

Teaching English as Second Language

Chapter Twelve: Teaching Students How to Write





Think about everything you've written in the past week. Jot them down.

Now, place your items in one of two categories: everyday functional writing or 'extensive writing.





Types of Writing Tasks

	Functional Writing Tasks	Extensive Writing Tasks
Work-related	Filling in forms to report defects of parts Filling in accident reports Writing resumes	Writing a thank you letter to a visitor Responding to email messages Writing letters of apology
Academic	Completing registration forms	Writing lab journals Writing essays Writing research papers
Personal	Addressing letters Writing checks	Writing essays for an ESL class Writing a letter to a teacher at school Writing a letter of complaint to a landlord



Product-oriented vs Process-oriented Writing



Product-oriented

- Focus on 'getting it right'
- Controlled tasks following models
- Final product evaluated



Process-oriented

- Focus on the steps that go into writing
- Giving and receiving feedback and creating multiple drafts
- Initial focus on ideas/content



What does writing include?

- Word choice
- Appropriate grammars & syntax
- Mechanics
- Organizational structure
- Audience
- Purpose



Audience & Purpose

Audience

Writers determine their audience types by considering:

- who the readers are (age, sex, education, occupation, economic status, area of residence, ethnic ties, political/social/religious beliefs, etc.);
- what level of information these readers have about the subject (novice, general reader, specialist, or expert); and
- what opinions, values, prejudices, and biases these readers already possess about the subject.

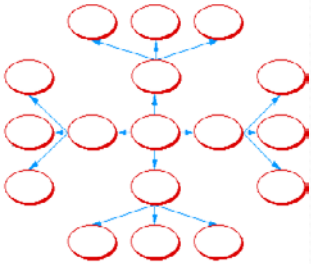
Purpose

Purpose is the reason or reasons why a person composes a particular piece of writing.

Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written.

Type	Purpose
To express	In expressive writing, the goal is to put thoughts and feelings on the page. It is personal writing.
To describe	Descriptive writing portrays people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about,.
To explore/learn	In exploratory writing, the writer's purpose is to ask key questions and reflect on topics that defy simple answers.
To entertain	As a purpose or goal of writing, entertaining is often used with some other purpose. Sometimes, however, entertaining others with humor is the main goal of writing
To inform	Writing to inform is one of the most common of the writing purposes. Uncovering facts and writing about them as objectively as possible constitutes this type of writing
To explain	The purpose of expository writing is to gather facts and information, combine them with his/her own knowledge & experience, and clarify for some audience who or what something is, how it happened or should happen, and/or why something happened
To argue	An arguing essay attempts to convince its audience to believe or act in a certain way.
To persuade	Although the terms <i>argument</i> and <i>persuasion</i> are often used interchangeably, the terms do have slightly different meanings. <i>Argument</i> is a specific type of persuasion that follows certain ground rules. Those rules are that opposing positions will be presented accurately and fairly, and that appeals to logic and reason will be the primary means of persuasion. <i>Persuasive writing may, if it wishes, ignore those rules and try any strategy that might work</i>
To evaluate	Writing to evaluate a person, product, thing, or policy is a frequent purpose for writing.
To problem solve	Problem solving is another specific type of argument; the writer's purpose is to persuade his audience to adopt a solution to a particular problem
To mediate	Traditional argument, like a debate, is confrontational. The argument often becomes a kind of "war" in which the writer attempts to "defeat" the arguments of the opposition. Non-traditional kinds of argument use a variety of strategies to reduce the confrontation and threat in order to open up the debate.

A recursive process of creating meaning



My Favourite City in Taiwan

My favourite city in **Taiwan** is **Taipei** because it **has** many tourist attractions. For example, the **tallest** building in the world is in Taipei. It is called Taipei 101 (台北 101), and it has 101 stories. It is very beautiful to go to the **viewing tower** and **watch the lights of the city turn on as the sun sets**. There **are** many historical places to visit in Taipei. The most famous place is **Chiang-kai Shek Memorial Hall** (國立中正紀念堂). It was **built** to honor the former President of the Republic of China, Chiang-kai Shek. Another place that many tourists like to visit is the National Palace Museum (國立故宮博物院). This museum is very famous because it has the **largest** collection of Chinese artefacts in the world. There are over 650,000 items in **the** museum! **The** National Palace Museum **has** a very interesting history. Next time you go to Taipei, you should visit these three places.

- Comment:** The first two sentences are combined into one sentence, to form the topic sentence.
- Comment:** Taiwan and Taipei are proper nouns; they need to be capitalized.
- Comment:** The superlative form of tall is *tallest*, not *most tall*.
- Comment:** This sentence was restructured for coherence.
- Comment:** The verb *are* has to agree with the subject *places*. Note that *places* is plural.
- Comment:** CKS Memorial Hall is the name of a specific place, so *the* is not needed before it.
- Comment:** *Build* is an irregular verb. The past tense is *built*, not *builded*.
- Comment:** The superlative form of large is *largest*, not *most large*.
- Comment:** The definite article *the* is required, because the writer is talking about a specific museum.
- Comment:** Subject-verb agreement. *National Palace Museum* is the singular subject, so the proper verb form is *has*.

