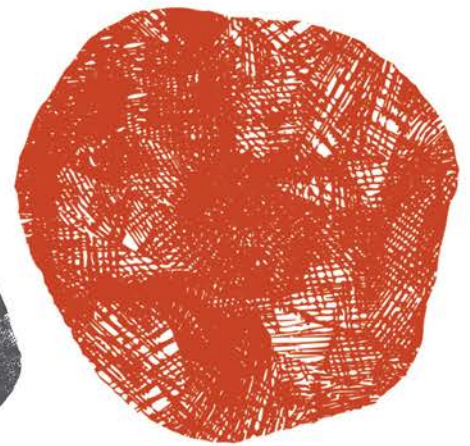
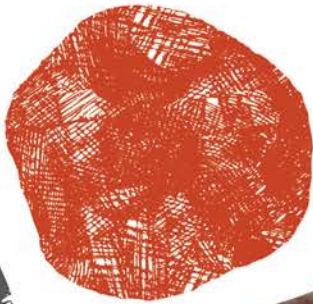


Unit 7:
The writing process



Teacher Education
through School-based
Support in India

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Introduction

Writing is an important skill for students to develop. But it involves more than copying or writing down dictated text (see [TDU 6, *Helping students to write independently*](#)). The purpose of writing is the expression of ideas to convey a message to a reader. It is a process that involves:

- generating and organising ideas
- planning and writing drafts
- reviewing and editing the evolving text.



Description

This is a photograph of a boy sat at a desk, writing on a piece of paper.

End of description

Most of the writing that takes place in the elementary English classroom is at a sentence level. Students copy or complete given sentences, which helps to reinforce the vocabulary and grammar that they have learned, and can help with spelling. However, secondary school students need to be able to do more than copy or complete sentences. They need to be able to write independently (see [TDU 6, *Helping students to write independently*](#)) in order to express their thoughts and extend the length of their texts. Being able to write independently helps students to:

- perform better in class and in examinations
- write for academic purposes such as reports for higher education
- develop their skills in using English for business, which will enhance their employability
- develop their creative skills.

Pause for thought

Now think about your English classroom:

- What type of writing activities do you give to your students?
- Are they able to do these activities independently?
- If so, what helps them to write independently?
- If not, what prevents them from writing independently?

Some students find it difficult to write independently. They may:

- struggle to think of ideas to write about
- struggle to find the vocabulary and the structures that they need to write in another language
- worry about making mistakes and getting low grades.

You may be able to think of other reasons to add to this list.

In this unit, you will learn about a process that helps students to write more creatively and confidently in English. It is a thinking process that involves:

- generating ideas
- organising initial ideas
- writing drafts
- reviewing and editing the work to create a final draft.

These activities can take place in the classroom with students working individually, in pairs or in small groups.

Learning outcomes

After studying this unit, you should be able to:

- use techniques that help your students to generate ideas for the content of their writing
- use activities that help them plan their writing
- facilitate the writing of more organised and accurate texts
- use activities that encourage students to review their own work
- use pair and groupwork at different stages of the writing process.

Understanding this process will help you to prepare for writing activities in the classroom, and will help your students to become more effective English writers.

1 Generating and organising ideas

Some students find it difficult to think of ideas when they have to write, whether in English or in other languages. Imagine that your students have to write a composition with the title 'Pollution'.

Read what this student is thinking:



Description

A photograph of a girl in a classroom. There are two thought bubbles above her head. The first thought bubble reads 'I don't know anything about pollution! What can I write?'. The second thought bubble reads 'What words do I know? Dirty ... water ... oh dear. I don't know enough words!'.

End of description

In order to be able to write a composition, the writer needs to have some knowledge about the topic and be familiar with its key vocabulary. Having some ideas and knowing the associated language is the first stage of the writing process.

In this part of the unit, you will learn how you can help students before they begin writing. First you will read a case study about a teacher who is anxious because her students are struggling to write independently. Then you will read an activity that you can try in your classroom.

Case Study 1: Kavita helps her students generate ideas for a writing activity

I've been teaching English for two years now. I know that it is important for students to write independently, but I feel that my students are having problems. Whenever I give them a topic for writing I provide one or two ideas, but they are still unable to elaborate upon them or write about the topic. For example, last week my students wrote a composition called 'Pollution'. I told them they could write about factories or cars, but most of them only managed to write a few lines.

I met up with my friend Meena, a Hindi teacher, who is very happy with her students' development in writing. I expressed my concerns to her.



My students can't write very much about the topics in the text book. They can only write a few lines. What can I do?

Some of the topics in the text book are difficult. It's always a good idea to hold a brainstorming session before the students start writing.



A brainstorming session? What's that?

It means getting your students to think about the topic before they write. You ask them to share their ideas, phrases, words and you write them on the board in English. You can guide their ideas by asking lots of questions with 'what', 'where', 'how', 'when' and so on. You can also encourage the students to speak even if it is in their home language.



That's a good idea. I have also noticed that students feel more involved when their ideas are written on the blackboard.

Yes, that's true. It's also a good idea to organise the ideas and words as you write them on the board. Similar words and ideas can go together for example. That helps students to organise their composition.



Description

This image is an illustration of a conversation held between Kavita, and another teacher, Meena.

Kavita: 'My students can't write very much about the topics in the textbook. They can only write a few lines. What can I do?'

Meena: 'Some of the topics in the textbook are difficult. It's always a good idea to hold a brainstorming session before the students start writing.'

Kavita: 'A brainstorming session? What's that?'

Meena: 'It means getting your students to think about the topic before they write. You ask them to share their ideas, phrases and words, and you write them on the board in English. You can guide their ideas by asking lots of question with "What?", "Where?", "How?", "When" and so on. You should encourage the students to speak even if it is in their home language.'

Kavita: 'That's a good idea. I have also noticed that students feel more involved when their ideas are written on the board.'

Meena: 'Yes, that's true. It's also a good idea to organise the ideas and words as you write them on the board. Similar words and ideas can go together, for example. That helps students to organise their writing.'

