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What is Writing?



- Two-steps process
 - Figure out the meaning.
 - Put it into written language.

- Organic process
 - Start writing.
 - Edit
 - Encourage the Vocabulary.
 - Final product.

Figure out
the meaning.

(Brown, 2000)



« . . . a transaction with words whereby you
free yourself from what you presently think,
feel and perceive.»

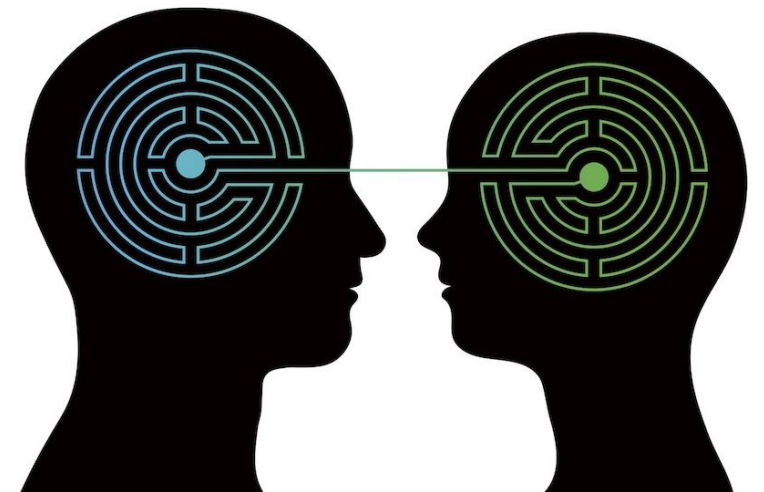


(Brown, 2000, p.337)

Characteristics of Writing

(Brown, 2000)

- **Permanence**
 - No correction opportunity.
- **Production Time**
 - Time limitations in educational contexts.
- **Distance**
 - Cognitive empathy.
- **Orthography**
 - Differences between L1 and L2



Characteristics of Writing

(Brown, 2000)

- **Complexity**
 - Avoidance of redundancy.
- **Vocabulary**
 - Low frequency words.
- **Formality**
 - Different genres and academic writing.

Acquisition of Writing

- **Brown (2000)**

- Learnt and acquired process.
- Literate society.
- Teacher / A guide



- **Harmer (1991)**

- Some issues affect the production of writing in a second language.

- Spelling → Lack of education

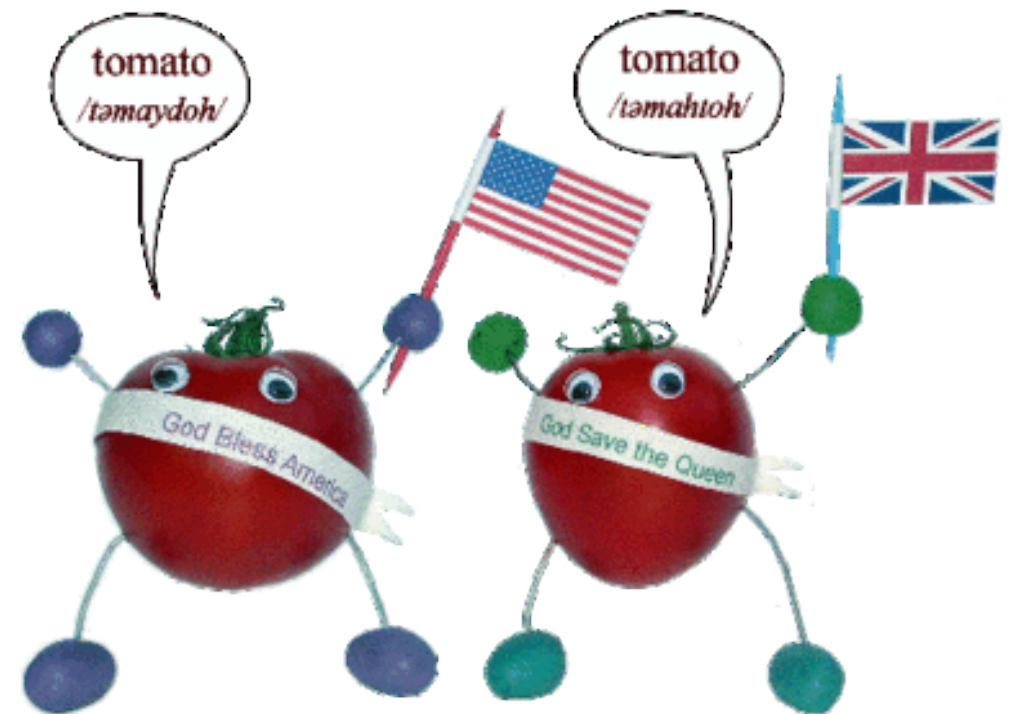
- Sound vs. Spelling
- Varieties of English

