

# III-E. Teaching Writing to Adult English Language Learners

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# Teaching Writing to Adult English Language Learners

This workshop module contains detailed instructions and all of the materials necessary to conduct a training session on teaching writing to adult English language learners. The module has three components:

- ▶ Trainer Guide
- ▶ Trainer Notes
- ▶ Participant Handouts

The Trainer Guide is the trainer’s outline for the training session. It contains step-by-step instructions for presenting the workshop. It begins with an introduction that states the rationale and purpose of the workshop. It also gives the goal and objectives of the workshop, the workshop agenda, an overview of workshop sections with the amount of time to be spent on each section, trainer preparation instructions, and materials needed. The introduction is followed by detailed instructions for conducting each section of the workshop.

The introduction to each section states the purpose of the activities and the timing of that section. This is followed by a two-column table with instructions for each activity in the first column (Actions) and the materials needed in the second column (Materials). Hard copies of all of the materials needed (with the exception of non-CAELA publications) are provided in the Trainer Notes or the Participant Handouts. Materials are listed by title followed by the page number on which they can be found in the Trainer Notes (TN) or the Participant Handouts (PH). Ordering information for non-CAELA publications is given in the workshop introduction. Materials that need to be made into transparencies for use with an overhead projector or into PowerPoint slides are marked “Transparency or PowerPoint Slide.” You will need to prepare them before the training session.

The Trainer Notes accompanies the script of the Trainer Guide. It includes copies of all of the participant handouts, answer keys to participant activities, transparencies or PowerPoint slides to be made, and other supplemental handouts, if appropriate. The contents of the Trainer Notes are organized in the order they are needed in the session, and the place they will be used is indicated in the Materials column in this Trainer Guide.

The Participant Handouts contains all of the information and activity sheets that participants will need to participate in the session and will take with them when they leave. The contents are also organized in the order they will be used in the session. Make a copy of the handouts for each participant.

# Teaching Writing to Adult English Language Learners

**Introduction to the module:** Adult learners of English have many reasons for wanting to write. Many need to write to carry out functional tasks such as filling out forms, taking a message, or writing email messages. Others may need writing skills to succeed in academic studies or to advance in a job. For many learners, writing enhances language acquisition when they put their thoughts on paper and share them with others, because they also are often practicing the language structures and vocabulary they are learning in the classroom.

The purpose of this module is to prepare teachers of adult English language learners to teach writing. This is broadly defined as teaching learners to communicate their ideas effectively in writing and to develop a voice in their new language and culture. The module primarily targets intermediate English language learners; teachers can adjust the materials for higher or lower levels as needed. Because many classes include learners at different English proficiency levels, activities and resources are also provided for beginning and more advanced writers in tables throughout the module, as shown in Table 1.

**Table 1: Prewriting Techniques for Different Levels**

<b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b>	<ul style="list-style-type: none"> <li>• Free writing is similar to brainstorming and listing but may involve writing complete sentences rather than isolated words and phrases.</li> <li>• Clustering is grouping the ideas by relationship.</li> <li>• Journalistic technique asks and answers, “who, what, when, where and why.” [From Kirby, L. (2006). <i>English 090: Basic reading and writing—prewriting strategies</i>. North Carolina Wesleyan College.]</li> </ul>
<b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b>	<ul style="list-style-type: none"> <li>• A picture, graphic, video, or story can help generate group discussion.</li> <li>• Frequent conversational activities can promote discussion.</li> <li>• The whole class or small groups can brainstorm about a topic, with the teacher writing lists and word meanings.</li> <li>• Students can retell stories to partners and ask each other questions about their stories.</li> </ul>

**Goal of the workshop:** To increase skills in teaching the process of writing based on promising practices

**Target audience for the workshop:** Workshop participants might be new and experienced teachers, tutors, and classroom aides of adult English language learners. No prerequisites are needed.

**Workshop objectives:** At the end of the workshop, participants should be able to

1. Describe the steps of the writing process
2. Develop teaching activities for each step in the writing process
3. Identify appropriate error-correction interventions

**Length of the workshop:** 5 hours (not including time for breaks)

The workshop components are as follows.

Part 1. Introduction and Warm-Up	60 minutes
Part 2. Presentation and Practice I:	
Prewriting and first draft	20 minutes
Brainstorming	10 minutes
Organizing	20 minutes
Writing the first draft	20 minutes
Part 3. Presentation and Practice II:	10 minutes
Revising	30 minutes
Part 4. Presentations and Practices III and IV:	10 minutes
Editing and publishing	45 minutes
Part 5. Evaluation	25 minutes
Part 6. Application and Extension	30 minutes
Part 7. Wrap-Up and Evaluation	20 minutes
Total Length of Workshop	300 minutes (5 hours)

## Preparation for the workshop:

1. Read *Writing and the Adult English Language Learner*.
2. Browse the bibliography and check online references.

## Materials needed for the workshop:

1. *Writing and the Adult English Language Learner* (one copy for each participant)
2. Teaching Writing to Adult English Language Learners: Trainer Guide
3. Teaching Writing to Adult English Language Learners: Trainer Notes (make transparencies or PowerPoint slides as indicated in the guide)
4. Teaching Writing to Adult English Language Learners: Participant Handouts

## Part 1. Introduction and Warm-Up

### Purposes:

- ▶ To establish the purpose of the workshop
- ▶ To review the goal and objectives of the workshop
- ▶ To activate participants’ prior knowledge about teaching writing to adult English language learners

**Time:** 60 minutes

Actions	Materials
A. Introduce yourself. If participants don’t know each other, do a short activity in which participants introduce themselves to each other. (7 minutes)	Nametags (optional)
B. Warm-Up Activity: Readiness for Teaching Writing: KWL Chart. Instruct participants to fill in what they already KNOW about teaching writing and what they WANT TO KNOW. Explain that they will come back to what they LEARNED at the end of the workshop. Give participants 5 minutes to write. Use tear sheets or transparencies to compile participants’ responses for KNOW and WANT TO KNOW. Make note of repeated themes in either category. Set aside a copy that you can review later and point out when the workshop addresses one of the core wants. (Post tear sheet or use a transparency.) Review the Rationale for Process Writing. (15 minutes)	Readiness for Teaching Writing: KWL Chart (TN, p. 13; PH, p. 61)
C. Post and review the goal, objectives, and agenda for the workshop. (3 minutes)	Goal, Objectives, Agenda (TN, p. 15; PH, p. 62)
D. Have participants read <i>Writing and the Adult English Language Learner</i> as background information. This can be assigned as prerequisite work prior to the workshop, possibly online. If time permits, participants can read it all during the workshop. One suggested approach is jigsaw: Divide the reading into sections and have participants work in pairs on questions 1–4 of the focus questions. As a jigsaw activity, have them share their answers in groups of four or six so that all answers are covered. In a full group, discuss questions 5 and 6. Time constraints: The reading can be reduced if participants begin reading at “Process Writing” and go to the end. They answer 3, 4, 5, and 6 in the focus questions and read the introductory materials as follow-up after the workshop. (35 minutes)	Writing and the Adult English Language Learner (TN, pp. 16–23; PH, pp. 63–70)  Focus Questions (TN, pp. 24–25; PH, p. 71)

## Part 2. Presentation and Practice I: Prewriting and First Draft

### Purpose:

- ▶ To give background on and practice with prewriting, including brainstorming, organizing, and using graphic organizers

**Time:** 70 minutes

Actions	Materials
A. <b>Presentation I:</b> Have participants read Presentation I: Prewriting and First Draft. Use the Focus Questions to do a comprehension check with each section. Check to see if there are any other questions before starting the practice activities. (20 minutes)	Presentation I: Prewriting and First Draft (TN, pp. 26–30; PH, pp. 72–76) Focus Questions (TN, p. 31; PH, p. 77)
B. <b>Practice Activities I: Practice A, Topic 1:</b> Guide participants as a whole group through the Holiday example using a transparency or PowerPoint slide. Underline key words. Brainstorm ideas as a whole group. (5 minutes)	Transparency or PowerPoint slide: Practice A, Topic 1 (TN, p. 32; PH, p. 78)
C. <b>Practice A, Topic 2:</b> Working individually, participants use the same steps to brainstorm about Writing. (5 minutes)	Transparency or PowerPoint slide: Practice A, Topic 2 (TN, p. 33; PH, p. 79)
D. <b>Practice B, Topic 1:</b> As a whole group, organize the Holiday example on a transparency or PowerPoint slide. Go through the four steps. (5 minutes)	Transparency or PowerPoint slide: Practice B, Topic 1 (TN, p. 34; PH, p. 80)
E. <b>Practice B, Topic 2:</b> Participants use the same steps to organize the example about Writing. (10 minutes)	Transparency or PowerPoint slide: Practice B, Topic 2 (TN, p. 35; PH, p. 81)
F. <b>Practice C, Topic 1:</b> Guide participants through the Holiday example using the graphic organizer. (5 minutes)	Transparency or PowerPoint slide: Practice C, Topic 1 (TN, p. 36; PH, p. 82)
G. <b>Practice D, First Draft:</b> Review instructions and remind participants to write about Topic 2: Writing.	Transparency or PowerPoint slide: Practice D, Topic 2 (TN, p. 37; PH, p. 83)
H. When participants finish, they should focus on the discussion questions in groups. If time permits, list ideas on a transparency or PowerPoint slide. Stress the importance of “think aloud” time in class through the writing steps so that students can discover their strong and weak points as part of the process. (10 minutes)	Transparency or PowerPoint slide: Discussion Questions (TN, p. 38; PH, p. 84)

## Part 3. Presentation and Practice II: Revising

### Purpose:

- ▶ To give background and practice for revising writing

**Time:** 40 minutes

Actions	Materials
<p><b>A. Presentation II: Revising</b> (10 minutes)</p> <p>Have participants read the background information. Use Focus Questions to do a comprehension check with each section. Check and see if there are any other questions before starting practice.</p>	<p>Presentation II: Revising—Making it Clear (TN, p. 39; PH, p. 85)</p> <p>Revising: Focus Questions (TN, p. 41; PH, p. 87)</p>
<p><b>B. Practice II: Revising Example 1 (Topic 1)</b> (5 minutes)</p> <p>Participants review Example 1 (Topic 1). Review teacher comments and questions. Ask participants if they have any other questions that would help Walter clarify his ideas.</p>	<p>Transparency or PowerPoint slide: Practice II: Revising—Making it Clear (TN, p. 42; PH, p. 88)</p>
<p><b>C. Repeat these steps with Example 2 (Ana).</b> (5 minutes)</p>	<p>Same transparency or PowerPoint slide as above</p>
<p><b>D. Practice II: Topic 1—José</b> (15 minutes)</p> <p>Review the instructions aloud with participants and have them review José’s writing. This can be done in pairs or individually.</p> <p>Note: When listing weaknesses, be sure to focus participants on those that are appropriate for the level of the students involved.</p>	<p>Transparency or PowerPoint slide: Practice Activities II—José example (TN, p. 43; PH, p. 89)</p>
<p><b>E. General Revision Comments and Questions</b> (5 minutes)</p> <p>Review the instructions aloud and have small groups or the whole group generate comments and questions.</p>	<p>Transparency or PowerPoint slide: Practice II—General revision (TN, p. 44; PH, p. 90)</p>

## Part 4. Presentations and Practices III and IV: Editing and Publishing

### Purposes:

- ▶ To give background and practice for editing writing
- ▶ To generate ideas for publishing writing

**Time:** 55 minutes

Actions	Materials
<p>A. <b>Presentation III: Editing—Checking Mechanics</b> (10 minutes)</p> <p>Participants read background information. Use Focus Questions to do a comprehension check. Check and see if there are any other questions before starting practice.</p>	<p>Presentation III: Editing—checking mechanics (TN, p. 45; PH, p. 91)</p> <p>Focus Questions (TN, p. 46; PH, p. 92)</p>
<p>B. <b>Practice III: Editing—Checking Mechanics</b> (5 minutes)</p> <p>Editing Example 1 (Topic 1)</p> <p>Walk participants through the errors and highlight the notes under the example.</p>	<p>Transparency or PowerPoint slide: Editing Example 1 (Topic 1) (TN, p. 47; PH, p. 93)</p>
<p>C. <b>Practice III: Editing (Topic 1) Juan</b> (15 minutes)</p> <p>Review the instructions aloud with participants and have them review Juan’s writing with partners.</p>	<p>Transparency or PowerPoint slide: Editing Example 2 (Topic 1) (TN, p. 48; PH, p. 94)</p>
<p>D. <b>Practice III: Editing Checklist</b> (15 minutes)</p> <p>Review the instructions with participants. Have participants choose four-to-five errors that could be used on a checklist. Highlight the importance of choosing the “teachable” editing points for the specific level.</p>	<p>Transparency or PowerPoint slide: Editing Checklist (TN, p. 49; PH, p. 95)</p>
<p>E. <b>Presentation IV: Publishing</b></p> <p>Participants read background information.</p>	<p>Transparency or PowerPoint slide: Presentation IV: Publishing &amp; Practice IV: Publishing (TN, p. 50; PH, p. 96)</p>
<p>F. <b>Practice IV: Publishing—Making it public</b> (10 minutes)</p> <p>Trainer asks, “What forms of publishing can you do on a computer?” Whole-group activity—List ways writing can be published.</p>	

## Part 5. Evaluation

### Purpose:

- ▶ To refocus participants on goals and evaluation criteria to measure outcomes

**Time:** 25 minutes

Actions	Materials
<p>A. <b>Prewriting Evaluation</b> (10 minutes)</p> <p>Refer to instructions. Have participants work together to fill in criteria.</p>	<p>Transparency or PowerPoint slide: Evaluation: Prewriting Evaluation (TN, p. 51; PH, p. 97)</p>
<p>B. <b>Revising Evaluation</b> (5 minutes)</p> <p>Focus on the first question, “How would you evaluate students’ ability to revise their own work?”</p>	<p>Transparency or PowerPoint slide: Evaluation of Revising/Evaluation of Editing (TN, p. 52; PH, p. 98)</p>
<p>C. <b>Editing Evaluation</b> (5 minutes)</p> <p>Participants read questions and, if time, fill in the chart describing their own situations.</p>	<p>Same transparency or PowerPoint slide as above.</p>
<p>D. <b>Assessment and Evaluation</b> (5 minutes)</p> <p>Participants read and discuss if time.</p> <p>Extension: Participants create a focus group in their program to look at writing assessment factors.</p>	<p>Transparency or PowerPoint slide: Assessment and Evaluation (TN, p. 53; PH, p. 99)</p>

## Part 6. Application and Extension Activities

### Purposes:

- ▶ To have participants plan a lesson to teach and provide student practice with process writing
- ▶ To have participants plan for using process writing in their programs

**Time:** 30 minutes

Actions	Materials
<p>A. <b>Application and Extension</b> (15 minutes)</p> <p>Have participants read ideas for future planning. Trainer answers questions related to areas 1, 2, and 3.</p> <p>Note: Highlight self-reflection questions as a way to improve instructional practice.</p>	<p>Transparency or PowerPoint slide: Application and Extension (TN, pp. 54–55; PH, pp. 100–101)</p>
<p>B. <b>Lead a discussion of how participants will implement writing lessons in their own classes.</b> (5 minutes)</p>	

## Part 7. Wrap-Up and Evaluation

### Purpose:

- ▶ To reflect on ways teaching may be affected by participating in this workshop

**Time:** 20 minutes

Actions	Materials
A. Go back to the KWL Chart and fill in or discuss what was learned in the workshop	Wrap-Up and Evaluation (Readiness for Teaching Writing: KWL Chart) (TN, p. 56; PH, p. 102)
B. Ask participants to complete the workshop evaluation form.	Workshop evaluation form (PH, p. 103)

# Warm-Up

## Readiness for Teaching Writing: KWL Chart

Fill in columns 1 and 2. Discuss your answers with the person on your right. Did you find commonalities? Share with the group as time permits. Be prepared to return to column 3 at the end of the workshop.

1. What do I <b>know</b> about teaching writing?	2. What do I <b>want to know</b> about teaching writing?	3. What did I <b>learn</b> about teaching writing?
<i>All answers are acceptable. Use as needs assessment only. This is not an opportunity to offer correction to participants.</i>	<i>All answers are acceptable. Consider how you can incorporate participants' requests into the workshop. Make notes accordingly.</i>	<i>To be answered at the end of the workshop.</i>

## Additional Discussion Question:

How do you teach writing in your classroom now? What is working, and what is not? After a brief discussion, introduce the rationale for process writing.

