

# TEACHING WRITING IN EFL/ESL CLASSROOM

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# How to teach writing in EFL and ESL classrooms

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- Teachers will have a look at:
  - 1. The basic knowledge that learners should develop in the writing lesson;
  - 2. The different types of writing activities.
  - 3. Writing as a tool for learning;
  - 4. Writing as a major syllabus component;
  - 5. Teaching writing as a product, as a process, and as a genre



# LEVELS OF WRITING

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- **Learners should be trained:**
  - to develop different language subskills;
- **The knowledge that they should develop:**
  - range from handwriting skills and mechanics to the ability to produce a coherent writing;
- **Other types of knowledge include:**
  - vocabulary, grammar, and paragraph structure;
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- **The use of cohesive devices (e.g. however, nevertheless, but, etc.) are also of paramount importance for good writers.**



# WRITING ACTIVITIES

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- **Writing tasks can be represented in a continuum that ranges from controlled activities to freer ones.**
- The writing task in the classroom can be also seen either as a learning tool (i.e. writing for learning) or as representing one of the main syllabus components (i.e. writing for writing) (Harmer, 2004).
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# Writing for learning

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Writing for learning concerns those activities that necessitate the involvement of the students in some form of writing:

**Grammar:** providing examples of the target structures, gap filling, transformation exercises...

**Reading:** answering the comprehension questions, summarizing...

**Speaking:** preparing a conversation before an oral performance, jotting down ideas for subsequent discussion about a topic...



# PROCESS WRITING

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Four stages are identified in this process:

**A Planning**

**B Drafting**

**C Revising**

**D Editing**



# PLANNING

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- In the pre-writing stage, the learners are encouraged to gather as much information about the topic as possible through activities such as:
- **brainstorming**
- **quick write**
- **answers to questions**
- **discussions**

After generating enough ideas about the topic, the learners sort and organize them into an outline, preferably a visual diagram



# DRAFTING

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- **Drafting is the first attempt at writing**
- When the learners have gathered enough ideas about the topic they start writing the first draft paying attention to the following points:
  1. **At this stage, focus is on the fluency of writing;**
  2. **The learners should not be preoccupied too much with accuracy;**
  3. **While drafting, the audience should be taken into consideration because having the audience in mind gives direction to the writing;**
  4. **There might be some kind of response to the students' drafts either from other peers or from the teacher. This can be in the form of quick oral or written initial reaction to the draft**



# REVISING

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- Revising is not merely checking for language errors;
- It is rather **a look at the overall content and organization of ideas**;
- **Using the feedback from their peers or from the teacher**, the learners check whether their writing communicates meaning effectively to the intended audience (for example, some ideas may be discarded while others may be improved);
- **The structure of paragraphs** might also be affected during revision and the overall organization may be refined to convey coherent content



# EDITING

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- Once the learners have finished revising, they start tidying up their drafts.
- This can be done by the learners themselves (i.e. self-editing) or with the help of their peers (i.e. peer editing).
- The focus is on elements like:
- **diction (choice of words)**
- **grammar (tense, sentence structure, prepositions...)**
- **mechanics (punctuation, punctuation)**



# REFERENCES

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