

TESOL Writing

Carlos:

BE INTO Jazz (o), rock and roll (x)

Carlos is into jazz, **but** he isn't into rock and roll.

ENJOY PLAYING Football (o), tennis (o)

Carlos enjoys playing football **and** tennis.

LIKE Pizza (o), fish (x), grapes (o)

Carlos likes pizza **and** grapes, **but** he doesn't like fish.

BE INTERESTED IN Talk shows (x), dramas (x)

Carlos isn't interested in talk shows **or** dramas.

LIKE Cabbage (), carrots (), onions ()

BE INTERESTED IN cars (), motorcycles (), fashion ()

ENJOY DRINKING beer (), soju (), whiskey ()

BE INTO rock (), pop (), hip-hop ()

LIKE TO PLAY Volleyball (), hockey ()

LIKE Beef (), live octopus ()

BE INTO Na Hoon Ah (), In Soon E (), Kim Gun Mo ()

Like (sports) _____, _____, _____,

Enjoy (movie genres) _____, _____, _____,

Be into (music genres) _____, _____, _____,

Like (drinks) _____, _____, _____,

Enjoy (hobbies) _____, _____, _____,

Be into (literature genres) _____, _____, _____,

Enjoy watching (TV) _____, _____, _____,

Paragraph Development

Elements of a Paragraph

To be as effective as possible, a paragraph should contain each of the following: **Unity**, **Coherence**, **A Topic Sentence**, and **Adequate Development**. As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

Unity

The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence and Cohesion

Coherence and Cohesion are the traits that make the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges. Cohesion can be achieved by using reference words (pronouns) and synonyms instead of repeating the same word.

Logical bridges

- The same idea of a topic is carried over from sentence to sentence
- Successive sentences can be constructed in parallel form

Verbal bridges

- Key words can be repeated in several sentences
- Synonymous words can be repeated in several sentences
- Pronouns can refer to nouns in previous sentences
- Transition words can be used to link ideas from different sentences

1. The **topic sentence** states the **main point**. The topic sentence is often the first sentence in the paragraph.

2. The **body** supports (shows, explains or proves) the main point. It usually contains three to six **support sentences**, which present facts and details that develop the main point.

3. The **concluding sentence** reminds readers of the main point and often makes an observation.

Read the paragraph that follows. Standard parts of the paragraph are labeled (a,b,c):

Asking your boss for a raise doesn't have to be painful if you plan the conversation well (a). First, think about how you will introduce the subject when you talk with your boss. Then make a list of reasons why you deserve the raise. Be prepared to give specific examples of your achievements. When your plan is ready, make an appointment to meet with your boss (b). Your plan will allow you to be confident and will increase your chance of success (c).

a= topic sentence

b= body, made up of support sentences

c= concluding sentence

Useful Transition Words

Be Careful! Many of these require context to be taught and used correctly!

Signalling words

1. Time/order

at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with

2. Comparison/similar ideas

in comparison, in the same way, similarly

3. Contrast/opposite ideas

but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still, whereas, yet

4. Cause and effect

accordingly, as a consequence, as a result, because, because of this, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, so that, therefore, thus

5. Examples

for example, for instance, such as, thus, as follows

6 Generalization

as a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually

7. Stating the obvious

after all, as one might expect, clearly, it goes without saying, naturally, obviously, of course, surely

8. Attitude

admittedly, certainly, fortunately, luckily, oddly enough, strangely enough, undoubtedly, unfortunately

9. Summary/conclusion

finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up

10. Explanation/equivalence

in other words, namely, or rather, that is to say, this means, to be more precise, to put it another way

11. Addition

apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only...but also, too, what is more

12. Condition

in that case, then

13. Support

actually, as a matter of fact, in fact, indeed

14. *Contradiction*

actually, as a matter of fact, in fact

15. *Emphasis*

chiefly, especially, in detail, in particular, mainly, notably, particularly

Complete the lines with information that fits with the given signal words.

My parents were very

For example,

In fact,

As a result,

..... is a big problem in Korea.

Namely,

Consequently,

Despite this,

I do not like

To be more precise,

Admittedly,

However,

Paragraph Rubric

	5 points	4 points	3 points	2 points
Topic Sentence	There is a topic sentence that captures the reader's attention and provides the subject and focus of the paragraph.	There is a topic sentence that provides the subject and focus but does not capture the reader's attention.	There is a topic sentence that provides the subject but the focus is unclear.	There is a topic sentence that does not really relate to the paragraph.
Support Statements and Details	There are sufficient supporting details which relate to the topic.	There are some supporting details which relate to the topic	There are insufficient supporting details. Some details do not relate to the topic.	There are only 1 or 2 support statements, which do not all relate back to the topic.
Transition Words	Transition words are used between all support statements and ideas.	Transition words are used between support statements, and almost all ideas.	Transition words are used between most support statements, but transitions are sometimes clumsy, or wrongly used.	Transition words are not used between support statements.
Conclusion	There is a conclusion that wraps everything up smoothly restates the topic, and contains no new evidence.	There is a conclusion that wraps everything up, restates the topic, and contains no new evidence.	There is a conclusion that restates the topic and contains no new evidence.	There is a conclusion that doesn't relate back to the topic, but brings up no new evidence or restates the topic, but contains new evidence.