### Rationale for Using Process Writing in the ESL Classroom

**Process writing** allows the teacher and learner to

1. **Simplify and clarify the writing process** (for English language learners) by separating, presenting, and practicing each step.
2. **Emphasize original ideas** throughout the process (especially prewriting and revision) and note the contrast with writing instruction in many other cultures that emphasizes form over original thought and content.
3. **Incorporate all language skills** into instruction and learning.
4. Focus on **fluency and accuracy** in the process.

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# Teaching Writing to Adult English Language Learners

## Goal, Objectives, and Agenda

### Goal:

To increase skills in teaching writing based on the writing process that includes prewriting, drafting, revising, editing and publishing

### Objectives:

- ▶ Describe the steps of the writing process.
- ▶ Develop teaching activities for each step in the writing process.
- ▶ Identify appropriate error-correction interventions for the editing step of the writing process.

### Agenda:

- I. Introduction and Warm-Up
- II. Presentation and Practice I: Prewriting and first draft
- III. Presentation and Practice II: Revising
- IV. Presentation and Practice III: Editing
- V. Presentation and Practice IV: Publishing
- VI. Evaluation
- VII. Application and Extension Activities
- VIII. Wrap-Up and Evaluation

# Writing and the Adult English Language Learner

## Introduction

Whether we are conscious of it or not, everything that we as ESL teachers do in the classroom reflects our own understandings and beliefs about the process of language and literacy learning. This holds true for teaching writing as well. Based on our own experiences as writers and our understanding of scholarly research on writing, we develop beliefs about how people learn to write. These beliefs, in turn, affect our decisions about the types of writing tasks we assign, the guidance we provide students as they are writing, and the feedback we give. It is important to be familiar with the research on writing in ESL classes and to consider how we might shift our beliefs and our teaching to reflect current promising practices.

This background information on teaching writing begins with a brief overview of ways that writing has been studied by researchers. It then focuses on the process approach to writing as a practical, appropriate model to use when helping adult English language learners improve their writing skills.

## Overview of Recent Writing Research

Research on writing has been grouped according to its focus on four distinct yet interrelated aspects of writing: the written texts themselves, the form of written products, the composing process, and the ways that people interact with their sociocultural contexts when writing (Cumming, 1998). The following are descriptions of these four research focuses.

**Focus on the written texts:** One group of studies focuses on the texts that writers produce, for example, contrastive rhetorical analyses of how text forms differ across languages. Contrastive rhetorical analyses find their basis in an idea put forth by Kaplan (1966), who argued that writers of different language and cultural backgrounds have different expectations about the forms that texts should take. For example, according to Kaplan, while readers of English expect to see the central argument of a piece stated up front and then developed in subsequent paragraphs, a Chinese reader would be more familiar with a text that gradually pulls together pieces of evidence and concludes with the final argument—almost like a punchline. Contrastive rhetoric study might look at the differences between Korean and English speakers' research paper introductions. (See Connor, 1996, for general information on contrastive rhetoric. For recent examples of contrastive rhetoric studies, see Levi, 2004; Park, 2005.)

Other text-focused studies include genre-based studies exploring the features of specific text types. A genre is a text type with a commonly expected structure. For example, we recognize the difference between a biography, a newspaper editorial, a business letter, and a book review, because these four genres have distinct formats, purposes, and commonly used language forms. Genre analyses explore particular genres (e.g., research papers) to identify their distinguishing features and to develop ways to teach students how to write in different genres. (See Swales, 1990, for a leading theoretical work on genre analysis. See examples of genre studies in the journals *English for Specific Purposes* and *English for Academic Purposes*.)

**Focus on form:** Some text-focused studies focus on the form of the students' written products. Long (1991) and Long and Robinson (1998) argued that while second language instruction should be based on principles of authentic communication and learner-centeredness, direct study of problematic grammatical forms should be included when necessary. Such overt study does not necessarily mean giving students explicit explanations of the problematic point, but rather involves bringing their attention to a particular form in question. (For an introduction to the argument and the ways of applying form-focused instruction, see Ellis, 2001.) Recent studies have looked at form with respect to using computer-assisted instruction of writing (Gaskell & Cobb, 2004; Lindgren & Sullivan, 2003; Tseng & Liou, 2006). The question of whether focus on form should be primary in writing instruction remains far from completely resolved. We see this in Hillocks (2005, p. 243), who explored the question of form versus content in writing and argued that form has unnecessarily dominated instructional practices—a fact he blamed in large part on an “age of testing and accountability.” He suggested changing state tests to give more weight to content in evaluating writing samples. Then teachers could reflect this focus on content in their instruction.

**Focus on the composing process:** Research studies of the composing process often find their theoretical basis in the works of Flower and Hayes (1980, 1981) and focus on what writers do when they compose in their native language. Turning to second language writers, works about the composing process can range widely, from those looking at the differences between writing in a first and second language (e.g., McDonough & McDonough, 2001) to those looking at strategy use (such as using graphic organizers) while composing (e.g., Tsai, 2004). Still others have focused on particular aspects of the writing process, such as revising, and studied how second language writers approach these tasks (e.g., Takagaki, 2003; Williams, 2004).

**Focus on the ways writers interact with their sociocultural contexts:** The fourth group of studies is made up of a broad range of research that attempts to consider the ways in which sociocultural contexts affect writers, their writing processes, and the texts they produce. These studies, the volume of which has soared in recent years, reject the basic premise that we can understand writing by looking only at texts and the mechanics of how people produce them, and argue that we must also consider how we are affected by social issues when we write. Social issues include our personal backgrounds (e.g., is writing a common practice in our family?), our position vis-à-vis the text's intended audience (e.g., in a workplace situation, what is our position vis-à-vis the reader?), and our ideas about how we want others to see us (e.g., are we trying to impress the reader with our vast knowledge of a certain topic? For more on this last aspect and similar questions of social identity, see Ullman, 1997.) Drawing on these issues, we see works on how writing reflects the ways students enter various academic disciplines (Karr, 2003; Krase, 2003), works on the conflicts students face when learning to write in academic contexts (Braxley, 2005; Curry & Lillis, 2004; Mathews, 2004; Rolon, 2004), and studies of the effects on writing of cultural aspects, such as whether the learners' cultures generally place more value on oral or written expression (Dong, 2004; Harklau, 2003; Murie, Collins, & Detzner, 2004; Orr, 2005).

As with research in other areas of adult ESL education, this overview of the research on writing highlights the need for more research to be conducted specifically with adult second language writers in different contexts. Research on second language writing is expanding rapidly, but much

of it still tends to focus on academic writing at the undergraduate- and graduate-student levels. One needs only to skim the annotated bibliography of writing research provided quarterly by the *Journal of Second Language Writing* to see that scores of new studies are being conducted and published each year. However, of the 80 studies listed in two recent issues of the journal—December 2004, 13(4) and March 2005, 14(1)—only three (Currie & Cray, 2004; Rolon, 2004) focus on adult English language learners. While the findings of other writing research may hold insights for language learners in community-based programs or in community colleges, they do not address all of the issues related to the writing of adult English language learners.

## Process Writing

Process writing as an approach used in the classroom draws primarily on the findings of studies in the third group discussed above, which focus on the composing process. The approach takes into consideration research showing what proficient writers do when writing and provides a framework for guiding student writers through similar steps. These five steps involve some form of the following:

### Steps in the writing process

1. A *prewriting activity* in which learners work together to generate ideas about a topic and organize those ideas, perhaps through the use of graphic organizers (see TN, pp. 27–28; PH, pp. 73–74).
2. Writing a *first draft*, in which the focus is on putting the ideas down on paper without concern for grammatical or spelling errors.
3. *Revising* the draft, often done in pairs or small groups, with a focus on the appropriateness of the ideas and the clarity of their organization.
4. *Editing* the draft, with a focus on grammar, spelling, punctuation, transition words (first, next), and signal words (for example, another reason is). The complexity of the concepts and forms to be edited depends on the level of the students and on the elements they know or have studied. The use of an editing checklist for students is recommended.
5. *Publishing* or in some way sharing the work with a wider audience. This may mean the rest of the class, students' family or friends, the wider community, or even an Internet audience. Publishing can take the form of displays on classroom walls; compilations into books, newsletters, or newspapers; or posting on Web sites.

This writing module provides training for implementing process writing, an approach that can be adapted for use with students from beginning to advanced levels. Suggestions for adapting the approach for students at different levels appear throughout the module. The components of process writing can be worked on together in a unit or individually as separate lessons. Through a process writing approach, students learn to express themselves fluently, clearly, and correctly and work together to help each other develop their writing skills.

The writing process is cyclical, giving students multiple opportunities to improve their writing. The process can be adjusted to accommodate different topics, time frames, and types of writing, including standardized writing tests for advanced writers. Process writing involves practice of all four language skills. When students work together on revision and editing, they practice speaking and listening. As they review other writers' papers, they also read. Components of the writing process include the integration of writing and reading, as well as genres, types, and purposes of writing.

## Writing and reading

Reading and composing are interconnected processes. (For more on the research on connecting the two skills, see Eisterhold, Carrell, Silberstein, Kroll, & Kuehn, 1990; Ferris & Hedgecock, 1998; Grabe & Kaplan, 1996; Grabe & Stoller, 2002.) Improvement in writing has been linked to reading development (Saddler, 2004). Reading supports writing across all the levels of instruction and can be used throughout the writing process. For example, students might read a text to help them generate ideas for their writing. They might do research to provide background information for writing. During the revision process, students read and give feedback on a partner's writing to help the writer revise, and they may also do peer editing. During the editing process, students might read a form or style guide or instructions for publishing to help themselves and their peers. Process writing emphasizes the role of the reader as audience and, through development of multiple drafts, often creates a context for communication. Improved reading and writing skills are complementary instructional goals within the process writing framework.

## Genres of writing

Process writing can be used in conjunction with other approaches popular among writing theorists and practitioners, such as genre theory (see, for example, Spiegel, 1999). This approach to teaching writing involves exposing students to a particular genre or type of written text, for example, letters, reports, email messages, or descriptive essays. Students are asked first to analyze those texts to discern the common characteristics that distinguish them as belonging to that genre, and then to produce examples of that genre themselves. When using a genre approach, it is possible to apply process writing principles. Having analyzed the key characteristics of a genre, writers can then organize a text of their own according to these characteristics. The steps of a process approach can still take place, regardless of the genre being studied.

## Types of writing

Teachers can use process writing in combination with other types of writing, such as free writing in dialogue journals, where learners communicate regularly in writing with the teacher or a writing partner. Dialogue journals are ongoing conversations that allow learners to express themselves in writing without focusing on accuracy (Kim, 2005; Peyton, 2000; Peyton & Staton, 1996). Other forms of free writing include writing a reaction to a piece of music, a picture, a movie, or a field trip. While such texts are generally not corrected or shared with others, they can provide a means for exploring ideas to be later developed into more extensive writing tasks that

include revising, editing, and publishing. Similarly, teachers can combine process writing with a language experience approach (LEA) to writing (Taylor, 1992). The LEA approach generally involves having learners describe an experience orally and the teacher transcribing it. The resulting texts can then be used for subsequent activities, including steps in the writing process.

## Purposes of writing

Process writing may be most commonly associated with preparing students for academic writing styles in paragraphs, essays, or research papers. While process writing is particularly valuable for helping adult English language learners to transition to community college or other academic contexts, this writing approach need not be focused only on academic subjects. The topics selected for writing can relate to practical issues relevant to language learners' daily lives, such as completing forms for immigration, banking, insurance, credit cards, or driver's licenses; taking phone messages; and writing thank you notes, lists, letters, and resumes—what the authors of a Canadian study termed “real-world writing” (Currie & Cray, 2004, p. 114). The topics can also reflect the personal side of learners' daily lives and provide them an opportunity to write about their past and current experiences, ideas, and memories. Making texts and topics such as these the focus of process writing is another way of providing the language practice desired by adult learners, while also linking writing to the social aspects of their daily lives. (For more ideas on writing activities with adult English language learners, see Bello, 1997.)

## Conclusion

The process writing approach has had its critics, including those who note its failure to consider sociocultural issues (e.g. Kent, 1999; Trimbur, 1994; and several works in a special issue of the *Journal of Second Language Writing*, 12(1), February 2003). There are also critics who maintain that process writing doesn't focus sufficiently on form (Price, 1999). Nevertheless, the steps involved in this approach provide a practical framework for teaching writing to all levels of adult English language learners, from those with only the most basic literacy skills to those transitioning to college-level courses. Moreover, process writing can support a less stressful writing experience because of the emphasis on valuing writers' ideas, not solely their knowledge of writing mechanics. It can teach life skills by giving learners opportunities to practice strategies to improve their own writing, such as revising and editing. It can provide a meaningful context for direct teaching of the structures of texts and the forms of standard written English. Perhaps most important, it can help build confidence by giving voice to learners' ideas and showing them that they too can produce written texts worthy of sharing with others.

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# Writing and the Adult English Language Learner

## Focus Questions

1. What are the primary differences between the three types of writing research discussed in the background reading?

*Some studies have focused on the texts produced by readers (e.g., contrastive analyses of text types), others on the composing processes of writers (e.g., strategy use while composing), and others on the sociocultural contexts of writing (e.g., writing and socialization into academic disciplines).*

2. List some examples of social factors and describe how they might affect the ways we write.

*Family and cultural backgrounds (e.g., people who frequently have been exposed to writing at home will probably be more comfortable with writing in other contexts); positioning vis-à-vis the intended reader (e.g., we are likely to write differently when addressing someone who is in a more powerful position than we are than when addressing someone in a less powerful position); how we want others to see us (e.g., we will write differently if we are trying to present ourselves as a humble person or as an aggressive go-getter).*

3. List the five main steps in a process writing approach and describe how each one is generally conducted.

*Prewriting: generating ideas about a topic and organizing them, e.g., orally or in writing, through brainstorming or listing, or by using graphic organizers.*

*Writing a first draft: focusing on getting ideas on paper.*

*Revising: in small groups, pairs, or individually, focusing on revising the ideas of the text (are they appropriate, complete, and well ordered) and not the mechanics.*

*Editing: focusing on the mechanics, using checklists, keeping the level of editing appropriate to the students' language level.*

*Publishing: sharing with a wider audience: may include displaying the final text in the classroom; putting together a class book, magazine, or newsletter; and posting works on the Internet.*

4. Describe how process writing might support reading development.

*Answers may vary, but the trainer may review reading as it fits into different components of process writing. For example, students might read a text to help generate ideas or spark their brainstorming. They might read for research to develop their ideas. They may read a form or style guide for publishing. Multiple drafts and peer editing creates an opportunity for reading as well.*

5. Describe how a teacher might incorporate elements of free writing, genre-based, and language experience approaches into a process writing approach.

*Texts generated through a language experience approach or through free writing can provide starting points for going through stages of drafting, revising, editing, and publishing. Analyses of different genre of texts—for example, letters, narrative essays, poems—can provide background for the pre-writing stage of process writing.*

6. Based on ideas from the text as well as on your own experiences as a teacher, what are some ways that a process writing approach can benefit adult English language learners in particular?

*Answers may vary, but the trainer may wish to note that the stages of process writing can bolster adult ESL learners' confidence, first by emphasizing the value of the learners' ideas, rather than their knowledge of grammar and spelling, and later by showing them that even beginners can produce written texts that can be "published." Repeated practice in the stages of process writing can also provide adult English language learners with valuable life skills they can carry with them after the course, such as strategies for revising and editing their own written texts.*

7. The reading points to a lack of research focusing particularly on the writing process and progress of adults learning English. Based on your own experience as teachers of adult English language learners, what unique characteristics of adult English language learners would you identify that might make research focusing on other groups of learners difficult to apply to this population?

*Answers may vary, but the trainer might include the following comments: Much of the research seems to focus on students who are literate in their first languages, while some adult English language learners are not. Many of the studies research only advanced academic writing, while many adult English language learners are in basic, vocational, or transition programs and not in academic studies.*

# PRESENTATION I: Preparing and Prewriting— Brainstorming and Organizing for the First Draft

## Preparing to Write

Students need to write with a strong awareness of purpose and audience for their writing. In other words, they need to think about who will read their texts and why they are writing them. The vocabulary, formality, and overall format or genre of their written texts will vary depending on the purpose and the audience. For beginning writers, teachers may give assignments that specify topic, purpose, and audience for the student. For example, an English language student may write a complaint letter to the landlord about a needed repair, or write to a teacher explaining a child's absence from school. Writing samples can be introduced to illustrate the genre of writing that is appropriate for that purpose and audience. As students advance, they can be asked to practice discerning for themselves the appropriate audience, purpose, and formats for a particular topic or task.