End of description

After my conversation with Meena, I decided to read more about brainstorming. I realised that it is a good technique to use with the whole class – or with students in groups – and that it can generate a lot of different ideas before a writing activity.

I decided to try a brainstorming session the next time that there was a writing activity in the textbook (NCERT, 2006). The writing activity had the following instructions:

Working in pairs, go through the table below that gives you information about the top women tennis players since 1975. Write a short article for your school magazine comparing and contrasting the players in terms of their duration at the top. Mention some qualities that you think may be responsible for their brief or long stay at the top spot. [See [Resource 1](#) for the complete text.]

Once my students had read the instructions for the writing activity, I asked them questions to generate some ideas and provided appropriate language to help with their writing.



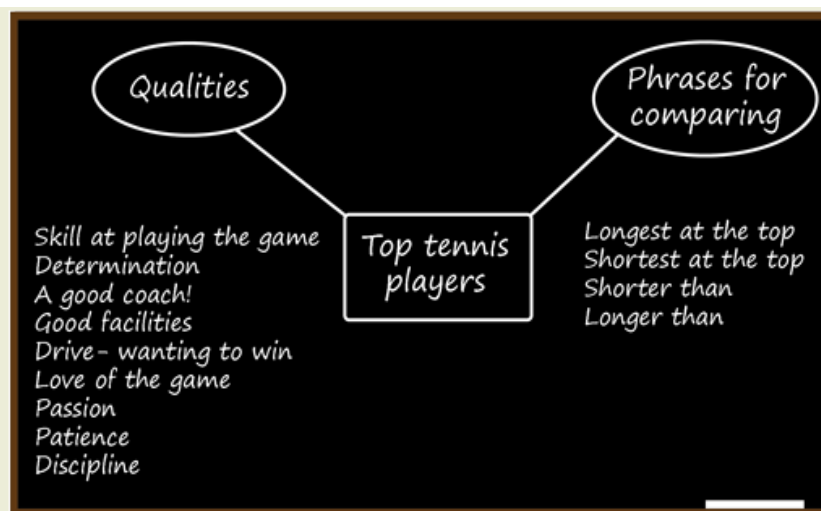
Description

This is an illustration of Kavita with four speech bubbles around her. The speech bubbles say 'Do you know how to say that in English? Let's write it on the board.', 'Do you know anything about these tennis players?', 'What qualities do you think top sports men and women should have?', and 'What phrases can you use to compare the tennis players?'.

End of description

I let my students speak in their home languages if they needed to and gave them the freedom to correct one another or give explanations. I wrote their ideas in English on the board, organising them into different sub-topics. I read out everything I wrote in English on the board so that they could hear as well as see the words and phrases. At the same time, I checked that they all understood the meaning of what I wrote.

After the brainstorming session, this is what my board looked like:



Description

This is an illustration of a board with 'Top tennis players' written in the centre, with arrows pointing towards circles labelled 'Qualities' and 'Phrases for comparing'. Underneath the circle labelled 'Qualities', there is a list of words

and phrases: 'Skill at playing the game'; 'Determination'; 'A good coach!'; 'Drive – wanting to win'; 'Love of the game'; 'Passion'; 'Patience'; and 'Discipline'. Underneath the circle labelled 'Phrases for comparing', there is a list of words and phrases: 'Longest at the top'; 'Shortest at the top'; 'Shorter than'; and 'Longer than'.

End of description

I organised my students into pairs and asked them to do the writing activity. Some teachers worry about students doing writing activities in pairs. They feel that the weaker students may simply copy from the stronger ones. This can sometimes be the case, but when left to write alone, weaker students may struggle to write anything at all. When students work in pairs in a supportive atmosphere, they are able to generate even more ideas, and are able to discuss how to use the language that has been written on the board. In this way, everyone benefits.

When the class had finished, I took in some of my students' written work to look over. I was happy to see that they all wrote more than usual, and that they included the new language well.

I will try this again the next time there is a writing activity in the textbook. Next time, however, I will ask my students to brainstorm their ideas in small groups rather than me leading the discussion from the front. This will encourage more students to contribute to the activity.

Activity 1: Try in the classroom: a brainstorming session

In Case Study 1, the teacher did a brainstorming session to generate as many ideas as possible before the students began writing. Follow these steps and try an alternative version of this activity in your classroom:

- Choose a writing activity from your textbook, or a topic that your students may be asked to write about in their exams, such as 'My favourite festival' or 'My favourite leader'.
- Imagine that you have to do the activity yourself. What ideas would you have for the content? What words and phrases might you use? Brainstorm your ideas and organise them in preparation for the lesson.
- In class, write the topic title in the centre of the board or tell your students to read the instructions for the writing activity in their textbooks.
- Ask some questions to generate ideas about the topic. Encourage different students to contribute ideas. Here are some example questions:

Which leaders do you know?
What do you already know about the leader? When was he born?
What qualities did this person have? Why did he or she become a leader?
What were the person's achievements?
Why do people remember this person today?

Description

This is an illustration of a speech bubble with the following questions written inside it: 'Which leaders do you know?'; 'What do you already know about the leader? When was he born?'; 'What qualities did this person have? Why did he or she become a leader?'; 'What were the person's achievements?'; and 'Why do people remember this person today?'

End of description

- Stick a large piece of chart paper on the classroom walls. Tell your students that they have a week to add notes to the chart paper about the topic. Over the week, they can add ideas and further useful language.
- After a week, read out the notes on the chart paper and discuss them with the students. Ask them to choose the best ideas and language, and note them on the board for everyone to see. At this stage, discuss how the students might organise their ideas. What should come first? What might come next?
- Tell your students to write a first draft on the topic individually or in pairs. Set them a time limit.
- Choosing from a variety of students, take in a sample of the writing to check. You can use your criteria for assessment purposes as the basis of your grades and feedback.