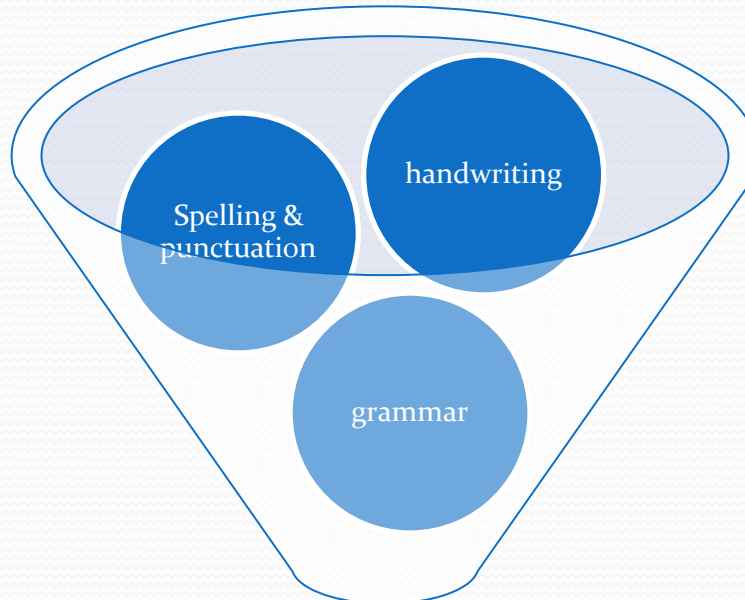
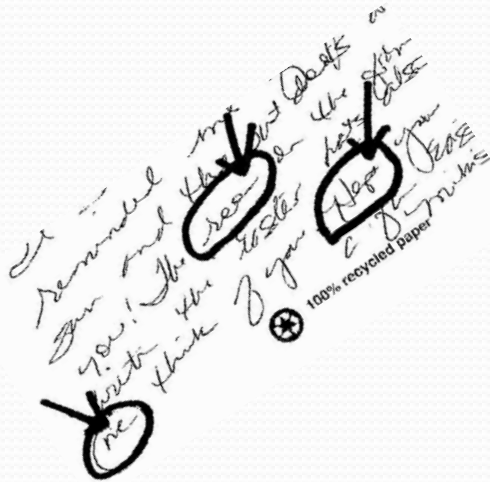
The finished product



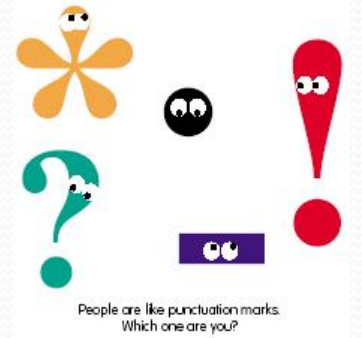
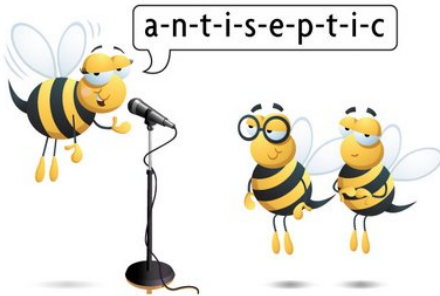
How do ESL Teachers Teach Beginners to Write?



Writing from the very beginning



Integrated writing skills



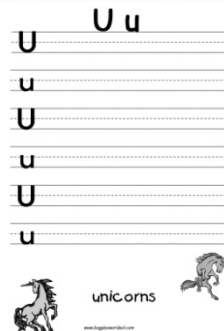
Tracing letters, words & sentences

Teaches

- Letter recognition & discrimination
- Word recognition
- Basic spelling
- Pronunciation
- Capitalization rules

How to use it

- Students trace letters/words written in an appropriate size & shape on tablet-style sheets
- Kinesthetic learners may benefit from this as this is a 'visual' hands on type of learning activity



ESL Programs

Students in ESL programs learn how to read, write, and speak English. ESL classes are free, and most adult schools have morning, afternoon, and evening classes. Some schools also have Saturday classes.



Copy and Change

With this type of activity, students are asked to copy a writing text AND change some aspect of it. For instance, the subject may be changed from 'he' to 'she' and all other accompanying changes as well (ie. him to her).

Can also be done by changing verb tense in a passage and changing the subject from singular to plural.

Write Basic Sentences

- Use pictures
- Comparison and contrast
- Find the differences

Unscrambling muddled sentence parts

Language Arts Friday

Unscramble the Sentences

 Unscramble these words to make a sentence.
Put a period at the end of each sentence.

1. roof cat The is on the 

2. I candy the ate 

3. swim pond the in Fish 

4. write I my can name 

5. book good This a is 

© Teacher Created Resources, Inc. 111 Photo Credits: iStock.com

In this type of activity, students are given scrambled sentences that they have to reorder to form a grammatically correct sentence.



Vanishing Letters

Street

S _ _ r e e t

S _ _ r _ _ e t

S _ _ _ _ e t

S _ _ _ _ _ t

S _ _ _ _ _

_ _ _ _ _

A yellow notepad with a silver paperclip is the central focus of the image. The notepad is slightly tilted and has a 3D effect. The paperclip is attached to the top left corner. The background is white with blue wavy lines at the top.

Scaffolded writing

Date: _____

Dear _____

_____ needs to leave school early today for
_____. I will pick her up at _____.

Thank you.