## Prewriting: Brainstorming

Prewriting approaches include listing, brainstorming, free writing, clustering, and journalistic technique (Kirby, 2006). Reading and discussion offer a way into these techniques. Instructors need to choose the best approach for students' proficiency levels and specific assignment (see Table 1). Students at all levels need to be taught to identify key ideas or words from the assignment before prewriting, usually by underlining subject and verbs in the assigned topic sentence. Beginning writers might brainstorm a topic, because this technique begins with the writer listing basic vocabulary and concepts. Students take a topic and list every idea that comes to mind without any censure or evaluation. Then it is often useful to have a group create a list working together. While brainstorming in English is preferable if the writing will be done in English, an occasional word in the first language does not create a problem. All ideas are welcome during brainstorming, because refining and organizing occur in a later stage of prewriting.

**Table 1. Prewriting Techniques for Different Levels**

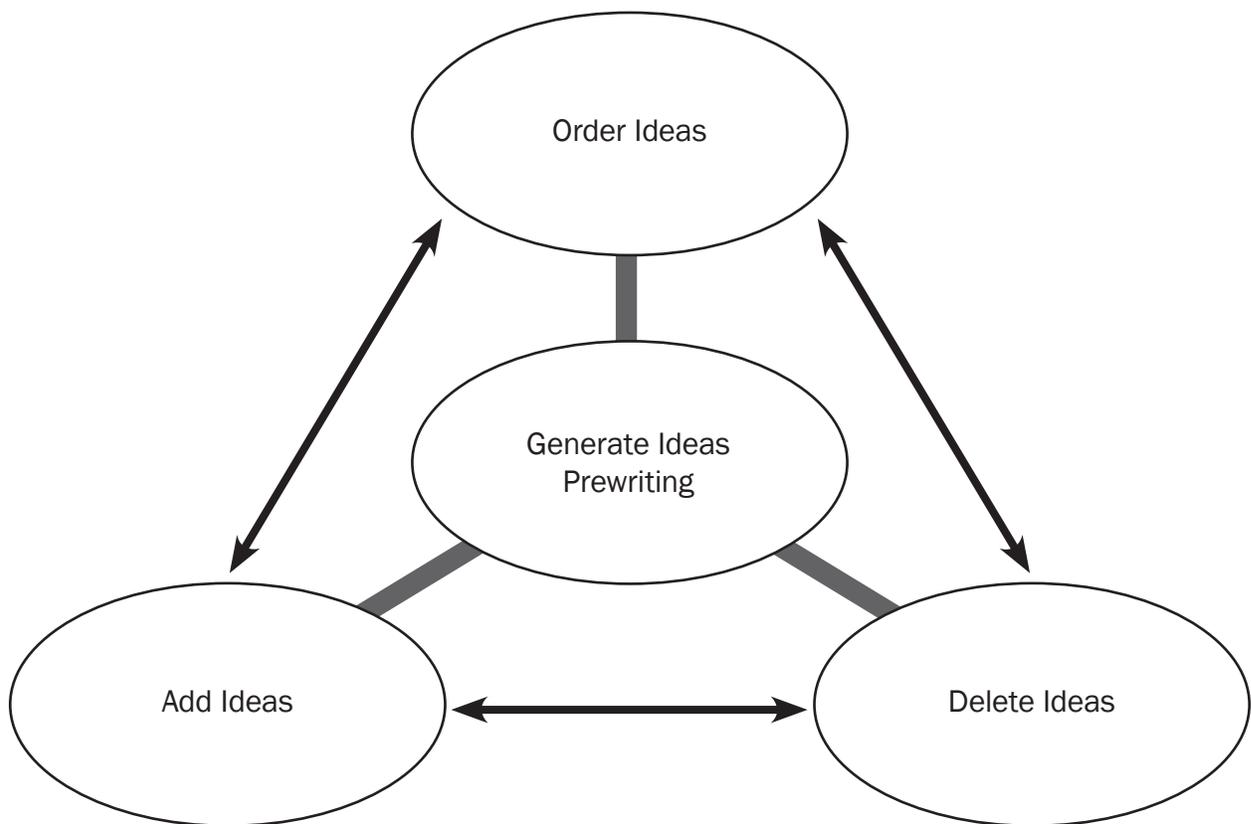
<p><b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• Free writing is similar to brainstorming and listing but may involve writing complete sentences rather than isolated words and phrases.</li> <li>• Clustering is grouping the ideas by relationship.</li> <li>• Journalistic technique asks and answers, “who, what, when, where, and why” (Kirby, 2006).</li> </ul>
<p><b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• A picture, graphic, video, or story can generate discussion.</li> <li>• Frequent conversational activities can promote discussion.</li> <li>• The whole class or small groups can brainstorm about a topic, with the teacher writing lists and word meanings.</li> <li>• Students can retell stories to partners and ask each other questions about the stories.</li> </ul>

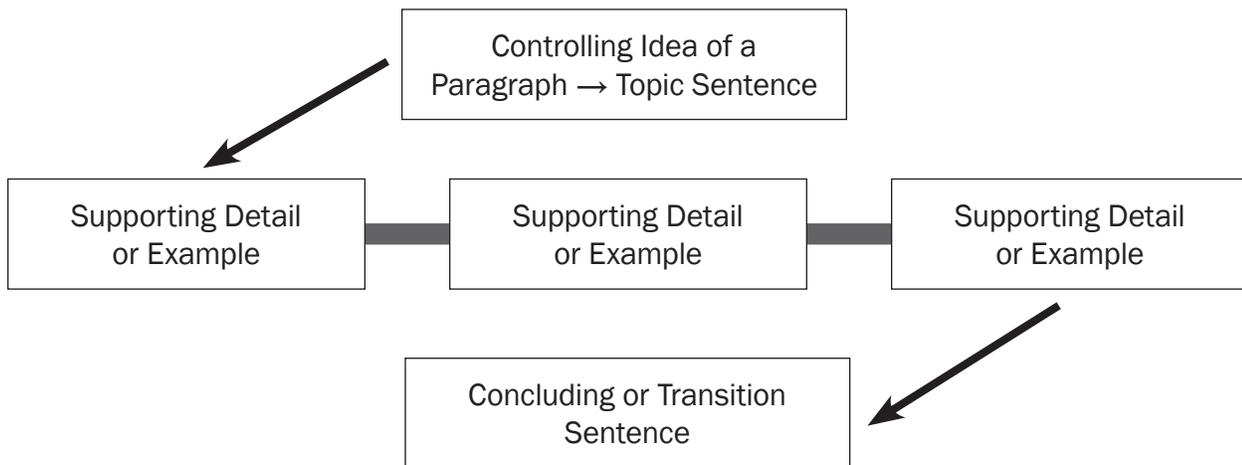
## Prewriting: Organizing

Organizing ideas is the second phase of prewriting and can be accomplished by a variety of methods. Many instructors use visual or graphic organizers to provide guided practice for learners. Charts and diagrams help students gather and divide ideas into what will eventually be specific paragraphs about the topic (see Figure 1). Teachers can choose from a variety of visual organizers available through teaching stores and online (see Figures 1 and 2) (Lamb & Johnson, 2003).

Advanced writers may have to write under time constraints. Writers can simply generate a list of ideas, use numbers or letters to organize them, delete and add new items, and begin their drafts in just a few minutes. Writers need to consider carefully the assignment, audience, and purpose of the writing when adding or deleting ideas. For example, a letter of complaint to a landlord would contain different ideas from an essay about housing. One might use evaluative terms whereas the other would not. Ideas included would address two different audiences with two separate purposes. These factors directly influence the prewriting process—generation, deletion, and addition of ideas.

**Figure 1. Cyclical Prewriting—Graphic Organizer**



**Figure 2. Paragraph Components—Graphic Organizer**

## Organizing the Paragraph

This workshop module focuses on the paragraph as the unit of writing. If teachers are working with literacy-level students, the units of focus would be words and sentences, and the teacher would gradually build to the paragraph. Advanced-level learners would start with the paragraph and move to the reading and writing of essays and research papers. The paragraph offers the flexibility of being a microstructure for the essay and a macrostructure for sentences. Whatever the proficiency levels of the students in your class, the structure and form of the paragraph can be adjusted to their level. The paragraph also gives the teacher a manageable chunk of writing to teach, support, and evaluate in a limited amount of time.

A paragraph is a unit of writing that consists of one or more sentences that focus on a single idea or topic. A well-written paragraph has a controlling idea, supporting points, and a conclusion related to the idea. A topic sentence makes a statement about the controlling idea, although not all paragraphs have topic sentences (Stern, 1976). The purpose, content, organization, and length of a paragraph can vary widely according to student needs and interests and the level of detail needed to support the controlling idea. Choices about paragraph length and structure should reflect the proficiency levels of the students in the class, as described below.

## Adjusting the Paragraph to Learner Levels

Teachers need to make decisions about the appropriate instructional framework for teaching writing based on learners' English language and literacy levels. With beginning writers, teachers might teach each component of the paragraph (e.g., topic sentence) separately and gradually add components. Beginning writers usually need a clearly designated framework to start the writing process. But examples rather than terminology work best for beginners. For Figure 2, a teacher might put sample sentences in the boxes to illustrate the format. The basic components of the paragraph are listed in Table 2 and shown graphically in Figure 2.

**Table 2. Paragraph Components**

<b>Topic sentence:</b>	This sentence outlines the main idea presented in the paragraph.
<b>Supporting details or examples:</b>	This part of the paragraph presents details, facts, examples, quotes, and arguments that support the main idea.
<b>Concluding sentence:</b>	This sentence summarizes the main idea of the paragraph.
<b>Transition sentence:</b>	This sentence links this paragraph to the next paragraph.

More advanced learners may be able to work on all of the components and also consider issues like organization patterns, development of ideas, coherence, and unity of ideas (Yale College Writing Center, 1996). Students can be given examples of well-written paragraphs and find the components within the examples. These different approaches are shown in Table 3.

**Table 3. Organizing Techniques for Different Levels**

<b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b>	<p>Essays and research papers may include any of the following organizational techniques:</p> <p><b>Controlling idea:</b> Provides the limits for the ideas in the paragraph. It makes the promise of what you will do in the paragraph.</p> <p><b>Supporting sentences:</b> Present details, facts, examples, quotes, and arguments that fit in an organizational pattern to support the controlling idea.</p> <p><b>Organizational pattern:</b> Reflects the rhetorical style and order of ideas of the paragraph.</p> <p><b>Development:</b> Refers to the amount of information needed for the paragraph to be complete and the ideas fully developed.</p> <p><b>Coherence:</b> Refers to the degree to which the supporting sentences are logically linked to each other and to the controlling idea.</p> <p><b>Unity:</b> Refers to the extent to which the paragraph is about one unifying idea.</p> <p>College and University Writing Lab sites provide additional resources for instruction (e.g., Purdue University Online Writing Lab <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>).</p>
<b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b>	<p>Early focus will be on individual components of sentences in a paragraph, with a gradual move to the complete paragraph. Suggestions for writing can be found in <i>CAELA Digest: Teaching Low-Level Adult ESL Learners</i> at <a href="http://www.cal.org/caela/esl_resources/digests/HOLT.html">www.cal.org/caela/esl_resources/digests/HOLT.html</a></p> <p>The process of writing a paragraph may be facilitated by using the Language Experience Approach, which can be found in <a href="http://www.cal.org/caela/esl_resources/digests/LEA.html">www.cal.org/caela/esl_resources/digests/LEA.html</a> (Taylor, 1992), and the <i>CAELA Practitioner Toolkit: Working with Adult English Language Learners</i> at <a href="http://www.cal.org/caela/tools/instructional/prac_toolkit.html">www.cal.org/caela/tools/instructional/prac_toolkit.html</a> (National Center for Family Literacy, 2004, pp. II: 51–53). When students are ready, they can review example paragraphs and note sentence structure, vocabulary patterns, and overall structure of the paragraph before attempting to write these.</p>

## Writing the First Draft

When prewriting and basic paragraph organization are complete, students can begin to draft a text. Frequently, the topic sentence or controlling idea creates the most difficulty for writers. Students may wish to leave space on the paper and drop down to start writing supporting sentences first, and go back to the topic sentence later. Some writers choose to write the concluding sentence first and then go back to the topic sentence and supporting sentences. Students might be given paragraph models to review to help them get started. If students will need to write a paragraph in a test situation, they can be shown how to draw language for the controlling idea and topic sentence directly from the assignment given. Timed practice in class will help students prepare to write in response to prompts on standardized writing tests.

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## PRESENTATION I: Prewriting and First Draft— Focus Questions

1. When setting up a writing activity, how can the teacher help students focus on topic and content?

*Provide students with models of a specific purpose, audience, and genre for the writing assignment. Remind the students to*

- *Review the topic assignment while they are writing*
- *Refer back to their brainstorming lists*
- *Focus on their audience and purpose while writing*

2. How would you explain the term “brainstorm” to your English language students?

*It can be disorganized and chaotic. All ideas are welcome.*

3. What are useful steps for organizing your writing ideas?

*Read and reread the topic.  
Brainstorm ideas.  
Order the ideas.  
Delete inappropriate ideas.  
Add new ideas.*

4. What are graphic organizers? How can you use them in class?

*Charts that separate and organize ideas. Refer to examples (Figures 1 and 2).*

5. How would you teach paragraph organization? Answers will vary.

**Beginning instruction:** *Focuses on basic elements of a paragraph*

**Sentence:** *Topic sentence or main idea*

**Supporting Sentences:** *Examples, explanations, reasons*

**Concluding Sentence:** *Restated main idea or transition sentence to next paragraph*

**Advanced instruction:** *Focuses on additional elements of a paragraph*

**Controlling idea:** *Provides the limits for the ideas in the paragraph; makes the promise of what you will do in the paragraph*

**Supporting sentences:** *Present details, facts, examples, quotes, and arguments that fit in an organizational pattern to support the controlling idea*

**Organizational pattern:** *Reflects the rhetorical style and order of ideas of the paragraph*

**Development:** *Refers to the amount of information needed for the paragraph to be complete and the ideas fully developed*

**Coherence:** *Refers to the degree to which the supporting sentences are logically linked to each other and to the controlling idea*

**Unity:** *Refers to the extent to which the paragraph is about one unifying idea*

## PRACTICE I: Prewriting and First Draft

### Practice A—Topic 1: Brainstorming

As a whole group, read the topic assignment. Underline key words. Let the key words guide you to list as many ideas as come to mind for writing a descriptive paragraph on the topic.

**Example: Topic 1:** Holidays are celebrated in many different ways. Choose a holiday from your country that is important to you. Explain when it is celebrated, what people do, what they eat, and what they might make for this holiday.

**Example: Halloween**

*Possible Answers*

*October 31st*

*candy corn*

*witches*

*Trick-or-treat*

*costumes*

*black cats*

*candy*

*costume parties*

*cemetery*

*candy apples*

*ghosts*

*skeletons*

## Practice A—Topic 2: Brainstorming

Working individually, read the topic assignment. Underline key words. Let the key words guide you to list as many ideas as come to mind for writing about the topic.

**Example: Topic 2:** Writing a paragraph is a complex process. Explain why it is complex.

### *Possible Answers*

*getting ideas*

*writing things that are clear to a reader*

*organizing ideas*

*checking grammar and punctuation*

*choosing vocabulary*

*time limits*

## Practice B—Topic 1: Organizing Ideas

As a whole group, go back to Topic 1 (important holiday) and your brainstorming list. Remind participants that time permits practice of only one method of doing prewriting—brainstorming a list. They should try other methods when possible.

### 1. Using your topic, construct a draft topic sentence.

*Participants come up with a topic sentence. Example: Halloween is an exciting holiday with unusual customs.*

### 2. Check and see if any of the ideas from your brainstorming list should be deleted because they don't fit the topic.

*Participants go through the list.*

### 3. Do you have any new ideas to add based on the topic sentence?

*Participants go through the list.*

### 4. Order your ideas by putting numbers in front of them.

*Participants number the ideas.*

## Practice B—Topic 2: Organizing Ideas

As an individual, go back to Topic 2 (writing a paragraph) and your brainstorming list.

### 1. Using your topic, construct a draft topic sentence.

*Participants come up with a topic sentence.*

*Example: Writing is complex in nature because many different ideas need to be organized and made clear to a reader.*

### 2. Check and see if any of the ideas on your brainstorming list should be deleted because they don't fit the topic.

*Participants go through the list.*

### 3. Do you have any new ideas to add based on the topic sentence?

*Participants go through the list.*

### 4. Order your ideas by putting numbers in front of them.

*Participants number the ideas.*

## Practice C—Topic 1: Graphic Organizers

**Example: Topic 1:** As a whole group, fill in the boxes in the graphic organizer below for Topic 1 (Holiday). Do you think some of your students would benefit from using a graphic organizer to put their thoughts together?