Tips

- Encourage as many students as possible to participate in the brainstorming sessions. Don't let one or two class members dominate.
- Ideally, put students into groups and give them some time to brainstorm together before asking for suggestions from the class as a whole. This way, all students have the opportunity to participate.
- Alternatively, get students to write their ideas on chart paper over a period of time.
- Be positive and accept their ideas. At this stage, you want to encourage everyone to participate – they can decide which ideas they want to use later.
- If students share their ideas in English, don't correct them if they make mistakes. The aim of this activity is for students to share their ideas, and they will be discouraged if they are corrected.
- Allow students to contribute ideas in their home language, but write their contributions on the board in English. This way, you are teaching the class new words and phrases. Do make sure that what you write in English is what the student meant to say!
- Ask students to note the key words and phrases for future reference. They can return to these later in revision classes, or when preparing for exams.
- Announcing a topic a week or two in advance of a lesson gives your students time to start thinking about it and allows them to explore the topic.

This activity is useful because:

- it helps students to think of content before they begin writing
- it helps students to think of the associated language (key words and phrases) before they begin writing
- it helps the students who need more support
- it can be used at any level, and with many different writing activities.

Pause for thought

After trying this activity with your students, consider the following questions:

- Were your students able to contribute ideas?
- Did different students contribute to the brainstorming session?
- Was your students' work better as a result of the brainstorming session?
- What worked well? What would you do differently next time?

2 Planning and writing a first draft together

After generating ideas by using a brainstorming session, your students are ready to begin writing. They now have ideas for the content, and some key words and phrases to use. They have completed the first stage of the writing process. The next stage of the writing process is planning and writing the first draft.

Pause for thought

Here are some questions about planning a first draft. If you can, discuss the questions with a colleague and take notes:

- Why should writers plan a text?
- How long does it take to plan a longer text such as an article or a composition?
- How can a teacher help students plan a text?

Planning helps writers produce better texts. The text is more likely to be logical and interesting for the reader. It is true that planning takes time, and the amount of time will vary depending on the activity or topic. It can be a good idea to tell your students the benefits of planning. If lack of time is an issue, students could write fewer texts but spend more time on each one. This way, they will develop their writing skills and become better at understanding how to write for examinations – and potentially in the future.

Planning a text can be done individually or collaboratively, with input and discussion from the teacher and classmates. Do not underestimate what students can do individually or together. If the whole class is involved in the


writing process, there is still scope for individual development, as each student will approach a topic based on their own context.

In this part of the unit, you will read another case study from Kavita, who explores planning, the next stage of the writing process, and gets her students to write the first draft of a text. This is followed by an activity that you can try in your classroom to get your students to plan a text.

Case Study 2: Kavita helps her students to organise their ideas and plan the first draft



My students are now used to doing brainstorming sessions in lessons. We've done them together as a whole class, and they've also done them in small groups.

They can write much more now, and they can use more new words and phrases more accurately, but sometimes they are not developed very well. I want to encourage my students to develop logical sequences in what they are writing. Using more logical and coherent paragraphs would make their works useful and enjoyable for potential readers as well. I think I'll speak to Meena again.




After the brainstorming session, the next step is to help students develop these words and ideas into sentences and then to organize their ideas in a logical way.


Hmm...an appropriate beginning, middle and end.




Exactly. Students face this problem while writing whether it is their first language or second language. All these techniques give support to the students and they are eventually able to do the task. It is a good idea to make them work in pairs.



I can start with pair work and thereafter they can do the task individually. I will ask them to share their ideas and to plan their first drafts in pairs. I will encourage them to hold their discussion in English. Perhaps I could begin with a letter of invitation?



Good idea! The students can also exchange the letters and then write replies accepting or declining the invitation. This would give them a sense of their potential readers as well.



Description

This image is an illustration of a conversation held between Kavita, and another teacher, Meena.

Meena: 'After the brainstorming session, the next step is to help students develop these words and ideas into sentences and then to organise their ideas in a logical way.'

Kavita: 'Hmm ... an appropriate beginning, middle and end.'

Meena: 'Exactly. Students generally face this problem when writing, whether in their home language or a second language, like English. All these techniques give support to the students and they are eventually able to do the tasks. It is a good idea to make them work in pairs.'

Kavita: 'I could start with pair work and then they could do the task individually. I will ask them to share their ideas and to plan their first drafts in pairs. I will encourage them to hold their discussion in English. In my next lesson, I could suggest they write a letter of invitation...'

Meena: 'Good idea! The students could also exchange the letters and then write replies accepting or declining the invitation. This would give them a sense of their potential readers as well.'

End of description

After speaking to Meena, I decided to try out her suggestion in my class. I told my students that they were going to write a letter of invitation. Before writing we did a brainstorming session, of course! I asked my students some questions:

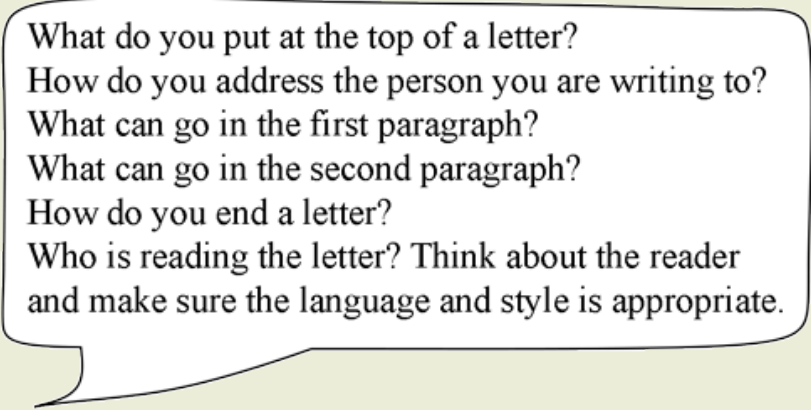


Description

This is an illustration of Kavita with two speech bubbles around her. The first says 'Which key phrases or words might you use when you write a letter of invitation?'. The second speech bubble says 'For which occasions might you write a letter of invitation?'.

End of description

This time, before they started writing, I discussed the logical sequence of a letter of invitation. I asked them:



What do you put at the top of a letter?
How do you address the person you are writing to?
What can go in the first paragraph?
What can go in the second paragraph?
How do you end a letter?
Who is reading the letter? Think about the reader and make sure the language and style is appropriate.

