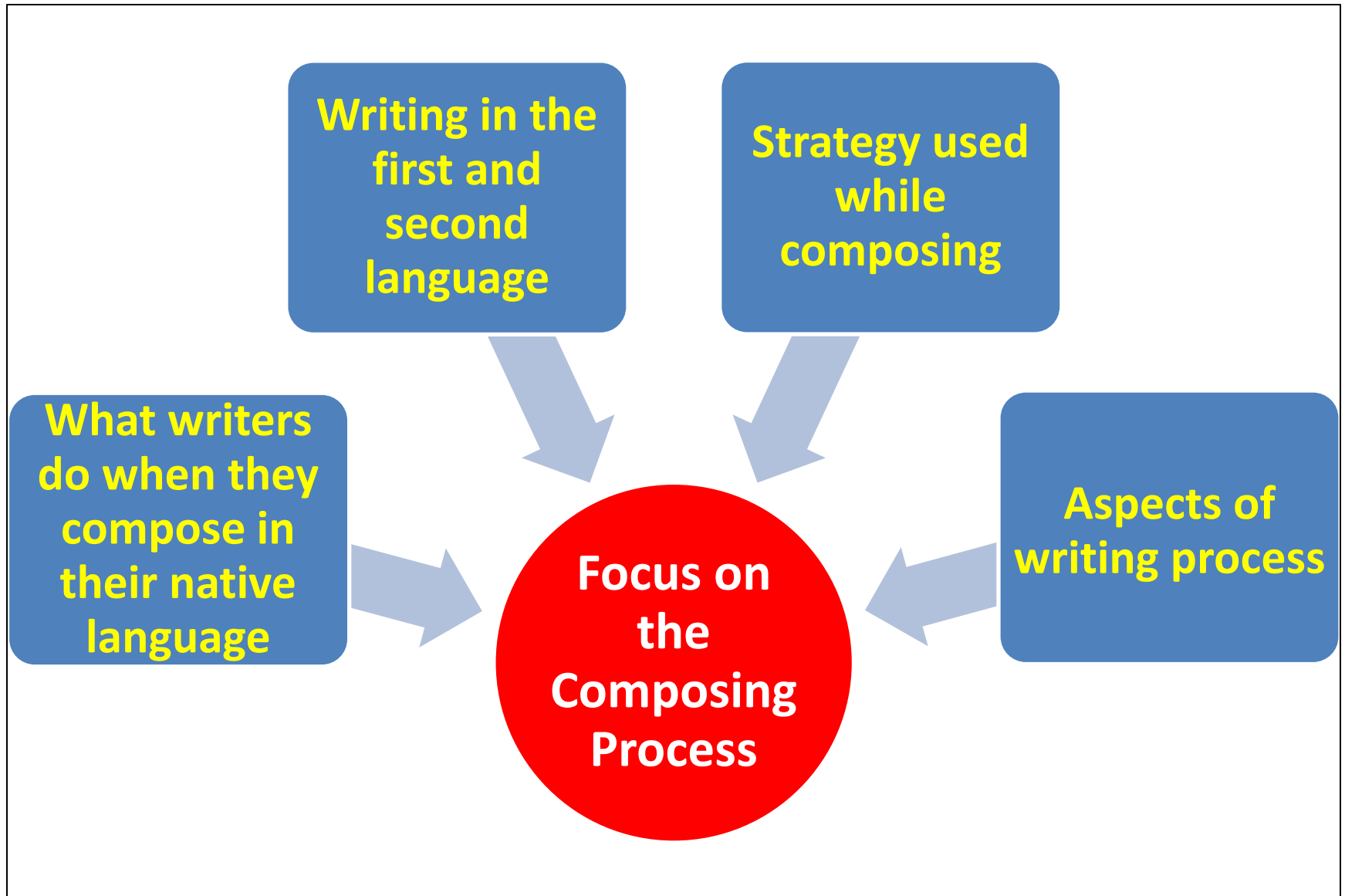
**Focus on
written
texts**

**Genre-based
studies**

Authentic communication and learner centeredness; and inclusion of problematic grammatical forms

Form versus content in writing (domination of form in instructional practices)

Focus on the form of students' written product



We cannot understand writing by only looking at the texts

Effects on writing of cultural aspects

Focus on the ways writers interact with their sociocultural contexts

Consider how we are affected by social issues when we write

Conflicts when learning to write in academic contexts

Task 1: KWL Chart

- 1. What do I know about teaching writing?*
- 2. What do I want to know about teaching writing?*
- 3. What did I learn about teaching writing? (at the end of the workshop)*

5 minutes

*How do you teach writing in your classroom
now?*

What is working?