Building Fluency

Poems

- Poems allows students to write powerful messages in a short space.
- Students can play with vocabulary and grammar
- pre-established patterns give students support and focus

Acrostic/Alphabet poems

- good for introducing a topic
- teacher can request certain grammatical pattern

People are walking, talking, and napping (present continuous)

Angry children are fighting

Rollerbladers are skating swiftly

Kindergarten students are traveling in long lines

Senior citizens are playing gateball

B_____

E_____

A_____

C_____

H_____

Stem/Frame Poems

I enjoy _____ because _____

I enjoy _____ because _____

Diamante

_____ (noun)

_____, _____ (adjectives)

_____, _____, _____ (adverbs)

_____, _____, _____, _____ (gerunds)

_____, _____, _____ (adverbs)

_____, _____ (adjectives)

_____ (noun)

Metaphor Generators

To _____

You are _____(food)

You are _____(weather)

You are _____(animal)

You are _____(plant)

Writing to Each Other

Pen pal/ Key pal

-Teachers organize and monitor students' correspondence with actual students from other countries

Email Dialogue Sheet

-Students write short letters to each other on paper in the form of email

Chat

-Students "chat" on paper on paper as if they are chatting online

Letters Back and Forth

- Read an article to the students
- Students then write their opinion of the article
- Students then exchange letters and write about why they agree or disagree with each other's letters

Letters of Inquiry

- Students write a letter requesting some kind of information, students then reply to each other's letters

Advice Column

- Students write a letter describing a problem they have, students then exchange letters and reply with advice

Using Pictures

Describing Pictures

- Give students a picture and a time limit to write down as much as they can. Provide vocabulary support if needed.

Multiple Objects

- Give students a variety of pictures but have them describe only one of them. Students exchange papers and try to identify the picture that they described.

Postcards

-Give students a postcard scene and have them write a postcard.

Portraits

-Students look at a portrait and then write a letter to that person asking many questions. Other students will respond to that letter as the person in the portrait.

-Students could also assume the identity of the person in the portrait and write a diary entry.

Story Tasks

-Students look at a dramatic picture and write about what happens next.

-Students are given pictures of objects (a ball, a fire place, a watch, an airplane) and write story that somehow connects them.

-Students are given a sequence of pictures that show a story and then write the story.

-Students are given a picture with a headline then write a story that goes with them.

Complete the sentence

My favorite time of day is....

I really can't stand...

Yesterday was really...



Daily Weather Forecast

Students report on how they feel that day like a weather report.

Using Music

-Listen to some music and write down the words that come to mind

-Listen to music and write down what the composer was trying to describe or how the composer felt that day

-Imagine that the music is for a movie. Students write about the scene that goes with music.

-Give students the first line of a story:

"The man turned and looked at the woman."

Then play some music.

Students continue the story by writing what happens next.

Then students turn their paper over and write the same sentence, but listen to a different piece of music. This will inspire a different story. Partners can read to each other and try to guess which music inspired each story.

Dialogue Journals

(edited from

http://www.cal.org/caela/esl_resources/digests/Dialogue_Journals.html

)

Dialogue journal writing is consistent with a learner-centered curriculum orientation, in which learners write to express themselves, to make sense of their own and others' experiences, and to develop their abilities (Auerbach, 1999; Isserlis, 1996). This type of writing can also be an important component of a critical inquiry approach (Van Duzer & Florez, 1999), as learners and

teachers think critically together about texts and events that affect them and respond in writing.

Dialogue journals are written conversations in which a learner and teacher (or other writing partner) communicate regularly (daily, weekly, or on a schedule that fits the educational setting) over a semester, school year, or course. Learners write as much as they choose on a wide range of topics and in a variety of genres and styles. The teacher writes back regularly, responding to questions and comments, introducing new topics, or asking questions. The teacher is primarily a participant in an ongoing, written conversation with the learner rather than an evaluator who corrects or comments on the quality of the learner's writing. Topics for or types of writing may be specified to enhance the curriculum, and some correction may be given by the teacher, but the primary goal of the writing is communication.

Benefits of Dialogue Journals

Extended contact time with learners

Management of classes with learners of varying language, ability, and interest levels

Assessment of learner needs and progress

Facilitation of language learning

Challenges

Correctness of writing

Time management

Practical Considerations

Materials: notebooks or email

Frequency of writing: up to teacher, but it should be done at regular intervals

Topics: can be student or teacher selected; current events, specific vocabulary, music, movies, etc...

Improving Accuracy

Copying

Why copy?

- improves concentration and attention to detail
- improves spelling
- practices handwriting
- reinforces grammar, punctuation, and capitalization rules

"Class, you must write each word 5 times"



How can we make it interesting and meaningful?

- Cover and Retrieve

Disguised Copying

-Have students rewrite the words in different kinds of order.

1. alphabetical order

2. easiest to hardest

3. _____

4. _____

5. _____

Astrophysics	Pharmacology	Law	Accounting
--------------	--------------	-----	------------

Alphabetical

Difficulty

Pay

1.

1.

1.

2.

2.

2.

3.

3.

3.

4.

4.

4.

Give sentences that students rewrite in the appropriate box.

My family and I had lots of fun last summer. We swam in the ocean. We went on a roller coaster. We saw a concert. We collected shells. We ate cotton candy. We made a sand castle. I hope we can do it all again next summer!

The Beach

The Amusement Park

--	--

Students rewrite certain aspects of the text

An old-fashioned desk with brass drawer handles waits patiently for me in front of the window, its wood full of nicks from many careless moves and two once-teething puppies. May I introduce you to Ralph, my friendly computer, who sits on top of the desk? When I turn him on, he'll crackle "hello" and blink an inviting amber command on the screen. That's my dog Chico under the desk, his raised ears are asking me to take him out for a walk.

Copy the phrases that use personification. (5)

Copying from the board

Write words or sentences on the board and give students a minute or so to study them. Erase the board and have students rewrite it. Partners can compare their writing.

Delayed Copying

Students have a paragraph that they must copy. They look at a phrase, try to remember it, then copy it without looking at the original.

Note Taking

Students read a text and then copy certain words from the text.

-verbs

-place names

-adjectives

Whisper sentences

1. Teams of 3~5 students sit in rows.
2. The first student has 30 seconds to memorize a sentence. Spelling and grammar are important.
3. That student then must write that sentence from memory and pass it to the next student who will do the same thing.
4. The last student brings their sentence to the teacher to check for correctness.