- Layout

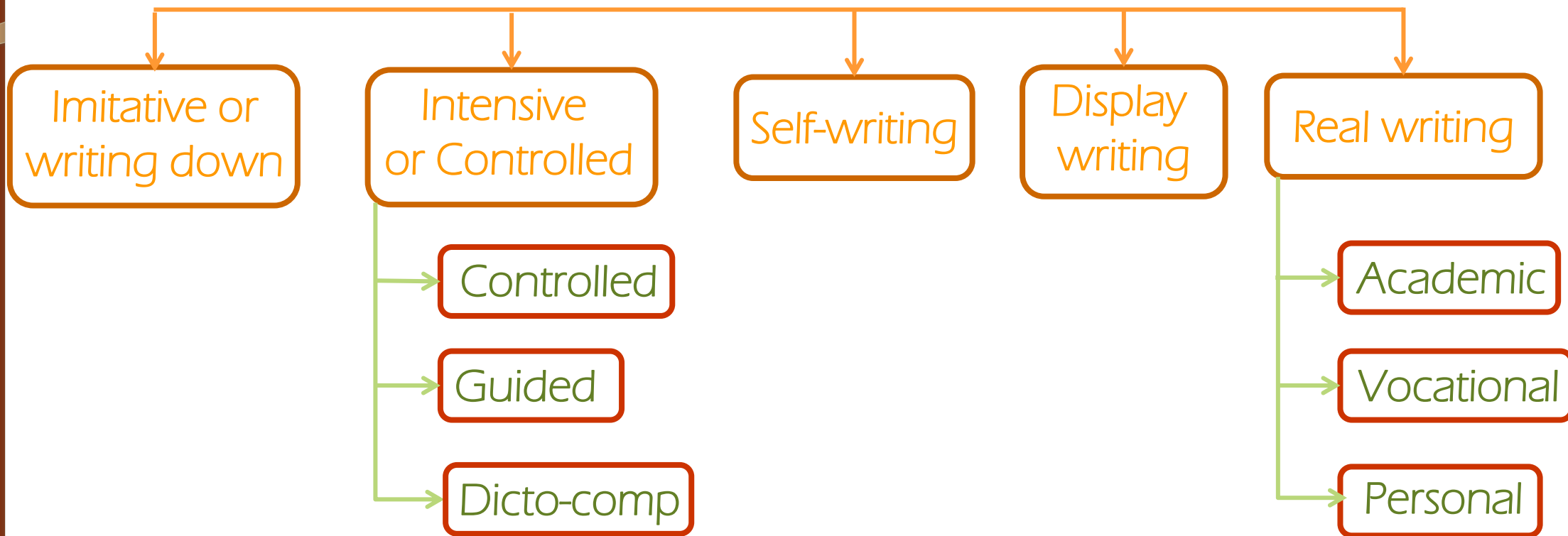
- Different writing communities.

- Punctuation

- Established conventions in every community.



Writing Tasks



(Brown, 2000)

Teaching of Writing

Teacher's Role

Brown (2000)



Harmer (1991)



Teaching of Writing

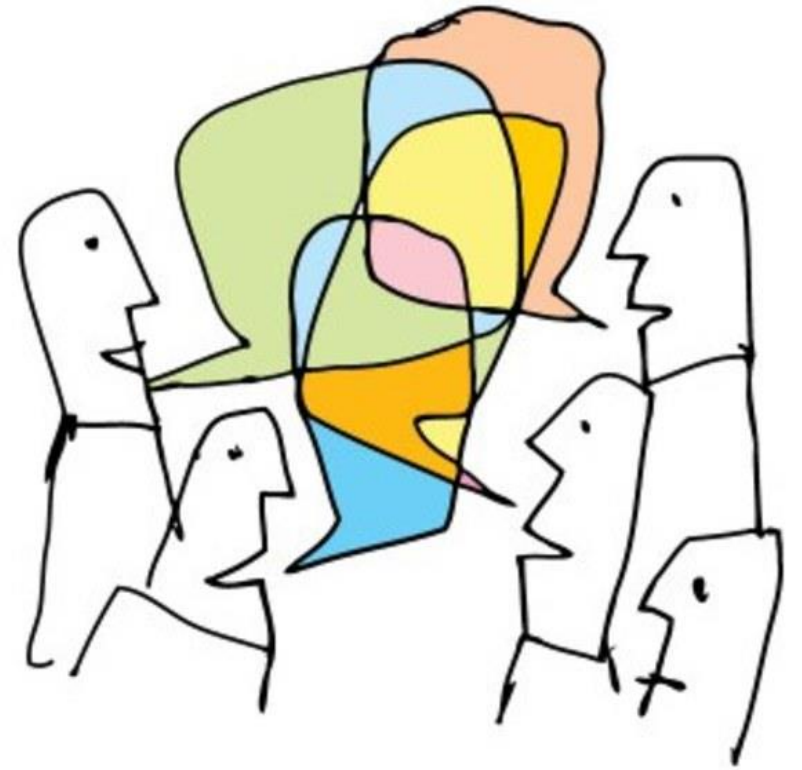
Approaches for Writing

(Harmer, 1991)

- Process and Product
 - Importance given by the teacher.
- Writing and Genre
 - Data collection process.
- Creative Writing
 - *“a journey of self-discovery, and self-discovery promotes effective learning” (p.259)*



- Writing as a cooperative activity
 - Continuous feedback
- Using the Computer
 - Handwriting problems.



Teaching of Writing

Principles for Writing

(Brown, 2000)

- Incorporate practices of “good” writers.
- Process and Product
- Account for cultural/literary backgrounds.
- Connect reading and writing.
- Provide as much writing as possible.





Teaching of Writing

Principles for Writing

(Brown, 2000)

- Pre-writing, drafting and revising.
- Offer interactive techniques for the class.
- Apply methods of responding and correcting student's writings.
- Instruct students on the formal conventions of writings.

ADVANTAGES



- You can take the necessary time before writing the final product.
- It can be edited as many times as the writer wishes.
- Through the research process, it is possible to acquire new knowledge on a topic.
- In academic context, students can count on the teacher as a resource of help.



DISADVANTAGES



- In academic contexts, there are time limitations.
- Once the final product is delivered, there are no chances for changing the writing.
- Writing conventions differ from one language to another.

References

- Brown, D. (2000). Teaching Writing. In *Teaching by Principles: an Interactive Approach to Language Pedagogy* (Second ed., pp. 334-360). USA: Pearson ESL.
- Harmer, J. (1991). Writing. In *The practice of English Language Teaching* (pp. 255-268). London/New York