What is not?

3 minutes

Rationale for Using Process Writing in the Classroom

- *Simplify and clarify the writing process by separating, presenting, and practicing each step.*
- *Emphasize original ideas throughout the process (prewriting and revision) and note the contrast with writing instruction in many other cultures that emphasizes form over original thought and content.*
- *Incorporate all language skills into instruction and learning.*
- *Focus on fluency and accuracy in the process.*

5 Main Steps in a Process Writing Approach

- 1. Prewriting:*** *generating ideas about a topic and organising them, e.g., orally or in writing through brainstorming or listing, or by using graphic organisers.*
- 2. Writing a first draft:*** *focusing on getting ideas on paper.*
- 3. Revising:*** *in small groups, pairs, or individually, focusing on revising the ideas of the text (are they appropriate, complete, and well ordered) and not the mechanics*

4. **Editing:** *focusing on the mechanics, using checklists, keeping the level of editing appropriate to the students' language level.*
5. **Publishing:** *sharing with a wider audience: may include displaying the final text in the classroom; putting together a class book, magazine, or newsletter; and posting works on the Internet.*

*Based on your own experience as a teacher,
what are some ways that a process writing
approach can benefit language learners in
particular?*

5 minutes

Preparing and Prewriting

- *Brainstorming*
- *Organizing for the First Draft*

***How would you explain the term “brainstorm”
to your students?***

2 minutes

- *It can be disorganised and chaotic.*
- *All ideas are welcome.*

When setting up a writing activity, how can you help your students focus on topic and content?

2 minutes

- *Provide students with models of a specific purpose, audience, and genre for the writing assignment.*
- *Remind students to*
 1. *Review the topic assignment while they are writing*
 2. *Refer back to the brainstorming lists*
 3. *Focus on their audience and purpose while writing*

What are useful steps for organising your writing ideas?

2 minutes

- *Read and reread the topic*
- *Brainstorm ideas*
- *Order the ideas*
- *Delete inappropriate ideas.*
- *Add new ideas.*

#Use graphic organisers

Paragraph organisation for beginners

- *Focus on basic elements of a paragraph*
- ***Sentence:*** *Topic sentence or main idea*
- ***Supporting sentences:*** *Examples, explanations, reasons*
- ***Concluding sentence:*** *Restated main idea or transition sentence to next paragraph*

Paragraph organisation for advanced learners

- *Focus on additional elements of a paragraph*
- ***Controlling ideas:*** *Provide the limits for the ideas in the paragraph; makes the promise of what you will do in the paragraph*
- ***Supporting sentences:*** *Present details, facts, examples, quotes, and arguments that fit in an organisational pattern to support the controlling idea*
- ***Organisational pattern:*** *Reflect the rhetorical style and order of ideas of the paragraph*

- **Development:** Refer to the amount of information needed for the paragraph to be completed and the ideas fully developed
- **Coherence:** Refer to the degree to which the supporting sentences are logically linked to each other and to the controlling idea
- **Unity:** Refer to the extent to which the paragraph is about one unifying idea

Practice A – Brainstorming (5 minutes)

Read the topic assignment. Underline the key words. Let the key words guide you to list as many ideas as come to mind for writing a descriptive paragraph on the topic.

Example: Topic 1:

Holidays are celebrated in many different ways. Choose a holiday from your country that is important to you. Explain when it is celebrated, what people do, what they eat, and what they might make for this holiday.