Running dictation

Choose a short text at the right level for your group or class.

Photocopy several examples of the text depending on the size of your class. Pin the examples up on the walls of the room where you are working. The challenge for each group is for them to reproduce a written form of the text you choose. For an extra challenge, cut up the text so that the students must also figure out the correct order.

Explain that each group or pair must choose one person to write down a text.

Depending on the size of your groups, explain that the other members of the group will leave take turns to go and read the text you have pinned up on the wall. It is very important that only one person from each group is reading and memorizing at any one time.

That person memorizes as much as s/he can and then returns to the group to dictate what they have remembered to the other members of the group. The student chosen to do the writing must write down what it is said as accurately as possible. When the person reading and running has come to the end of what they have remembered, the next person in the group sets off.

Continue like this until the group has written down the whole version of the text.

The group that finishes first is the winner!

Structured Writing

Parallel Writing

-give students a model and have them produce sentences based on that model.

Sentences

Carlos:

Jazz (✓), rock and roll (x)

Carlos likes jazz but he doesn't like rock and roll.

Football (✓), tennis (✓)

Carlos likes football and tennis.

Pizza (✓), fish (x), grapes (✓)

Carlos likes pizza and grapes but he doesn't like fish.

Talk shows (x), dramas (x)

Carlos doesn't like talk shows or dramas.

Your partner's name: _____

Cabbage (), () carrots, () onions

Math (), science ()

Paragraphs

Jon is one of KMU's most beloved teachers.

He was born in Wilmington, Ohio on July 31, 1971.

He graduated from Write State University in 1997 with a degree in Spanish. Jon has been teaching at KMU for three years. Jon says the best thing about teaching is, "I get to do something new every day."

Name:	Bill
Birth place/date	London, England/ Jan. 21/ 1979
Education	Cambridge/2005/economics
Teaching experience	Six months
Best thing about teaching	"I don't get dirty."

Name: _____

Birth place/date	
Education	
Teaching experience	
Best thing about teaching	

Sentence combination

1. I met a man. He had seven wives.

2. She took the book. It was in your bag.

3. The girl was young. The girl had blond hair. The girl shouted to her friend. The girl shouted loudly.

Contextualized sentence combination

Read the sentences about Johnny Appleseed and then combine them to form a single coherent paragraph. The aim here is to produce longer, more complex sentences, using linking words, relative pronouns, and reduced participles. Many different versions are possible.

Johnny Appleseed's real name was John Chapman.

He was born in 1774.

He was born in Massachusetts.

He traveled westward.

At that time, he was 23 years old.

He went to the Ohio River Valley.

He found no apple orchards.

He found no apple trees.

Johnny had a love of nature.

This love gave him an idea.

He planted thousands of seeds.

The seeds were for apples.

The seeds grew into apple trees.

This made the wilderness bloom.

Johnny Appleseed died in 1845.

He spent 50 years traveling and planting seeds.

Some of the trees still bear apples.

Text Conversion

One hot afternoon in Africa, a lion was walking very slowly through the tall, yellow grass. It was hunting. The lion saw a baby buffalo that was sleeping while its mother drank water at the river. This looked like an easy meal for the lion.

The lion was just about to catch the baby buffalo while it slept, but a tall giraffe saw him and shouted, "Run everyone! There's a lion!"

When the baby buffalo heard this, he screamed, "Mommy, help me!"

The baby buffalo's mother and aunts and uncles came running from the river. They formed a circle around the baby buffalo and pointed their sharp horns toward the lion.

The lion was very hungry, but it knew that it was too dangerous to attack all of the strong buffalo. The lion shouted angrily, "Next time I will bring my family, too!" And then the lion turned around and ran away.

-Rewrite the story in the present tense

-Rewrite the story from the point of view of the baby buffalo/giraffe/mother buffalo/lion

-Rewrite the story by changing "a lion" to "some lions"

-Rewrite the story supplying adjectives for "water", "baby buffalo", "giraffe", "circle"

-Rewrite the story using reported speech

Cooperative Writing

Here are some of the second language learning principles that we should using in our writing classes.

Learner Autonomy: Giving students some choices in the classroom. Making them feel responsible their own learning and their classmates' learning.

Cooperative Learning: Students work together to complete a task.

-Teacher chosen groups: It can be beneficial for the teacher to pair or group students.

-Team building: Some ice breaking activity may be required

- Group autonomy: There is a feeling of group responsibility, but also diminished burden.

-Simultaneous Interaction: It's less stressful for students and teachers. All students have a lot of speaking time.

-How do we ensure equal participation and prevent lazy partners?

-Divide the labor between group members but each member must complete the final task -Each student takes a turn to read or speak

-Teacher randomly selects group members to explain their work

-Positive interdependence: Each student feels like a part of the group and has an important role.

-Sit close together

Make group roles such as:

- Dictionary user
- Language monitor
- Group representative to read, visit other groups, write on the board
- Evaluator
- Keep groups together for more than one class
- Use subjects relevant or interesting to the students.

When groups are too noisy:

1. Assign one member to be the "volume monitor"
2. Designate a special "group work voice"
4. Use a special signal like the lights or a bell to
5. Use Green, Yellow, and Red cards

When groups finish early:

1. Check the group's work
2. Compare with other groups
3. Have groups evaluate their cooperation (L1)
4. Prepare "sponge activities"
5. Set flexible time limits
6. Successful early finishers can split up and help other groups
7. Free study

Dictogloss /Dictocomp

-Can be used to focus on a grammar structure, writing purpose, organizational structure, vocabulary, etc...

1. Teacher conducts a pre-reading discussion of the topic
2. The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspapers, textbooks, etc., or teachers can write their own or modify an existing text. The text should be at or below students' current overall proficiency level.
3. The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken; they could not even if they tried, because the teacher is reading at normal speed.
4. Students work in groups of two-four to reconstruct the text in full sentences, not in short notes. This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar.
5. Students, with the teacher's help, identify similarities and differences in terms of meaning and form between their text reconstructions and the original.

