Writing & Reading Skills in English

Unit 4: Writing
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Writing

- Production in L2: easiest
- Asynchronous 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
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
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
"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
“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 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
“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???
**BIBLIOGRAPHY:**


Salazar, Patricia, M. J. Esteve and V. Codina (2005): *Teaching and Learning the English Language from a Discourse Perspective*. Castellón de la Plana: Publicacions de Universitat Jaume I.


*Teaching Writing Skills at* [http://esl.about.com/cs/teachingtechnique/a/a_twrite.htm](http://esl.about.com/cs/teachingtechnique/a/a_twrite.htm)