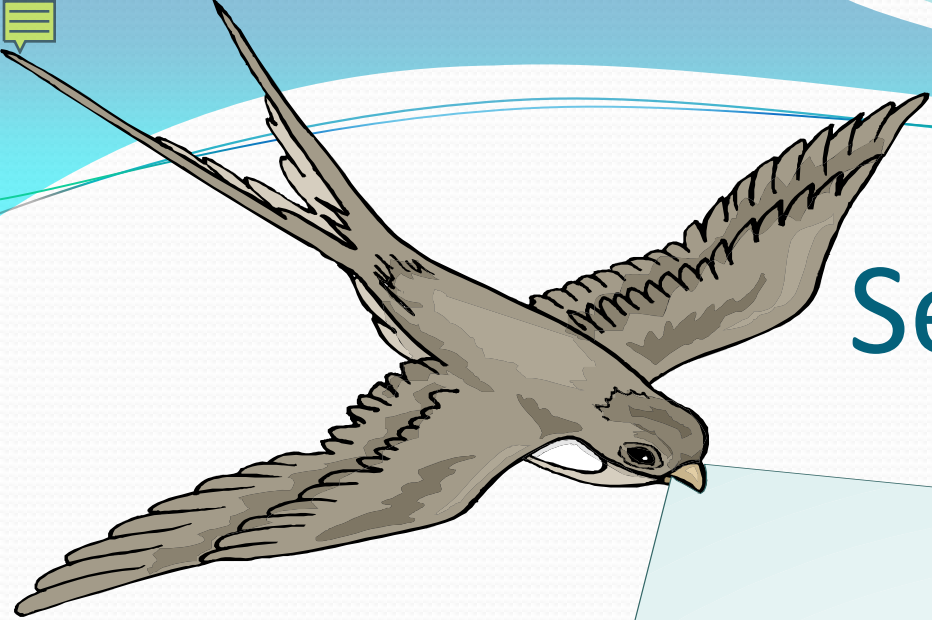
Yours truly,

Missing words

Each star means a word is missing. Erase the star and write in the best word:

Gopal and Nataki live near a * in India. Gopal is a * and he is happy because he * his job. One day he * a big fish in his * ; he is going to kill it when the fish opens its * and starts to talk. It says, "Do not * me, put me back in the * . I want to live!" So Gopal puts * fish back and goes home. When he tells Nataki * the fish, she is angry. She tells * to go back to the river and ask the fish for some * and a new red dress. So Gopal goes back and the fish * into his net. He * the fish what Nataki wants, and the fish answers, "She can't have * she wants. Put me back in the river and go home!"

When Gopal gets home, he * food on the table and Nataki is * a new red dress. "Beautiful!" he says, "Are you * now?" But Nataki is not happy and she tells her husband to go back * the river and * the fish for more things. Each time the fish gives her what she * but she is still not satisfied. Finally, she wants to be * of her country. When Gopal tells the fish, it says again, "She * have everything she wants. Put me back in the river and go home. And * , Gopal!" When Gopal gets home, Nataki is in her old * and all her new things have gone. She is * and tells him to go back to the river, but Gopal * not see the big fish. It * jumps into his net again!



Sentence starters

I come from _____.

_____ is in _____.

In my country, people _____.

We eat _____.

The capital is _____.



Parallel Writing



My Family

There are six people in my family: my grandmother, my parents, my older sister, my younger brother, and I. We are from Taiwan, but we live in Los Angeles now. We are very close. In the Chinese culture, children live with their parents for a long time. Daughters live with their parents until they get married. After the children are married, parents live with their oldest son. My parents have only one son. They will live with him.

eslwriting.org

Tips and tricks to write like a pro.

Parallel Sentence Structure

Purpose: Write beautiful sentences with parallel structure.

How to use: Read the sentences. Change the words so the sentences use the same grammatical style. Here is an example.

Not Parallel: Mary likes hiking, cooking, and to ride a bicycle.
This is okay: Mary likes **hiking**, **cooking**, and **riding** a bicycle.

Can you edit these sentences to create a parallel structure?

1. Mike likes to listen to rock music and reading mystery novels.

2. While in France, my nephew spent his time studying French, working in a restaurant, and he jogged along the Seine River every morning.

What kind of writing activities do ESL teachers use with post-beginners?

- Composition writing
- Language play writing
- Newsletter writing
- Pen pals
- Dialogue journal writing

Composition Writing



Useful strategies for teaching the prewriting stage

Brainstorming
Strategic questioning

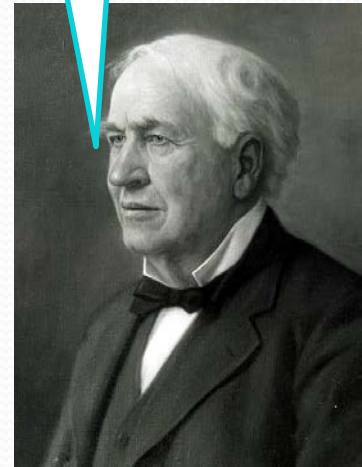
Sketching
Information gathering
Free writing
Clustering
Interviewing
Exploring the senses

Prewriting Stage: Brainstorming

- Brainstorm in the class
- Accept all ideas
- Have a visual focus to get started
- Push beyond the obvious



“To have a great idea,
have a lot of them.”





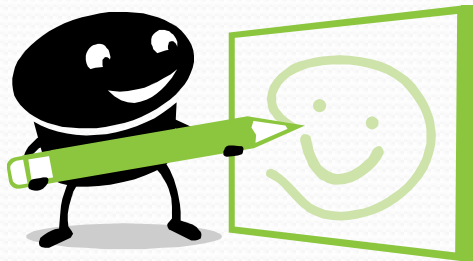
Prewriting Stage: Strategic Questioning

- What do you want to write about?
- What is your goal?
- What do you know about this topic?
- What do you need to find out?
- What interests you or surprises you about this topic?
- Who might want to read what you are about to write?