Blackboard Composition

Teacher and students agree on a topic for writing. Class members raise their hands to contribute sentences to the composition and the teacher writes them on the board. If the sentence is incorrect, the teacher and class correct it together. After the composition is finished, the teacher erases the board and the students try to rewrite it from memory.

Shared Essay

Assign an essay topic to a group of three to five students. Each student is responsible for writing one paragraph of the essay. They will have to generate ideas and plan the essay together.

Text Conversion

One hot afternoon in Africa, a lion was walking very slowly through the tall, yellow grass. It was hunting. The lion saw a baby buffalo that was sleeping while its mother drank water at the river. This looked like an easy meal for the lion.

The lion was just about to catch the baby buffalo while it slept, but a tall giraffe saw him and shouted, "Run everyone! There's a lion!"

When the baby buffalo heard this, he screamed, "Mommy, help me!"

The baby buffalo's mother and aunts and uncles came running from the river. They formed a circle around the baby buffalo and pointed their sharp horns toward the lion.

The lion was very hungry, but it knew that it was too dangerous to attack all of the strong buffalo. The lion shouted angrily, "Next time I will bring my family, too!" And then the lion turned around and ran away.

-Rewrite the story in the present tense

-Rewrite the story from the point of view of the baby buffalo/giraffe/mother buffalo/lion

-Rewrite the story by changing "a lion" to "some lions"

-Rewrite the story supplying adjectives for "water", "baby buffalo", "giraffe", "circle"

-Rewrite the story using reported speech

Name _____

Date _____

Mixed up sentences

These sentences have been mixed up. Can you unscramble them?

her movie the watches exciting
friend. with The girl

the TV. watches friend her with
exciting girl movie The on

The girl the exciting watches
movie.



Name _____

Date _____

Mixed up sentences

These sentences have been mixed up. Can you unscramble them?

her movie the watches exciting
friend. with The girl

The girl watches the exciting movie
with her friend.

the TV. watches friend her with
exciting girl movie The on

The girl watches the exciting movie
with her friend on TV.

The girl the exciting watches
movie.

The girl watches the exciting
movie.



Sentence Pyramid

The man walked down the road.

The old man walked down the narrow road.

The poor old man walked calmly down the narrow country road.

The poor old man walked calmly down the narrow country road in the evening.

Can you add more prepositional phrases and a conjunction and new S-V-O? Can you get 25 words? 30?

Name _____

Date _____

The girl watches the exciting movie.

The girl watches the exciting _____

The girl watches the _____

The girl watches _____

The girl _____

The _____



Process vs Product

Process approach	Product approach
<ul style="list-style-type: none"> • text as a resource for comparison • ideas as starting point • more than one draft • more global, focus on purpose, theme, text type, i.e., reader is emphasized • collaborative • emphasis on creative process 	<ul style="list-style-type: none"> • imitate model text • organization of ideas more important than ideas themselves • one draft • features highlighted including controlled practice of those features • individual • emphasis on end product

Process Approach

"[Writing] is messy, recursive, convoluted, and uneven. Writers write, plan, revise, anticipate, and review throughout the writing process, moving back and forth among the different operations involved in writing without any apparent plan. (Hairston 1982: 85)"

Pre-writing/Idea Generation and Organization

Brainstorming

Brainstorming, also called listing, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.

- Jot down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, with one member acting as scribe. Don't worry about editing or throwing out what might not be a good idea. Simply write down a lot of possibilities.
- Group the items that you have listed according to arrangements that make sense to you.

- Give each group a label. Now you have a topic with possible points of development.
- Write a sentence about the label you have given the group of ideas. Now you have a topic sentence or possibly a thesis statement.

Clustering

Clustering is also called mind mapping or idea mapping. It is a strategy which allows you to explore the relationships between ideas.

- Put the subject in the center of a page. Circle or underline it.
- As you think of other ideas, link the new ideas to the central circle with lines.
- As you think of ideas that relate to the new ideas, add to those in the same way.

The result will look like a web on your page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper. Clustering is especially useful in determining the relationship between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas. Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

Freewriting

Freewriting is a process of generating a lot of information by writing non-stop. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas.

- Freewrite on the assignment or general topic for several 5-10 minutes non-stop. Force yourself to continue writing even if nothing specific comes to mind. This freewriting will include many ideas; at this point, generating ideas is what is important, not the grammar or the spelling.
- After you've finished freewriting, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin all over again, with a tighter focus. You will

narrow your topic and, in the process, you will generate several relevant points about the topic.

Looping

Looping is a freewriting technique that allows you to increasingly focus your ideas in trying to discover a writing topic. You loop one 5-10 minute freewriting after another, so you have a sequence of freewritings, each more specific than the other. The same rules that apply to freewriting apply to looping: write quickly, do not edit, and do not stop. Freewrite on an assignment for 5-10 minutes. Then, read through your freewriting, looking for interesting topics, ideas, phrases, or sentences. Circle those you find interesting. A variation on looping is to have a classmate circle ideas in *your* freewriting that interests him or her. Then freewrite again for 5-10 minutes on one of the circled topics. You should end up with a more specific freewriting about a particular topic. Loop your freewriting again, circling another interesting topic, idea, phrase, or sentence. When you have finished four or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic. You may even have the basis for a tentative thesis or an improved idea for an approach to your assignment when you have finished.

The Journalists' Questions

Journalists traditionally ask six questions when they are writing assignments, 5 W's and 1 H: *Who?*, *What?*, *Where?*, *When?*, *Why?*, *How?* You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic. For instance, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you may have very little to say about *Who?* if your focus doesn't account for human involvement. On the other hand, some topics may be heavy on the *Who?*, especially if human involvement is a crucial part of the topic. Possible generic questions you can ask using the six journalists' questions follow:

- Who?:

- Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?