Description

This is an image of a speech bubble. The speech says 'What do you put at the top of a letter? How do you address the person you are writing to? What can go in the first paragraph? What can go in the second paragraph? How do you end a letter? Who is reading the letter? Think about the reader and make sure the language and style is appropriate.'


End of description

I told students to decide what type of letter of invitation they wanted to write (for example, inviting a friend to a brother's wedding) and to make some notes about what they wanted to include in the letter and how they were going to organise it. I gave them just five minutes to do this.

After this, I asked my students to work together in groups and to share their preliminary notes. I encouraged them to add to or delete from what they had written, and to discuss how the letter was organised. They were excited as they consulted one another and looked at their dictionaries. While they were working, I moved around the class, monitoring their activity and helping them where they needed it. I also encouraged them to use English in their discussions by speaking to them in English myself as much as possible.

After my students had finished sharing their ideas, they each wrote the first draft of their letter. Once again, I moved around the room to observe them as they wrote. I noticed that most of the students' letters were of a better quality than usual, with the ideas organised in a much more logical way.

Once my students had finished writing their letters I remembered Meena's comment:

An illustration of a woman with dark hair, wearing a purple and grey sari, looking down. A large white speech bubble with a black outline is positioned above her head, containing text. The background is a light greenish-yellow color.

The students can also exchange the letters and then write replies accepting or declining the invitation.

Description

This is an illustration of Meena with a speech bubble saying 'The students can also exchange the letters and then write replies accepting or declining the invitation.'

End of description

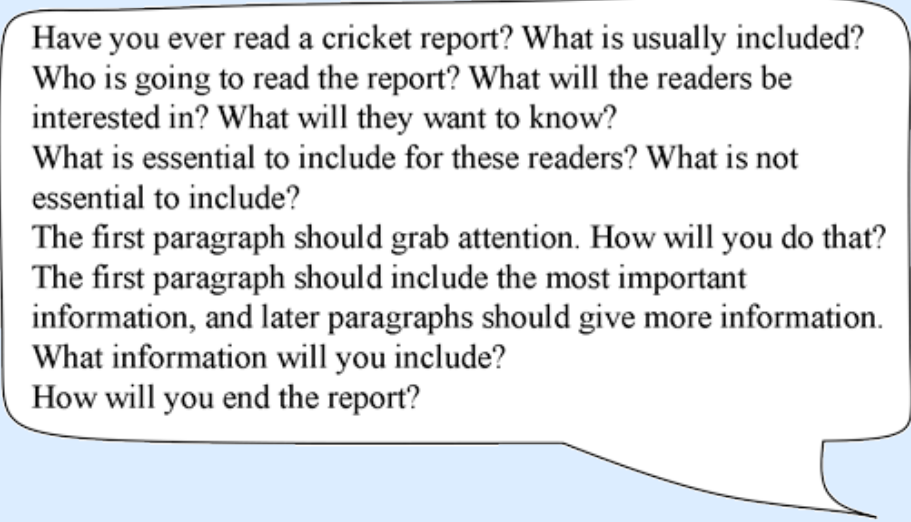
I asked students to swap their letters with each other and to pretend that they were the person that the letter was addressed to. They then had to write a reply to the letter.

The students really enjoyed seeing what the reply to their invitation was! It made me realise that, when we write something, there is usually a reader in mind. It's good for students to know that somebody is going to read what they are writing in English, and is going to respond to what they write.

Activity 2: Try in the classroom: working in pairs to plan a writing activity

In Case Study 2, Kavita asked her students to write notes individually, and then to work together by sharing their notes and planning a letter of invitation. The students went on to write the letter individually. Follow these steps to try a similar approach in your classroom:

1. Select a writing activity from your textbook, or one that your students typically do for their examinations (for example, a letter of invitation, an application for a job or a report for a newspaper).
2. Do a brainstorming session about the topic, as a whole class or in small groups.
3. Ask questions to help your students organise the text. For example, if your students had to write a report for a newspaper about a local cricket match, you could ask them the following questions:



Have you ever read a cricket report? What is usually included?
Who is going to read the report? What will the readers be interested in? What will they want to know?
What is essential to include for these readers? What is not essential to include?
The first paragraph should grab attention. How will you do that?
The first paragraph should include the most important information, and later paragraphs should give more information.
What information will you include?
How will you end the report?

Description

This is an image of a speech bubble, which says 'Have you ever read a cricket report? What is usually included? Who is going to read the report? What will the readers be interested in? What will they want to know? What is essential to include for these readers? What is not essential to include? The first paragraph should grab attention. How will you do that? The first paragraph should include the most important information, and later paragraphs should give more information. What information will you include in these paragraphs? How will you end the report?'

End of description

1. Give your students some time to note down their ideas individually.
2. Put students into pairs or groups, and ask them to share their ideas and to discuss how to organise them. The input of classmates helps students to plan a better piece of writing. They may add or delete ideas; or they may decide to organise their ideas differently. Again, give a time limit for this activity. This keeps students motivated and focused on the activity. Move around the room as everyone works, and help where necessary.
3. Tell students to write the text. Remind them to:
 - follow their plan
 - divide the text into paragraphs
 - pay attention to spelling and grammar
 - keep in mind who the reader is.
4. Take in a sample of work from a variety of individuals or pairs of students.

Getting your students to share ideas and plan in pairs:

- gives confidence to students in their ability to write
- helps students to develop writing and language skills
- enables students to learn from each other
- ensures everyone's participation.

Pause for thought

After trying this activity with your students, consider the following questions:

- Were your students able to share ideas and plan in pairs? Were your students as excited as those in Kavita's classroom? Did this stage help your students to plan more effectively?
- How long did the planning stage take? Did your students need more or less time? If it was too long, how could you reduce the time?
- Was your students' work better as a result of the planning session?
- What worked well? What would you do differently next time?

3 Reviewing, editing and writing a final draft



Description

This is a photograph of a teacher helping a student in class with her written work.