Practice B: Organising Ideas (5 minutes)

- *Go back to your brainstorming list.*
- *Using your topic, construct a draft topic sentence.*
- *Check and see if any of the ideas from your brainstorming list should be deleted because they don't fit the topic.*
- *Do you have any new ideas to add based on the topic sentence?*
- *Order your ideas by putting numbers in front of them.*

Practice C: Graphic Organisers (5 minutes)

- ***Fill in the boxes in the graphic organiser.***

Topic sentence

***Supporting
Idea 1***

***Supporting
Idea 2***

***Supporting
Idea 3***

Concluding Sentence

Practice D : First Draft (10 minutes)

- *Write the first draft of a paragraph. Write one sentence for each idea. If you have problems with the topic sentence, leave space and write it last. Focus on ideas first. Don't worry too much about spelling and grammar.*
- *Be sure to double space so that revision and editing will be possible.*

What are the difficulties in writing a first draft?
***Do you have any ideas about how to make any
of these factors easier?***

2 minutes

Revising

What can the teacher contribute in the revision process, and why are these techniques important?

1 minute

- ***Make positive comments.*** Comments support the student's ideas (and topic).
- ***Ask clarifying questions.*** Such questions can help students think clearly about their writing. Asking clarifying questions (rather than simply telling the students what is wrong) reinforces the importance of focusing on ideas. Choose questions that will help the writer know what to revise.
- ***Model the paragraph.*** Teachers can also model the language, structure, and handwriting they would like to see in their students' paragraphs.

Practice 1 – Revising (2 minutes)

What similarities and differences did you find in the teacher comments?

Example 1

The New Year in my country it's in January, first.

The people do in this day some people go to visit their family,

They ate tamales in the noon with their family.

Some people like to go to the beach with their family or with friends.

I don't have mor idea meabe nex time I do.

Teacher Comments:

This sounds like a great day. I would like to know more about this holiday. Can you say what country you are talking about? What else do the people eat with their families? What do the people do at the beach?

Example 2

My favorite holiday is when we celebrate the Mother's Day.

Because everybody are buying something presents for their mother's

In this day all the children go to school with ours mother's.

Because they're prepare foods and small presents for their mom.

But too the children too sing and recite for all the mothers.

This holiday is the only one day to recognize so much all the mothers.

Teacher Comments:

This must be a great holiday for mothers and children. I would like to know more about how you celebrate this holiday in your country. Can you talk more about the presents people buy? Can you say more about the mothers going to school with the children? What happens at school? What foods do you eat? What activities do you have? What kinds of songs or poems do students recite and sing to their mothers?

Practice 2: Revising

Examine the following writing sample. Is there any confusion? Why?

Decide where you find the strong and weak areas in the piece and work together to write level-appropriate positive comments and questions to the writer that will help him revise to create a clearer paragraph.

Be sure to begin with positive comments that respond to the writing and the writer.

Example 3

*Christmas Holiday is very important in Bolivia.
Um family likes it in specially my daughters and
sons because the food is duck diner.
The baked duck is traditional in my family.
Independence Holiday in my country is August 6
The military march on the most and big Avenue.*

Editing

- *Editing focuses on the mechanics of writing (grammar, spelling, and punctuation).*
- *Student errors can be used to generate mini-lessons in punctuation or grammar.*
- *Peer editing works very well too, because it allows for negotiation and reinforces classroom instruction.*
- *Teachers can model the editing process with several samples.*
- *Partners can help each other find corrections to be made.*
- *Editing checklists can be developed as a whole-class activity.*

A Sample Editing Checklist

- *Subject verb agreement* _____
- *Correct verb tense* _____
- *Pronoun agreement* _____

Editing Example

Student Text	Errors
I like celebrate my country New Year.	Insert word ^ , possessive s
My contry celebrate new Year Sebteber 12.	spelling (sp), subject/verb agreement (S/VA)
People do drinck beer soda.	spelling (sp), insert word ^
The go night cleb. The eat different caynd	spelling (sp)
food. The take each ather They happy.	spelling (sp), insert word ^
They make like soft Brad very very	spelling (sp), lower case (lc), insert comma ^
Big deishes food. They cook dero weat.	lower case (lc), ? (dero weat—Ethiopian dish)
Why the holiday important. Becouse	insert word ^, change punct (pnc), spelling (sp)
New Year. Very Very important hliiday	delete punctuation (del), lower case (lc)
New Year to much people happy	insert punctuation ^, word choice (wc)

