

**Department of English**

**Module: TEFL**

**Level: Master 1 Students**

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## **Teaching the Skill of Writing**

### **Research on Second language Writing**

**1. Composing vs. Writing:** Composing involves generating and organizing ideas before drafting, focusing on structure and creative thought. In contrast, writing is the act of translating those ideas into written language, emphasizing mechanics and style. Recognizing this difference highlights that effective writing is rooted in the cognitive planning process.

**2. Process vs. Product:** The writing process includes brainstorming, drafting, revising, and editing, emphasizing skills development and self-reflection. The product is the final written piece. Prioritizing the writing process fosters a growth mindset, encouraging writers to view writing as an ongoing journey of learning rather than just a final assessment.

**3. Differences between L1 and L2 writing:** Writing in a first language (L1) involves established language skills, allowing for fluid expression, while second language (L2) writing comes with challenges like language transfer and unfamiliar structures. Understanding these differences is vital for educators to provide tailored support for L2 learners as they develop writing skills.

**4. Authenticity:** Authenticity in writing reflects a writer's true voice and personal connection to their work, encouraging honesty and individuality. In educational settings, promoting authenticity motivates students to engage deeply and express their unique identities, leading to more impactful writing experiences.

**5. The role of the teacher:** Teachers serve as facilitators and mentors in writing instruction, creating supportive environments that encourage collaboration and risk-taking. They provide constructive feedback and model effective writing strategies while fostering a classroom culture that values diverse voices, ultimately empowering students to express themselves confidently.

### **Characteristics of Written Language**

**1. Performance:** Once a piece of writing is finalized and shared with its audience, the writer loses the ability to make changes or clarifications, which contributes to the anxiety surrounding writing. To alleviate this fear, teachers should support students in revising and refining their work before final submission, thereby boosting their confidence in the writing process.

**2.Production time:** Writers can enhance their skills by developing efficient writing processes, but time constraints often imposed in educational settings can hinder this development. Teachers should help students effectively manage these limitations, even if it means compromising certain aspects of the writing process. Through practice under pressure, students can improve their ability to handle time constraints in writing.

**3.Distance:** Writers face the challenge of anticipating how their audience will perceive their work, which requires an understanding of audience traits and the interpretation of language. To be effective, writers must have cognitive empathy, allowing them to see their writing from the audience's perspective. They need to assess the audience's general knowledge, cultural background, literacy levels, and subject-matter expertise, as well as how their word choices will be received.

**4.Orthography:** Orthography, the writing system that translates language into symbols, is complex and frequently overlooked in literacy education. Non-literate learners need instruction in basic reading and writing skills, while literate students from non-alphabetic backgrounds may find it difficult to adapt to new symbols due to different linguistic rules. Educators must also consider the differences in phoneme-grapheme relationships across languages to enhance learning outcomes.

**5.Complexity:** In the previous lecture, the complexity of written--as opposed to spoken--language was illustrated.

**6.Vocabulary:** Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

**7.Formality:** Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

### **Microskills for Writing**

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.\*produce an acceptable core of words and use appropriate word order patterns.
3. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
4. Express a particular meaning in different grammatical forms.
5. Use cohesive devices in written discourse
6. Use the rhetorical forms and conventions of written discourse.
7. Appropriately accomplish the communicative functions of written texts according to form and purpose.
8. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification.
9. Distinguish between literal and literal meanings when writing.

10. Develop and use a battery of writing strategies, such as using pre-writing devices, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

### **Types of Classroom Writing Performance**

**1. Imitative or Writing Down:** Imitative writing, sometimes referred to as "copying down," involves learners reproducing text exactly as it appears. This type of writing helps students become familiar with the physical aspects of writing, such as letter formations and punctuation, as well as the structure of sentences and paragraphs. It serves as a foundational practice, especially for beginners or young learners, as they develop their writing skills by mimicking existing texts without adding their own ideas or interpretations.

