A workshop on Process Writing

By: Mr. Mahmoud Al Najjar (ELT Supervisor- Mubarak Edu. Area)
Mr. Emad Halawa (ELT Supervisor- Hawali Edu. Area)
ELT Senior Supervisor: Aysha Al Awadi
1- Objectives behind teaching writing.
2- Skills involved when teaching writing
3- Problems students face when writing
4- The meaning of process writing
5- The changing roles between teacher and students
6- The stages of process writing
7- Correction
8- Open discussion
What are the objectives behind teaching writing?

- To develop students’ ability to write a continuous text.
- To reinforce students’ understanding of sentence syntax.
- To reinforce work on structure and vocabulary.
- To sit for a written exam.
What skills does the teaching of composition involve?

- The receptive skills
  - Listening
  - and reading

- The productive skills
  - Speaking
  - and writing
What are the different types of composition writing?

- Reports
- Letters
- Interviews
- Dialogues
- Application forms
- Invitation cards
- Advertisements
- Articles
What problems do teachers expect to face when teaching composition?

- Lack of ideas
- Lack of correct and clear expression
- Incorrect grammar
- Lack of the vocabulary they need
- Spelling mistakes
- Linking the sentences logically and appropriately
- Lack of interest in learning writing, compared to the learning of vocabulary or grammar.

( students’ negative reaction)
What is process writing?

- The process approach treats all writing as a creative act which requires time and positive feedback to be done well.

- Gardner and Johnson (1997) describe the stages of the writing process:

  "Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously."
What is the relation between these buildings and process writing?
(3 minutes)
Procedures for teaching composition (The Writing Process)

**Prewriting**
In this stage, you plan what you are going to write. You choose a topic, identify your audience and purpose, brainstorm ideas, and organize information.

**Drafting**
In this stage, you write your ideas in sentences and paragraphs. Follow your prewriting plan to write a first draft of your composition.

**Revising**
This stage is the first part of editing your writing. You may work by yourself or with a partner or a group. Make changes that will improve your writing.

**Proofreading**
In this stage, you finish your editing by polishing your work. Check for errors in grammar, spelling, capitalization, and punctuation. Make a final copy of your composition.

**Publishing**
Finally, you choose a way to present your work to an audience. You may want to add pictures, make a class book, or read your work aloud.
The changing roles of teacher and students

1) In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

2) The teacher needs to move away from being a marker to a reader, responding to the content of student writing more than the form.
The changing roles of teacher and students

3) Students should be encouraged to think about audience: Who is they writing for? What does this reader need to know?

4) Students also need to realise that what they put down on paper can be changed: Things can be deleted, added, restructured, reorganised, etc.
The changing roles of teacher and students

5) Teachers should try to make the writing task as interesting as possible.
6) Teachers should give sufficient and clear instructions.
7) Teachers should correct errors when necessary.
8) Teachers should create a vivid atmosphere by encouraging the student’s ideas.
The stages of process writing

1) Pre-Writing Techniques

How do you organize your ideas when you are preparing to write?

A) Brainstorming  E) Listing
B) Discussing      F) Outlining
C) Free Writing    G) Charting
D) Looping        H) Mapping
A) Brainstorming

“Brainstorming” means thinking of as many ideas as possible in a short amount of time.

Write down your ideas so that you don’t forget them.

Write down *everything* that comes to your mind; don’t worry about sorting out “good” and “bad” ideas.

Don’t worry about spelling or grammar.
Incorporating brainstorming

Brainstorming may look unstructured, but to be effective, there should be some ground rules. These can include:

- Set a time limit on the brainstorming session.
- Don't let participants get sidetracked. Now it is not the time to critique ideas that are being suggested.
- Be sure that everyone speaks freely.
- Be sure everyone contributes.
- Let the participants, not the leader, do the talking.
Example of Brainstorming

**Topic:** What would you do if you were a millionaire?

Travel--Europe, Australia, U. S. A.
Buy a villa
Build a school for the poor, build a mosque, donate ..... 
Buy a very expensive car
Invest in the stock market, save in a bank, ...
Topics for Practice

Task:
Take 3 minutes to brainstorm ideas about the following question:

- What are some of the most memorable experiences of your life?
B) Discussing

- “Discussing” is similar to brainstorming, but you do it with a partner or group.
- Assign one person to write down the ideas.
- Write down everything that group members say related to the topic; don’t worry about sorting out “good” and “bad” ideas.
- Don’t worry about spelling or grammar.
Topics for Practice

Task:
Take 3 minutes to discuss the following question with:

- What do you think are the most important means of communication nowadays?
Why are they important?
C) Free Writing