Evaluation

- *In addition to valuing the writing process, instructors must also focus on written products and on evaluating student performance.*
- *To do so, certain questions must be asked:*
 1. *What are the instructional goals for each component of the writing?*
 2. *How will you measure the writing outcome in terms of meeting each goal?*
 3. *How do these answers fit into the structure of your state and local curriculum and instruction requirements?*

Evaluation of Prewriting and Drafting

<i>Skill or task to be evaluated</i>	<i>How would you evaluate? (Criteria)</i>
<i>Follow topic instructions (e.g., List three reasons for).</i>	<i>View the paragraph. It contains three reasons.</i>
<i>Come up with ideas (e.g., through brainstorming).</i>	<i>View the prewriting. Make sure all parts of the topic are addressed in the brainstorming list.</i>
<i>Add and subtract ideas.</i>	<i>View the prewriting. Did the student add and subtract ideas? View the paragraph. Do all of the ideas fit under the umbrella of the topic?</i>

<i>Skill or task to be evaluated</i>	<i>How would you evaluate? (Criteria)</i>
<i>Order ideas.</i>	<i>View the prewriting. Did the student number his/her ideas? View the paragraph. Did the student put the ideas in logical/sequential order?</i>
<i>Look at the ideas and the task. Develop a topic sentence.</i>	<i>View the topic sentence. Does it address the topic and cover the ideas in the paragraph?</i>
<i>Look at the ideas and the task. Develop a concluding sentence.</i>	<i>View the concluding (or transition) sentence. Does it restate the topic sentence using different language? If it's a transition sentence, does it bridge the ideas of the two paragraphs?</i>

Evaluation of Revisions

<i>Skill or task to be evaluated</i>	<i>How would you evaluate? (Criteria)</i>
<i>The paragraph has a topic sentence (or controlling idea).</i>	<i>The paragraph has one controlling idea in one sentence.</i>
<i>The writing is complete. (The development is appropriate.)</i>	<i>All the ideas suggested in the topic sentence are treated in the paragraph.</i>
<i>The writing is in order. (The writing has coherence)</i>	<i>There is a logical order. The sequence is not confusing. You could make a list from the ideas in each sentence.</i>

<i>Skill or task to be evaluated</i>	<i>How would you evaluate? (Criteria)</i>
<i>The supporting sentences are relevant to the topic. (The writing has unity.)</i>	<i>All the sentences relate back to the topic sentence. There is a clear connection to the topic sentence.</i>
<i>The writing is clear.</i>	<i>Another student would understand the paragraph.</i>

What can you do when you go back to your program?

Design Lesson Plans

- a) Create and teach a process writing lesson and compare it to a previous writing lesson.*
- b) Develop a lesson plan that integrates reading and practice activities into the prewriting stage of a process writing lesson.*
- c) Review process writing lessons as they are developed and taught (What went well? What did not go as planned? If I had to do it over again, what would I change?)*

The following chart provides suggestions for criteria on which to base your comparison.

<i>Evaluation Criteria</i>	<i>Process Writing Lesson</i>	<i>Previous Writing Lesson</i>
<i>General accuracy (grammar, word choice, and mechanics)</i>		
<i>General fluency (length and strength of ideas)</i>		
<i>Content (ideas)</i>		
<i>Vocabulary (word choice)</i>		
<i>Organization and development of ideas</i>		
<i>Structure (grammar)</i>		
<i>Mechanics (capitalization, punctuation, spelling)</i>		
<i>Strength of voice (personal or social)</i>		

Reflections on the Workshop (5 minutes)

- 1. Go back and look at the KWL chart at the beginning of the workshop. Complete and discuss the “Learned” portion of the chart. Does this change your “Want to Know” column as well?*
- 2. How have your ideas about writing changed?*
- 3. What has been reinforced?*
- 4. What was the most important thing you learned, and how do you plan to use it in your teaching?*