End of description

So far in this unit, you have seen how writing can become a collaborative activity. Writing activities can be initiated as a whole-class activity and then lead to pair or groupwork before finally becoming an individual activity. As the class writes, the teacher can pay attention to individual students, by asking questions such as:

How have you organized your points?
Why don't you begin by introducing the topic?
Does each paragraph have a topic sentence?
This isn't the right word here. Which other words could you use?
There is a problem with the grammar here. How can you correct it?

Description

This is an image of a speech bubble, which says: 'How have you organised your points? Why don't you begin by introducing the topic? This isn't the right word here. Which other words could you use? There is a problem with the grammar here. How can you correct it?'

End of description

Pause for thought

Consider other questions that you already use to probe your students' knowledge. Write these down in your notebook for you to use in the future.

Once your students have written their first drafts, they can move on to the next stage: reviewing and editing the texts. At this stage, students need to review their texts and amend them to create their final drafts.

It is possible for students to review their own writing, though it can often be difficult for writers to notice their own mistakes, and to identify areas where they could improve.

There are two things that teachers can do to help students at this stage of the process:

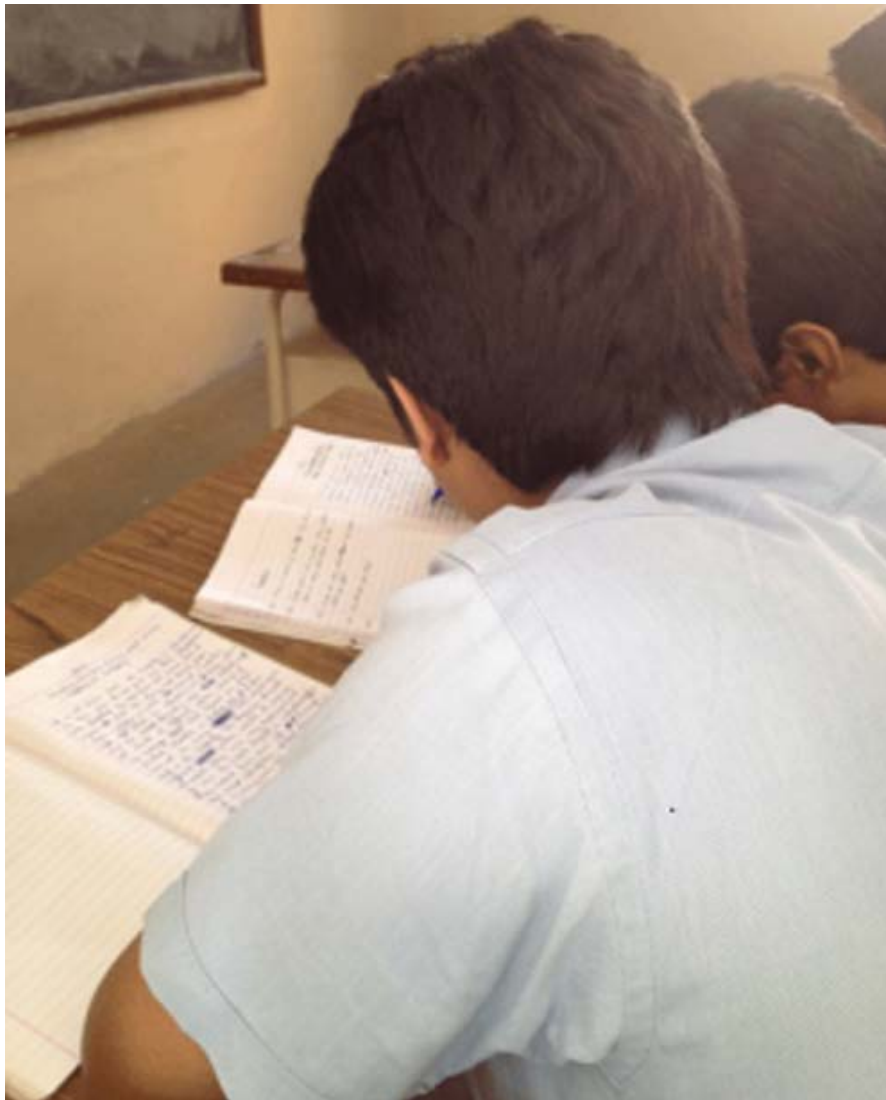
1. They can provide a checklist for students to focus on.
2. They can get students to review each other's work (see Case Study 3 of [TDU 6, *Helping students to write independently*](#)). In this case, it is also useful for students to have a checklist.

Pause for thought

Imagine that your students have written newspaper reports about a local cricket match, and you are marking some of their work. What will you give good grades for? Write down your ideas and compare them with the points below.

Here's a useful checklist for reviewing, correcting, marking and assessing any written work:

- Does the text meet the activity requirements as specified in the instructions? (For example, has the student written a newspaper report about a local cricket match, or have they student written about a biography of their favourite cricket player?)
- Is the text clear and easy to understand? Is it organised and sequenced logically?
- Is there a wide range of vocabulary?
- Are there any mistakes in the grammar, spelling or punctuation?
- Is the style appropriate for the reader? (A cricket report for the newspaper should be factual, and quite formal in style, in contrast to a personal letter, for example.)
- What's good about the text? What is interesting about it?



Description

This is a photograph of a boy looking at his exercise book.

End of description

Students can use the checklist when reviewing their own or their classmates' work, and can comment on the text accordingly. It is important to say what's good about a piece of work. This encourages students and reminds them of the purpose of writing – not a vehicle for memorising and copying texts, but for expressing ideas and conveying a message to the reader.

Once their texts have been reviewed, and students have feedback from classmates, they can write the final draft of their text. This final version will:

- incorporate ideas and language from the brainstorming session
- be carefully organised and sequenced
- be as accurate as possible.

If this process is used regularly, students will develop skills that will help them to write better texts for the English classroom, examinations and in future writing activities.