**Table 4. Paragraph Parts—Graphic Organizer**

**A.**

**Topic Sentence**

<b>Supporting Idea 1</b>	<b>Supporting Idea 2</b>	<b>Supporting Idea 3</b>
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**Concluding Sentence**

Use the overhead transparency or PowerPoint slide from the brainstorming in the Topic 1 example. Fill in the graphic organizer together.

There are many Web sites with graphic organizers for different tasks. Participants may wish to explore them with their students and have the students decide which graphic organizers they prefer to use. A variety of organizers can be found at [www.rubistar.com/](http://www.rubistar.com/) (Rubistar, 2006) and <http://eduscapes.com/tap/topic73.htm> (Johnson & Lamb, 2003).

## Practice D—Topic 2: First Draft

Take your brainstorming for Topic 2 (writing a paragraph) and use it to write a first draft of a paragraph. Write one sentence for each idea. If you have problems with the topic sentence, leave space and write it last. Focus on ideas first. Don't worry too much about spelling and grammar.

Be sure to double space so that revision and editing will be possible.

*Paragraphs will vary. Give participants 5 to 10 minutes to write.*

## Discussion Questions

Consider these questions individually and then in small groups.

### 1. What were the difficulties in writing a first draft?

*Answers will vary. They might include the following: writing an introduction, getting and staying organized, spelling, writing a conclusion, and time constraints.*

### 2. Do you have any ideas about how to make any of these factors easier? List them below and share with those at your table.

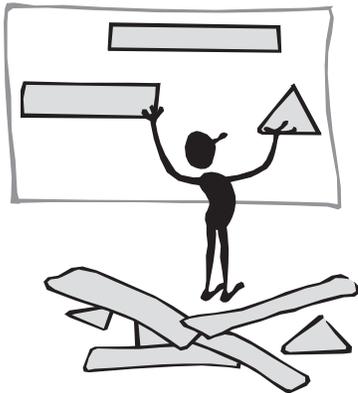
- 1. Participants will probably mention time constraints for writing. Explain the value of timed writing for transition students who will be taking standardized writing tests in GED or college programs. Stress the value of extended first drafts without time constraints for beginning and intermediate writers who are practicing integration of structure and vocabulary with self-expression.*
- 2. They may share that getting started with ideas and writing a topic sentence are problems as well.*
- 3. Ask the participants if their difficulties are similar to or different from their students' difficulties. If time permits, have participants consider how to model and create practice activities for overcoming these difficulties (writer's block, etc.).*

***Trainer should keep notes of participants' difficulties to use in planning follow-up activities beyond the workshop.***

## PRESENTATION II: Revising—Making it Clear

After participants finish reading the following background information, the trainer reviews the underlined points below using focus questions.

**Figure 3. Reasons to Revise**



“Writing is a process of discovering, and you don’t always produce your best stuff when you first get started. So revision is a chance for you to look critically at what you have written to see

- if it’s really worth saying,
- if it says what you wanted to say, and
- if a reader will understand what you’re saying.”

(UNC-CH Writing Center, [www.unc.edu/depts/wcweb](http://www.unc.edu/depts/wcweb))

When the first draft is finished, the next step is revision. The key to this process is in the readers respecting the writer’s ideas. The teacher will make positive comments and ask clarifying questions about the ideas in the draft. The goal is to support the writer with positive feedback and ask questions in a positive way. Hopefully, these questions lead the writer to think carefully about the first draft in order to make changes needed for clarity, order, and support. In the comments and questions, the teacher should model language, structure, and handwriting expected in the student’s draft.

This step does not focus on editing mechanics. Positive feedback and questions about what the reader (teacher or student) doesn’t understand help the writer to make his or her writing better. A checklist is possible (see Table 5), but a model paragraph with comments and questions is often better.

Stress to students to keep ALL the drafts they write. Students need to be reminded that they may change their minds several times and end up using text from their first draft in the final draft. If they are drafting on the computer, they may need ideas about saving multiple drafts efficiently. The number of drafts will vary based on the value placed on the writing and publishing. Because a primary goal is to encourage writing, it is important not to continuously exceed students’ tolerance for revision and editing.

Many students are unfamiliar with revision and usually skip right to editing their own work. Because it involves the writer’s ideas and a chance to practice revision, only the writer actually makes revisions to his or her paper during this process.

When peer feedback is modeled effectively for the class, students can also help with comments and questions as long as the writer retains control of the revisions. The teacher needs to model revision with several archived writing samples and then have students practice with them. Peer revision is tricky and must focus on clarity. The individual and sometime private nature of writing demands that a close-knit community be well established in the classroom before engaging in peer revision. Positive comments about the ideas or order of ideas keep the focus where it should be. Student readers can also formulate questions to ask their writing partners. Developing these questions is a skill that requires modeling and practice time from the teacher. It also is important to discourage students from mixing up revision and editing. Editing refers to mechanics and format and can be done by others. Revision for clarity and order can be suggested by others but must ultimately remain in the hands of the writer. The whole class can develop a set of questions to use as a checklist for the writer and other readers to determine if their ideas are clear and in order.

Some sample questions for different levels can be seen in Table 5. The short question for beginners is to ask if the writer needs to add (+), subtract (-) or move (↔) ideas. More advanced groups may ask more difficult questions such as, Do your ideas have cohesion, coherence, and unity?

**Table 5. Revision Checklist for Different Levels**

<p><b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b></p>	<p>Learners may generate more extensive checklists and include more open-ended questions for peer revision activities. For example,</p> <ul style="list-style-type: none"> <li>✓ What do you want to say?</li> <li>✓ Did you say it clearly?</li> <li>✓ Did you choose the best vocabulary?</li> <li>✓ Are the sentences in the best order?</li> <li>✓ Is the paragraph well developed?</li> <li>✓ Did you effectively support your ideas?</li> <li>✓ Do your ideas have cohesion, coherence, and unity?</li> </ul>
<p><b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b></p>	<p>Learners may respond well to symbols instead of or in addition to prose questions. For example,</p> <ul style="list-style-type: none"> <li>✓ Do you need to add (+) ideas to make this clear?</li> <li>✓ Do you need to take out (-) ideas to make this clear?</li> <li>✓ Do you need to move (↔) ideas to make this clear?</li> </ul>

## PRESENTATION II: Revising—Focus Questions

### 1. Why is it important for students to keep all of the drafts that they write?

*Over the course of preparing multiple drafts, students may change their minds about what they want to include or discard.*

### 2. Why is it important that only the writers themselves make revisions to their papers?

*By having only the writers themselves make revisions on their papers, the instructor models respect for the ideas of the writer and the writer's ownership of the piece.*

### 3. What can the teacher contribute in the revision process, and why are these techniques important?

- a. *Make positive comments. Comments support the student's ideas (and topic).*
- b. *Ask clarifying questions. Such questions can help students think clearly about their writing. Asking clarifying questions (rather than simply telling the students what is wrong) reinforces the importance of focusing on ideas. Choose questions that will help the writer know what to revise.*
- c. *Model the paragraph. Teachers can also model the language, structure, and handwriting they would like to see in their students' paragraphs.*

### 4. What should be the role of peer feedback in the revision process?

*Peer feedback should focus on ideas, basically considering whether the writer's ideas are complete and clearly presented.*

*It should be conducted after a community atmosphere has been established in the class.*

*Peers should provide positive feedback and, if possible, ask questions that will help the writer know what to revise.*

## PRACTICE II: Revising—Making it Clear

Review aloud with a transparency or PowerPoint slide the teacher comments on the student papers in the examples below. For discussion: What similarities and differences did you find in the teacher comments?

*Possible answers: positive comments and clarification questions.*

\*Writers' names are changed throughout this training guide to protect their privacy.

**Example 1 (Topic 1):** Holidays are celebrated in many different ways. Choose a holiday from your country that is important to you. Explain when it is celebrated, what people do, what they eat, and what they might make for this holiday.

The New Year in my country it's in January, first.  
The people do in this day some people go to visit their family,  
They ate tamales in the noon with their family.  
Some people like to go to the beach with their family or with friends.  
I don't have mor idea meabe nex time I do.

Walter

*Teacher Comments: This sounds like a great day. I would like to know more about this holiday. Can you say what country you are talking about? What else do the people eat with their families? What do the people do at the beach?*

**Example 2 (Topic 1):**

My favorite holiday is when we celebrate the Mother's Day.  
Because everybody are buying something presents for their mother's  
In this day all the children go to school with ours mother's.  
Because they're prepare foods and small presents for their mom.  
But too the children too sing and recite for all the mothers.  
This holiday is the only one day to recognize so much all the mothers.

Ana

*Teacher Comments: This must be a great holiday for mothers and children. I would like to know more about how you celebrate this holiday in your country. Can you talk more about the presents people buy? Can you say more about the mothers going to school with the children? What happens at school? What foods do you eat? What activities do you have? What kinds of songs or poems do students recite and sing to their mothers?*

## PRACTICE II: Example—José’s Writing

### Practice A (Topic 1):

In small groups, examine the following writing sample. Is there any confusion? Why? Decide where you find the strong and weak areas in the piece and work together to write level-appropriate positive comments and questions to the writer that will help him revise to create a clearer paragraph. Be sure to begin with positive comments that respond to the writing and the writer.

**Example 1 (Topic 1):** Holidays are celebrated in many different ways. Choose a holiday from your country that is important to you. Explain when it is celebrated, what people do, what they eat, and what they might make for this holiday.

Christmas Holiday is very important in Bolivia.

Um family likes it in specially my daughters and sons because the food is duck diner. The baked duck is traditional in my family.

Independence Holiday in my country is August 6

The military march on the most and big Avenue.

José

**Table 6. Paragraph Analysis for Revision**

Paragraph Strong Points	Positive Comments
<p><i>(Possible Answers)</i></p> <p><i>Good description of Christmas dinner.</i></p> <p><i>Moving from the general (Bolivia) to the specific (my family).</i></p>	<p><i>(Possible Answers)</i></p> <p><i>This duck dinner sounds great. Can you tell me more about it?</i></p> <p><i>It's great to see your description move from the general to the specific.</i></p>
Paragraph Weak Points	Questions to Lead to Improvement
<p><i>Change of topic to Independence Day</i></p>	<p><i>What day do you celebrate Christmas?</i></p> <p><i>Who eats at your house with you?</i></p> <p><i>Why do you eat duck instead of turkey or steak?</i></p> <p><i>Do you do any other special things on this day?</i></p>

## PRACTICE II: General Revision

**Practice B: General Revision Comments and Questions:** In small groups, add comments and questions to the lists below that you might use to help a student revise. Think about the strengths and weaknesses in the student’s writing when helping the writer revise.

**Table 7. Practice Paragraph Analysis for Revision**

Positive Comments
<p>You did a good job with _____ .</p> <p>I liked the way you _____ .</p> <p>This is a strong image...</p> <p><i>Answers will vary</i></p> <p><i>Possible Answers:</i></p> <p><i>You did a good job with examples or reasons.</i></p> <p><i>I liked the way you talked about _____ .</i></p> <p><i>This a strong point.</i></p> <p><i>Your image of _____ is very clear.</i></p>
Questions to Guide Revision
<p>Are these the best words to use to express this idea?</p> <p>Did you say everything you want to say about _____ ?</p> <p>Can you add more information about _____ ?</p> <p>Does this go with the paragraph about _____ ?</p> <p><i>Answers will vary</i></p> <p><i>Possible Answers:</i></p> <p><i>Can you explain what you did next?</i></p> <p><i>What kind of _____ was it?</i></p> <p><i>Where did this happen?</i></p>

## PRESENTATION III: Editing—Checking Mechanics

**After participants finish reading the background information below, the trainer highlights the underlined points below using focus questions.**

Editing focuses on the mechanics of writing. This includes grammar, spelling, and punctuation. Teachers can use the editing step to inform their instruction. Student errors can be used to generate mini-lessons in punctuation or grammar. The ultimate goal is effective self-editing and internalizing the mechanics taught in class. However, most writers need a second pair of eyes. Peer editing works very well with English language learners, because it allows for negotiation and reinforces classroom instruction. Teachers model the editing process with several samples. Partners can help each other find corrections to be made. Editing checklists can be developed as a whole-class activity.

The checklist should focus on a limited number of points that have been taught and practiced in class before the writing assignment. In moving from revising to editing, students can continue to make text meaning their priority if checklists are formed on that basis. Checklists should focus on mechanics that affect meaning the most.

**Table 8. A Sample Editing Checklist**

Subject/verb agreement	___
Correct verb tense	___
Pronoun agreement	___

**Table 9. Tips for Editing**

<b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b>	<ul style="list-style-type: none"> <li>✓ Many editing symbols and checklists are available for advanced learners (e.g., Azar, 2001).</li> <li>✓ Tips and recommendations encourage advanced students to read aloud, take breaks, and focus on one point at a time (OWL—Purdue University, 2006).</li> </ul>
<b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b>	<ul style="list-style-type: none"> <li>✓ Students need to see many writing samples for each editing point.</li> <li>✓ Checklists for peer or self-editing should be limited to three items.</li> <li>✓ It is a good opportunity to look for specific errors that have been recently addressed by direct instruction in class.</li> </ul>

## References

- Azar, B. (2001). *Understanding and using English grammar* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Online Writing Lab (OWL). (2006). Purdue University, Indiana. Available from [http://owl.english.purdue.edu/handouts/general/gl\\_stepedit.html](http://owl.english.purdue.edu/handouts/general/gl_stepedit.html)
- Online Writing Lab. (2003). University of Arkansas, Little Rock. [www.ualr.edu/owl/proofreading.htm](http://www.ualr.edu/owl/proofreading.htm)

## PRESENTATION III: Editing—Checking Mechanics

### Focus Questions

**1. What does the “mechanics of writing” refer to?**

*Grammar, spelling, and punctuation.*

**2. Why is peer editing useful for English language learners?**

*In the process of negotiating with each other over possible errors and how to correct them, students have the opportunity to practice their oral language skills in a meaningful manner and at the same time reinforce what they have learned about the language.*

**3. What are some main points to keep in mind when developing and using editing checklists?**

*Checklists can be developed as a whole-class activity and as part of the overall writing process. The checklist should focus on just a few points that have been taught and practiced. With beginning level students, no more than three to five editing points should be included on a given checklist.*

## PRACTICE III: Editing—Example 1, Topic 1

Look at two writing samples that follow. The errors of grammar, capitalization, and punctuation are identified. Choose four to five common errors that seem to be relevant for students writing at this level and build an editing checklist.

*Answers will vary. Some suggestions are underlined, but the trainer should support choices that (1) relate to mechanics that have been taught previously, (2) are general errors that the entire class has been struggling with, and (3) are level appropriate.*

**Table 10. Editing Topic 1 Example**

Student Text	Errors
I like celebrate my country New Year.	Insert word ^ , possessive s
My contry celebrate new Year Sebteber 12.	<u>spelling (sp)</u> , <u>subject/verb agreement (S/VA)</u>
People do drinck beer soda.	spelling (sp), insert word ^
The go night cleb. The eat different caynd	spelling (sp)
food. The take each ather They happy.	spelling (sp), insert word ^
They make like soft Brad very very	spelling (sp), <u>lower case (lc)</u> , insert comma ^
Big deishes food. They cook dero weat.	lower case (lc), ? (dero weat—Ethiopian dish)
Why the holiday important. Becouse	insert word ^, <u>change punct (pnc)</u> , spelling (sp)
New Year. Very Very important hliday	delete punctuation (del), lower case (lc)
New Year to much people happy	insert punctuation ^, word choice (wc)
Tigubu	

Imagine the class level and the mechanics **you would have previously taught** in this student's class. Assume you have read all your student papers and **found the most common errors**. If you decide to use editing checkmarks, be sure students **have a handy list** of what they mean. For **peer editing**, you would choose only a few items to have students look for in each other's papers.

## PRACTICE III: Editing—Example 2, Topic 1

**Table 11. Editing Checklist Example**

Insert word ^
lower case (lc) / upper case (uc)
Insert punctuation ^ / Delete punctuation (del)
Spelling (sp)

Look at the writing sample below. List the errors on the right side. Check with a partner and discuss effective editing checkmarks for your classes.