- What?:


- What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?

- Where?:
 - Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?
- When?:
 - When is the issue most apparent? (past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?
- Why?:
 - Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?
- How?:
 - How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?

The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during writing an assignment, you may wish to go back and ask the journalists' questions again to clarify important points that may be getting lost in your planning and drafting.

Choose one pre-writing method to generate ideas for the following prompt:

What are the advantages or disadvantages of living in a house?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt.

Drafting

Students write drafts in class or as homework.

Teacher/Peer editing

Teacher reads text and gives feedback.

Students read each other's writing and give feedback on *teacher-specified* aspects of the writing. (Best to use checklists)

Peer review is separate from instructor review. Although instructor review is essential and an integral part of our class, peer review can have a helpful, added benefit, if the instructor decides to add this aspect to a writing assignment. We can all act as writers and reviewers, in turn.

A few benefits of peer review can be:

- Writer's may see the work of their peers and feel they are not alone in the process.
- For the writer, a peer's constructive comments can instill confidence that it is ok to make mistakes – they are part of the learning process.
- For the reviewer, it will sharpen evaluation skills in English.
- For everyone, the peer review process is a way to take responsibility for your own writing. It can show the writer how much power and control s/he really has in the process.
- Peer review is also a great way to talk about writing!

Questions for peer reviewers (only some may apply, depending on the writing task):

- What is the main point?
- After reading the introductory paragraph, do you have an idea of what the essay will be about?
- How could the introduction be more interesting / more clear / more to the point?
- Where might the writer add more detail / more support?
- Are there any places that are confusing to the reader?
- How could the conclusion be more clear / more to the point?
- What do you like most about the essay?
- Where could it be better?

- What other comments or suggestions do you have?

Revising

Improvements are made based on peer or teacher feedback.

Second/Final Draft

Ask: What errors could confuse my readers and weaken my point?

- Find and correct errors in grammar (such as: sentence fragments, run-on sentences, mismatched subjects and verbs, and problems with verbs).
- Look for errors in word choice, spelling, punctuation, and capital letters.

Observe that the final step is to pay close attention to details in grammar and usage. Our first concern in writing will be the holistic view. While true that ESL writers need to pay attention to grammar, too much time spent on details will detract from the writing process.

Responding to Students' Writing

-Students greatly appreciate and value teacher feedback, considering teacher commentary extremely important and helpful to their writing development.

-Students see value in teacher feedback on a variety of issues, not just language errors.

-Students are frustrated by teacher feedback when it is illegible, cryptic, or confusing

-Students value a mix of encouragement and constructive criticism and are generally not offended or hurt by thoughtful suggestions for improvement.

Written Feedback

Form

1. Is the feedback clear and easy for the students to understand?
2. Did I use the system and symbols that I made the students aware of?
3. Have I consistently marked the same error or types of errors?
4. Have I only marked errors that I told the students I would, or that I covered in class?
5. Have I marked anything not gone over in class? Why?
6. Will the student know what to do with the feedback?
7. Did I correct the errors or mark it for the students to correct? Why?

Content

8. Is the feedback clear and easy for the students to see and understand?
9. Did I use the system and symbols that I made the students aware of?
10. Have I consistently marked the same error or types of errors?
11. Have I made only negative comments or did I also add some praise?
12. Did I rewrite student words? Why?
13. Did I make any specific comments or ask direct questions? Why?

14. Are the comments I wrote specific to content and problems that we are covering or have covered in class?

Comments for Feedback on Content

I like this very much.

This is a good example.

Tell me more about this.

Can you think of another example?

Do you have a personal example about this?

Can you make this clearer?

Can you think of another way to say this?

Why do you think so?

Is this paragraph complete?

Do you think this is necessary? Why or why not?

Should this paragraph be divided?

Is your thesis clear?

Are your topic sentences clear?

You are repeating yourself here.

I am not sure what you mean.

Process Writing Time line

Selection of topic by teacher and/or students	Preparation for writing/ prewriting activities	Teacher reads notes, lists, outlines, etc. and makes suggestions	Student writes draft 1	Student makes outline of draft 1	Teacher and students read draft: add comments and suggestions about content	Student writes draft 2	Student reads draft 2 with guidelines or checklist: makes changes	Teacher reads draft 2: indicates good points and areas for improvement	Student writes draft 3	Student edits and proofreads	Teacher evaluates progress from draft 1 to draft 3	Teacher assigns follow-up tasks to help in weak areas

Product Approach

This is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analysed at an early stage. A model for such an approach is outlined below:

Stage 1

Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage 2

This consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practise the language used to make formal requests, practising the 'I would be grateful if you would...' structure.

Stage 3

Organization of ideas. This stage is very important. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage 4

The end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills, structures and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language.

What's the best way?

Having students first use the process approach to discover what they want to say and then introducing a model to show them what is expected is very effective.

Rhetorical modes

Depending on the purpose of the paragraph, it will adhere to a specific rhetorical mode. Here some examples.

Description– In a descriptive paragraph, you use specific sensory details to create a clear image of a subject for the reader. Consider using sight, sound, touch, taste, and/or smell. Also, choose a pattern of organization. For instance, if you were to describe how something looks you might want to organize the description moving from top to bottom, or perhaps from left to right.

Narration– A narrative paragraph tells a story. Following a clear time sequence will make the information easier to follow for the reader. Pay special attention to details that the reader needs to know in order to make sense of the story. Focus only on the details of the story that prove your point.

Comparison and Contrast– Here you focus on either the similarities or differences between two or more subjects. You can organize your paragraph subject by subject or point by point. In subject by subject, you describe one subject completely before moving on to the next one. In point by point, you compare or contrast the subjects directly using various points of comparison.

Cause and Effect– Here you focus on either exploring why something happened, or explaining the outcomes of a certain event. Consider focusing on either immediate (close at hand, recent) causes or effects, or remote (underlying, earlier) causes or effects. When examining effects, make sure you show the prior situation so that the reader can see the full change.

