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Why is important



- Writing is a fundamental part of engaging in a ESL, because help students to communicate their thoughts and ideas to others also encourage the students to engage with the text to deepen their understanding of the content.
- The process of writing requires an entirely set of competences
- And written products are often the result of thinking, drafting, and revising procedures that require specialized skills.



Process

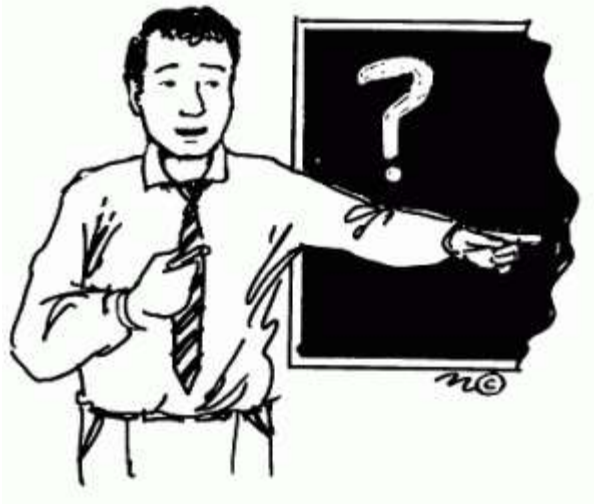


- With the passage of time, the compositional nature of the writing has changed, before the teachers were concerned about the final product that was: an essay, among others, and how that product should be.
 - But now teachers began to develop what is now termed the process approach to writing instruction. Process approaches do most of the following:
 - * Help student writers to understand their own composing process
 - * Give students time to write and rewrite
 - * Place central importance on the process of revision
 - * Let students discover what they want to say as they write.
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- Also the process approach is an attempt to take advantage of the nature of the written code.

Product



- The product is after all, the ultimate goal; it is the reason that we go through the process of prewriting , drafting, revising and editing.
- without that final product firmly in view, we could quite simply drown out



Contrastive rhetoric

It is the study of how a person's first language and culture influence his/her writing in a second language.

Figure 19.1 Patterns of written discourse (Kaplan 1996:14)

English

Semitic

Oriental

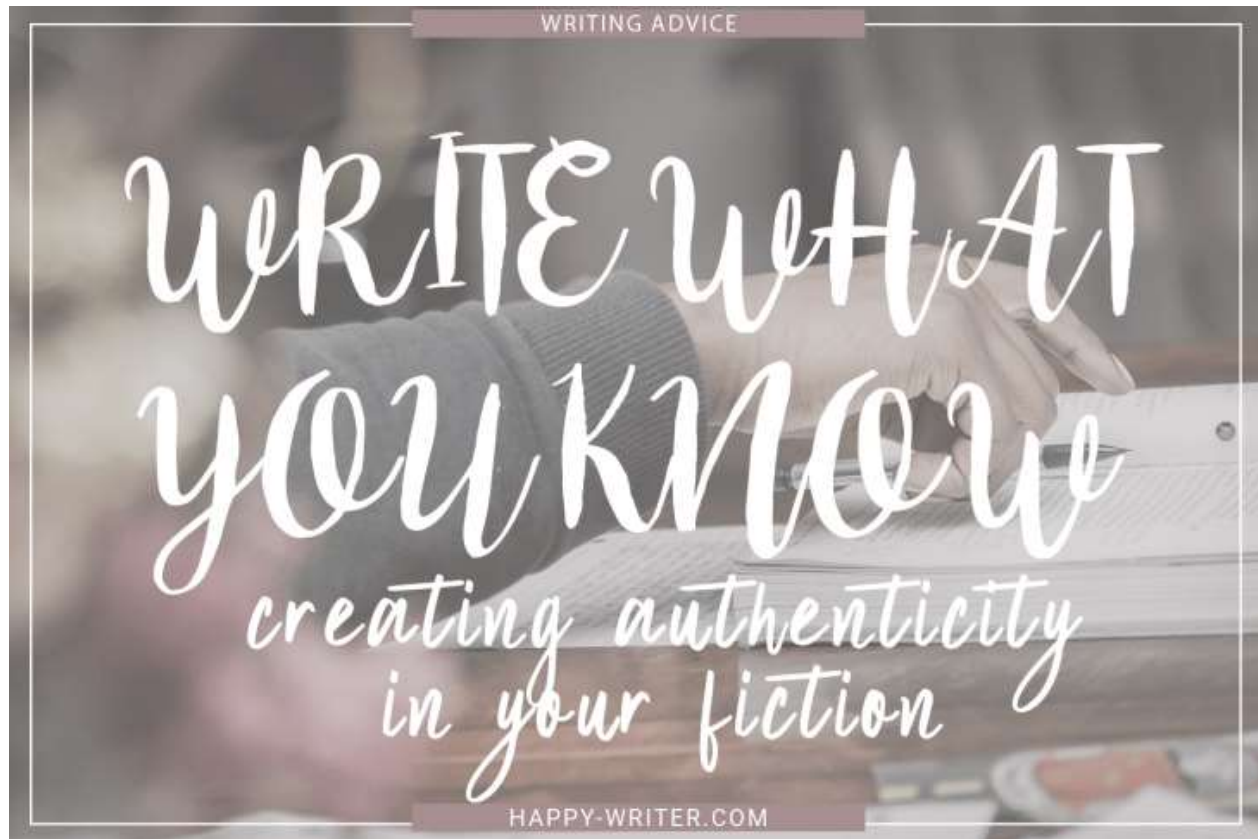
Romance

Russian



Authenticity

It is about how students develop classroom writing activities based on “real writing”.



The role of the teacher

Teacher offers guidance in helping students to engage in the thinking process of composing but in a spirit of respect for students opinion, must not impose his or her own thoughts on student writing.



Characteristics of written language

Permanence: anything we can do to gain confidence

Production time: given appropriate stretches of time

Distance: anticipate audience in order to create empathy

Complexity: Remove errors and order written language

Orthography: from simple greetings to extremely complex ideas

Vocabulary: places heavier demand on vocabulary use than speaking language

Formality: academic writing is the most difficult and complex convention

Microskills for writing

1. Produce graphemes and orthographic patterns of English
2. Produce writing at an efficient rate of speed to suit the purpose
3. Produce an acceptable core of words and use appropriate word order patterns
4. Use acceptable grammatical systems (e.g, tense, agreement, pluralization), patterns, and rules.
5. Express a particular meaning in different grammatical forms
6. Use cohesive devices in written discourse
7. Use the rhetorical forms and conventions of written discourse
8. Appropriately accomplish the communicative functions of written text according to form and purpose

Microskills for writing

9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification

10. distinguish between literal and implied meanings when writing

11.: correctly convey culturally specific references in the context of the written text

12. Develop and use a battery of writing strategies such as accurately assessing the audience's interpretation, using presenting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing

TYPES OF CLASSROOM WRITING PERFORMANCE

1. Imitative, or writing down: as in dictations students simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code
2. Intensive or controlled: present paragraphs in which students have to alter a given structure throughout

3. Self writing: note taking during a lecture for the purpose of later recall

4. Display writing: short answer exercises, essay examinations, research reports.

5. Real writing: looks for genuine communication
Could be **academic**, group problem solving tasks,
vocational/technical: real letters, genui

Bibliography

- Images retrieved from:
- <https://writingcooperative.com/why-writing-about-your-anxiety-is-one-of-the-best-things-you-can-do-3e0ee2b2ba04?gi=1f85347fdc9e>