**Table 12. Editing Practice A (Topic 1)**

Student Text	Errors (possible answers below)
We celebrate Chrsmas in december 24 in the night.	<i>spelling (sp) word choice (wc)—in/on upper case (UC) —December word choice (wc)—in the/at</i>
All family came, before 2 hours, midnight for eating.	<i>verb tense (vt)—comes word order (wo)—two hours before midnight verb form (vf)—to eat</i>
When came midnight all peoples given gifts to children.	<i>verb tense (vt)-comes word order (wo)—everyone verb tense (vt)—gives</i>
Before 2 days for Christmas. my grandmother: starting cook.	<i>word order (wo)—Two days before Christmas. verb form (vf)—starts cooking</i>
Christmas is very important	<i>insert word ^—a</i>
Holiday for me because all family came my home with gifts.	<i>lower case (lc)—holiday word choice (wc)—my whole family verb tense (vt)—comes</i>
Juan	

## PRACTICE III: Editing—Editing Checklist

Look over the errors you've identified in Jose's paper. Check to make sure they would not be corrected during the revision process. (*Note: Trainer can refer participants back to **Presentation II: Revising—Making It Clear**, paragraph 4, to differentiate revising from editing.*) Remember, you would normally choose appropriate errors from a class set of papers and not a single paper. We are using a single sample for practice only.

**Practice B:** Working with a partner, choose only four to five types of errors to create your checklist for Juan's writing. Remember the criteria for choosing the errors:

1. Mechanics have been taught previously.
2. The entire class would have been making these errors.
3. The corrections are level appropriate.

**Table 13. Editing Checklist Practice B**

*Answers will vary considerably. Possible answers include*

1. *verb tense*
2. *word order*
3. *lower/upper case*
4. *insert word (articles)*

## PRESENTATION IV: Publishing—Making It Public

From early history in the United States, “personal” writing has often become “public” as it is transformed into social and political commentary to promote change. For example, tracts written and distributed during the American Revolution promoted personal opinion as publishable social and political writing. The motivation and frame of mind of both the writer and audience can shift and take on greater importance through the publishing of such personal opinions.

For students today, computers provide many new ways of making written pieces available for others to read. Students can email their writing to others or post it to Web sites and blogs. Getting things out in the public eye has never been easier, and computer literacy is growing. We must remain aware of differences in our students’ familiarity with computers and adjust our expectations and approaches accordingly. In any case, there is no doubt that adult English language learners, like the rest of us, are increasingly welcoming the benefits that computers can offer.

Not to be forgotten, hard copy outlets for writing still provide great writing incentives. Bulletin boards, posters, brochures, self-made books, and newspapers can play pivotal roles in creating school community and make wonderful recruiting tools as well.

Many factors can influence how students will make their works available to others, but the primary consideration should be how the writers want their own work to be shown. These three questions may help students make publishing decisions:

1. Do you have a purpose or message in your writing that needs to be made public?
2. Who would you like to read your writing?
3. Where and how long do you want your work to be displayed?

## PRACTICE IV: Publishing—Making It Public

Looking at the three questions above, can you think of any other questions you might ask students to help them decide how to publish their written material?

List the ways you could have your students publish their work.

*Answers will vary. Some examples may include*

1. *bulletin boards*
2. *school newsletter*
3. *community newsletter*
4. *blogs*
5. *school Web site*

## Evaluation

In addition to valuing the writing process, instructors must also focus on written products and on evaluating student performance. To do so, certain questions must be asked:

- ▶ What are the instructional goals for each component of the writing?
- ▶ How will you measure the writing outcome in terms of meeting each goal?
- ▶ How do these answers fit into the structure of your state and local curriculum and instruction requirements?

## Evaluation of Prewriting and Drafting

In evaluating students' prewriting skills, instructors look at ability to focus on the topic, list ideas, and order the ideas, all in a timely fashion. Teachers can use games and competitions to help students practice working faster and more efficiently.

Here is a sample chart of tasks and evaluation criteria for prewriting and first draft writing.

**Table 14. Tasks and Criteria for Evaluation**

Skill or task to be evaluated	How would you evaluate? (Criteria)
Follow topic instructions (e.g., List three reasons for ....).	View the paragraph. It contains three reasons.
Come up with ideas (e.g., through brainstorming).	View the prewriting. Make sure all parts of the topic are addressed in the brainstorming list.
Add and subtract ideas.	View the prewriting. Did the student add and subtract ideas? View the paragraph. Do all of the ideas fit under the umbrella of the topic?
Order ideas.	View the prewriting. Did the student number his/her ideas? View the paragraph. Did the student put the ideas in logical/sequential order?
Look at the ideas and the task. Develop a topic sentence.	View the topic sentence. Does it address the topic and cover the ideas in the paragraph?
Look at the ideas and the task. Develop a concluding sentence.	View the concluding (or transition) sentence. Does it restate the topic sentence using different language? If it's a transition sentence, does it bridge the ideas of the two paragraphs?

## Evaluation of Revising

In small groups, the instructor determines basic criteria for evaluating student progress in revising a text, visible signs that the instructor would look for that show an appropriate level of student competence in each component of the revision process.

**Table 15. Evaluation of Revisions**

Skill or task to be evaluated	How would you evaluate? (Criteria)
The paragraph has a topic sentence (or controlling idea).	<i>The paragraph has one controlling idea in one sentence.</i>
The writing is complete. (The development is appropriate.)	<i>All the ideas suggested in the topic sentence are treated in the paragraph.</i>
The writing is in order. (The writing has coherence.)	<i>There is a logical order. The sequence is not confusing. You could make a list from the ideas in each sentence.</i>
The supporting sentences are relevant to the topic. (The writing has unity.)	<i>All the sentences relate back to the topic sentence. There is a clear connection to the topic sentence.</i>
The writing is clear.	<i>Another student would understand the paragraph.</i>
Participant generated:	

## Evaluation of Editing

Focus participants on the considerations below. If there are questions about writing rubrics, refer participants to citations in the paragraph below.

Self-editing is only one step of the editing process. An additional pair of eyes is critical to success, and editors are an important part of the writing and publishing process. When preparing writing rubrics and checklists, be sure to consider your users—the instructor or student writers and editors—and make sure they are appropriate in level and in focus points. The Internet provides a variety of sample rubrics and editing checklists, including

- ▶ TeAchnology.com: The Online Teacher Resource  
[www.teach-nology.com/web\\_tools/rubrics/languagearts/](http://www.teach-nology.com/web_tools/rubrics/languagearts/)
- ▶ National Adult Literacy Database, Canada.  
[www.nald.ca/CLR/Btg/ed/evaluation/writing.htm](http://www.nald.ca/CLR/Btg/ed/evaluation/writing.htm)
- ▶ SABES Writing Theme: Web Sites, Massachusetts  
[www.sabes.org/resources/writingwebsites.htm](http://www.sabes.org/resources/writingwebsites.htm)

Whatever system you choose, you should evaluate its use based on your goals and criteria for progress.

## Assessment and Evaluation of Writing Beyond the Writing Sample

1. What other kinds of writing are students doing for the class or program?  
Is it being evaluated?
2. How do teachers or the program evaluate progress in terms of content and mechanics?
3. What are the criteria for significant improvement over time?
4. What writing do students have to do to complete the class?
5. What content and mechanics does the curriculum require the students to master?
6. What are the local, state, and federal requirements for student writing?
7. What writing do the students need to do in areas of their lives outside the program?

Use these questions to build a table to help you decide how you choose to evaluate student writing performance. (This may be done after the workshop, depending on time constraints.)

**Table 16. Criteria for Evaluation of Writing**

Criteria for Evaluating Writing	Class requirements	Course promotion requirements	Curriculum requirements	State/federal writing requirements	Other writing
Example:	Correct punctuation and capitalization	Paragraph test, graded holistically, including punctuation	Paragraph test, writing on specific topics, including punctuation	Standardized grammar test, standardized essay test	
Your situation:					

# Application and Extension

## What can you do when you go back to your program?

### 1. Designing Lesson Plans

**Application A.** Create and teach a process writing lesson and compare it to a previous writing lesson. Compare the student products in both lessons. The following chart provides suggestions for criteria on which to base your comparison.

**Table 17. Comparing Writing Lesson Plans**

Evaluation Criteria	Process Writing Lesson	Previous Writing Lesson
General accuracy (grammar, word choice, and mechanics)		
General fluency (length and strength of ideas)		
Specific Criteria for Evaluation		
Content (ideas)		
Vocabulary (word choice)		
Organization and development of ideas		
Structure (grammar)		
Mechanics (capitalization, punctuation, spelling)		
Strength of voice (personal or social)		
Other		

**Application B.** Lesson plans often aim to integrate all four language skills, and process writing can provide opportunities for doing this. As an example, develop a lesson plan that integrates reading and practice activities into the prewriting stage of a process writing lesson. Make your initial notes here.

*Answers will vary. Make sure they focus on the PREwriting stage of the lesson.*

### **Application C: Self-Reflection**

Review process writing lessons as they are developed and taught.

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can account for in future lesson planning?

### **Application D: Writing Development Using the Internet**

- ▶ Search the Internet for process writing activities. Develop a bibliography of resources for other teachers.
- ▶ Investigate creating Web sites with your students (using Yahoo GEOCITIES <http://geocities.yahoo.com> or some other platform).
- ▶ Investigate reading and creating blogs with your students (using [www.blogger.com/start](http://www.blogger.com/start) or some other platform)



# Teaching Writing to Adult English Language Learners

## Workshop Evaluation

### Expectations About Contents of the Workshop

What did you hope to gain from this course or workshop? (please ✓ all that apply)

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other \_\_\_\_\_

Did the workshop fulfill your expectations and needs? (please circle one)

Not at all      Barely      Sufficiently      A great deal      Completely

Please explain why you circled the above.

### Quality of the Workshop

Area	Quality (please ✓ one)				Comments/Suggestions for Improvement
Trainer style	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Presentation and progress (balance between trainer and participant involvement, kinds of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Materials (handouts, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Organization of workshops (arrangement of content, flow of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

### Follow-Up Activity

As a result of these workshops, what do you hope to try in your classroom or program?

### Other Comments

## Resources on Teaching Writing

### Instructional Materials for Beginning through Advanced Levels

- Blanchard, K., & Root, C. (2005). *Get ready to write* (2nd ed.). Reading, MA: Addison-Wesley.
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## Links and Web Sites

### Instructional and Professional Resources

AlphPlus Index—Focus on Teaching Activities

[www.alphaplus.ca/opnhs/english/SiteList.asp?IndNm=364](http://www.alphaplus.ca/opnhs/english/SiteList.asp?IndNm=364)

Guide to writing a basic essay—native speakers and advanced ESL

<http://members.tripod.com/~lklivingston/essay/links.html>

Herod, L. (2001). Introduction to teaching literacy to adults (p. 46–52) Manitoba Education, Training and Youth.

[www.edu.gov.mb.ca/aet/all/publications/RevisedDoc.Jan16-02.pdf](http://www.edu.gov.mb.ca/aet/all/publications/RevisedDoc.Jan16-02.pdf)

Journal of Second Language Writing. Bibliography by topic/issue.

<http://logos.unh.edu/jslw/toc.html>

Journal of Second Language Writing. Bibliography by Author

<http://logos.unh.edu/jslw/author.html>

Michael Buckoffs' Student Writings (Beginning to Advanced)

<http://buckhoff.topcities.com/high%20beginner%20esl%20essays.htm>

Moiles, S. The writing process—A graphic organizer with links

[www.siue.edu/~smoiles/writprc2.html](http://www.siue.edu/~smoiles/writprc2.html)

National Adult Literacy Database, Scovil House, Fredericton, Canada.

[www.nald.ca/CLR/Btg/ed/evaluation/writing.htm](http://www.nald.ca/CLR/Btg/ed/evaluation/writing.htm)

Resources for teaching writing to ESL students—all levels

<http://iteslj.org/links/ESL/Writing/>

Systems for Adult Basic Education Support (SABES), Massachusetts State Department of Education, Bibliography for Writing.

[www.sabes.org/resources/bibwrite.htm](http://www.sabes.org/resources/bibwrite.htm)

TeAchnology.com: The Online Teacher Resource. New York.

[www.teach-nology.com/web\\_tools/rubrics/languagearts/](http://www.teach-nology.com/web_tools/rubrics/languagearts/)

University of Minnesota Online Grammar Handbook—Process Writing (Chapter 2)

[www.tc.umn.edu/~jewel001/grammar/](http://www.tc.umn.edu/~jewel001/grammar/)

Wood, J. (2000). A marriage waiting to happen: Computers and process writing. Education Development Center, Inc. (EDC)

[www.edtechleaders.org/Resources/Readings/UpperElemLiteracy/Wood\\_ComputersWriting.htm](http://www.edtechleaders.org/Resources/Readings/UpperElemLiteracy/Wood_ComputersWriting.htm)

Zieba-Warcholak, A. How to teach writing using the internet. *The Onestop Magazine*.

[www.onestopenglish.com/News/Magazine/Archive/teachingwriting\\_internet.htm](http://www.onestopenglish.com/News/Magazine/Archive/teachingwriting_internet.htm)

# Warm-Up

## Readiness for Teaching Writing: KWL Chart

Fill in columns 1 and 2. Discuss your answers with the person on your right. Did you find commonalities? Share with the group as time permits. Be prepared to return to column 3 at the end of the workshop.

1. What do I <b>know</b> about teaching writing?	2. What do I <b>want to know</b> about teaching writing?	3. What did I <b>learn</b> about teaching writing?
<i>All answers are acceptable. Use as needs assessment only. This is not an opportunity to offer correction to participants.</i>	<i>All answers are acceptable. Consider how you can incorporate participants' requests into the workshop. Make notes accordingly.</i>	<i>To be answered at the end of the workshop.</i>

## Additional Discussion Question:

How do you teach writing in your classroom now? What is working, and what is not? After a brief discussion, introduce the rationale for process writing.

### Rationale for Using Process Writing in the ESL Classroom

**Process writing** allows the teacher and learner to

- 1.
- 2.
- 3.
- 4.

# Teaching Writing to Adult English Language Learners

## Goal, Objectives, and Agenda

### Goal:

To increase skills in teaching writing based on the writing process that includes prewriting, drafting, revising, editing and publishing

### Objectives:

- ▶ Describe the steps of the writing process.
- ▶ Develop teaching activities for each step in the writing process.
- ▶ Identify appropriate error-correction interventions for the editing step of the writing process.

### Agenda:

- I. Introduction and Warm-Up
- II. Presentation and Practice I: Prewriting and first draft
- III. Presentation and Practice II: Revising
- IV. Presentation and Practice III: Editing
- V. Presentation and Practice IV: Publishing
- VI. Evaluation
- VII. Application and Extension Activities
- VIII. Wrap-Up and Evaluation

# Writing and the Adult English Language Learner

## Introduction

Whether we are conscious of it or not, everything that we as ESL teachers do in the classroom reflects our own understandings and beliefs about the process of language and literacy learning. This holds true for teaching writing as well. Based on our own experiences as writers and our understanding of scholarly research on writing, we develop beliefs about how people learn to write. These beliefs, in turn, affect our decisions about the types of writing tasks we assign, the guidance we provide students as they are writing, and the feedback we give. It is important to be familiar with the research on writing in ESL classes and to consider how we might shift our beliefs and our teaching to reflect current promising practices.

This background information on teaching writing begins with a brief overview of ways that writing has been studied by researchers. It then focuses on the process approach to writing as a practical, appropriate model to use when helping adult English language learners improve their writing skills.

## Overview of Recent Writing Research

Research on writing has been grouped according to its focus on four distinct yet interrelated aspects of writing: the written texts themselves, the form of written products, the composing process, and the ways that people interact with their sociocultural contexts when writing (Cumming, 1998). The following are descriptions of these four research focuses.

**Focus on the written texts:** One group of studies focuses on the texts that writers produce, for example, contrastive rhetorical analyses of how text forms differ across languages. Contrastive rhetorical analyses find their basis in an idea put forth by Kaplan (1966), who argued that writers of different language and cultural backgrounds have different expectations about the forms that texts should take. For example, according to Kaplan, while readers of English expect to see the central argument of a piece stated up front and then developed in subsequent paragraphs, a Chinese reader would be more familiar with a text that gradually pulls together pieces of evidence and concludes with the final argument—almost like a punchline. Contrastive rhetoric study might look at the differences between Korean and English speakers' research paper introductions. (See Connor, 1996, for general information on contrastive rhetoric. For recent examples of contrastive rhetoric studies, see Levi, 2004; Park, 2005.)

Other text-focused studies include genre-based studies exploring the features of specific text types. A genre is a text type with a commonly expected structure. For example, we recognize the difference between a biography, a newspaper editorial, a business letter, and a book review, because these four genres have distinct formats, purposes, and commonly used language forms. Genre analyses explore particular genres (e.g., research papers) to identify their distinguishing features and to develop ways to teach students how to write in different genres. (See Swales, 1990, for a leading theoretical work on genre analysis. See examples of genre studies in the journals *English for Specific Purposes* and *English for Academic Purposes*.)

