

Writing & Reading Skills in English



Unit 4: Writing
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Writing

- Production in L2: easiest
- Asynchronic communication: allows revision
- Essential for Academic Purposes
- Vehicle of knowledge
- Careful with cultural differences with respect to genre
- Normally students acquire a higher level of competence than at Speaking



Purpose

- Why do we write?
 - Reinforcement
 - Language Development
 - Learning Style
 - Learning Strategy
 - Necessity
 - Acquire a skill/ability

Topic



- How do we choose it?
 - Motivational
 - Pragmatical
 - Effective
 - Based on Necessity
 - Context-related



Focus

- What's the point of the Learning Task?
 - Vocabulary
 - Structure
 - Tenses
 - Grammar
 - Artistic Side
 - Culture
 - **Communication**



Methodology

- Which are the means?
 - Task-based
 - Communicative
 - Notional
 - Prescriptive
 - Grammatical/ Structural
 - Notional-functional
 - Skills-based
 - Situational



Learning

- **How are the students going to learn?**
 - Macro, micro-structure
 - Visual (or other modality) aids
 - **Descriptive Language Writing Skills**
 - Edition
 - Re-writing
 - Motivation
 - **Self-responsibility**
 - Long-term Learning
 - **Writing Guides**





Product

- What should be the Final Product at the end of the exercise?
 - Copy of a Real Text
 - Basic communication
 - Well-written piece
 - Sample with good vocabulary
 - Sample of a genre
 - Based on age, interest, level, etc.
 - Process or Product Writing?



Assessment

■ Marking

- Encourages/discourages?
- Who marks?
- What do we mark?
- Facilitates learning?

■ Process/ Product

- Final Product?
- Edition

■ Feedback

- Flexibility?
- Long-term learning

Learning Activities



Typology



2 Approaches

- **Model Writing**
 - Descriptive Activities
 - Imitation
 - Final Product



- **Process Writing**
 - Research
 - Communication
 - Feedback





Learning Activities

- Simple Description
- Sentence building
- Dictation
- Filling the gaps
- Truncated Sentences
- Telegraphic Sentences
- Translation
- Sentence combinations
- Truncated paragraphs
- Guided writings
- Pre and Post-writing
- Free writing
- Creative writing
- Edition
- Re-writing



Process

" Most linguists think of discourse analysis as an operation on existing data to discover patterns of form or function that can be reduced to rule. I would suggest that we are likely to arrive at a more convincing account of discourse by looking not at the finished object, a piece of existing text, but at the process which creates and interprets it by a combination of knowledge, imagination, reason, common sense and other attributes of the human mind.

Widdowson (1979:48)

The Process of Learning



Gradation and The Process of Writing



Writing-Reading

“Read, read, read, Read everything_trash,
Classics, good & bad, and see how they do it,
Just like a carpenter who works as an
Apprentice and studies the master. Read! You’ll
Absorb it. **Then write.** If it is good, you’ll find
out. If it’s not, throw it out of the window.”

William Faulkner



Grading: learning stages

- **Manipulation**
 - Imitation
 - **Variation**
 - Invention



Process

Generating

Focusing

Structuring

Drafting

Evaluating

Re-writing



Process Writing

■ Writing is:

- A Long-Term Activity
- A long Process
- A Collaborative Process
- A Creative Activity
- Communication

■ Writing is NOT:

- A mere product
- Copying Conventions
- A piece of paper full with sentences



Limitations

“There’s no limit to the kinds of text we can ask the students to write. Our decisions, though, will be positive based on how much language the students know, what their interests are and what we think will not only be useful for them but also motivate them as well.”

Jeremy Harmer



AND...

Creativity???

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Teaching Writing Skills at http://esl.about.com/cs/teachingtechnique/a/a_twrite.htm