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# UNIT 1 THE WRITING PROCESS

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## Structure

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## 1.0 OBJECTIVES

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In this unit we shall look at the ways of working at a range of more complex writing tasks and writing forms through process writing classes at the upper primary level. After you have completed this unit you should be able to:

- help children select topics which are suitable for their level.
- help children select appropriate forms of writing for the particular writing tasks they are taking up.
- provide suitable pre-writing support, to equip the children with the requirements of the particular writing tasks they are working on.
- help children to provide peer-group support and feedback whenever necessary.
- equip the children with suitable skills of reflection and self evaluation.
- help children develop the social skills required for effective peer conferencing and offering constructive feedback and suggestions to each other.
- help children become active participants in the writing process.
- accept the child's ideas and views, even though these may not be in agreement with your own.

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## 1.1 INTRODUCTION

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What does 'writing' or 'composing' actually mean? Within the classroom, it may appear to be a set of rules and models for the correct arrangement of pre-existing ideas or it may be regarded as "*productive generation of sentences*" (Raimes 1985), but the act of writing itself is a highly complex, cognitive skill in which a variety of mental procedures are used to process information, articulate ideas

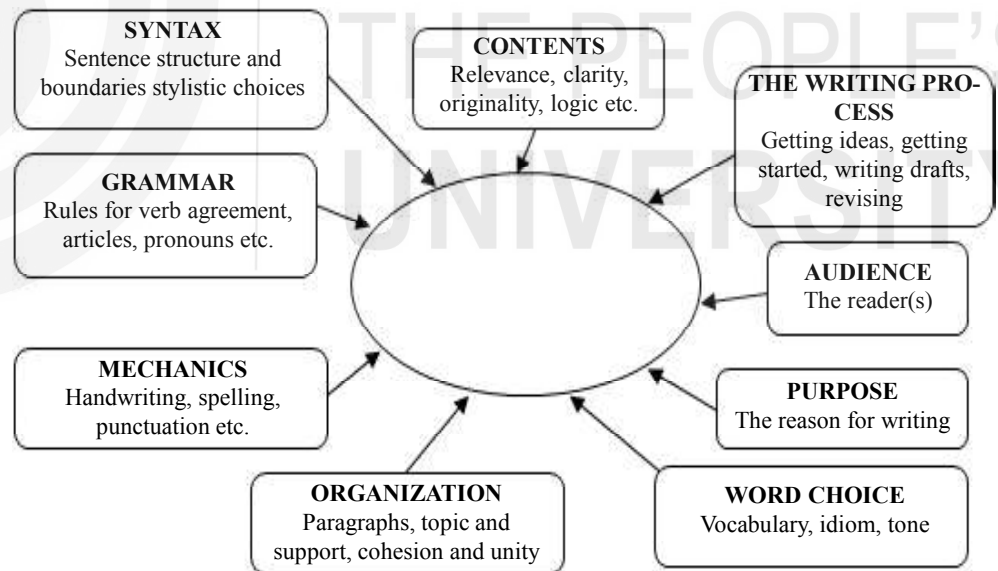
and intentions (Hayes 1980b). It is highly goal oriented with intellectual performance, involving both, thinking and strategic action.

Recent research on writing has provided us insights into the process of writing. Earlier the act of writing was considered linear involving series of stages (Rohman 1965), separated in time and characterized by the gradual development of the written product. But now it is considered **non-linear, exploratory and generative** through which writers **discover and reformulate their ideas as they attempt to approximate meanings** (Zamel 1983). Earlier, when the meaning of ‘writing’ would be discussed, it meant the written piece the student had produced (the product). The emphasis was always on the product, i.e. what the child had written. However, in recent years, research insights have helped the focus to shift from the product to the “process”, that is, how the child writes; the processes that are involved when the student uses a particular word or a particular grammatical construction to convey his/her thoughts. ‘Process’ means how the student undertakes a writing activity.

## 1.2 THE WRITING PROCESS: MAIN COMPONENTS

All writing aims at clear and efficient communication. But what goes into clear and efficient communication? If one considers writing as a process, then immediately the diagrammatic representation of producing a piece of writing of Ann Raimes (1983) comes to our mind.