Prewriting Stage:

Sketching

- A visual idea generating strategy, useful when visualizing descriptions or showing the plot of a story



Information Gathering

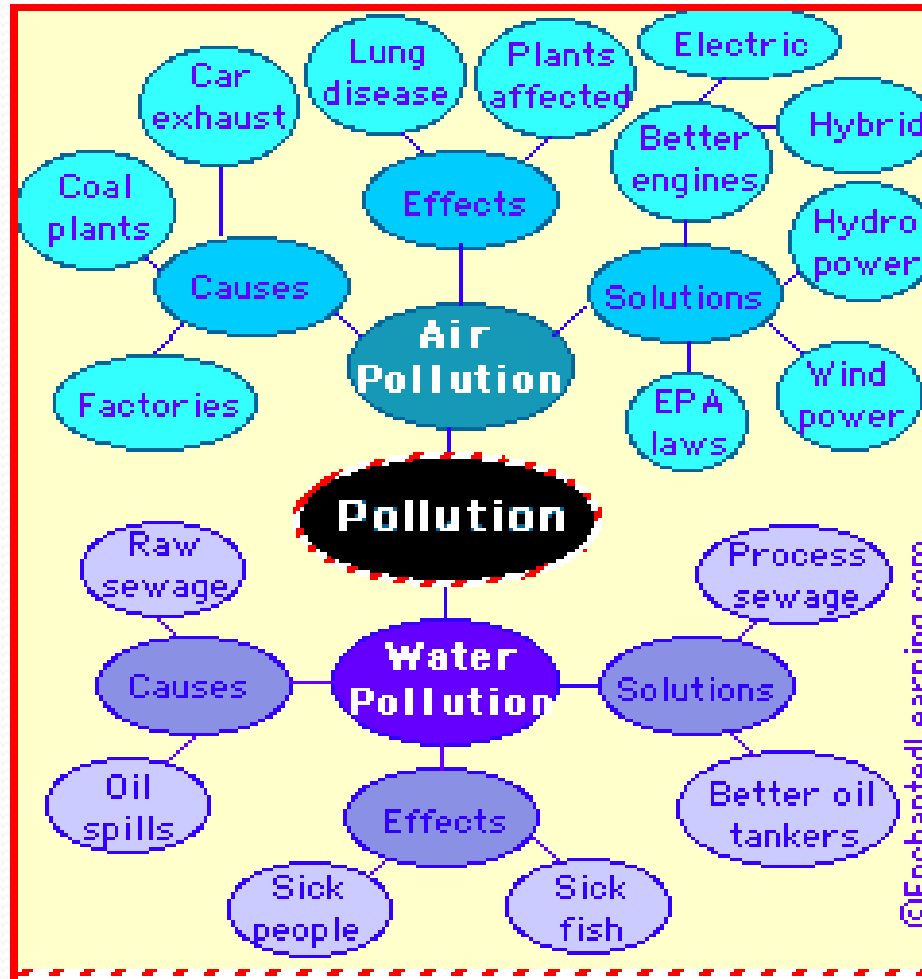
- Students collect information about a topic through library research



Prewriting Stage: Use

- Graphic organizers
- Venn diagrams
- Comparison and contrast charts
- Sensory details charts
- Evaluation charts
- Charts in which students draw conclusions
- Sequencing charts