Process Analysis– A process analysis paragraph explains a procedure or breaks down the steps of a process. Details are usually organized chronologically. Sometimes process analysis can be a long chain of cause and effect relationships. Be sure to explain the significance to the order of the steps to the reader.

Definition– Here you explain the meaning of a complex term or concept. Sometimes it is necessary to explain why the subject you are defining is unique. This is usually done through a comparison with other similar subjects, focusing on the key differences between them and your subject. Make sure to provide concrete examples when you are defining an abstract concept.

Classification and Division- Classification is the grouping of similar items together and explaining why they belong to the same group. When classifying, you need to clearly define a principle for classification and show why each item shares this principle. Division is either the separating of various related items into different groups by demonstrating why the items are unique, or the division of a single item into constituent parts.

Essay Writing

Essay writing follows the same basic pattern as paragraph writing but on a larger scale.

Introduction: Gives background information and captures the reader's attention.

1. Quotation
2. Ask a question
3. Move from general to specific
4. Anecdote
5. Present facts and statistics

Thesis Statement: States the subject and the focus of the essay, includes the topics of the body paragraphs

Body Paragraph 1

topic sentence

supporting sentences

conclusion

Body Paragraph 2

topic sentence

supporting sentences

conclusion

Body Paragraph 3

topic sentence

supporting sentences

conclusion

Conclusion

Makes final comments by:

1. Restating main points
2. Asking a question
3. Suggesting a solution
4. Making a recommendation
5. Making a prediction

Name:

Date:

Page:

FEEDBACK SYMBOL GUIDE

When I hand a piece of writing back to you, you will see all kinds of feedback in the margins or between the lines. **MAKE SURE YOU READ ALL FEEDBACK!** It is there to help you become a better writer! Listed below are the symbols and abbreviations I will most often use when giving feedback, and what they mean.

✓ Good job! You are right on target. I like what you wrote or how you wrote it.

✓✓ Excellent!! I *love* what you wrote here. You showed exceptional insight and/or expressed yourself beautifully.

ELAB Elaborate: give more information, detail, and/or explanation

SPEC Specifics: be more specific

REP Repetitious: part of this sentence can be eliminated or should be changed.

AWK Awkward: the wording sounds strange or awkward. Read it aloud and try to think of a better way to express the same idea.

DW Different word: there is another word which would work better here or which I think you meant to use.

RO Run-on sentence: 2 or more complete sentences “stuck” together without proper punctuation or conjunctions

FR Fragment: incomplete sentence; it does not express a complete thought

⊙ **AVOID:** do not use this word, phrase, language, etc. in *this* type of writing.

? Unclear: this is confusing or it is unclear what you are trying to say

^ A word has been omitted.

¶ New paragraph needed → Indent ← Bring out to margin

P Punctuation error **C** Capitalization error **SP** spelling error

GR Grammatical error: wrong verb, wrong pronoun, agreement error, or any other number of language mistakes

TS Topic sentence needs work **CS** Concluding sentence needs work

TR Transition: a bridge between ideas or paragraphs is needed

SEQ Sequence: the order of your ideas needs rethinking

Your name: _____

Friend's name: _____

Writing Checklist

Self Check	Friend Check	
		Is there proper indenting?
		Are basic words spelled correctly?
		Is there a punctuation mark after each sentence?
		Does everything make sense?
		Is there a good topic sentence?
		Is there a good closing sentence?
		Is the handwriting neat?
		How many sentences were written?