- “Free Writing” is like pouring all of your thoughts onto paper.
- Don’t take your pen off the page; keep writing for the entire time.
- If you don’t know what to write, write “I don’t know what to write” until you do.
- Don’t try to sort “good” and “bad” ideas.
- Don’t worry about spelling and grammar.
I remember going to the Scientific Center early in the morning. The sun was about to rise and a light and gentle breeze was blowing. Little waves were moving across the surface of the sea and birds were singing. Stretching out for miles and miles. It was all I could see. The place was drowned with beauty, God’s beauty, God’s love for everyone, his artistic touch meant peace and happiness for me at this moment.
Task:
Free write for 3 minutes on the following topic:

- What is the most frightening experience you have ever had?
D) Looping

- “Looping” begins with “free writing.” It can help you narrow a topic.
- Choose the best idea, word, or phrase from what you wrote; underline or circle it.
- Take that idea and begin free writing again.
- Repeat the process at least one more time.
- Follow all the rules for free writing.
Example of Looping

**Topic:** Describe your favourite season and why you like it.

Spring is daffodils blooming bright and bursting with yellow sunshine in their petals; they make me want to sing with joy. The grass is green and thick and I love walking barefoot feeling each blade against my skin. The sky is blue with soft white clouds, I like to lay on my back and see pictures in them, not feeling hurried or rushed but free.
I love to take my time in spring, not to worry about deadlines or appointments or assignments due, just wandering through the beauty of nature. I love to lie on my back in the grass and just soak in everything around me, the sky, the sun, the scent of the flowers, the warmth of the air. As a child I felt very free to spend time enjoying the spring, feeling the joy of new life bubbling through my spirit. I remember feeling immensely happy, turning my eyes to heaven and shouting for joy.
E) Listing

- “Listing” is similar to “brainstorming.” The idea is to write down as many things as possible.
- Use single words or phrases, not sentences.
- Listing works well for descriptive-type writing.
- Don’t worry about spelling or sorting out “good” and “bad” ideas.
Example List

**Topic:** Describe your favourite room in the house/apartment where you live.

Kitchen/Dining Area
- White tile, walls, countertops
- Flood of sunlight
- Healthy plants
- Sturdy pine furniture
- Glass door--view of lawn and trees
Topics for Practice

Task:
- Take 3 minutes to practice listing in response to the following topic:

- Describe your bedroom in the house you grew up in.
F) Outlining

“Outlining” is a more organized form of pre-writing than the others we discussed. It can be used after you have generated ideas through brainstorming or other pre-writing techniques. It works well for structured types of writing such as essays. You can use complete sentences, but you don’t have to.
I. Introduction: Internet “dating” has advantages and disadvantages.

II. Advantages
   a) meet people around the world
   b) not based on appearance

III. Disadvantages
   a) can you trust them?
   b) may be too far away to meet in person

IV. Conclusion: Some success stories, but too risky
Thesis: WWW has many advantages

I Time-saving
   a) Search
   b) Banking
   c) Communication

II Economical
   a) Fee - none (in the universities) or very little (from home)
   b) No need to be transported – it is everywhere
   c) Only requires a modem

III Practical
   a) can be accessed from everywhere (e.g. via telephone lines)
   b) no waiting in queues
   c) does not require many accessories
Or like:

- **Thesis: WWW has many advantages**
  - I Searching
    - a) easy
    - b) quick
    - c) cheap
  - II Shopping/ Banking
    - a) easy
    - b) quick
    - c) cheap
  - III Communication
    - a) easy
    - b) quick
    - c) cheap
Topics for Practice

**Task**: - Spend about 3 minutes creating an outline based on the following topic:

What are the advantages and disadvantages of game parks?
G) Charting

- Sometimes you will want to organize your ideas for writing in a chart.
- Charting works very well for comparison/contrast writing or examining advantages and disadvantages.
- You can use many different kinds of charts, depending on your topic and the kind of writing you are doing.
## Example Chart

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Living with Family</th>
<th>Living with Roommates</th>
</tr>
</thead>
<tbody>
<tr>
<td>May not pay rent</td>
<td>Meals</td>
<td>More independence</td>
</tr>
<tr>
<td></td>
<td>Different ages</td>
<td>Social interaction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Living with Family</th>
<th>Living with Roommates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less independence</td>
<td>Rules</td>
<td>Rent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooking/Shopping Noise</td>
</tr>
</tbody>
</table>
Topics for Practice

Task:
- Draw a chart to organize your ideas about the following topic:

Compare the similarities and differences between life in the city and life in the countryside.
H) Mapping

“Mapping,” sometimes called “semantic/idea mapping” or “webbing,” is another way to organize your ideas.

Start with your topic in the center, and branch out from there with related ideas.