Mind Mapping/Clustering



Venn Diagrams

Name _____

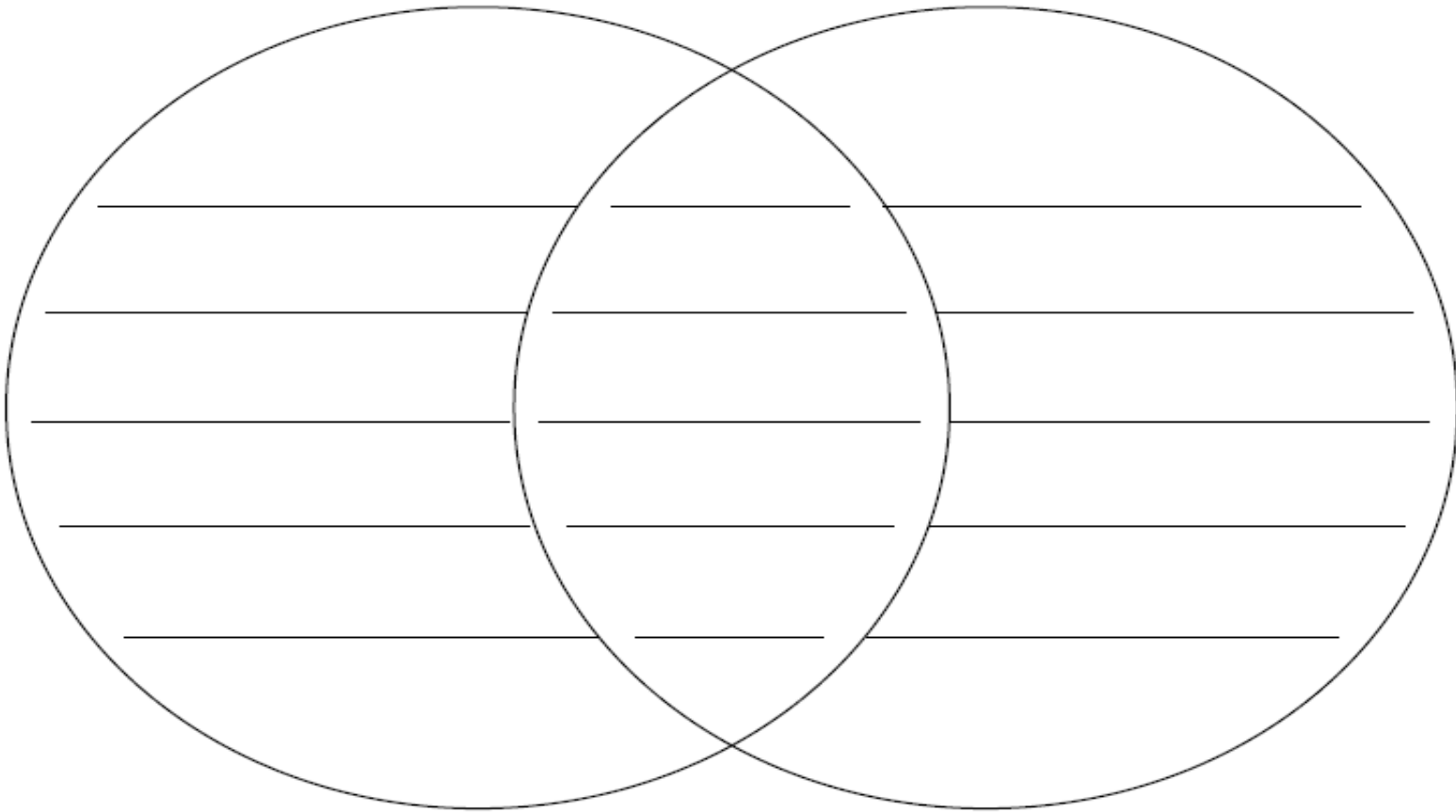
Date _____

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.

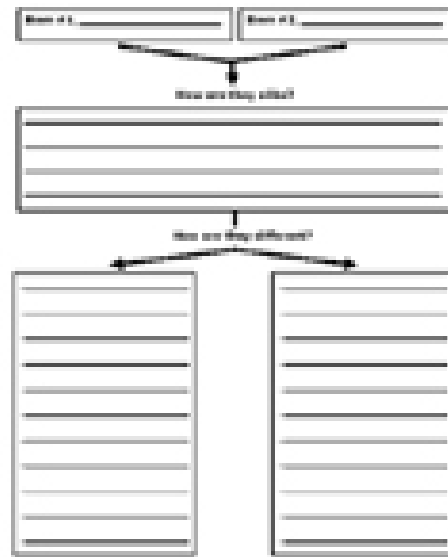
Subject: _____

Subject: _____



Comparison & Contrast

Compare & Contrast Chart



SENSORY DETAILS CHART

TEACHING NOTES

You can use the Sensory Details Chart for pre-writing activities related to the Writer's Workshop assignments and other writing projects. You can also use the transparency to teach students to identify sensory details in literary selections.

Presentation

To show students how to use the Sensory Details Chart, place the transparency on the overhead projector. Ask students to suggest a topic and several sensory details related to the topic as you write them in the appropriate blanks.

Model Sensory Details Chart

Event	a day at the beach
Visual details	children playing in the sand
	people lying on the beach and swimming in the water
	sparkling sand with white-speckled shells
	water meeting the blue sky at the horizon
	lifeguard stand and hot dog stand
Sounds	chatter and laughter of children
	parents and children talking
	the lifeguard's warning whistle
	the lapping of the surf against the sand
	the splashing of swimmers
Smells	ocean air
	slight fishy smell
	whiff of roasting hot dogs
	scent of suntan lotion
Tastes	salt water
	hot dogs
Feelings / Textures	heat of sun on back
	sweat, cool water, and towel on skin
	sand between toes

SENSORY DETAILS CHART

Event	
Visual details	
Sounds	
Smells	
Tastes	
Feelings / Textures	



Prewriting Stage: Free writing

- **Focused Free writing**
- **Use a blank paper or computer screen** and set a time limit of 5 - 15 minutes
- **Summarize the topic in a phrase or sentence;**
generate a free flow of thought
- **Write anything that comes to mind**, whether on topic or off, for the period of time you chose,
- **Don't pause, don't stop.**
don't rush; work quickly
- **Don't review**
what you have written until you have finished
- **At the end of your time**, refer back to the beginning:
Rephrase the initial topic
Repeat a word, phrase, or important thought or emotion that makes sense.
- **Review:**
are there words or ideas you can grab onto for the topic?
Is there a main idea to this sequence of ideas?

You Try

Topic: Difficulties in teaching writing to a group of beginning EFL learners.

Free write on this topic for a fifteen minute period.



Activity

Prewriting Stage: Clustering



Prewriting Stage:

Interviewing

- Students interview each other or people outside the classroom to gather information on a topic

Exploring the Senses

- Suitable for generating ideas for descriptive essays
- Teacher guides students through their senses by asking them to visualize, hear, smell, and feel a person or a place

Organizing Strategies

Outlining

- I. Introduction**
 - A. Set the context**
 - B. Explain why the topic is important**
 - C. State the thesis.**
- II. Body**
 - A. Build points**
 - B. Develop ideas**
 - C. Support the main claim**
- III. Conclusion**
 - A. Reemphasize the main idea**
 - B. Restate the thesis**



Drafting

- Linear approach: write sequentially from beginning to end
- Recursive approach: work on one section for a time, move on to another part of the essay, and then return to the earlier section

Writing the Introduction

- Grab the readers attention
 - use anecdotes
 - do not begin with a question: change a question into a declarative structure
 - define your purpose in writing : Thesis statement



Revising

Problems

- Not an enjoyable process for students
- Some students don't see the value in the revision process
- Others simply lack the patience to do a revision

What's a teacher to do?

- Require multiple drafts along with the final draft
- Drafts can either be:
 - edited versions of the original
 - ones where the intro or conclusion has been changed
 - one where the climax changes, etc.



Editing

Requires

- Hard work
- Knowledge in grammar, syntax, and mechanics
- A lot of time
- commitment

What's a teacher to do?