### Producing a Piece of Writing



*Ann Raimes 1983*

The diagram above clearly illustrates the complex group of sub-skills that go to make a piece of writing coherent, effective and communicative. The importance of knowledge of mechanics like, handwriting, spelling, punctuation or, producing correct grammatical sentences cannot be undermined, but equally important is generation of ideas, their organization, articulation and having once articulated them, re-visioning of what has been written. Therefore, we can say that to undertake any writing activity, whether it is writing a message, a letter, an answer, a paragraph or an essay, each learner needs to undergo the processes of

- 1) planning and generating ideas,
- 2) organizing ideas,
- 3) articulating ideas and
- 4) revising the written text.

The above stages **seem to be linear** but **are not**. These do not follow one after the other. Each stage overlaps the other to such an extent that the process of writing becomes cyclical. Let me further clarify this.

Think for a moment that you are writing a letter to your friend describing an event you have organized in your school. You have planned and thought what you are going to write. While you are in the process of writing, another idea/point/thought comes to your mind, which you would also like to share with your friend. At this stage, you have three options: either you write the new idea in a separate paragraph, or you merge it with another idea that you have written or are going to write, or you could write it as a complement to another idea. **The very fact that you are planning while you are writing, or articulating, confirms the cyclical process of writing.** Any stage can overlap any other stage, at any point of time, which makes the writing process non-linear, generative, in which the main objective of the writer is meaning making. The writer encodes the abstract thoughts/ideas/points in language to communicate the intent / message / information to the readers.

Before one starts writing, it is important to ask oneself certain questions and answer them.

- 1) Why am I writing?
- 2) Whom am I writing for?

This means that we need to have a sense of the purpose of writing and of the audience who are going to read it. These two aspects are very important because together they form the **writing context**. If these aspects are not kept in mind then our writing remains an egocentric activity. It means that the piece of writing produced is not reader friendly, not directed towards the reader. As teachers, we need to make our students understand the importance of writing for an audience. We know that they are writing to secure marks and pass in the exam but if they are taken through the process of writing and are **taught how to write**, their writing would certainly become more effective.

**Check Your Progress 1**

- 1) What is the basic philosophy of the process based approach to teaching writing?

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- 2) Undertake the following writing activity.

Write a letter to your friend telling him/her about the study tour you took with your students. Note down your actual experiences while going through the process of writing. Write the sub-skills that you found easy and the ones you found difficult.

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- 3) Looking at the diagram given, according to you, in which areas do you think your learners would need your help the most?

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- 4) Can you list some techniques, which you can use in the classroom to develop the sub skills in the writing of your students?

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Let us now turn our attention and understand the actual writing process.

### 1.2.1 Planning and Generating Ideas

Before we begin writing, the first step is to generate ideas of what we want to write drawing on personal knowledge, experience and feelings. We can take the help of different techniques to generate ideas, for example: brainstorming, mind maps/brain patterns, pyramid patterns, listing, journal, loop writing, working outlines etc. A few techniques that can be undertaken in class are explained below.

**Brainstorming**

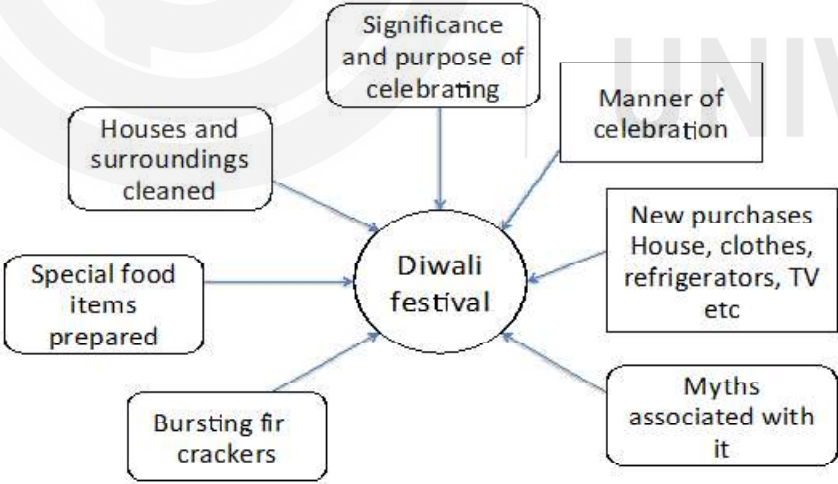
It is a spontaneous verbal activity excellent for generating content or for expanding ideas and perceptions about the topic. As a group activity, it is an ice breaker which helps students relax and also see that each of them has something to contribute to the topic. Because of its unstructured format, students can speak whatever the brainstorming activity triggers in their minds. For ESL students this technique helps learners to:

- gain insights into others points of view
- reinforces conversation and listening skills
- develops the practice of note taking
- relaxes and develops rapport within the classroom

We teachers should keep in mind that the topic for discussion should be established, discussion should be moderated and facilitated to be ‘on track’ and all learners should be encouraged to participate.