**Focus on form:** Some text-focused studies focus on the form of the students' written products. Long (1991) and Long and Robinson (1998) argued that while second language instruction should be based on principles of authentic communication and learner-centeredness, direct study of problematic grammatical forms should be included when necessary. Such overt study does not necessarily mean giving students explicit explanations of the problematic point, but rather involves bringing their attention to a particular form in question. (For an introduction to the argument and the ways of applying form-focused instruction, see Ellis, 2001.) Recent studies have looked at form with respect to using computer-assisted instruction of writing (Gaskell & Cobb, 2004; Lindgren & Sullivan, 2003; Tseng & Liou, 2006). The question of whether focus on form should be primary in writing instruction remains far from completely resolved. We see this in Hillocks (2005, p. 243), who explored the question of form versus content in writing and argued that form has unnecessarily dominated instructional practices—a fact he blamed in large part on an “age of testing and accountability.” He suggested changing state tests to give more weight to content in evaluating writing samples. Then teachers could reflect this focus on content in their instruction.

**Focus on the composing process:** Research studies of the composing process often find their theoretical basis in the works of Flower and Hayes (1980, 1981) and focus on what writers do when they compose in their native language. Turning to second language writers, works about the composing process can range widely, from those looking at the differences between writing in a first and second language (e.g., McDonough & McDonough, 2001) to those looking at strategy use (such as using graphic organizers) while composing (e.g., Tsai, 2004). Still others have focused on particular aspects of the writing process, such as revising, and studied how second language writers approach these tasks (e.g., Takagaki, 2003; Williams, 2004).

**Focus on the ways writers interact with their sociocultural contexts:** The fourth group of studies is made up of a broad range of research that attempts to consider the ways in which sociocultural contexts affect writers, their writing processes, and the texts they produce. These studies, the volume of which has soared in recent years, reject the basic premise that we can understand writing by looking only at texts and the mechanics of how people produce them, and argue that we must also consider how we are affected by social issues when we write. Social issues include our personal backgrounds (e.g., is writing a common practice in our family?), our position vis-à-vis the text's intended audience (e.g., in a workplace situation, what is our position vis-à-vis the reader?), and our ideas about how we want others to see us (e.g., are we trying to impress the reader with our vast knowledge of a certain topic? For more on this last aspect and similar questions of social identity, see Ullman, 1997.) Drawing on these issues, we see works on how writing reflects the ways students enter various academic disciplines (Karr, 2003; Krase, 2003), works on the conflicts students face when learning to write in academic contexts (Braxley, 2005; Curry & Lillis, 2004; Mathews, 2004; Rolon, 2004), and studies of the effects on writing of cultural aspects, such as whether the learners' cultures generally place more value on oral or written expression (Dong, 2004; Harklau, 2003; Murie, Collins, & Detzner, 2004; Orr, 2005).

As with research in other areas of adult ESL education, this overview of the research on writing highlights the need for more research to be conducted specifically with adult second language writers in different contexts. Research on second language writing is expanding rapidly, but much

of it still tends to focus on academic writing at the undergraduate- and graduate-student levels. One needs only to skim the annotated bibliography of writing research provided quarterly by the *Journal of Second Language Writing* to see that scores of new studies are being conducted and published each year. However, of the 80 studies listed in two recent issues of the journal—December 2004, 13(4) and March 2005, 14(1)—only three (Currie & Cray, 2004; Rolon, 2004) focus on adult English language learners. While the findings of other writing research may hold insights for language learners in community-based programs or in community colleges, they do not address all of the issues related to the writing of adult English language learners.

## Process Writing

Process writing as an approach used in the classroom draws primarily on the findings of studies in the third group discussed above, which focus on the composing process. The approach takes into consideration research showing what proficient writers do when writing and provides a framework for guiding student writers through similar steps. These five steps involve some form of the following:

### Steps in the writing process

1. A *prewriting activity* in which learners work together to generate ideas about a topic and organize those ideas, perhaps through the use of graphic organizers (see pages 73–74).
2. Writing a *first draft*, in which the focus is on putting the ideas down on paper without concern for grammatical or spelling errors.
3. *Revising* the draft, often done in pairs or small groups, with a focus on the appropriateness of the ideas and the clarity of their organization.
4. *Editing* the draft, with a focus on grammar, spelling, punctuation, transition words (first, next), and signal words (for example, another reason is). The complexity of the concepts and forms to be edited depends on the level of the students and on the elements they know or have studied. The use of an editing checklist for students is recommended.
5. *Publishing* or in some way sharing the work with a wider audience. This may mean the rest of the class, students' family or friends, the wider community, or even an Internet audience. Publishing can take the form of displays on classroom walls; compilations into books, newsletters, or newspapers; or posting on Web sites.

This writing module provides training for implementing process writing, an approach that can be adapted for use with students from beginning to advanced levels. Suggestions for adapting the approach for students at different levels appear throughout the module. The components of process writing can be worked on together in a unit or individually as separate lessons. Through a process writing approach, students learn to express themselves fluently, clearly, and correctly and work together to help each other develop their writing skills.

The writing process is cyclical, giving students multiple opportunities to improve their writing. The process can be adjusted to accommodate different topics, time frames, and types of writing, including standardized writing tests for advanced writers. Process writing involves practice of all four language skills. When students work together on revision and editing, they practice speaking and listening. As they review other writers' papers, they also read. Components of the writing process include the integration of writing and reading, as well as genres, types, and purposes of writing.

## Writing and reading

Reading and composing are interconnected processes. (For more on the research on connecting the two skills, see Eisterhold, Carrell, Silberstein, Kroll, & Kuehn, 1990; Ferris & Hedgecock, 1998; Grabe & Kaplan, 1996; Grabe & Stoller, 2002.) Improvement in writing has been linked to reading development (Saddler, 2004). Reading supports writing across all the levels of instruction and can be used throughout the writing process. For example, students might read a text to help them generate ideas for their writing. They might do research to provide background information for writing. During the revision process, students read and give feedback on a partner's writing to help the writer revise, and they may also do peer editing. During the editing process, students might read a form or style guide or instructions for publishing to help themselves and their peers. Process writing emphasizes the role of the reader as audience and, through development of multiple drafts, often creates a context for communication. Improved reading and writing skills are complementary instructional goals within the process writing framework.

## Genres of writing

Process writing can be used in conjunction with other approaches popular among writing theorists and practitioners, such as genre theory (see, for example, Spiegel, 1999). This approach to teaching writing involves exposing students to a particular genre or type of written text, for example, letters, reports, email messages, or descriptive essays. Students are asked first to analyze those texts to discern the common characteristics that distinguish them as belonging to that genre, and then to produce examples of that genre themselves. When using a genre approach, it is possible to apply process writing principles. Having analyzed the key characteristics of a genre, writers can then organize a text of their own according to these characteristics. The steps of a process approach can still take place, regardless of the genre being studied.

## Types of writing

Teachers can use process writing in combination with other types of writing, such as free writing in dialogue journals, where learners communicate regularly in writing with the teacher or a writing partner. Dialogue journals are ongoing conversations that allow learners to express themselves in writing without focusing on accuracy (Kim, 2005; Peyton, 2000; Peyton & Staton, 1996). Other forms of free writing include writing a reaction to a piece of music, a picture, a movie, or a field trip. While such texts are generally not corrected or shared with others, they can provide a means for exploring ideas to be later developed into more extensive writing tasks that

include revising, editing, and publishing. Similarly, teachers can combine process writing with a language experience approach (LEA) to writing (Taylor, 1992). The LEA approach generally involves having learners describe an experience orally and the teacher transcribing it. The resulting texts can then be used for subsequent activities, including steps in the writing process.

## Purposes of writing

Process writing may be most commonly associated with preparing students for academic writing styles in paragraphs, essays, or research papers. While process writing is particularly valuable for helping adult English language learners to transition to community college or other academic contexts, this writing approach need not be focused only on academic subjects. The topics selected for writing can relate to practical issues relevant to language learners' daily lives, such as completing forms for immigration, banking, insurance, credit cards, or driver's licenses; taking phone messages; and writing thank you notes, lists, letters, and resumes—what the authors of a Canadian study termed “real-world writing” (Currie & Cray, 2004, p. 114). The topics can also reflect the personal side of learners' daily lives and provide them an opportunity to write about their past and current experiences, ideas, and memories. Making texts and topics such as these the focus of process writing is another way of providing the language practice desired by adult learners, while also linking writing to the social aspects of their daily lives. (For more ideas on writing activities with adult English language learners, see Bello, 1997.)

## Conclusion

The process writing approach has had its critics, including those who note its failure to consider sociocultural issues (e.g. Kent, 1999; Trimbur, 1994; and several works in a special issue of the *Journal of Second Language Writing*, 12(1), February 2003). There are also critics who maintain that process writing doesn't focus sufficiently on form (Price, 1999). Nevertheless, the steps involved in this approach provide a practical framework for teaching writing to all levels of adult English language learners, from those with only the most basic literacy skills to those transitioning to college-level courses. Moreover, process writing can support a less stressful writing experience because of the emphasis on valuing writers' ideas, not solely their knowledge of writing mechanics. It can teach life skills by giving learners opportunities to practice strategies to improve their own writing, such as revising and editing. It can provide a meaningful context for direct teaching of the structures of texts and the forms of standard written English. Perhaps most important, it can help build confidence by giving voice to learners' ideas and showing them that they too can produce written texts worthy of sharing with others.

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# Writing and the Adult English Language Learner

## Focus Questions

1. What are the primary differences between the three types of writing research discussed in the background reading?
2. List some examples of social factors and describe how they might affect the ways we write.
3. List the five main steps in a process writing approach and describe how each one is generally conducted.
4. Describe how process writing might support reading development.
5. Describe how a teacher might incorporate elements of free writing, genre-based, and language experience approaches into a process writing approach.
6. Based on ideas from the text as well as on your own experiences as a teacher, what are some ways that a process writing approach can benefit adult English language learners in particular?
7. The reading points to a lack of research focusing particularly on the writing process and progress of adults learning English. Based on your own experience as teachers of adult English language learners, what unique characteristics of adult English language learners would you identify that might make research focusing on other groups of learners difficult to apply to this population?

# PRESENTATION I: Preparing and Prewriting— Brainstorming and Organizing for the First Draft

## Preparing to Write

Students need to write with a strong awareness of purpose and audience for their writing. In other words, they need to think about who will read their texts and why they are writing them. The vocabulary, formality, and overall format or genre of their written texts will vary depending on the purpose and the audience. For beginning writers, teachers may give assignments that specify topic, purpose, and audience for the student. For example, an English language student may write a complaint letter to the landlord about a needed repair, or write to a teacher explaining a child’s absence from school. Writing samples can be introduced to illustrate the genre of writing that is appropriate for that purpose and audience. As students advance, they can be asked to practice discerning for themselves the appropriate audience, purpose, and formats for a particular topic or task.

## Prewriting: Brainstorming

Prewriting approaches include listing, brainstorming, free writing, clustering, and journalistic technique (Kirby, 2006). Reading and discussion offer a way into these techniques. Instructors need to choose the best approach for students’ proficiency levels and specific assignment (see Table 1). Students at all levels need to be taught to identify key ideas or words from the assignment before prewriting, usually by underlining subject and verbs in the assigned topic sentence. Beginning writers might brainstorm a topic, because this technique begins with the writer listing basic vocabulary and concepts. Students take a topic and list every idea that comes to mind without any censure or evaluation. Then it is often useful to have a group create a list working together. While brainstorming in English is preferable if the writing will be done in English, an occasional word in the first language does not create a problem. All ideas are welcome during brainstorming, because refining and organizing occur in a later stage of prewriting.

**Table 1. Prewriting Techniques for Different Levels**

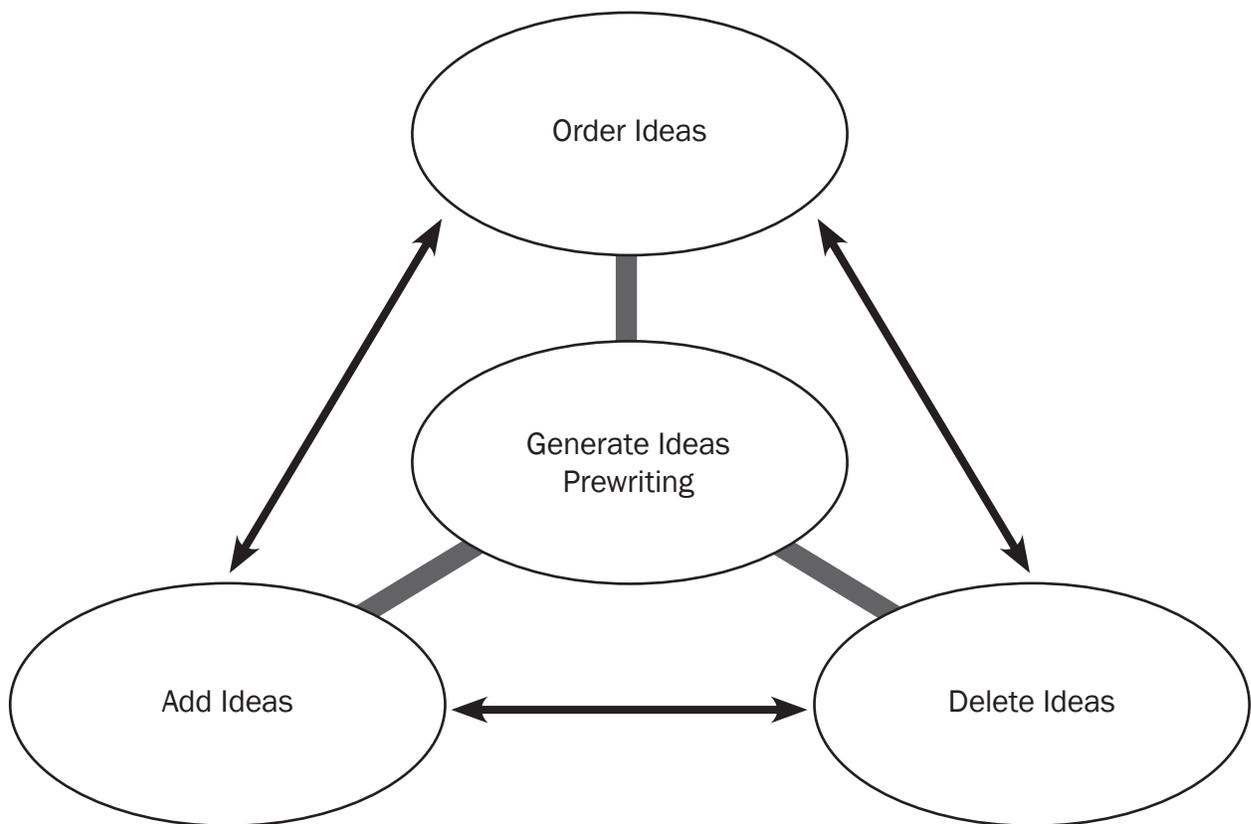
<p><b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• Free writing is similar to brainstorming and listing but may involve writing complete sentences rather than isolated words and phrases.</li> <li>• Clustering is grouping the ideas by relationship.</li> <li>• Journalistic technique asks and answers, “who, what, when, where, and why” (Kirby, 2006).</li> </ul>
<p><b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b></p>	<ul style="list-style-type: none"> <li>• A picture, graphic, video, or story can generate discussion.</li> <li>• Frequent conversational activities can promote discussion.</li> <li>• The whole class or small groups can brainstorm about a topic, with the teacher writing lists and word meanings.</li> <li>• Students can retell stories to partners and ask each other questions.</li> </ul>

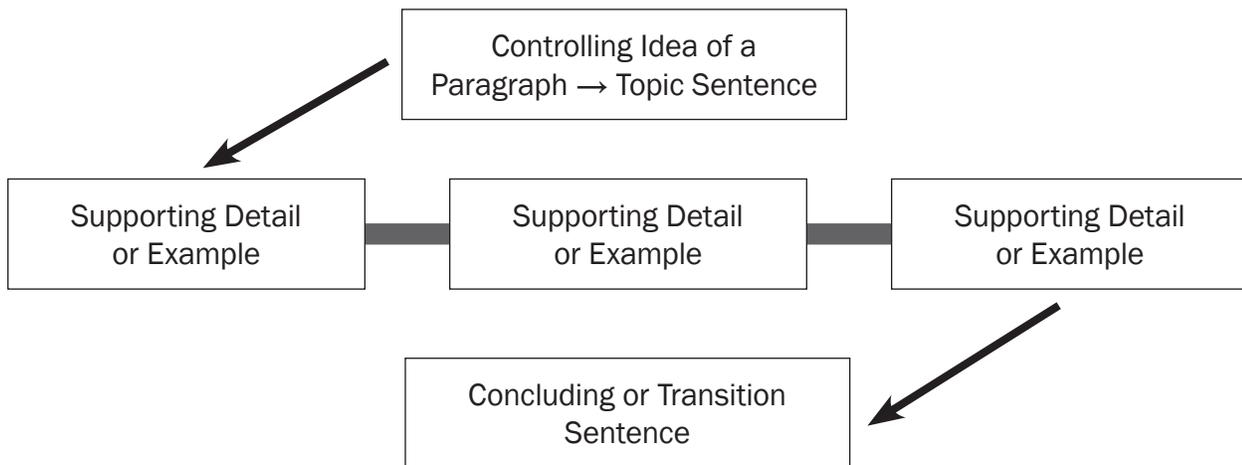
## Prewriting: Organizing

Organizing ideas is the second phase of prewriting and can be accomplished by a variety of methods. Many instructors use visual or graphic organizers to provide guided practice for learners. Charts and diagrams help students gather and divide ideas into what will eventually be specific paragraphs about the topic (see Figure 1). Teachers can choose from a variety of visual organizers available through teaching stores and online (see Figures 1 and 2) (Lamb & Johnson, 2003).