- Circle errors and write notes to students on papers
- Select one or two aspects of the students work (grammar, spelling) and mark only these errors


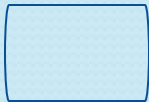
Correcting Student Work

Peer Reviews

Symbols

Student-to-student writing conferences

Use Correction Symbols

	Indent this line
?	I'm not sure what you mean
	Divide letters or words
SC	Sentence combining error (fragment or run-on)
^	Add something here
<u>a</u> <u>A</u>	Change to capital or lowercase
¶	Begin a new paragraph here
WO	Word order
SP	Spelling error
P	Punctuation/capitalization
VT	Verb tense
WC	Word choice
WF	Word form
	Take out the space

Noting the error type with correction symbols

It gives you knowledgeable about other people. And also it keep you open mind to
another point of view. Education helps you to take a correct decision.

Look for the following features, as you read the essay. Mark with a + (if you believe that characteristic is well-done), √ (if present, but not particularly strong), and – (if absent from the essay):

1. Does it have an interesting title?
2. Does the introduction provide an explanation of why letter is written?
3. Is a brief summary of essay present?
4. Does the author maintain an appropriate tone & focus (formal, yet written to the author at all times – no sentences talking about the author in the third person)?
5. Do you see a clear thesis that lets the reader know what the writer sees as the point of connections between the two lives or experiences?
6. Does the essay demonstrate a clear and logical structure of development throughout the essay?
7. Are there adequate developments of each idea – not simply noting similarities, but providing examples and evidence from essay?
8. Does the evident provided genuinely support the author's point?
9. Does each ¶ limit itself to only one idea?
10. Is it obvious what the idea of each ¶ is (e.g., is there a topic sentence that alerts the reader to the idea)?
11. Are there clear connections between that sentence and the ¶ that preceded it?
12. Are the sentences interesting?
13. Are the sentences clearly understandable?
14. Are there annoying places of sentence structure or grammatical mistakes?
15. Is the author's voice heard?
16. Is the style of writing engaging to you?
17. **What suggestions do you think would provide the greatest improvement for the essay?**

(Created by Mary S. Smith)

Peer Reviews

- Are useful ways to get students talking to each other about their own work

Student-to-student conferences

Another useful tool in getting students talking about their papers and for helping one another with grammatical inconsistencies, lexical errors and errors in syntax

Explicit error correction

Aside ^{from} ~~form~~ ^{other} any question, education ^{is} considered a wonderful ^{part} aspect of anyone's personality. It ^s separate you from other ^s in the ^{world} universe. Education ^s make a person to be ^{more useful} ~~better used~~ in society.

When Not to Use Error Correction

- Student journals
- Freewriting activities
- Any single-draft assignment
- Any assignment designed to develop fluency over accuracy

Comments on content and organization

This is a good first try,
but your topic sentence should be
more specific and unique
↓

Aside from any question, education considered a wonderful aspect of anyone's personality. It separates you from others in the universe. Education makes a person to be better used in society. It gives you knowledge about other people. And also it keeps you open-minded to another point of view. Education helps you to take a correct decision. I remember a time when I was a little girl, my father told me about a rich man, his father was a business man and he had one child he bought him everything. But he did not let him attend school because he had already all that he needs: big houses and lots of fancy clothes. So he thought if his son goes to school it will waste his time. But after his father's death the son did not know how to take care of himself. In my opinion, it would have helped him if he had a high education. I like this example a lot!

This is a nice paragraph. Thanks for your hard work. But I think you could improve it by giving me more details about the rich man and his son. Why, exactly, did he not allow his son to go to school?

And what kinds of problems did the son have living on his own?

Problems with Comments on Content and Organization

- If it is vague, it can be confusing to students.
- There is no guarantee that students will read it.
- It is counterproductive if comments are mostly negative.
- It is less effective when used without one-on-one conferences.
- Despite this, such comments have proven more effective than error correction.



Using Dialogue Journals

Dialogue Journals

Benefits

- an important way of individualizing instruction and encouraging independent thinking
- Allows teacher to get to know students through their personal writings T→Ss
- Teacher able to better understand students language difficulties
- Teaches students that we 'write' to an audience

Difficulties

- Writing to each student can be very time consuming for the teacher
- Students write about what they think the teacher wants to read, not what they are interested in writing about
- The problem of status!!!



Planning a Process- Oriented Writing Lesson

The Lesson Plan



Stages Common to a Process-Oriented Lesson Plan

1. Identify the purpose	Relay information to a friend in a letter. Academic purposes for writing (essays, research papers, scientific reports)
2. Identify the intended audience	An office worker reading a form. A friend reading a letter. A teacher reading the paper.
3. Prepare for writing	Brainstorm key ideas alone or with a partner.
4. Organize ideas	Organize ideas using graphic organizers, word webs. Make outlines
5. Write multiple drafts	Writes ideas first, worry about mechanics later. Write multiple drafts. Share drafts with a peer. Self/peer edit
6. Revise	Revise and write final draft.