**Brain patterns / Mind maps**

It is a free association technique by which the writers, group or individuals, quickly record for 5 minutes whatever they know and feel about the topic in question using single words stemming from a central idea. It usually results in rough notes which require additional limiting and expansion. The advantage of this method is that writers quickly focus on main ideas and levels of importance; space permits easy addition of information and key propositions are easily linked. An example given below will enable you to understand it better.



*Diagram of a mind map*

**Listing**

Listing is a free association technique that can also be controlled. An individual or a group can use it and in this the ideas can be listed very quickly. It helps writers to discover what is in their minds and what they know about the subject.

**Loop Writing**

It is a more complex technique and involves that students write whatever comes to their mind. It is a semi-structured individual activity that requires writing for a certain period of time without stopping, changing or correcting. The writer then reads what he/she has written and draws the central idea from it, which becomes the starting point of the next loop. The advantages of this exercise are that writers learn by writing. It forces them to discover thesis statements (key sentence/s) as concepts begin to emerge from each loop. Probably this activity would be better for students at the plus two level because one, they are mature enough to understand what they wish to write on a given topic and two, they have developed a fairly good command of the language, here, English.

Teachers should remember that it is a fairly exhaustive exercise hence the time given to students to undertake this activity would depend upon the level and type of students in the classroom.

**Working Outlines**

Working outlines are pictures of writing or graphics, which help writers, to see the basic skeleton or form of what they plan to write. It is somewhat similar to the mind maps, which have been explained. With this form writers can tie up ideas, see whether main points need further explanation and/or supporting information is adequately presented. These outlines are structured yet flexible for they can easily be revised or reworked completely. These are advantageous for writers, groups as well individuals, in the early stages of the development of writing skills because they involve the conventional ways of organizing ideas, including development of thesis, beginning, middle and an end. The graphic or the picture form helps the students to visualize the parts of the writing more easily. A sample outline is given below:

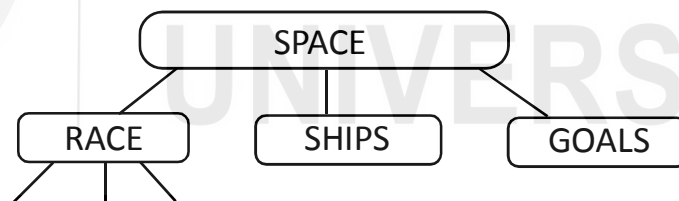


Diagram of Working Outline

**Check Your Progress 2**

Complete the following table

Diagram	Method	Used for	Characteristics
		Finding a subject and relating propositions	Unstructured, free form, quick, group and individual
	Listing	Finding and limiting a subject	
			Unstructured group
	Loop writing		Semi structured, individual, time consuming
	Working outlines	Finding focus, relating and ordering ideas	

## 1.2.2 Organization of Ideas

Once these ideas are generated, it is important to prioritize them, that is, which idea is to be developed and written first and which second. Prioritization generally depends upon every individual/learner because each learner has a different method of processing information. But at times there are certain topics in which certain ideas have to be written first. For example, if you are writing about the production of oil, then you have to write in the beginning how oil is brought to the surface of the earth. You cannot start writing directly how it is purified and distilled.

## 1.2.3 Articulating Ideas (Writing the First Draft)

Once you have generated and prioritized ideas, the next stage is to encode these ideas in language. Generally any piece of writing has three parts:

- 1) Introduction
- 2) Body or Content
- 3) Conclusion

### *Introduction*

The opening paragraph of any writing introduces us to the subject or the content. In an answer to a question it could be the first two lines/sentences, which sets the tone of what is to follow. The purpose of introduction is to attract the readers' attention and motivate them to read on. The introduction could begin with a definition, a question, a proverb, an anecdote, an example or a universal truth etc. Look at the following sample introductions:

#### 1) **Definition:**

Education is the process of receiving or giving systematic instruction, especially at a school or university." Another definition could be:

The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

#### 2) **Question:**

Why don't learners learn what teachers teach? This is a question that worries every committed teacher. Who is to be blamed? The teacher? The student? or both?

