Teaching Writing

1. The following are <u>some</u> of the **reasons** or **purposes** learners of English may be asked to write.

   a) For *diagnostic* purposes.

   b) To *develop linguistic competence* (for example, copying a model of new language or writing a short text to practise or test knowledge of language which has been taught).

   c) To encourage the development of *fluency*.

   d) To *train*/provide practice in aspects of *writing skills per se*, for example:

      i. Selecting characteristic features of particular text types according to the purpose in writing.

      ii. Including appropriate stages in the process of composition.

      iii. Assessing knowledge, assumptions, attitudes and interest of the intended audience and addressing them accordingly.

2. There are two major approaches to teaching writing. One of them is the so called **text type approach**.

Before asking the students to write an example of a particular text type you might want to go through some of the following stages. [...]

   a) Reading examples of the text type.

   b) Analysing texts to isolate characteristic features of that text type.

   c) Exercises which practise particular features of the text type (e.g. ordering paragraphs in the text, combining sentences using a relative clause).

   d) Guided writing practice – the students write (parts of) a parallel text guided by prompts (e.g. pictures or sentences which summarise paragraphs).

3. The **process approach** to teaching writing skills

In recent years attention has focussed on the process of writing, and the criticism has been made that teachers sometimes expect learners to produce written texts without allowing, encouraging or training them in the stages which are necessary for producing good texts.

   ☞ Article: "Schreib***prozesse*** gestalten, Schreibkompetenz entwickeln" by Werner Kieweg on the process approach to teaching writing.

Parrott, Martin (1997). *Tasks for Language Teachers: A resource book for training and development*. Cambridge: CUP (5th printing), p. 222 ff.

Kieweg, Werner (2009). "Schreibprozesse gestalten, Schreibkompetenz entwickeln." In: *Der Fremdsprachliche Unterricht: Englisch*. Heft 97, 2009, Seelze/Velber: Friedrich Verlag, S. 2-13.

Werner Kieweg

Textsortenspezifische Inputphase mit zahlreichen Textbeispielen

Input with lots of examples for the required text type (genre) – reading various examples of the same text type (comment, summary, letter of application ...) – analysing the text type according to characteristic features e.g. structure, opening and closing gambits, way of argumentation, phrases / discourse marker

Schüler planen

Students plan their writing process

Activate knowledge about the world and the topic, brainstorm or collect ideas, revise characteristic features of the text type, organise support material (dictionaries, thesaurus), bring ideas into an order (mind-map, net diagram, discuss ideas with a partner, verbalising ideas (key words, chunks ...)

Lehrer bietet inhaltliche Hilfe an (keine Korrektur)

Teacher offers help

(no correction)

teacher gives feedback (focus on content, hints regards structure, what could be left out, reminds students of the reason / intention / text type/ aids/ resources ... – but doesn't correct too much

Schüler schreiben 1. Entwurf

Students write the first draft

Students write the first draft in groups (collaborative writing), monitoring – first draft is handed in or given to another group

Lehrkraft erstellt eine Grobkorrektur der Überarbeitung

Teacher provides first feedback / assessment / correction of basic mistakes

Schüler überarbeiten

Students edit the written text

Students rewrite / edit their text in groups using and focussing on the remarks of the teacher, 2nd version of the text is given to the teacher / handed in

Vorbild für weiter Texte dieser Textsorte

Basic model …

Schüler erstellen endgültige Version

Students write the final version

According to the teacher's first correction of basic mistakes and remarks the students rewrite / edit their text again in groups and write a final version which is given to the teacher / handed in for a detailed assessment / correction / feedback