Sample Lesson Plan

1. Prewriting

- A. Whole Class: T: Did you have a job in your country? How did you find that job? What did you need to send to the employer? What do you need to do in the USA? (Send in an application or write a resume)
- B. Brainstorm information to be included (students work in pairs and then one student gathers and writes information on board)

Things to include on a resume:

Work experience

Age

Family situation

Training

hobbies

education

sports

languages



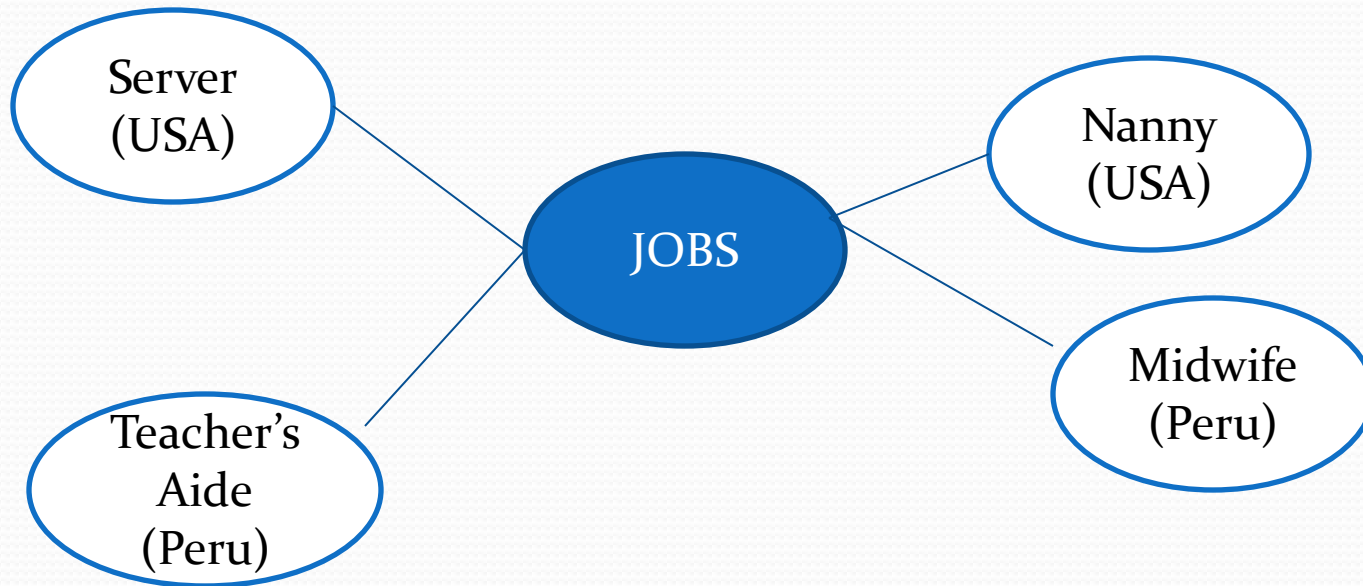
Continued....

C. Learners look at three sample resumes written by former students who have found jobs. Learners are asked to identify the categories and the types of information included in each. Teacher elicits similarities and differences between what the class predicted and what they found out on the samples (e.g. We don't include age and family status in the USA)

Continued....

2. Organizing information: Creating word webs

A. With a partner, student write what they have done in each category and create a word web for each one: Personal information, education, jobs, etc.



3. Writing first draft

Create first draft of resume

4. Peer reading: Classmate Revision Checklist

Classmate Revision Checklist

Writer's Name: _____

Checker's Name: _____

1. Is the resume complete? (If you circled no, highlight the incomplete portions)	Yes	No
2. Did you understand everything your classmate wrote? (If you circled no, ask him/her to revise the unclear portion.)	Yes	No
3. Are the verbs in the correct tense? (If you circled no, help the writer correct them.)	Yes	No

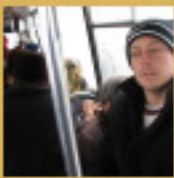
5. Revision

Revise draft using feedback from peers.

Steps to Teaching Writing

Before the First Draft

- Students read authentic texts related to their topic.
- Students engage in group work, pair work and classroom discussion to explore their topic.
- Students choose their own topic (possibly from a limited set provided by teacher).
- Students plan the various sections of their assignment and compare with classmates.



Homework for Monday, Nov. 2

Posted by John Mark King on October 27, 2009 at 8:29pm

 View Discussions

Browse the following website. You do not need to read all of it. There will be no quiz questions from it. But I do want you to find something interesting to you and then share it with the class on Monday.

<http://www.ed.gov/inits/religionandschools/index-archive.html>


Also, read these articles. Your quiz questions will come from here:

<http://www.usatoday.com/tech/science/2005-11-09-pennsylvania-intell...>

<http://www.time.com/time/health/article/0,8599,1142625,00.html>

I will have your essays ready tomorrow (I hope!)






Mr. King

 Share

▼ Reply to This

B *I* U ~~S~~   

Admin Options

-  Feature
-  Edit Discussion
-  Close Discussion
-  Add Tags
-  Delete Discussion

Bilingual education requires too much things.

Firstly, bilingual education cost a lot for Americans who'll have to pay higher taxes for educational programmes and for government which'll have to hire new teachers who know two languages and find money for their salaries.

For example if the tax go up people should work. There was an article in the internet about man who'd stolen from the ~~new~~ shop where he worked as a manager a computer. He told the police that he had

to steal & sell it because he can't pay taxes for his house and car.

The other point is that bilingual education is not fair. Because non-english speakers will have an opportunity to learn the second language, so they'll be better educated and have a superiority to the Americans. Also in finding a job. My friend is from Estonia and he didn't speak Russian, so when he wanted to become a teacher of history at school, he wasn't chosen among the candidates because of that reason.

1) Introduction

- attention getter (mystery story)
- introduce the topic (background of bilingual education, definition)
- thesis statement

- 2) - body paragraphs (topic sentence,
- 3) - supporting ideas, details)
- 4)

5) Conclusion

- re-state the thesis
- give readers smth to think about (quotation)

Requirements:

1. Type every draft
2. Front (Times New Roman)
3. Point size (12)
4. No bold italics
5. Double space

Essay Outline Worksheet

Title: _____

A. Introduction

1. *Attention-getter:*

The story of my moving from the small town to Washington DC and how special I think it is to be here.