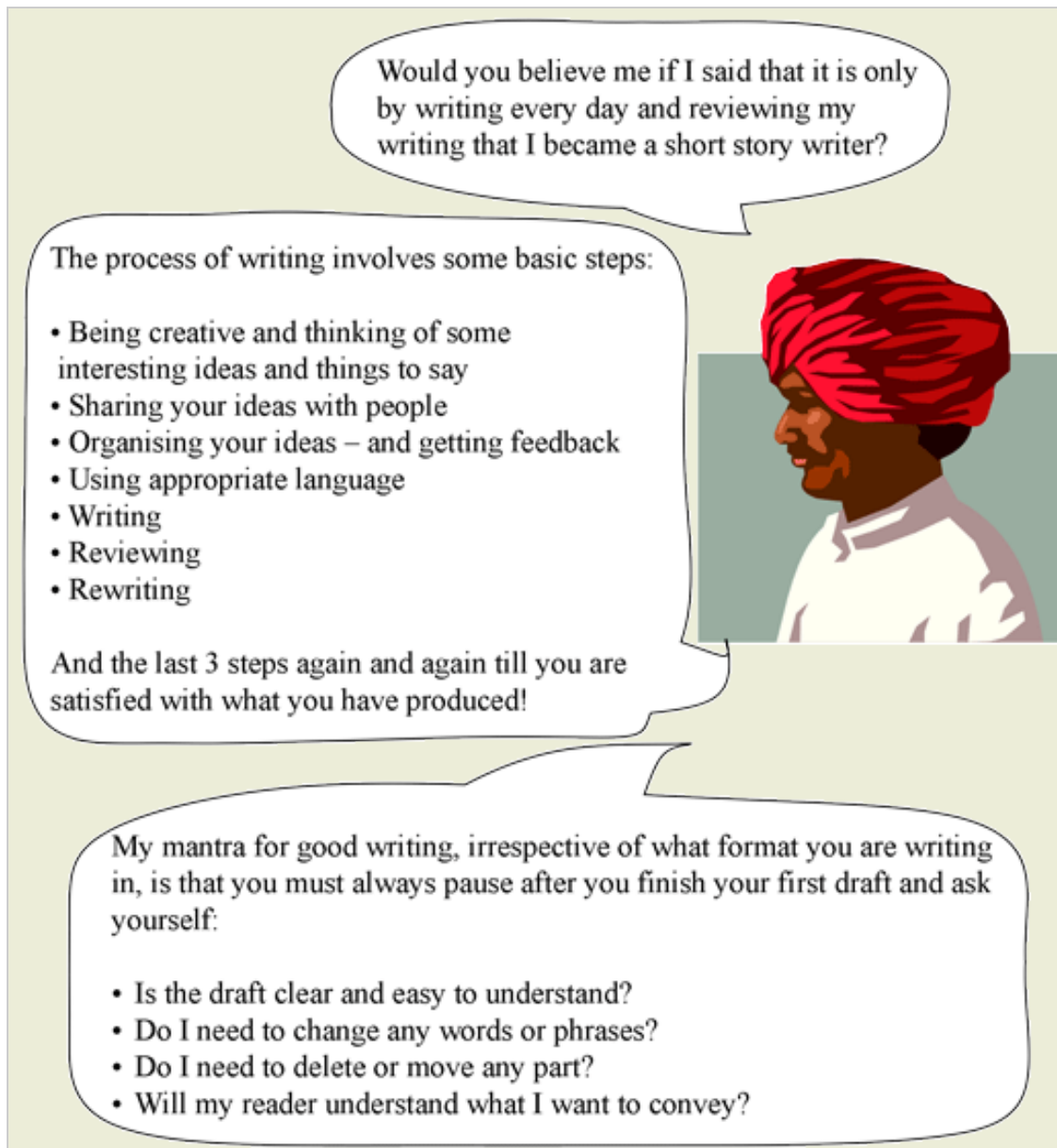
The writing process described above ensures that even those who cannot write on their own start contributing. Otherwise what happens is that such students struggle alone and are unable to develop as writers. At the same time, comparatively better writers gain valuable opportunities to further improve their skills through discussion, collaboration and feedback.

In this final part of the unit, you will read a case study about Kavita's idea for introducing the idea of reviewing and editing texts. This is followed by an activity about the stages of process writing, and finally a video where you can see process writing in action.

Case Study 3: The short story writer Ramesh visits Kavita's class

I'm excited because my students are making considerable progress with their writing skills. They have good ideas, and they are getting better at planning many different kinds of texts.

I wanted to help them understand the importance of reviewing their own work, and so I invited a keen writer, Ramesh, to my class. He enjoys writing stories for children, and he was happy to visit the class. He shared his own checklist with the students.



Description

An image with three speech bubbles. The first speech bubble is:

Would you believe me if I said that it is only by writing every day and reviewing my writing that I became a short story writer?

The second speech bubble is:

The process of writing children's stories involves some basic steps:

- being creative and thinking of some interesting ideas and things to say
- sharing your ideas with people
- organising your ideas – and getting feedback

- using appropriate language
- writing
- reviewing
- rewriting.

And the last three steps again and again until you are satisfied with what you have produced.

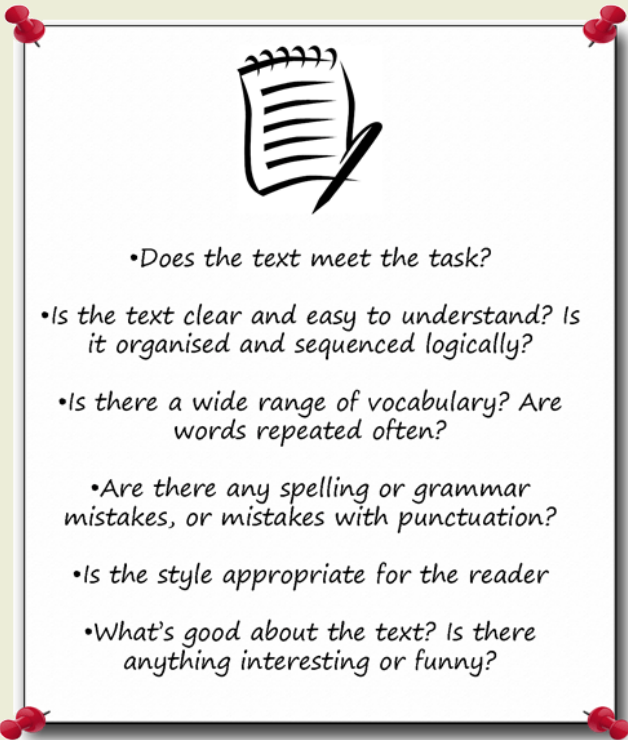
The third speech bubble is:

My mantra for good writing, irrespective of what format you are writing in, is that you must always pause after you finish your first draft and ask yourself:

- Is the draft clear and easy to understand?
- Do I need to change any words or phrases?
- Do I need to delete or move any part?
- Will my reader understand what I want to convey?