Advanced writers may have to write under time constraints. Writers can simply generate a list of ideas, use numbers or letters to organize them, delete and add new items, and begin their drafts in just a few minutes. Writers need to consider carefully the assignment, audience, and purpose of the writing when adding or deleting ideas. For example, a letter of complaint to a landlord would contain different ideas from an essay about housing. One might use evaluative terms whereas the other would not. Ideas included would address two different audiences with two separate purposes. These factors directly influence the prewriting process—generation, deletion, and addition of ideas.

**Figure 1. Cyclical Prewriting—Graphic Organizer**



**Figure 2. Paragraph Components—Graphic Organizer**

## Organizing the Paragraph

This workshop module focuses on the paragraph as the unit of writing. If teachers are working with literacy-level students, the units of focus would be words and sentences, and the teacher would gradually build to the paragraph. Advanced-level learners would start with the paragraph and move to the reading and writing of essays and research papers. The paragraph offers the flexibility of being a microstructure for the essay and a macrostructure for sentences. Whatever the proficiency levels of the students in your class, the structure and form of the paragraph can be adjusted to their level. The paragraph also gives the teacher a manageable chunk of writing to teach, support, and evaluate in a limited amount of time.

A paragraph is a unit of writing that consists of one or more sentences that focus on a single idea or topic. A well-written paragraph has a controlling idea, supporting points, and a conclusion related to the idea. A topic sentence makes a statement about the controlling idea, although not all paragraphs have topic sentences (Stern, 1976). The purpose, content, organization, and length of a paragraph can vary widely according to student needs and interests and the level of detail needed to support the controlling idea. Choices about paragraph length and structure should reflect the proficiency levels of the students in the class, as described below.

## Adjusting the Paragraph to Learner Levels

Teachers need to make decisions about the appropriate instructional framework for teaching writing based on learners' English language and literacy levels. With beginning writers, teachers might teach each component of the paragraph (e.g., topic sentence) separately and gradually add components. Beginning writers usually need a clearly designated framework to start the writing process. Examples rather than terminology work best for beginners. For Figure 2, a teacher might put sample sentences in the boxes to illustrate the format. The basic components of the paragraph are listed in Table 2 and shown graphically in Figure 2.

**Table 2. Paragraph Components**

<b>Topic sentence:</b>	This sentence outlines the main idea presented in the paragraph.
<b>Supporting details or examples:</b>	This part of the paragraph presents details, facts, examples, quotes, and arguments that support the main idea.
<b>Concluding sentence:</b>	This sentence summarizes the main idea of the paragraph.
<b>Transition sentence:</b>	This sentence links this paragraph to the next paragraph.

More advanced learners may be able to work on all of the components and also consider issues like organization patterns, development of ideas, coherence, and unity of ideas (Yale College Writing Center, 1996). Students can be given examples of well-written paragraphs and find the components within the examples. These different approaches are shown in Table 3.

**Table 3. Organizing Techniques for Different Levels**

<b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b>	<p>Essays and research papers may include any of the following organizational techniques:</p> <p><b>Controlling idea:</b> Provides the limits for the ideas in the paragraph. It makes the promise of what you will do in the paragraph.</p> <p><b>Supporting sentences:</b> Present details, facts, examples, quotes, and arguments that fit in an organizational pattern to support the controlling idea.</p> <p><b>Organizational pattern:</b> Reflects the rhetorical style and order of ideas of the paragraph.</p> <p><b>Development:</b> Refers to the amount of information needed for the paragraph to be complete and the ideas fully developed.</p> <p><b>Coherence:</b> Refers to the degree to which the supporting sentences are logically linked to each other and to the controlling idea.</p> <p><b>Unity:</b> Refers to the extent to which the paragraph is about one unifying idea.</p> <p>College and University Writing Lab sites provide additional resources for instruction (e.g., Purdue University Online Writing Lab <a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>).</p>
<b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b>	<p>Early focus will be on individual components of sentences in a paragraph, with a gradual move to the complete paragraph. Suggestions for writing can be found in <i>CAELA Digest: Teaching Low-Level Adult ESL Learners</i> at <a href="http://www.cal.org/caela/esl_resources/digests/HOLT.html">www.cal.org/caela/esl_resources/digests/HOLT.html</a></p> <p>The process of writing a paragraph may be facilitated by using the Language Experience Approach, which can be found in <a href="http://www.cal.org/caela/esl_resources/digests/LEA.html">www.cal.org/caela/esl_resources/digests/LEA.html</a> (Taylor, 1992), and the <i>CAELA Practitioner Toolkit: Working with Adult English Language Learners</i> at <a href="http://www.cal.org/caela/tools/instructional/prac_toolkit.html">www.cal.org/caela/tools/instructional/prac_toolkit.html</a> (National Center for Family Literacy, 2004, pp. II: 51–53). When students are ready, they can review example paragraphs and note sentence structure, vocabulary patterns, and overall structure of the paragraph before attempting to write these.</p>

## Writing the First Draft

When prewriting and basic paragraph organization are complete, students can begin to draft a text. Frequently, the topic sentence or controlling idea creates the most difficulty for writers. Students may wish to leave space on the paper and drop down to start writing supporting sentences first, and go back to the topic sentence later. Some writers choose to write the concluding sentence first and then go back to the topic sentence and supporting sentences. Students might be given paragraph models to review to help them get started. If students will need to write a paragraph in a test situation, they can be shown how to draw language for the controlling idea and topic sentence directly from the assignment given. Timed practice in class will help students prepare to write in response to prompts on standardized writing tests.

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## **PRACTICE I: Prewriting and First Draft**

### **Practice A—Topic 1: Brainstorming**

As a whole group, read the topic assignment. Underline key words. Let the key words guide you to list as many ideas as come to mind for writing a descriptive paragraph on the topic.

**Example: Topic 1:** Holidays are celebrated in many different ways. Choose a holiday from your country that is important to you. Explain when it is celebrated, what people do, what they eat, and what they might make for this holiday.

## Practice A—Topic 2: Brainstorming

Working individually, read the topic assignment. Underline key words. Let the key words guide you to list as many ideas as come to mind for writing about the topic.

**Example: Topic 2:** Writing a paragraph is a complex process. Explain why it is complex.





## Practice C—Topic 1: Graphic Organizers

**Example: Topic 1:** As a whole group, fill in the boxes in the graphic organizer below for Topic 1 (Holiday). Do you think some of your students would benefit from using a graphic organizer to put their thoughts together?

**Table 4. Paragraph Parts—Graphic Organizer**

**A.**

**Topic Sentence**

<b>Supporting Idea 1</b>	<b>Supporting Idea 2</b>	<b>Supporting Idea 3</b>

**Concluding Sentence**

Use the overhead transparency or PowerPoint slide from the brainstorming in the Topic 1 example. Fill in the graphic organizer together.

There are many Web sites with graphic organizers for different tasks. Participants may wish to explore them with their students and have the students decide which graphic organizers they prefer to use. A variety of organizers can be found at [www.rubistar.com/](http://www.rubistar.com/) (Rubistar, 2006) and <http://eduscapes.com/tap/topic73.htm> (Johnson & Lamb, 2003).

## Practice D—Topic 2: First Draft

Take your brainstorming for Topic 2 (writing a paragraph) and use it to write a first draft of a paragraph. Write one sentence for each idea. If you have problems with the topic sentence, leave space and write it last. Focus on ideas first. Don't worry too much about spelling and grammar.

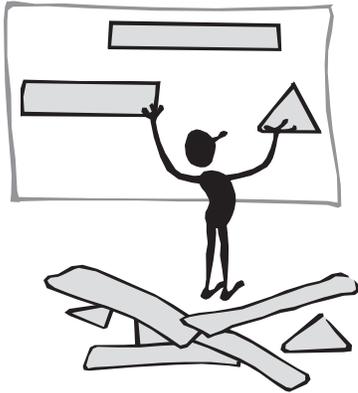
Be sure to double space so that revision and editing will be possible.



## PRESENTATION II: Revising—Making it Clear

Read the following background information.

**Figure 3. Reasons to Revise**



“Writing is a process of discovering, and you don’t always produce your best stuff when you first get started. So revision is a chance for you to look critically at what you have written to see

- if it’s really worth saying,
- if it says what you wanted to say, and
- if a reader will understand what you’re saying.”

(UNC-CH Writing Center, [www.unc.edu/depts/wcweb](http://www.unc.edu/depts/wcweb))

When the first draft is finished, the next step is revision. The key to this process is in the readers respecting the writer’s ideas. The teacher will make positive comments and ask clarifying questions about the ideas in the draft. The goal is to support the writer with positive feedback and ask questions in a positive way. Hopefully, these questions lead the writer to think carefully about the first draft in order to make changes needed for clarity, order, and support. In the comments and questions, the teacher should model language, structure, and handwriting expected in the student’s draft.

This step does not focus on editing mechanics. Positive feedback and questions about what the reader (teacher or student) doesn’t understand help the writer to make his or her writing better. A checklist is possible (see Table 5), but a model paragraph with comments and questions is often better.

Stress to students to keep ALL the drafts they write. Students need to be reminded that they may change their minds several times and end up using text from their first draft in the final draft. If they are drafting on the computer, they may need ideas about saving multiple drafts efficiently. The number of drafts will vary based on the value placed on the writing and publishing. Because a primary goal is to encourage writing, it is important not to continuously exceed students’ tolerance for revision and editing.

Many students are unfamiliar with revision and usually skip right to editing their own work. Because it involves the writer’s ideas and a chance to practice revision, only the writer actually makes revisions to his or her paper during this process.

When peer feedback is modeled effectively for the class, students can also help with comments and questions as long as the writer retains control of the revisions. The teacher needs to model revision with several archived writing samples and then have students practice with them. Peer revision is tricky and must focus on clarity. The individual and sometime private nature of writing demands that a close-knit community be well established in the classroom before engaging in peer revision. Positive comments about the ideas or order of ideas keep the focus where it should be. Student readers can also formulate questions to ask their writing partners. Developing these questions is a skill that requires modeling and practice time from the teacher. It also is important to discourage students from mixing up revision and editing. Editing refers to mechanics and format and can be done by others. Revision for clarity and order can be suggested by others but must ultimately remain in the hands of the writer. The whole class can develop a set of questions to use as a checklist for the writer and other readers to determine if their ideas are clear and in order.

Some sample questions for different levels can be seen in Table 5. The short question for beginners is to ask if the writer needs to add (+), subtract (-) or move (↔) ideas. More advanced groups may ask more difficult questions such as, Do your ideas have cohesion, coherence, and unity?

**Table 5. Revision Checklist for Different Levels**

<p><b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b></p>	<p>Learners may generate more extensive checklists and include more open-ended questions for peer revision activities. For example,</p> <ul style="list-style-type: none"> <li>✓ What do you want to say?</li> <li>✓ Did you say it clearly?</li> <li>✓ Did you choose the best vocabulary?</li> <li>✓ Are the sentences in the best order?</li> <li>✓ Is the paragraph well developed?</li> <li>✓ Did you effectively support your ideas?</li> <li>✓ Do your ideas have cohesion, coherence, and unity?</li> </ul>
<p><b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b></p>	<p>Learners may respond well to symbols instead of or in addition to prose questions. For example,</p> <ul style="list-style-type: none"> <li>✓ Do you need to add (+) ideas to make this clear?</li> <li>✓ Do you need to take out (-) ideas to make this clear?</li> <li>✓ Do you need to move (↔) ideas to make this clear?</li> </ul>



## PRACTICE II: Revising—Making it Clear

Review teacher comments on the student papers in the examples below.  
What similarities and differences did you find in the teacher comments?

\*Writers' names are changed throughout this training guide to protect their privacy.

**Example 1 (Topic 1):** Holidays are celebrated in many different ways. Choose a holiday from your country that is important to you. Explain when it is celebrated, what people do, what they eat, and what they might make for this holiday.

The New Year in my country it's in January, first.  
The people do in this day some people go to visit their family,  
They ate tamales in the noon with their family.  
Some people like to go to the beach with their family or with friends.  
I don't have mor idea meabe nex time I do.

Walter

***Teacher Comments:** This sounds like a great day. I would like to know more about this holiday. Can you say what country you are talking about? What else do the people eat with their families? What do the people do at the beach?*

**Example 2 (Topic 1):**

My favorite holiday is when we celebrate the Mother's Day.  
Because everybody are buying something presents for their mother's  
In this day all the children go to school with ours mother's.  
Because they're prepare foods and small presents for their mom.  
But too the children too sing and recite for all the mothers.  
This holiday is the only one day to recognize so much all the mothers.

Ana

***Teacher Comments:** This must be a great holiday for mothers and children. I would like to know more about how you celebrate this holiday in your country. Can you talk more about the presents people buy? Can you say more about the mothers going to school with the children? What happens at school? What foods do you eat? What activities do you have? What kinds of songs or poems do students recite and sing to their mothers?*

## PRACTICE II: Example—José’s Writing

### Practice A (Topic 1):

In small groups, examine the following writing sample. Is there any confusion? Why? Decide where you find the strong and weak areas in the piece and work together to write level-appropriate positive comments and questions to the writer that will help him revise to create a clearer paragraph. Be sure to begin with positive comments that respond to the writing and the writer.

**Example 1 (Topic 1):** Holidays are celebrated in many different ways. Choose a holiday from your country that is important to you. Explain when it is celebrated, what people do, what they eat, and what they might make for this holiday.

Christmas Holiday is very important in Bolivia.

Um family likes it in specially my daughters and sons because the food is duck diner. The baked duck is traditional in my family.

Independence Holiday in my country is August 6

The military march on the most and big Avenue.

José

**Table 6. Paragraph Analysis for Revision**

Paragraph Strong Points	Positive Comments
Paragraph Weak Points	Questions to Lead to Improvement



## PRESENTATION III: Editing—Checking Mechanics

Read the background information below and answer the focus questions on the next page.

Editing focuses on the mechanics of writing. This includes grammar, spelling, and punctuation. Teachers can use the editing step to inform their instruction. Student errors can be used to generate mini-lessons in punctuation or grammar. The ultimate goal is effective self-editing and internalizing the mechanics taught in class. However, most writers need a second pair of eyes. Peer editing works very well with English language learners, because it allows for negotiation and reinforces classroom instruction. Teachers model the editing process with several samples. Partners can help each other find corrections to be made. Editing checklists can be developed as a whole-class activity.

The checklist should focus on a limited number of points that have been taught and practiced in class before the writing assignment. In moving from revising to editing, students can continue to make text meaning their priority if checklists are formed on that basis. Checklists should focus on mechanics that affect meaning the most.

**Table 8. A Sample Editing Checklist**

Subject/verb agreement	___
Correct verb tense	___
Pronoun agreement	___

**Table 9. Tips for Editing**

<b>Supplementary Teaching Ideas for ADVANCED LEARNERS</b>	<ul style="list-style-type: none"> <li>✓ Many editing symbols and checklists are available for advanced learners (e.g., Azar, 2001).</li> <li>✓ Tips and recommendations encourage advanced students to read aloud, take breaks, and focus on one point at a time (OWL—Purdue University, 2006).</li> </ul>
<b>Supplementary Teaching Ideas for BEGINNING LEARNERS</b>	<ul style="list-style-type: none"> <li>✓ Students need to see many writing samples for each editing point.</li> <li>✓ Checklists for peer or self-editing should be limited to three items.</li> <li>✓ It is a good opportunity to look for specific errors that have been recently addressed by direct instruction in class.</li> </ul>



## PRACTICE III: Editing—Example 1, Topic 1

Look at two writing samples below. The errors of grammar, capitalization, and punctuation are identified. Choose four to five common errors that seem to be relevant for students writing at this level and build an editing checklist.