#### 3) **Proverb:**

A rolling stone gathers no moss. A man who has no fixed goal, keeps shifting from one thing to another, never achieving anything significant in life.

#### 4) **Anecdote:**

Last week I was coming out of a lift when a young man said to the lift operator, "Seventh floor". The lift operator said, "Sorry, this won't go". The young man was furious, "What do you mean?" he roared. The liftman calmly said, "You must say 'Please' if you want me to take you up."

## 1.2.4 Body/Content (Subject Matter of the Topic in Question)

Each idea generated and prioritized has to be developed and written in separate paragraphs. The separate paragraphs written form the body/content /subject matter

of the writing piece. This content is developed in various ways some of which are given below:

### ***Description***

In order to write a good description, you need to collect as many details as possible of the object/thing/idea you are going to describe. The more detailed your description, the better it would be. While describing, decide on the focus of your description and delete all the irrelevant details. An important rule for descriptions is “show your readers don’t just tell them”. This means that you need to inject life into the description so that it becomes interesting to the readers. An example of this could be the description of the Diwali festival using the details given above in the discussion of the mind map.

### ***Narration***

The technique of narration is used to develop the content when we need to talk about something that has happened within a definite time span. Narrative writing relates an event, usually in a simple chronological order. In other words, it tells a story. Hacker & Renshaw (1989:175) present the following rules for narrative writing:

- a) Puts readers on the scene immediately
- b) Selects details for a specific effect
- c) Keeps the story moving

Use of dialogues and avoiding irrelevant details adds to the tempo of the narrative.

In the classroom, different tasks could be devised to teach narrative writing to the students. For example:

- i) Narrating events in order: Jumbled up story could be presented and learners could be asked to put it in the right order.
- ii) Narrating story from different perspectives – as told by different characters.
- iii) Using flashback techniques.

### ***Reporting***

A report usually presents information in a logical, orderly and a precise manner. What characterizes a good report? The purpose of the report is to inform the reader about things that they do not know hence all details need to be included. But at the same time unnecessary details need to be avoided. This ensures **completeness** of the report.

The report should be **accurate**. Hence any false information should be avoided.

There should be **clarity** in the report. It should be clear enough for the reader to understand and take action if necessary. The language should be simple; jargon and technical language should be avoided.

### ***Arguing***

The most important thing in this type of writing is that you have to convince the reader of your point of view. An argumentative writing will be effective if the following guidelines are followed:

- i) Decide on the precise issue to be addressed
- ii) Select evidence to support your arguments



- iii) Anticipate the arguments of the other side
- iv) Avoid fallacies, sweeping statements, emotional language and beating about the bush

### Conclusion

Once you have developed the content of the topic, it is important to summarize what you have written. Like the introduction, conclusion could be of various types. It could be simple restating of the main points, or you could even write the limitations, constraints or even your own point of view. A proverb, an anecdote or a rhetorical question could also be used.

### Revision

This is a post-writing stage though it occurs while the writer is writing, making it a non-linear in nature. It means to 're-vision' or 'relook' of what has been written. After the first draft is written, the writer needs to read it, make necessary changes and rewrite the draft again. Look at the following diagram depicting the cyclical model of writing and the role 'revision' plays in it:

**Cyclical Process of Writing**



*Vanikar and Mujumdar, 1995*

Revision is a cyclical process and as teachers we need to undertake this activity in the classroom; we need to teach students the process of revising one's own piece of writing. The writer needs to undertake critical reading of the written text and diagnose / find out the mistakes he/she has made. Then he/she needs to apply meaning making strategies (cognitive) and reader based strategies (affective) to the text. **Meaning making/Cognitive strategies** are those strategies when used, solves some intellectual task. The learner has to determine the problem and then reorder materials or combine it with ideas. The strategies vary from simple recall of material to highly original and creative ways of combining, synthesizing and segmenting. These are used to develop the content/body/subject matter of the piece of writing. Some of the strategies useful for students and which **should be taught** to the students are:

- Adding/Deleting/Combining/Segmenting sentences
- Restructuring/substituting sentences
- Expansion of clauses/phrases