End of description

My students were very happy to meet Ramesh – they were all inspired to be writers! After his talk, I asked my students to review their latest piece of writing. I made a poster with the following questions and put it on the wall:



•Does the text meet the task?

•Is the text clear and easy to understand? Is it organised and sequenced logically?

•Is there a wide range of vocabulary? Are words repeated often?

•Are there any spelling or grammar mistakes, or mistakes with punctuation?

•Is the style appropriate for the reader

•What's good about the text? Is there anything interesting or funny?

Description

Image of a poster with a series of questions:

Does the text meet the task?

Is the text clear and easy to understand? Is it organised and sequenced logically?

Is there a wide range of vocabulary? Are words repeated often?

Are there any spelling or grammar mistakes, or mistakes with punctuation?

Is the style appropriate for the reader?

What's good about the text? Is there anything interesting or funny?

End of description

My students used these questions to review their work. I've also asked them to keep a record of the mistakes that they make regularly; these could be grammar, vocabulary or notes about organising texts. This way, they will have a checklist that they can use whenever they are reviewing their work.

Now my students have developed lots of skills that help them when they need to write. They know that they need to think about ideas, and perhaps explore the topic, before they begin writing. They know how to plan and organise their texts; and they have learned some techniques for reviewing their work and improving it.

Activity 3: The stages of the writing process



Here are the stages of the writing process that you have learned about in this unit. You can use any or all of these stages at all secondary levels, and with many different writing activities. In the list below, they are in the wrong order. Can you sequence them correctly? Write the numbers 1 to 7 in the right-hand column.

Reviewing the first draft	
Getting students to share preliminary notes in pairs, and plan a first draft	
Editing the first draft, and writing a final draft	
Clarifying the writing activity with the students	
Writing a first draft	
Generating ideas for the writing activity (by brainstorming, for example)	
Giving students some time to make preliminary notes individually	

Discussion

Compare your answers with the suggested order in the table below.

Reviewing the first draft	6
Getting students to share preliminary notes in pairs, and plan a first draft	4
Editing the first draft, and writing a final draft	7
Clarifying the writing activity with the students	1
Writing a first draft	5
Generating ideas for the writing activity (by brainstorming, for example)	2
Giving students some time to make preliminary notes individually	3

Tips

- If time is an issue, your students could write fewer texts, but spend more time on each one.
- You don't have to work through all of the stages with every writing activity. You might decide to focus on just some of the stages sometimes.

- You don't have to work through all of the stages in one class. You can generate ideas and plan the writing in one class, write a first draft in another class and then review the work in another. Sometimes it can be a good idea to leave time between writing drafts so that students can return to them with 'fresh eyes'.
- Write a checklist on some chart paper for your students to refer to as they plan, write and review. You can use the checklist in this unit, or design your own.
- Encourage students to keep a record of the mistakes they make repeatedly, which they can refer to when they write and review their work.
- Get your students to read one another's work regularly. It will motivate them, and improve the quality of their writing.
- Display written work when you can. This can be very motivating for students, and makes them think about presentation.

End of discussion

Continuous and comprehensive evaluation (CCE)



Description

CCE logo.

End of description

Take in some of your students' written work from time to time. Mark the work and use it to inform your records about your students' performance. Make sure you take in work from different students each time, so that you can gradually cover the whole class.

Activity 4: Video: writing an article using process writing



Description

Photo of a teacher writing on the board.

End of description

Now watch the video below of a teacher using the stages of process writing with her students. If you are unable to watch the video, it shows the teacher asking her students to write an article about the role of the army after the Uttarakhand floods of July 2013. You may also find it useful to read the video's transcript.

Video content is not available in this format. You will find the transcript at the end of this unit.

As you watch the video, think about the following questions:

- Which stages of the writing process does the teacher use?
- How do these help students develop their writing skills?
- Could you do this in your classroom?

4 Summary

In this unit, you have learnt about stages of process writing, including generating ideas, planning and writing the first draft, and reviewing and editing the text for the final draft. You have learnt some activities and techniques that you can use in each of these stages such as brainstorming to generate ideas, using pair work to plan the first draft, and using checklists to review texts.

What key things have you learnt in this unit? Write three key things that you have learned.

You have had the opportunity to try some techniques out in the classroom.

Which techniques have worked well with your students?

Which activities did not work so well? Can you make any changes to make them work better?

Which activities will you continue to use?

What next?

You can find more ideas for writing activities in [Resource 2](#). If you would like to improve your own writing skills, you can find links and tips in [Resource 3](#). There are suggestions for further reading in [Resource 4](#).

5 Resources

Resource 1: Top women tennis players, 1975–2005

Working in pairs, read the table below, which gives you information about the top women tennis players from 1975 to 2005. Write a short article for your school magazine comparing and contrasting the players in terms of their duration at the top. Mention some qualities that you think may be responsible for their brief or long stay at the top spot.

