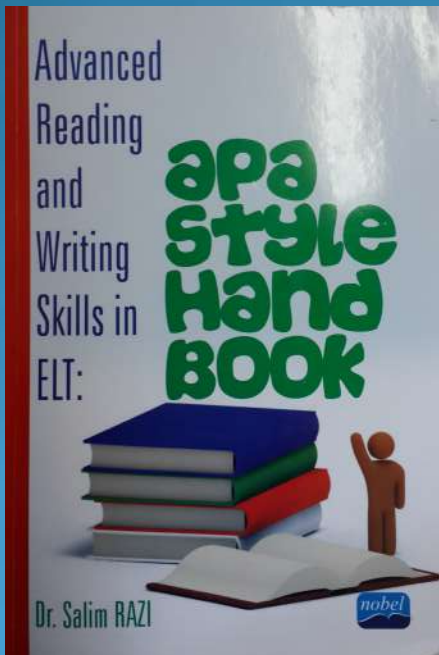




Basic Steps in Process Writing



Writing Skills Course
COMU ELT Department

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Outline

- Teaching writing
- Essays vs articles
- Parts of an essay
- Writing assignments
- Process approach
- Anonymous multi-mediated writing model
- Steps in process writing
- Concluding remarks



Pre-Questions

- Have you ever written an essay?
- How did you choose the topic?
- How did you organize your your paper?
- How much time did you spend to write the paper?
- Did you receive any feedback on your paper?



Essays vs. articles

- Essays and articles are similar.
- Essay:
 - A short piece of writing which deals with a single topic.
- Article:
 - Published essays.



Parts of an Essay

- An typical academic essay constitutes of four parts:
 - Introduction
 - Discussion
 - Conclusion
 - References.



Fall Semester Assignments

- **Assignment 1:**
 - Examine the procedure of teaching EFL to young learners by giving specific emphasis to the role of using children's L1 in the classroom.
 - 650 words, three reference sources are provided.
- **Assignment 2:**
 - Explain how you can encourage your learners to read in English in the classroom and/or after school by giving specific emphasis to the role of the texts that your students are expected to read.
 - 650 words, three reference sources are provided.
- **Assignment 3:**
 - Explain the development of listening skills in EFL young learner classes.
 - 650 words, 4 reference sources are provided.



Process approach

- Primary concern is the generation of ideas.
- Multiple drafts and a number of revision (Hyland & Hyland, 2006).
- Benefit from scaffolding.
- Requires exchanging earlier drafts of the writing assignment with peers both to provide and receive feedback.