**2. Intensive or Controlled Writing:** Intensive writing involves producing sentences or texts based on specific parameters or prompts while being guided in structure and content. This type often includes focused activities that constrain the writer's choices, such as filling in blanks in sentences, responding to direct questions, or using specific vocabulary. The goal is to enhance students' understanding of language rules, grammar, and style within a controlled framework, allowing teachers to assess their grasp of concepts before moving to more independent writing tasks.

**3. Self-Writing:** Self-writing refers to writing that allows students to express their personal thoughts, feelings, and experiences. This type often includes journaling, creative writing, or reflective writing. The emphasis is on the writer's voice and perspective, encouraging creativity and self-expression. This practice not only fosters a connection to the writing process but also helps students engage more deeply with the content by making it personally meaningful.

**4. Display Writing:** Display writing is performed for an audience, typically teachers or peers, where the goal is to showcase knowledge or skills rather than purely to communicate personal ideas. This type includes essays, reports, and other academic assignments where the intent is to demonstrate understanding of a subject or adherence to specific academic standards. Writers focus on formality and structure, often using a more sophisticated vocabulary and organization to meet the expectations of evaluators.

**5. Real Writing:** Real writing encompasses various types of writing that are practical and relevant to students' lives, including:

- *Academic Writing:* This involves producing texts in an academic context, such as research papers, literature reviews, or essays that adhere to formal structures and standards. Students learn to argue, analyze, and reference properly.
- *Vocational/Technical Writing:* Focused on specific careers or industries, this type teaches students to write in ways that are applicable in the workplace. This may include writing reports, memos, instructions, or proposals that align with professional standards.

- *Personal Writing*: This includes expressions of personal significance, such as letters, diaries, or blogs. It emphasizes the importance of writing as a tool for communication and self-expression in everyday life.

### **Methods for Teaching the Writing Skill**

**1. Process Writing Approach:** This approach emphasizes writing as a process rather than a product. It typically involves several stages: prewriting, drafting, revising, editing, and publishing. Students are encouraged to explore their ideas and develop their thoughts through multiple drafts. This method fosters creativity and critical thinking, allowing students to refine their skills iteratively.

**2. Genre-Based Instruction:** This method focuses on teaching students the conventions and structures of different writing genres, such as narrative, persuasive, or informative texts. By studying various examples and practicing specific genres, students learn to adapt their writing to meet the expectations of different audiences and purposes. This approach helps learners understand the context and form which shape effective writing.

**3. Collaborative Writing:** In this method, students work in pairs or small groups to create written texts. Collaborative writing encourages peer feedback, enhances communication skills, and fosters a sense of community in the classroom. By discussing and sharing ideas, students learn from each other, which can lead to richer writing and more innovative ideas.

**5. Modeling and Scaffolding:** This approach involves the teacher demonstrating writing techniques or strategies and providing support to students as they practice. Teachers may model how to structure paragraphs or develop arguments and gradually reduce support as students gain confidence. This method accommodates different learning paces and helps students develop independence in their writing.

**6. Writing Workshops:** Writing workshops provide a structured setting where students can engage in writing, receive feedback, and participate in discussions about their work. This method fosters a supportive environment, allowing students to share their writing, learn from critique, and celebrate each other's successes. The workshop format encourages ownership of the writing process and promotes a growth mindset.

**7. Interactive Journals:** In this method, students maintain a journal where they can write freely and receive feedback from teachers or peers. Interaction through written dialogue fosters a personal connection to writing and encourages students to express their thoughts openly. This reflective practice not only improves writing skills but also enhances critical thinking and self-expression.

**8. Technology-Enhanced Writing:** Using digital tools and platforms, this method integrates technology into the writing process. Students can engage in blogging, online peer reviews, multimedia projects, and collaborative writing through shared documents. This approach makes writing more engaging and relevant to students' lives, as they learn to navigate the digital landscape while developing their writing skills.