- Use of similes and metaphors
- Order shift of sentences
- Addition of verbal visuals/pictures

**Reader oriented strategies (Affective Level Strategies)** are those strategies when used helps writers to reorient and recreate their text to suit reader needs. Applying these strategies helps the reader to understand the writer's point of view. Some of the strategies that students can use to revise their text are:

- Adding/deleting of paragraphs
- Order/shift of paragraphs
- Combining paragraphs
- Addition of a concluding paragraph / sentence
- Addition of question tags
- Use of proverbs / quotes
- Addition/deletion of examples
- Addition of personal experiences/facts/background knowledge
- Clarifying concepts

### **Editing and Proofreading**

When the learner is satisfied that the content is completely developed, that is he/she has written everything that he/she intended, then only the activity of **editing and proof reading** needs to be undertaken. This means that the time has come to relook at the draft for spelling errors and incorrect grammatical constructions. If editing is done immediately after writing of the first draft then the focus of the writer shifts from meaning making to language correction. This undue focus on language at an early stage of writing is likely to result in the written piece not being communicative. Once the content is fully developed, the focus can then shift to the grammatical aspect of the written piece of text.

Many students do not revise their written work because they assume that whatever they have written is clear to the reader as well. Some are lazy to revise their work, while **a majority** of them **do not revise** their written work because they **do not know how to do it**. The **duty of the teacher** therefore, is to **teach students how to revise their written work**. If this is undertaken as a classroom activity, it will help learners to write in a communicative manner, which at present is lacking in their writing.

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## **1.3 THE WRITING PROCESS**

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We shall take up an example of report-writing with class 9<sup>th</sup>/11<sup>th</sup> students. We shall go through the entire process within a classroom context.

Introduce report writing by drawing the children's attention to the difference between fact and opinion, which the children have already been exposed to. Tell the children that when they write a description or a story, they include their own ideas, feelings and experiences. However to write a report they should only write facts about the topic. They should not include their own ideas or experiences. The children would need to decide the purpose of the report, namely, who is it

for. This purpose will influence the choice of organisation and the choice of language.

Introduce the steps of report writing:

Step 1 Choose a topic

Step 2 Plan the report

Step 3 Write the report

Step 4 Revise the report

Step 5 Proof read

Step 6 Make a final copy to share

We shall now look at all the stages in detail.

### Step 1: Choose a Topic

Discuss what subjects make a good report. Tell the children there are many good topics for reports. The best topic however is the one that interests the child. If a child chooses a boring topic, then the report will probably be boring too. It's important to make the children realise that all topics are not suitable. Have the children suggest topics for reports, try and confine these to a general subject area. List each suggestion on the board. Stop when you have five or six suggestions. Now discuss the suitability of each. For example:

- 1) My red bicycle
- 2) Tandem bicycles
- 3) New kinds of bicycles
- 4) Making a toy bicycle
- 5) My favourite bicycle
- 6) Tricycles

Sample discussion:

**Topic 1** might be a better topic for a description than for a report. **Topic 2** is a good report topic, since it is unusual and therefore interesting. We could find interesting fact as well as pictures. **Topic 3** seems too broad. **Topic 4** would be giving us instructions and not facts. **Topic 5** would give us opinions and not facts. **Topic 6** is a good topic but it is about a common object. We are likely to find the most interesting information on **topic 2**. Therefore this would be considered the best choice.

After this discussion ask the children to suggest other suitable topics for a report. Let the class finally select a topic. If necessary this could be done through a vote.

### Step two: Plan the Report

Explain to the children that they usually begin writing their first drafts after they choose their topics, because the ideas for writing come from experiences and observations. A report, however, is different. For their reports they will be using facts; so before they begin writing, they must find the facts about their topics in books, encyclopaedias or on the Internet. They would need to make their notes and plan their outlines. The planning step is the most important step in writing a

report. Assure the children that if they do their research and note-taking carefully, they would have little difficulty in writing their reports.

It's a good idea to divide the class into small groups of three or four children. Let each group do their independent referencing, note-taking and preparing of outlines. Give the children a suggested list of reference material and where to find it. It would be useful for each group to share their outlines. Those children who have had problems will learn from the discussion of other children's outlines and the process they underwent. The children need to know that the most important part of planning a report is to decide on what facts to include. Point out that different people may have different ideas about what facts to include or what order makes the best sense. As they write their outlines they should think about the order of the details and arrange their subtopics logically. Depending upon the needs of the class you may need to do a quick review of how to take notes or how to prepare an outline. Some children would need help with their research and reference work. Teach the children to write the source of their information at the bottom of the page.