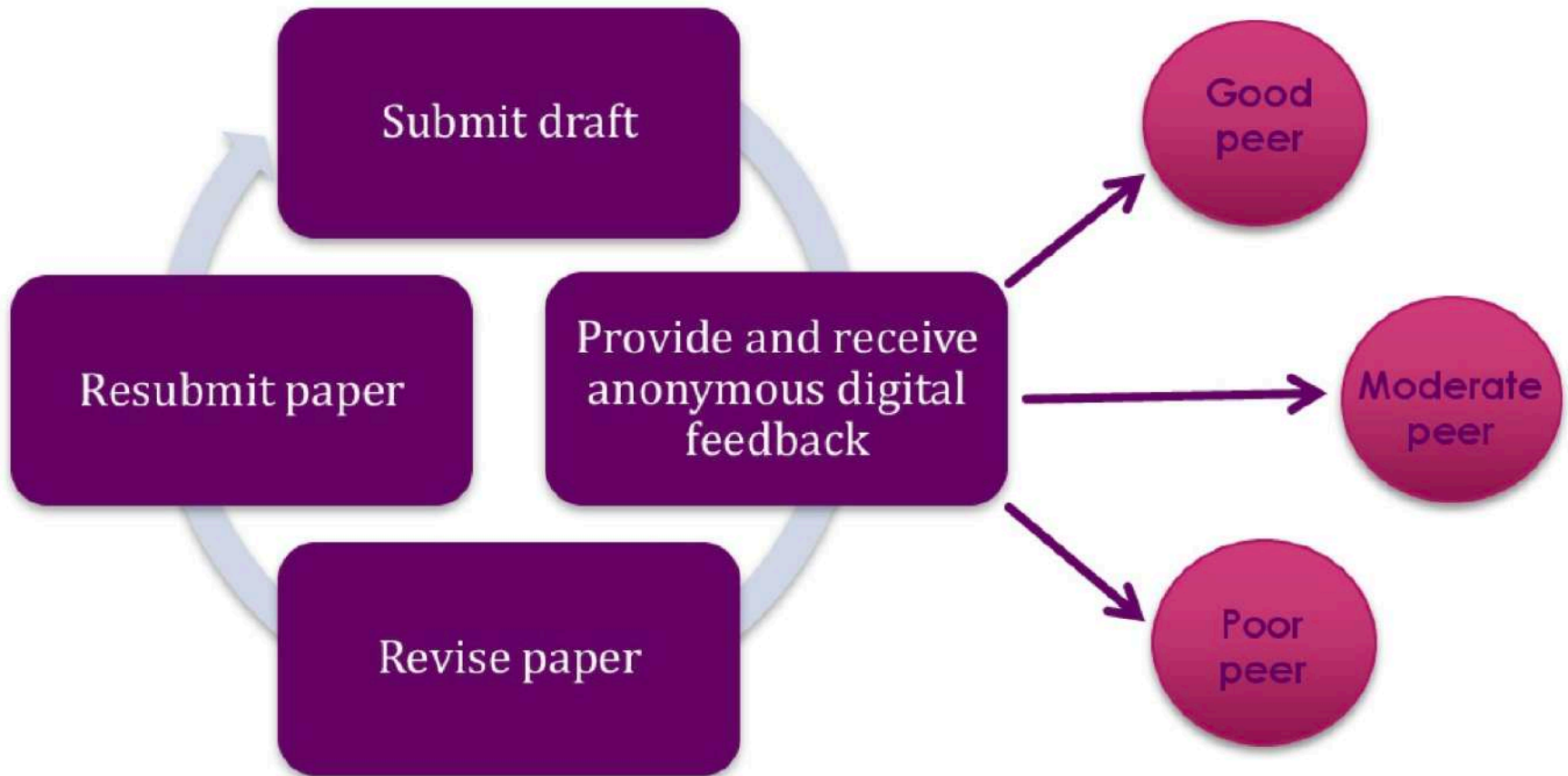


Basic steps in process writing

- Choosing the topic
- Narrowing the topic down
- Brainstorming / Freewriting
- Obtaining relevant information
- Visiting library
- Searching online sources
- Preparing an outline
- Merging relevant sources with the outline
- Writing the first draft
- Writing the second draft
- Revising for mechanical mistakes
- Proofreading



Anonymous multi-mediated writing model (Razi, 2017, p. 32)



Working on an assigned topic

- Make sure that you understand what you are expected to do.
- Think about your purpose in writing the paper.
- Think about your readers.
- Identify the correct level for the formality of your paper.
- Make sure you narrow down the topic successfully.



Narrowing down the topic

- If you are working on an assigned topic, probably you do not need to worry much about it.
- Assume that you write an essay on ‘strategies’.
- What type of strategies?
 - ‘learning strategies’ or ‘communication strategies’?
 - What do you learn by the help of these strategies?
 - Learn a foreign language.
 - Language learning strategies.
 - Any specific skills?
 - Reading strategies.
 - Any more categorization?
 - E.g. ‘cognitive reading strategies’ vs. ‘metacognitive reading strategies’.



Brainstorming on the topic

- Think about what you already know about the topic.
- *Brainstorming*: allow yourself some limited period.
- Write anything down that comes to your mind in five minutes.
- Be fast, do not stop to evaluate what you write.
- When you finish brainstorming, examine your list.
- Discriminate the relevant ones from the irrelevant ones.
- Omit the irrelevant ones.
- The relevant items will show you what you already know about the topic.
- You may involve them in your paper.