**Table 10. Editing Topic 1 Example**

Student Text	Errors
I like celebrate my country New Year.	Insert word ^ , possessive s
My contry celebrate new Year Sebteber 12.	<u>spelling (sp)</u> , <u>subject/verb agreement (S/VA)</u>
People do drinck beer soda.	spelling (sp), insert word ^
The go night cleb. The eat different caynd	spelling (sp)
food. The take each ather They happy.	spelling (sp), insert word ^
They make like soft Brad very very	spelling (sp), <u>lower case (lc)</u> , insert comma ^
Big deishes food. They cook dero weat.	lower case (lc), ? (dero weat—Ethiopian dish)
Why the holiday important. Because	insert word ^, <u>change punct (pnc)</u> , spelling (sp)
New Year. Very Very important hlday	delete punctuation (del), lower case (lc)
New Year to much people happy	insert punctuation ^, word choice (wc)
Tigubu	

Imagine the class level and the mechanics you would have previously taught in this student's class. Assume you have read all your student papers and found the most common errors. If you decide to use editing checkmarks, be sure students have a handy list of what they mean. For peer editing, you would choose only a few items to have students look for in each other's papers.

## PRACTICE III: Editing—Example 2, Topic 1

**Table 11. Editing Checklist Example**

Insert word ^ lower case (lc) / upper case (uc) Insert punctuation ^ / Delete punctuation (del) Spelling (sp)
--

Look at the writing sample below. List the errors on the right side. Check with a partner and discuss effective editing checkmarks for your classes.

**Table 12. Editing Practice A (Topic 1)**

Student Text	Errors
<p>We celebrate Chrsmas in december 24                      in the night.</p> <p>All family came, before 2 hours,                      midnight for eating.</p> <p>When came midnight all peoples                      given gifts to children.</p> <p>Before 2 days for Christmas. my                      grandmother: starting cook.</p> <p>Christmas is very important                      Holiday for me because all                      family came my home with gifts.</p> <p style="text-align: right;">Juan</p>	

## PRACTICE III: Editing—Editing Checklist

Look over the errors you've identified in Jose's paper. Check to make sure they would not be corrected during the revision process. Remember, you would normally choose appropriate errors from a class set of papers and not a single paper. We are using a single sample for practice only.

**Practice B:** Working with a partner, choose only four to five types of errors to create your checklist for Juan's writing. Remember the criteria for choosing the errors:

1. Mechanics have been taught previously.
2. The entire class would have been making these errors.
3. The corrections are level appropriate.

**Table 13. Editing Checklist Practice B**

1.
2.
3.
4.

## PRESENTATION IV: Publishing—Making It Public

From early history in the United States, “personal” writing has often become “public” as it is transformed into social and political commentary to promote change. For example, tracts written and distributed during the American Revolution promoted personal opinion as publishable social and political writing. The motivation and frame of mind of both the writer and audience can shift and take on greater importance through the publishing of such personal opinions.

For students today, computers provide many new ways of making written pieces available for others to read. Students can email their writing to others or post it to Web sites and blogs. Getting things out in the public eye has never been easier, and computer literacy is growing. We must remain aware of differences in our students’ familiarity with computers and adjust our expectations and approaches accordingly. In any case, there is no doubt that adult English language learners, like the rest of us, are increasingly welcoming the benefits that computers can offer.

Not to be forgotten, hard copy outlets for writing still provide great writing incentives. Bulletin boards, posters, brochures, self-made books, and newspapers can play pivotal roles in creating school community and make wonderful recruiting tools as well.

Many factors can influence how students will make their works available to others, but the primary consideration should be how the writers want their own work to be shown. These three questions may help students make publishing decisions:

1. Do you have a purpose or message in your writing that needs to be made public?
2. Who would you like to read your writing?
3. Where and how long do you want your work to be displayed?

## PRACTICE IV: Publishing—Making It Public

Looking at the three questions above, can you think of any other questions you might ask students to help them decide how to publish their written material?

List the ways you could have your students publish their work.

1.
2.
3.
4.
5.

## Evaluation

In addition to valuing the writing process, instructors must also focus on written products and on evaluating student performance. To do so, certain questions must be asked:

- ▶ What are the instructional goals for each component of the writing?
- ▶ How will you measure the writing outcome in terms of meeting each goal?
- ▶ How do these answers fit into the structure of your state and local curriculum and instruction requirements?

## Evaluation of Prewriting and Drafting

In evaluating students' prewriting skills, instructors look at ability to focus on the topic, list ideas, and order the ideas, all in a timely fashion. Teachers can use games and competitions to help students practice working faster and more efficiently.

Here is a sample chart of tasks and evaluation criteria for prewriting and first draft writing.

**Table 14. Tasks and Criteria for Evaluation**

Skill or task to be evaluated	How would you evaluate? (Criteria)
Follow topic instructions (e.g., List three reasons for ...).	View the paragraph. It contains three reasons.
Come up with ideas (e.g., through brainstorming).	View the prewriting. Make sure all parts of the topic are addressed in the brainstorming list.
Add and subtract ideas.	View the prewriting. Did the student add and subtract ideas? View the paragraph. Do all of the ideas fit under the umbrella of the topic?
Order ideas.	View the prewriting. Did the student number his/her ideas? View the paragraph. Did the student put the ideas in logical/sequential order?
Look at the ideas and the task. Develop a topic sentence.	View the topic sentence. Does it address the topic and cover the ideas in the paragraph?
Look at the ideas and the task. Develop a concluding sentence.	View the concluding (or transition) sentence. Does it restate the topic sentence using different language? If it's a transition sentence, does it bridge the ideas of the two paragraphs?

## Evaluation of Revising

In small groups, the instructor determines basic criteria for evaluating student progress in revising a text, visible signs that the instructor would look for that show an appropriate level of student competence in each component of the revision process.

**Table 15. Evaluation of Revisions**

Skill or task to be evaluated	How would you evaluate? (Criteria)
The paragraph has a topic sentence (or controlling idea).	
The writing is complete. (The development is appropriate.)	
The writing is in order. (The writing has coherence.)	
The supporting sentences are relevant to the topic. (The writing has unity.)	
The writing is clear.	
Participant generated:	

## Evaluation of Editing

Self-editing is only one step of the editing process. An additional pair of eyes is critical to success, and editors are an important part of the writing and publishing process. When preparing writing rubrics and checklists, be sure to consider your users—the instructor or student writers and editors—and make sure they are appropriate in level and in focus points. The Internet provides a variety of sample rubrics and editing checklists, including

- ▶ TeAchnology.com: The Online Teacher Resource  
[www.teach-nology.com/web\\_tools/rubrics/languagearts/](http://www.teach-nology.com/web_tools/rubrics/languagearts/)
- ▶ National Adult Literacy Database, Canada.  
[www.nald.ca/CLR/Btg/ed/evaluation/writing.htm](http://www.nald.ca/CLR/Btg/ed/evaluation/writing.htm)
- ▶ SABES Writing Theme: Web Sites, Massachusetts  
[www.sabes.org/resources/writingwebsites.htm](http://www.sabes.org/resources/writingwebsites.htm)

Whatever system you choose, you should evaluate its use based on your goals and criteria for progress.

## Assessment and Evaluation of Writing Beyond the Writing Sample

1. What other kinds of writing are students doing for the class or program?  
Is it being evaluated?
2. How do teachers or the program evaluate progress in terms of content and mechanics?
3. What are the criteria for significant improvement over time?
4. What writing do students have to do to complete the class?
5. What content and mechanics does the curriculum require the students to master?
6. What are the local, state, and federal requirements for student writing?
7. What writing do the students need to do in areas of their lives outside the program?

Use these questions to build a table to help you decide how you choose to evaluate student writing performance. (This may be done after the workshop, depending on time constraints.)

**Table 16. Criteria for Evaluation of Writing**

Criteria for Evaluating Writing	Class requirements	Course promotion requirements	Curriculum requirements	State/federal writing requirements	Other writing
Example:	Correct punctuation and capitalization	Paragraph test, graded holistically, including punctuation	Paragraph test, writing on specific topics, including punctuation	Standardized grammar test, standardized essay test	
Your situation:					

# Application and Extension

## What can you do when you go back to your program?

### 1. Designing Lesson Plans

**Application A.** Create and teach a process writing lesson and compare it to a previous writing lesson. Compare the student products in both lessons. The following chart provides suggestions for criteria on which to base your comparison.

**Table 17. Comparing Writing Lesson Plans**

Evaluation Criteria	Process Writing Lesson	Previous Writing Lesson
General accuracy (grammar, word choice, and mechanics)		
General fluency (length and strength of ideas)		
Specific Criteria for Evaluation		
Content (ideas)		
Vocabulary (word choice)		
Organization and development of ideas		
Structure (grammar)		
Mechanics (capitalization, punctuation, spelling)		
Strength of voice (personal or social)		
Other		

**Application B.** Lesson plans often aim to integrate all four language skills, and process writing can provide opportunities for doing this. As an example, develop a lesson plan that integrates reading and practice activities into the prewriting stage of a process writing lesson. Make your initial notes here.

### **Application C: Self-Reflection**

Review process writing lessons as they are developed and taught.

- ▶ What went well? Why?
- ▶ What did not go as planned? Why?
- ▶ If I had to do it over again, what would I change?
- ▶ What have I learned about my students that I can account for in future lesson planning?

### **Application D: Writing Development Using the Internet**

- ▶ Search the Internet for process writing activities. Develop a bibliography of resources for other teachers.
- ▶ Investigate creating Web sites with your students (using Yahoo GEOCITIES <http://geocities.yahoo.com> or some other platform).
- ▶ Investigate reading and creating blogs with your students (using [www.blogger.com/start](http://www.blogger.com/start) or some other platform)

## **Wrap-Up and Evaluation**

### **A. Know/Want to Know/Learn Chart**

- ▶ Go back and look at the KWL chart at the beginning of the workshop module.
- ▶ Complete and discuss the “Learned” portion of the chart.
- ▶ Does this change your “Want to Know” column as well?

### **B. Reflections on the Workshop**

**1. How have your ideas about writing changed?**

**2. What has been reinforced?**

**3. What was the most important thing you learned, and how do you plan to use it in your teaching?**

# Teaching Writing to Adult English Language Learners

## Workshop Evaluation

### Expectations About Contents of the Workshop

What did you hope to gain from this course or workshop? (please ✓ all that apply)

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other \_\_\_\_\_

Did the workshop fulfill your expectations and needs? (please circle one)

Not at all      Barely      Sufficiently      A great deal      Completely

Please explain why you circled the above.

### Quality of the Workshop

Area	Quality (please ✓ one)				Comments/Suggestions for Improvement
Trainer style	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Presentation and progress (balance between trainer and participant involvement, kinds of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Materials (handouts, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Organization of workshops (arrangement of content, flow of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

### Follow-Up Activity

As a result of these workshops, what do you hope to try in your classroom or program?

### Other Comments

## Resources on Teaching Writing

### Instructional Materials for Beginning through Advanced Levels

- Blanchard, K., & Root, C. (2005). *Get ready to write* (2nd ed.). Reading, MA: Addison-Wesley.
- Blanchard, K., & Root, C. (1994). *Ready to write* (2nd ed.). Reading, MA: Addison-Wesley.
- Blanton, L. L. (2001). *Composition practice*. Boston: Heinle & Heinle.
- Blot, D., and Davidson, D. M. (1995). *Starting lines, beginning writing*. Boston: Heinle & Heinle.
- Broukal, M. (1994). *Weaving it together*. Boston: Heinle & Heinle.
- Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (1999). *Great essays*. Boston: Houghton Mifflin.
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- Hogue, A. (1996). *First steps in academic writing*. White Plains, NY: Addison-Wesley Longman.
- Kehe, D., & Kehe, P. D. (2003). *Writing strategies book one: Intermediate*. Brattleboro, VT: Pro Lingua Associates.
- Kehe, D., & Kehe, P. D. (2003). *Writing strategies book two: Advanced*. Brattleboro, VT: Pro Lingua Associates.
- Marcus, A. (1996). *Writing inspirations: Fundex*. Brattleboro, VT: Pro Lingua Associates.
- Nishio, Y. W. (2006). *Longman ESL literacy* (3rd ed.). White Plains, NY: Pearson Education.
- Saslow, J. (2002). *Literacy plus A & B*. White Plains, NY: Pearson Education.
- Segal, M. K., & Pavlik, C. (1990). *Interactions II: A writing process book*. New York: McGraw-Hill.

## Professional References

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- Blake, E. B. (2001). Fruit of the devil: Writing and English language learners. *Language Arts*, 78(5), 435–441.
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- Gomez, R., Jr., Parker, R., Lara-Alecio, R., & Gomez, L. (1996). Process versus product writing with limited English proficient students. *The Bilingual Research Journal*, 20(2), 209–233.
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- Kent, T. (Ed.). (1999). *Post-process theory: Beyond the writing-process paradigm*. Carbondale: Southern Illinois University Press.
- Kroll, B. (Ed.). *Exploring the dynamics of second language writing*. Cambridge, UK: Cambridge University Press.
- Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing*, 12(1), 65–83.
- Moss, D., & Blacka, J. (1991). *Process writing module*. Arlington, VA: Arlington Education and Employment Program (REEP).
- Myers, S. (1997). Teaching writing as a process and teaching sentence-level syntax: Reformulation as ESL composition feedback. *TESL-EJ: Teaching English as a Second or Foreign Language*, 2(4).
- Raimes, A. (1983). *Techniques in teaching writing*. New York: Oxford University Press.
- Reid, J. M. (2000). *The process of composition* (3rd ed.). White Plains, NY: Prentice Hall Regents.
- Reid, J. M. (2000). *The process of paragraph writing* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
- Thurston, P. (1997). *In their own words: Using student writing as a resource*. Arlington, VA: Arlington Education and Employment Program (REEP).

## Links and Web Sites

### Instructional and Professional Resources

AlphPlus Index—Focus on Teaching Activities

[www.alphaplus.ca/opnhs/english/SiteList.asp?IndNm=364](http://www.alphaplus.ca/opnhs/english/SiteList.asp?IndNm=364)

Guide to writing a basic essay—native speakers and advanced ESL

<http://members.tripod.com/~lklivingston/essay/links.html>

Herod, L. (2001). Introduction to teaching literacy to adults (p. 46–52) Manitoba Education, Training and Youth.

[www.edu.gov.mb.ca/aet/all/publications/RevisedDoc.Jan16-02.pdf](http://www.edu.gov.mb.ca/aet/all/publications/RevisedDoc.Jan16-02.pdf)

Journal of Second Language Writing. Bibliography by topic/issue.

<http://logos.unh.edu/jslw/toc.html>

Journal of Second Language Writing. Bibliography by Author

<http://logos.unh.edu/jslw/author.html>

Michael Buckoffs' Student Writings (Beginning to Advanced)

<http://buckhoff.topcities.com/high%20beginner%20esl%20essays.htm>

Moiles, S. The writing process—A graphic organizer with links

[www.siue.edu/~smoiles/writprc2.html](http://www.siue.edu/~smoiles/writprc2.html)

National Adult Literacy Database, Scovil House, Fredericton, Canada.

[www.nald.ca/CLR/Btg/ed/evaluation/writing.htm](http://www.nald.ca/CLR/Btg/ed/evaluation/writing.htm)

Resources for teaching writing to ESL students—all levels

<http://iteslj.org/links/ESL/Writing/>

Systems for Adult Basic Education Support (SABES), Massachusetts State Department of Education, Bibliography for Writing.

[www.sabes.org/resources/bibwrite.htm](http://www.sabes.org/resources/bibwrite.htm)

TeAchnology.com: The Online Teacher Resource. New York.

[www.teach-nology.com/web\\_tools/rubrics/languagearts/](http://www.teach-nology.com/web_tools/rubrics/languagearts/)

University of Minnesota Online Grammar Handbook—Process Writing (Chapter 2)

[www.tc.umn.edu/~jewel001/grammar/](http://www.tc.umn.edu/~jewel001/grammar/)

Wood, J. (2000). A marriage waiting to happen: Computers and process writing. Education Development Center, Inc. (EDC)

[www.edtechleaders.org/Resources/Readings/UpperElemLiteracy/Wood\\_ComputersWriting.htm](http://www.edtechleaders.org/Resources/Readings/UpperElemLiteracy/Wood_ComputersWriting.htm)

Zieba-Warcholak, A. How to teach writing using the internet. *The Onestop Magazine*.

[www.onestopenglish.com/News/Magazine/Archive/teachingwriting\\_internet.htm](http://www.onestopenglish.com/News/Magazine/Archive/teachingwriting_internet.htm)