Use words and phrases, not complete sentences.
Example Map

My future

- **education**
  - Instill a love of education in my children
  - Eventually get a PhD
  - Never stop learning

**Work**

- Learn to love whatever work I am doing
- Use the skills I have learned in as many ways as possible
- Stay at home while raising children
- Raise healthy, happy children

**Family**

- Make them a priority
- Stay close to my husband
Topics for Practice

Task:
- Draw a map to organize your ideas about the following topic:

What are your preparations for camping?
T. rex

- Size
- Diet
- Teeth
- Skin
- Where fossils found
- Arms
- When it lived
- Claws
CLUSTERS

Air Pollution
- Causes
- Effects
- Solutions
- Electric
- Hybrid
- Hydro power
- Wind power
- Better engines
- EPA laws

Pollution
- Causes
- Effects
- Solutions
- Process sewage
- Better oil tankers

Water Pollution
- Causes
- Effects
- Sick people
- Sick fish

Coal plants
- Car exhaust

Factories
- Raw sewage

Oil spills
Spider
Fishbone

**T. rex Anatomy**

- **Teeth**
  - Conical, serrated
  - Up to 9 in. long
  - Replaced

- **Arms**
  - Short arms
  - Sharp claws
  - 2-fingered hands

- **Legs**
  - Long, strong
  - 3-toed feet
  - Sharp claws

- **Senses**
  - Good sense of smell
  - Depth Perception
  - Good vision
<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Find Out</th>
<th>How I Can Learn More</th>
<th>What I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharks eat meat</td>
<td>Which sharks eat people?</td>
<td>Search the Web</td>
<td>Tiger sharks are dangerous</td>
</tr>
<tr>
<td>Whale shark is biggest</td>
<td>What sharks is fastest?</td>
<td>Books from school library</td>
<td>Makos &amp; Blues are fastest</td>
</tr>
<tr>
<td>Sharks eat animals</td>
<td>What sharks is smallest?</td>
<td>Go to museum</td>
<td>Pygmy shark is 6 inches long</td>
</tr>
<tr>
<td>Sharks are fish</td>
<td>What animals eat sharks?</td>
<td>Shark video</td>
<td>Killer whales eat sharks</td>
</tr>
</tbody>
</table>
2) Drafting

Description:
The process of putting ideas down on paper. The focus is on content, not mechanics.

Strategies:
- Taking notes
- Organizing thoughts into paragraphs
- Writing a first draft
When drafting, students should consider the purpose for writing this piece. The purpose can be:

1. to express personal feelings or viewpoints
2. to imagine "What if ...?"
3. to narrate
4. to describe
5. to inform or explain
6. to persuade or convince
7. to request
8. to inquire or question
9. to explore and experiment with ideas and formats
3) Revising

**Description:**

- The process of refining the piece of writing.
- The writer adds to a writing piece.
- The writer reorganizes a piece of writing.
- The writer shares his story and gets input from peers or teacher.
Revising (Continued)

Strategies:

- Peer editing
- Conferencing
4) Editing/Proofreading

**Description:**
Mechanical, grammatical and spelling errors are fixed in the writing piece.

**Strategies:**
- Checklists
- Rubrics
- Editing Checklists
Proof reading

* While proof-reading, the paper is checked for any spelling, punctuation mistakes, lack of parallelism in the structures, flaws in the style (formal/informal), and grammar mistakes. To be more precise, we look for:
1. any sentence fragments and run-on sentences
2. references without pronouns
3. redundancy of ideas
4. lack of parallelism
5. spelling mistakes
6. repetition of the same words
7. punctuation mistakes
8. wrong tense choice
9. misused modifiers
10. style inappropriate for the audience
5) Publishing

**Description:**

The writing piece is prepared in final form, including illustrations. The writer shares his writing with others.

**Strategies:**

- Reading aloud
- Reading to a group
- Displaying in the room
- School or local newspapers / Writing contests
Write your own description of a sequence of events that happened in the past and in which you felt very scared/anxious/sad/excited. Write 200-220 words. Fill in the graphic organizer below before writing your description.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Who: ..................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When: ..................................................................................</td>
</tr>
<tr>
<td></td>
<td>Where: ..................................................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Order of events</th>
<th>First, ..................................................................................</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Next, ..................................................................................</td>
</tr>
<tr>
<td></td>
<td>After that, ..........................................................................</td>
</tr>
<tr>
<td></td>
<td>Then, ..................................................................................</td>
</tr>
</tbody>
</table>

| End | End: .................................................................................. |
Task

- Examine the sample writing activities from “Target English” / “Over to You”. Write a set of procedures to teach the activities:
  
  **Pre-writing**

  ........................................................................................................................................................................................................................

  **Writing**

  ........................................................................................................................................................................................................................

  **Post-writing**

  ........................................................................................................................................................................................................................
Teacher's Correction:

- Teachers should read, mark and assess all students' work. They should look for:
  - Accuracy and soundness of English
  - Clear exposition of ideas expressed
  - The suitability of the expressions to the ideas
  - The organic unity
  - The lay out