Obtaining relevant information

- This semester you are not allowed to refer to sources only provided by the lecturer.
- Visiting the library vs. searching on the Internet.



Keeping records

- Make some notes when you read.
- Record full details of the source when you quote or paraphrase an idea.
- You will need this information for referencing.



Preparing your outline

- Consider your purpose of reading.
- Consider your readership.
- Consider what you already know.
- Refer to your brainstorming (relevant item) list.
- Refer to your notes from the other sources.
- Organize your paper by examining your notes.
- Remember the sections.
- Introduction, discussion, conclusion, and references.



Writing your first draft

- Combine your notes.
- Present your ideas by avoiding plagiarism.
- Do not pay much attention to
 - vocabulary selection and
 - correct grammar
- at this stage.



Writing your second draft

- Read your paper carefully.
- You can also ask a class mate to exchange feedback on your paper.
- It might be a good idea to read your own paper a few days after writing the first draft.
- Pay specific attention to flow of ideas.
- Is your paper reader-friendly?
- If necessary, you may continue with subsequent drafts.



Revising your paper

- Once you are satisfied with the presentation of ideas, you should pay attention to mechanical issues.
- Check your vocabulary selection.
- Check your paper against mistakes related to
 - spelling,
 - punctuation,
 - citation, and
 - grammar.



Proofreading

- Read your paper once more by considering anything.
- Flow of ideas.
- Mechanical mistakes.



Sample: Earlier version

- **A fresh look at the evaluation of ordering tasks in reading comprehension**

This paper aims to briefly discuss techniques such as ‘the cloze test’, ‘gap-filling’ and others employed in assessing reading. The main goal of the paper resides in the marking of ‘ordering tasks’ where students are asked to re-arrange the order of sentences given in incorrect order. Since the evaluation process of such tasks is thought to require complex abilities, Reading Teachers rarely use them in their tests. According to Alderson, Reading Teachers frequently tend to mark these tasks either wholly right or totally wrong since the partial marking process is quite complex. In this respect, the readers of this paper will be introduced to a new approach developed by the author (himself) for the evaluation of ordering tasks in order to achieve a fairer evaluation. This new approach makes it possible for Reading Teachers to reward their students for right answers in ordering tasks and not to punish them just for a single mistake.



Sample: Later version

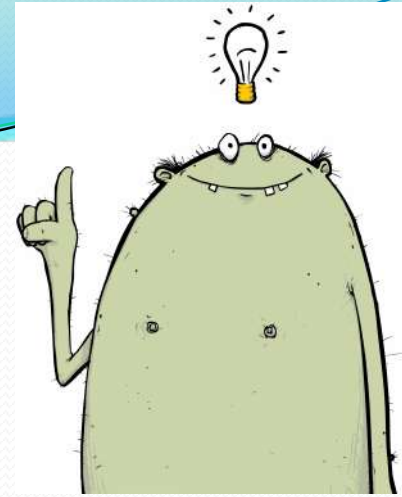
- **A Fresh Look at the Evaluation of Ordering Tasks in Reading Comprehension: *Weighted Marking Protocol***

After briefly discussing techniques such as ‘the cloze test’ and ‘gap-filling’ employed in assessing reading, the main focus of the paper resides in the scoring process of ‘ordering tasks’, where students are asked to re-arrange the order of sentences given in incorrect order. Since the evaluation of such tasks is quite complex, Reading Teachers rarely use them in their tests. According to Alderson, Reading Teachers frequently tend to mark these tasks either wholly right or totally wrong since the partial marking process is very time-consuming. In this respect, the readers of this paper will be introduced to a new approach, namely *Weighted Marking Protocol*, developed by the author for ordering tasks in order to achieve a fairer evaluation. This new approach makes it possible for Reading Teachers to reward their students for all right answers and not penalize them just for a single mistake.



Conclusion

- Follow all these steps involved in process writing while writing your assignments this semester.



THE
END