Table R1.1 Top women tennis players, 1975–2005

Name	Ranked on	Weeks as no. 1
Maria Sharapova (Russia)	22 August 2005	1
Lindsay Davenport (US)	October 2004	82
Amelie Mauresmo (France)	13 September 2004	5
Justine Henin-Hardenne (Belgium)	20 October 2003	45
Kim Clijsters (Belgium)	11 August 2003	12
Serena Williams (US)	8 July 2002	57
Venus Williams (US)	25 February 2002	11
Jennifer Capriati (US)	15 October 2001	17
Lindsay Davenport (US)	12 October 1998	82
Martina Hingis (Switzerland)	31 March 1997	209
Arantxa Sanchez-Vicario (Spain)	6 February 1995	12
Monica Seles (US)	11 March 1991	178
Steffi Graf (Germany)	17 August 1987	377
Tracy Austin (US)	7 April 1980	22
Martina Navratilova (US)	10 July 1978	331
Chris Evert (US)	3 November 1975	362

(Adapted from: NCERT, 2006)

Resource 2: More ideas for writing activities

- [‘Implementing the writing process’](#) (ReadWriteThink, undated)
- [‘Writing activities’](#) (TeachingEnglish, undated)

Resource 3: Develop your own English

Here are some tips for developing your own writing skills:

- Read as much as you can in English. This will help you to develop your vocabulary and language use. Good writers are often also good readers!
- Write as much as you can in English, such as shopping lists, diaries, notes – whatever you can. This will help you to develop confidence in writing and will develop your fluency.
- Remember to take time when you write something. You can write as many drafts as you like, and you can revise and edit your work before you submit the final draft.
- Share your written work with your peers. Their feedback can be very valuable.

Resource 4: Further reading

The following resources and links may be helpful in exploring more and further developing your teaching practice. You could add these links to your own collection of teacher development resources.

- [‘Approaches to process writing’](#) (TeachingEnglish, undated)
- [‘Product and process writing: a comparison’](#) (TeachingEnglish, undated)
- [‘Planning a writing lesson’](#) (TeachingEnglish, undated)
- [‘How to approach discursive writing’](#) (TeachingEnglish, undated)
- [‘Creativity and brainstorming in ELT’](#) (Houston, 2009)

6 Related units

- [TDU 6, *Helping students to write independently*](#): You can learn more about helping students to develop their writing skills in this unit.
- [TDU 13, *Assessment for learning*](#): You can learn more about using writing activities for assessment purposes in this unit.

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Grateful acknowledgement is made to the following:

Video: appreciation and thanks are extended to the participation of teachers and students at Salwan Public School and all those involved in the making of this video.

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Video Transcript

NARRATOR	This video shows the teacher preparing students to write a text. First, the teacher collects ideas from the class as the basis for writing a magazine article. Then she helps the students to order their ideas.
TEACHER	Okay, we are going to have a writing activity where we are going to write an article for the school magazine okay, and the topic would be exemplary behaviour of the army people during Uttarakhand tragedy, okay.
TEACHER	So you have to write about how you know they rescued the people and how they behaved with the people who were stuck there and so I am going to have points from you. You are going to raise your hands and we are going to write the points in the board and how do we begin writing, by?
STUDENTS	By collecting the ideas.
TEACHER	Collecting the ideas, so lets have the ideas first, alright.....
STUDENT 1	The army officers kept their lives on the line and saved the people.
TEACHER	Okay....to save the people. Okay what else?
STUDENT 2	They had different plans to save people and they were organised so.....
TEACHER	They organised themselves in different manner to save people okay. Organised themselves. Okay what else?
TEACHER	Now you are going to organise them. So, how do you think what point should come in the beginning? How are you going to begin your article? Are you going to begin your article like risk their lives? Which point out of the points we have written on the board should come first?
STUDENTS	[murmur]

TEACHER	Alright, any other point you want to add, you want to begin in some other way. Tushar?
STUDENT TUSHAR	Ma'am the third point, they organised themselves ma'am should come first.
TEACHER	So this point should come first. You all agree?
STUDENTS	Yes ma'am.
TEACHER	Alright.
STUDENTS	Ma'am they risked their lives, third point. Third point ma'am they risked their life.
TEACHER	Well he is right, I got his point.
TEACHER	Alright, Abhi.
STUDENT ABHI	Ma'am helped people with food items.
STUDENTS	[murmur]
TEACHER	Right, this should be the fourth point and this should be the fifth point. Now what you all are going to do, we have enough points with us. You all are going to draft an article. You need to remember that we are going to write this article for the school magazine. So, you have to make it interesting for the readers and readers are, you are doing it for the school magazine so obviously your own classmates or your batchmates, your own school friends, your seniors, your juniors, all of them are going to read it. So, you have to keep the readers in mind and then you are going to write the article. Is this clear? Alright, you can all begin.
NARRATOR	As the students write their first drafts, the teacher walks around the room helping them where necessary.
TEACHER	It should not be mysterious, sad and tragic. Right, earlier this year happened a sad and a tragic Uttarakhand incident and the people will remember it for years and then you can begin it, okay.
STUDENT	The main way....

- TEACHER** Especially the highway to escape. The way is blocked just try, you are writing very long sentences, just try and break your sentences, write short and crisp into the point.
- TEACHER** Yeah in Uttarakhand tragedy... You just begin with that, just don't begin with this, Uttarakhand tragedy happened due to the bursting of the cloud or what else landslides.
- NARRATOR** Once the first drafts are written, the teacher wants the students to review each other's work. To do this, she offers them some key points to bear in mind.
- TEACHER** Okay, stop writing everybody. I have written some points here. Let's begin with the first one. Just hear me out first and then do as I tell you. Relevance to the topic. You need to check each other's work, not really check but look into each other's work, keeping this point in mind whether they have written the points according to the topic or not, then cohesive.
- TEACHER** When you write one point and when you move to the next one, they should be closely knit. One moment you are talking about you know risking their lives, the other moment you are talking about you know, even the army people entertaining them. That doesn't make a sense, right.
- TEACHER** So, you are going to write it according to the steps. The third point says grammatical accuracy, that is why I insist on you know writing small and to the point, I mean small sentences. The moment you start making large sentences, you know the chances of getting it wrong are very high. So, try whether the grammatical accuracy is there in the article or not, and the last point is how fluently the person has it. Now you are going to exchange each other's article right, and check whether the person has written according to the value points that I have written here.
- NARRATOR** The students swap their books back and write a final draft.
- TEACHER** Swap your work back.

NARRATOR

Now students can read each others articles.

STUDENTS

[murmur]

NARRATOR

Your students will review each other's work more effectively if you give them checklists as a guide. Encouraging your students to read their classmates' finished work allows them to learn from one another.