### **Step three: Write the Report**

Tell the children that writing the first draft of the report is not the same as writing other drafts. Point out that because they have their facts organised in their outlines, much of the work is already done. Ask the students to use their outlines to write the first drafts of their reports. They could work in small groups or in pairs. Explain to the children that in this step they should concentrate on getting their facts and ideas from their outlines into paragraphs. Remind students not to worry about errors in spelling, capital letters, punctuation and grammatical usage. There will be time to make these corrections later on. Right now they need to focus on getting the facts into a logical sequence in a clear way. It may be useful to put up some guidelines such as:

- 1) Write a topic sentence for each paragraph. Use the main topics from the outline.
- 2) Write the subtopics as complete sentences
- 3) Write only facts in your report.
- 4) Write the names of the books/encyclopaedias, Internet sources where you found your facts. Write them at the end of your report.

You may want to go through the first draft process as a whole class activity.

It is important to remember that at this stage we are introducing the format of a report in its simplest form. At a later stage the children would be writing one or two paragraphs on each sub-topic. This would be done in an older class. Children must keep the first drafts in their folders.

### **Step four: Revise the Report**

Tell the children that the purpose of reading a report is to present information about a particular subject in a clear and interesting way. Then others can enjoy reading the report and learn about the topic. Children will read out their reports to their peers in small groups. They will respond to each other's reports by asking questions such as:

- How did you decide on these facts?
- Could you add more detail? How did you choose the order of the subtopics?
- Could you give more information about....?
- They could also add some positive suggestions.

Tell the children not to look for errors in spelling, capital letters or punctuation at this stage.

It is useful to put up some sample questions that children need to look into as a guideline:

- 1) What is the topic sentence for each paragraph? Does it state the main idea? Could it be better?
- 2) Do the other sentences keep to the main idea? Does each sentence tell a fact?
- 3) Are the sentences interesting? Can details be added?

You may if you like take the whole class through a process of revising one piece of writing as a whole class activity. If the children are revising on their own in small groups, the teacher needs to go around and spend a little time with each group to see that they are on the right track. Tell the children not to get up and come to you, as this creates chaos, but instead to raise their hands whenever they have a problem. Remind children to speak clearly and listen attentively. Tell them that it is a good idea to say something nice about their partners' report before they politely ask questions or make useful suggestions. Encourage children to make notes during these discussions or conferences with their peers, so that they will remember their listeners' suggestions. Also encourage children to be open and receptive to these suggestions. It is however ultimately up to the writers to adopt or reject the suggestions, since they have the ownership of the piece of writing.

### **Step Five: Proofread**

Tell the students that they have worked very hard to make their reports interesting and informative, now it is time to proofread the reports and look for errors that would get in the readers' way. Explain to the children that when people read something that is written correctly, they enjoy it more. It's a good idea to display a piece of incorrect writing on the board. Let this not be any one child's work. Try and put in the common errors you noticed while you went around. Ask the children to look for errors in capitalisation, punctuation, spelling and some particular type of grammatical usage. Have volunteers come up to the board and mark corrections. You could teach children some simple signs and symbols which would help them mark errors while proofreading. It is a good idea to check the children's proofread drafts before they make their final copies.

### **Step six: Make a Final Copy**

Ask children to make neat copies of their reports so that others can read and enjoy them and learn something new! They could draw or paste pictures if they want to. Encourage them to be creative and original. They could if they like make posters, models or collages to go with their reports. The reports could then be shared with other children either through bulletin boards or at a sharing time.

### Check Your Progress 3

- 1) How does the writing process help the children to evaluate their writing?

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Undertake the following activities and identify the technique used.

- 2) The following sentences are not linked with each other. How can you link them together to form a coherent whole?

It is an uphill task of finding the cause of circus becoming a dying form of entertainment. The film industry in our country is developed to a large extent. Every year a lot of films are released. So nowadays people prefer to go for other entertainment.

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- 3) Too much of information is crammed in one sentence. Can you separate the information and write in different sentences?

Some enjoy with playing or reading, or watching TV or traveling or dancing or singing a song to see a movie, drama, circus etc.