Super Teacher Worksheets - www.superteacherworksheets.com

Your name: _____

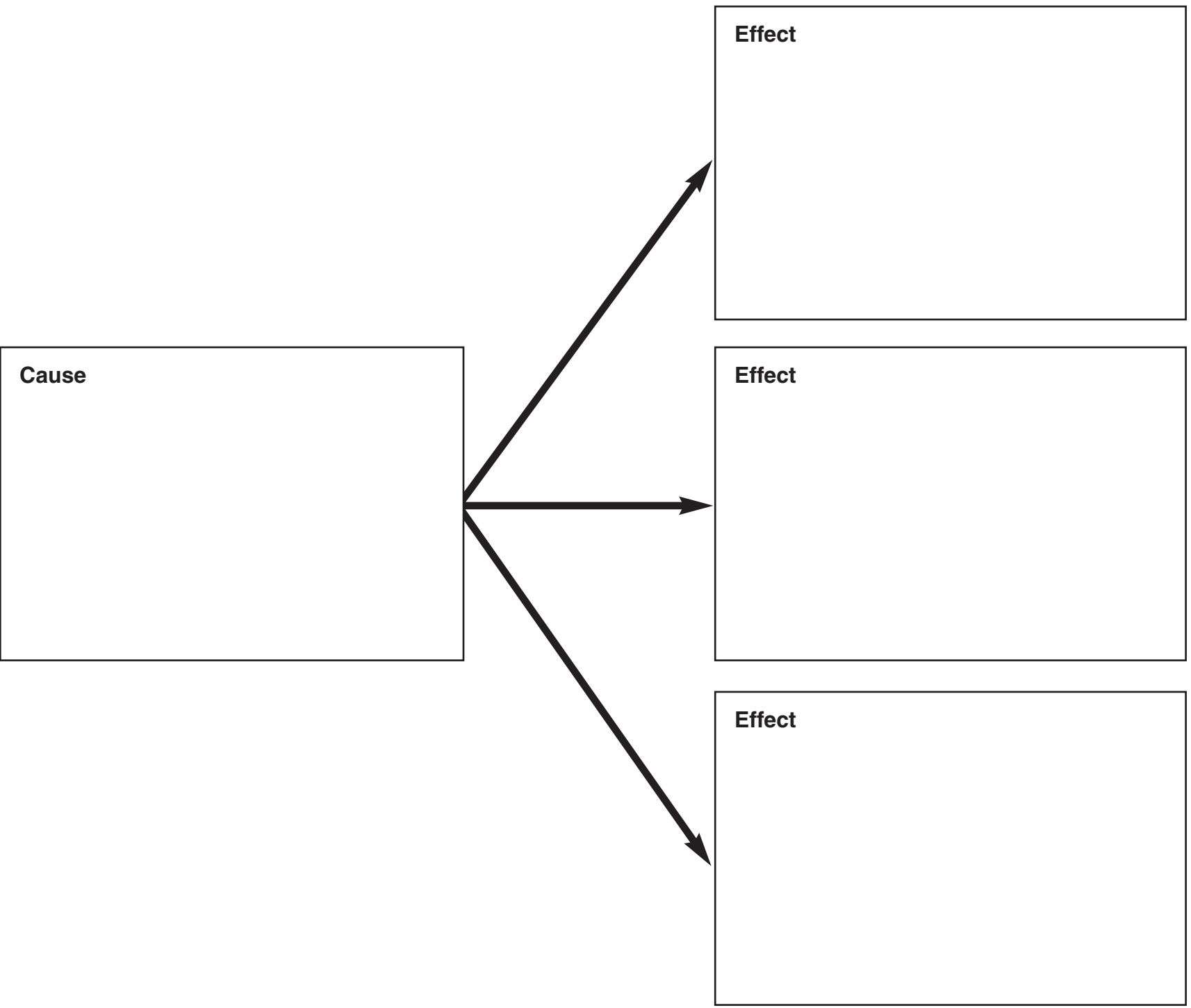
Friend's name: _____

Writing Checklist

Self Check	Friend Check	
		Is there proper indenting?
		Are basic words spelled correctly?
		Is there a punctuation mark after each sentence?
		Does everything make sense?
		Is there a topic sentence?
		Is there a good closing sentence?
		Is the handwriting neat?
		How many sentences were written?

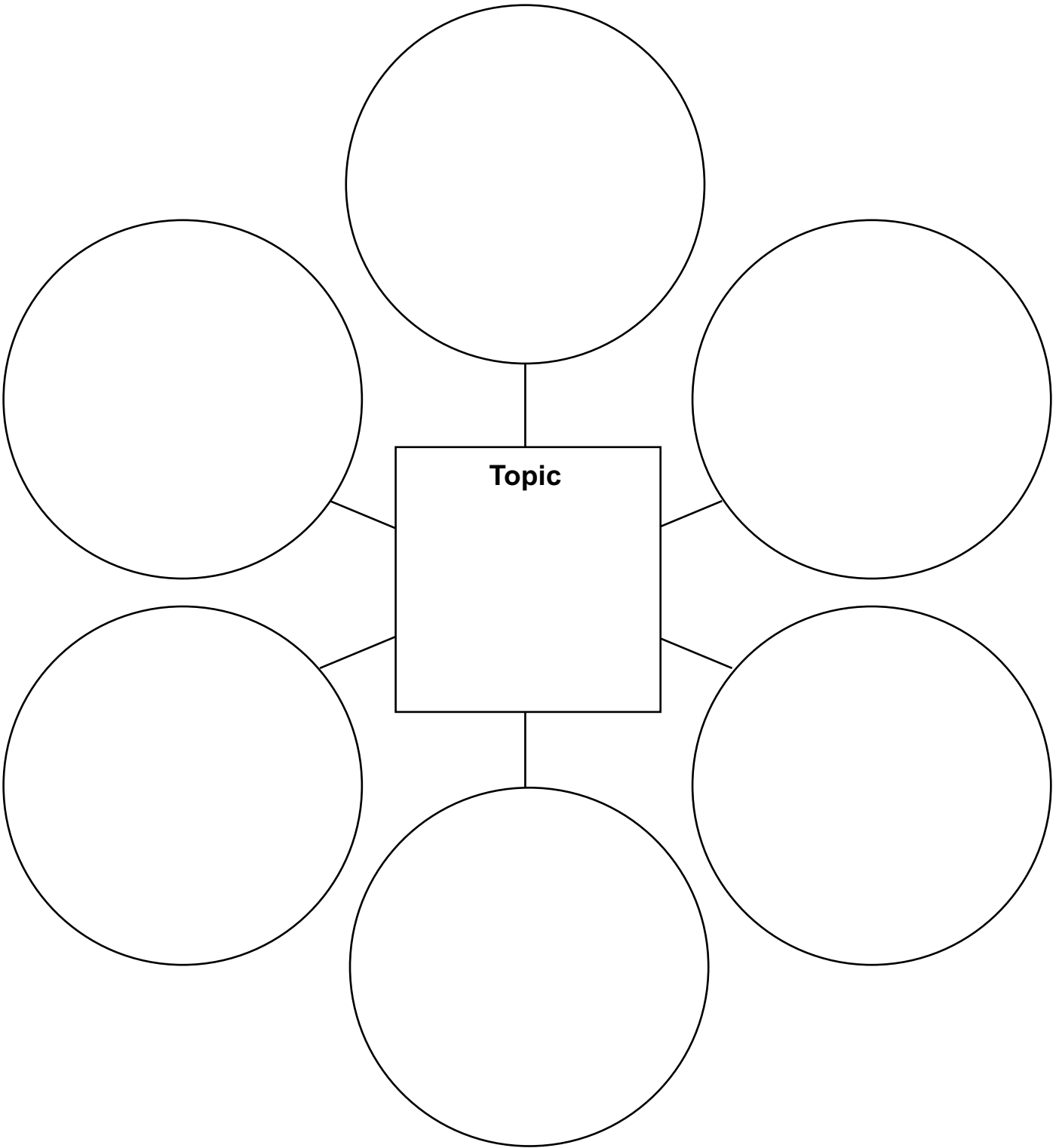
Super Teacher Worksheets - www.superteacherworksheets.com

Cause-and-Effect Diagram



Cluster/Word Web 3

Write details about your topic in the circles.