2. *Thesis statement:*

B. Body Paragraph 1

1. *Topic sentence:*

There are lots of free activities here.

a. *Supporting detail:*

b. *Supporting detail:*

First Draft

- Students divide into pairs and read each other's essays.
- Students fill out a teacher-prepared worksheet designed to help them give constructive advice to their peers.
- The teacher collects all essays and provides written feedback on content/organization only.

Sample Peer Review Questions

1. Write one thing you liked about your partner's essay. What is especially good about it?
2. What is your opinion of your partner's arguments? Are they generally good? Did your partner use examples from our readings? Explain.
3. Write two or three things your partner can do to improve her essay. Be specific.

~~2~~ ~~2~~
22
for Mr. King

**Essay No. 1: Bilingual Education
Peer Review Worksheet**

Author: ~~Vika~~ ~~2~~

Reviewer: ~~Alexandra~~ ~~2~~

Directions: Read your partner's essay very closely. You may want to read it twice. Then, answer the following questions about what your partner wrote. Please try to write a lot. Be as honest and helpful as possible.

1. Write one thing you liked about your partner's essay. What is especially good about it?

I liked the conclusion very much. I enjoyed its structure and logic. Vika points out all the arguments again and then gives food for thoughts. Moreover in her questions Vika brings up a global problem of American government. I suppose the conclusion is an interesting paragraph.

2. What is your opinion of your partner's arguments? Are they generally good? Did your partner use enough examples from our reading? Are the examples relevant? Explain.

The arguments are generally good. It's interesting to read Vika's opinion, because I am for bilingual education and her points made me think if the bilingual education really good or not.

It might ~~was~~ be a good idea to find some more examples from our reading. In whole, all the examples all relevant.

3. Write two or three things you think your partner can do to improve her essay's second draft. Be specific.

Well, I quite enjoy the structure of the essay. It corresponds to the pattern.

I would like Vika to clarify her first argument and give more arguments of her point of view. I mean not the examples but a lot more her own thoughts.

What's more, I personally think that the third argument is not convincing enough. As we have different views on the bilingual education, it was interesting to read Vika's essay. The first two arguments were ok, but the last one didn't convince me of the truth of Vika's words.

Second Draft

- Students conference with teacher to discuss comments (no more than 3-5 minutes)
- Students use the comments from their peers and their teacher to make improvements to their essay
- Students submit all drafts together
- The teacher provides written feedback on language errors only (assuming content and organization have already been addressed)

[judge, if] it is bad or good, but this increase happens at the [expense] of immigrants, most of whom come from Mexico, Latin America and Asia. And children of these people should be taught in schools somehow. Small kids or teenagers come to new classes and, being not enough proficient in English, [eg] behind the class. And some American people believe that those immigrants who are not good in speaking English should get some help, or how else [this poor things will survive] in the country, [how they'll] be able to bridge the gap and score a success? That's why tolerant American people, being so [king] to strangers, started to think of bilingual education as a way to support immigrants. And as a product of people's reflections [the] nowadays bilingual education means that non-English speakers are being taught in their [native language]. In 1960s the Bilingual Education Act was introduced by Senator Ralph Yarborough. According to this Act the schools were allotted with a sum of money to establish programs for students with limited English speaking abilities. Now these programs [spread] all over the [States]. And of course, I can't but agree with this idea of bilingual education. But before trying to prove [it's] effectiveness I'd like to stipulate that I approve of bilingual education in the USA only if it involves not only non-English speaking people but also provides English speakers [with opportunity] to learn other languages. And I disfavor an [approach, there only] immigrants are taught two languages (having classes in their native

information:

Comment [JMK4]: p

Comment [JMK5]: wg

Comment [JMK6]: sp

Comment [JMK7]: wza

Comment [JMK8]: sp

Comment [JMK9]: wg

Comment [JMK10]: wg

Comment [JMK11]: p (use a conjunction instead)

Comment [JMK12]: wg (how do we form questions in English?)

Comment [JMK13]: sp

Comment [JMK14]: are you sure you need this word?

Comment [JMK15]: Can you be a little more specific?

Comment [JMK16]: vt

Comment [JMK17]: wg

Comment [JMK18]: wfp

Comment [JMK19]: wza

Comment [JMK20]: hard to follow, reword.

Third Draft

- Students use teacher comments to make improvements to their essay.
- Students submit all drafts together.
- Teacher writes minimal comments, often little more than a grade.
 - Students rarely read comments when they feel their work is done.

Discussion

- What do writing experts mean when they say ‘writing is a recursive process of creating meaning?’
- What type of writing activities should you use with beginners?
- Which prewriting activities have you used? Why did you chose to use these types over another? What results did it generate for you?



Homework

Design a process-oriented lesson plan for a beginning ESL class.

References

1. 'Brainstorming'.
(<http://www.brucevanpatter.com/brainstorming.html>). July 14, 2011.
2. Gebhard, Jerry G. (2009). Teaching English as a Foreign/Second Language. Ann Arbor, MI: The University of Michigan Press.
3. Parrish, Betsy. (2004). Teaching Adult ESL. New York: McGraw-Hill.
4. www.elcivics.com
5. www.berghuis.com.nz/abiator/lang/lscr/23b.htm.
6. <http://www.eslwriting.org/wp-content/parallel-structure-a.pdf>
7. http://go.hrw.com/resources/go_mk/la/latm/SENSORYD.PDF