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- 4) Certain concepts present in the text can be elaborated. Can you identify and elaborate them?

Watching circus is a one type of entertainment. People go to see circus. It is a family enjoyment. In circus there are many people. Everyone is master of these arts, "Kalakar". There are some Jokers also.....There are skilled acrobats.....There is a big ring of fire....Some artists show their art on cycle or motor or horse. They make a big jump without afraid of any accident.

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5) Addition of examples would make this text clearer. Can you develop the content by adding examples and making necessary changes?

You come home after school and attend tuitions, and feel tired; under such condition a song may probably entertain you and make you feel better. Music, games sports like football, cricket etc. form many forms of entertainment.

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6) The following is a paragraph on the impact of human activities on nature. But the concluding sentence is missing. Write one / two /three concluding sentence(s) so that the paragraph comes to a logical close.

Nature has been very kind to us. But we have given nothing at all. Instead of giving anything people had cut trees without thinking that the trees are also part of nature. They also help us in many ways. Without trees we will not get many things like rubber, gum etc. We will also not get oxygen. Many people will die without pure air.

(All tasks are developed from original writings of students)

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### 1.4 LET US SUM UP

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We have primarily touched upon the following aspects:

- While teaching writing, the process of writing should be emphasized rather than the product.
- The major components of the writing process are — idea generation, organization, articulating ideas and revision.
- The purpose of writing and audience should be borne in mind before writing.
- Various techniques can be used to generate ideas.
- Ideas should be prioritized before writing.
- Abstract ideas are encoded in language in the articulation stage.
- A piece of writing usually has introductory, supportive and concluding paragraphs.
- Tools like narration, description, reporting and arguing can be used to develop the content/subject matter of the piece of writing.
- While revising a written piece, meaning making strategies can be applied to develop content.
- Language can be corrected while editing and proof reading, which is the last stage.

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## 1.5 KEY WORDS

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- Product** : ‘What’ is the outcome of the writing activity.
- Process** : ‘How’ we write
- Planning** : The first stage of writing, when we collect our thoughts and think of an audience and purpose of writing
- Revising** : That stage of writing when we relook, revise, refine what is written
- Coherence** : The relationship which links the meanings of utterances in a discourse or sentences in a text
- Cohesion** : Grammatical and /or lexical relationships between the different elements of the text. This may be the relationship between different sentences or between different parts of a sentence.
- Organization** : To write one point after another in order of importance and logical reasoning
- Articulation** : The production of graphemes on paper to form words to encode the intent/thought/idea

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## 1.6 SUGGESTED READINGS

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## 1.7 ANSWERS

### Check Your Progress 1

This approach is based on the philosophy and assumption that if children are to learn to write they must be active participants in the writing process. They need to be conversing with each other, raising questions, making decisions and evaluating themselves. In classrooms in which a writing community develops everyone is a learner and a teacher. The class teacher needs to facilitate and support writing by knowing the children's language needs as well as the language demands of a particular form of writing. The teacher needs to equip the children with appropriate styles for different forms of writing. The teacher needs to plan out systematic ways of assessing the children's writings as well as evaluating the writing environment, to ensure that the children are moving from functional competency, to becoming good communicators and finally independent writers with their own distinct voices. The teacher however realises that the writing process is a never ending one.

2-4 Open ended.

### Check Your Progress 2

Diagram	Method	Used for	Characteristics
	Brain Pattern	Finding a subject and relating propositions	Unstructured, free form, quick, group and individual work
	Listing	Finding and limiting a subject	Semi structured, group and individual work
	Brain storming	Generating ideas, information, new perspectives	Unstructured group
	Loop writing	Finding focus for the subject	Semi structured, individual work, time consuming
	Working outlines	Finding focus, relating and ordering ideas	Structured, group and individual work

### Check Your Progress 3

- 1) One of the things the teacher does during the process writing classes is to have children help one another to revise or edit. We have all experienced the need for outside readers to respond to our writing and through their feedback, enhance our perspective on what we write or clarify some ideas that are not clear, or change the order in which we have presented the ideas. This is a useful natural process for the children to learn. The idea of the teacher as the sole audience is very limiting. When children find that their peers do not understand what they have said, they are more actively involved in finding out what is missing. However, as we have discussed earlier, children need to be taught how to respond to one another's work in a positive way.

2-6 Answers to these activities can be written in many ways; hence the teacher should monitor the answers.