Name _____ Date _____

Sequence Chart

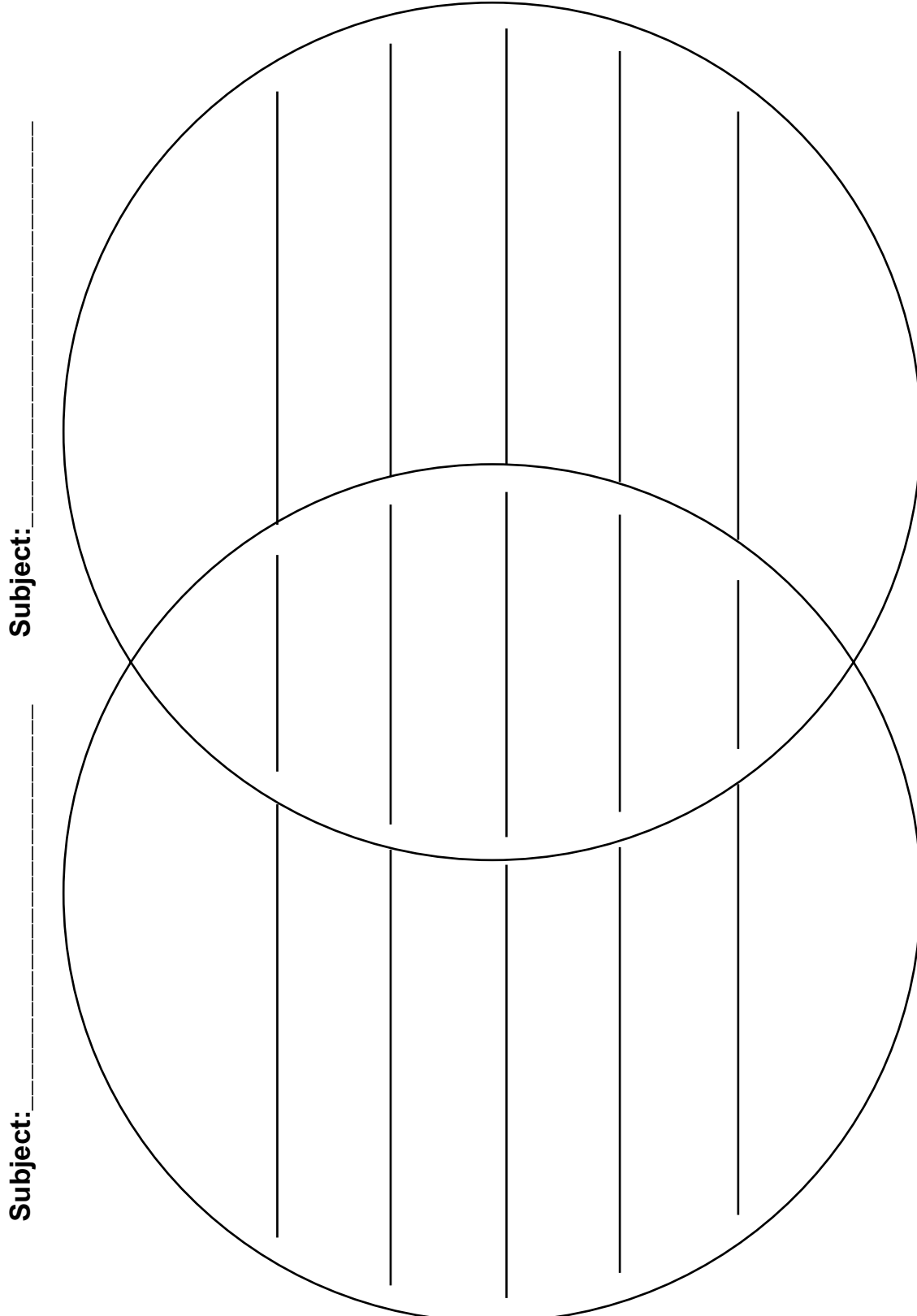
List steps or events in time order.

Topic
First
Next
Next
Next
Next
Next
Next
Next
Last

Copyright © Houghton Mifflin Company. All Rights Reserved.

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.



Writing Storms

The idea of this exercise is to get students to quickly write about a topic they choose/or that the teacher assigns. These short presentations are then used in two manners; to generate spontaneous conversations on a wide range of topics, and to take a look at some common writing problems.

Aim: Working on common writing mistakes - generating conversation

Activity: Short intensive writing exercise followed by discussion

Level: Intermediate to upper-intermediate

Outline:

- Each student will receive a different topic, and will have exactly five minutes (reduce or extend the writing time as you feel is appropriate) to write about the topic.
- Students shouldn't worry about writing style, but, should focus on quickly writing down feelings about the assigned topic.
- Each student will then read what he or she has written to the class (or group). Other students will write down two questions based on what they hear.
- Students then ask questions about what they have heard.
- During the course of this exercise, teacher will take notes on common mistakes that occur in writings.
- At the close of this exercise, common mistakes will be discussed. In this manner, no student feels singled out and all students benefit from learning about typical writing mistakes.

Writing Storms – Possible Topics

The best thing to happen to me today	The worst thing to happen to me today	Something funny that happened to me this week	What I really hate
What I really like	My favorite thing	A surprise I had	A landscape
A building	A monument	A museum	A memory from childhood
My best friend	My boss	What is friendship?	A problem I have

Student 1 subject:

Question 1:

Question 2:

Student 2 subject:

Question 1:

Question 2:

Student 3 subject:

Question 1:

Question 2:

Student 4 subject:

Question 1:

Question 2:

Student 5 subject:

Question 1:

Question 2:

Student 6 subject:

Question 1:

Question 2:

Student 7 subject:

Question 1:

Question 2: