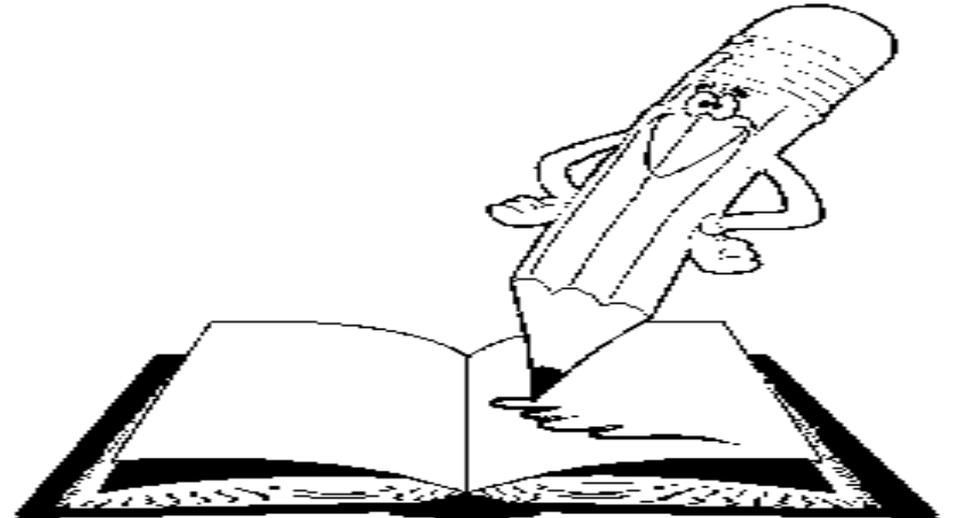


# Teaching Writing to Young Learner





# Introduction

- The process of learning to write begins in infancy.
- The positive oral and written language experiences children have at home, preschool, and kindergarten contribute to the developing capacity to communicate in writing.
- Adults can promote the development of writing skills by offering numerous informal opportunities for children to observe, explore, and experiment with writing.





# Introduction

- *What is Writing*

Writing is a combination of process and product (Sokolik, 2003).

The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.



# Background to the teaching of writing

- We must consider two separate areas of children development
  1. Motor or physical skill

The ability to hold a pencil firmly in their hand and form letters on paper
  2. Cognitive skill

The ability to formulate ideas and write them onto the paper





# Development of Writing Skills

- The process writing approach involves the process-steps necessary to produce a good quality final piece of writing.
- As a teacher of writing, we need to balance the role of the process and the importance of the product.
- The process begin by thinking about what is going to written and ended by publishing





# Writing Process

- A way of looking at writing instruction in which the emphasis is shifted from children's finished product to what they think and do as they write

## Steps in writing process

1. Prewriting
2. Drafting
3. Revising
4. Editing
5. Publishing





# Prewriting

Getting ready to write stage.

Writer begin tentatively by talking, reading, and writing to see what they know and in what direction they want to go.

- During the prewriting stage, writers
  1. Choose a topic
  2. Gather and organize ideas
  3. Consider the potential audience
  4. Identify the purpose of the writing
  5. Choose an appropriate genre





# Drafting

- Children focus on getting their ideas down on paper, it is the time to pour out ideas. They begin with tentative ideas developed through prewriting.
- The activities in drafting stage
  1. Write a rough draft
  2. Craft leads to grab readers' attention
  3. Emphasize content rather than mechanics





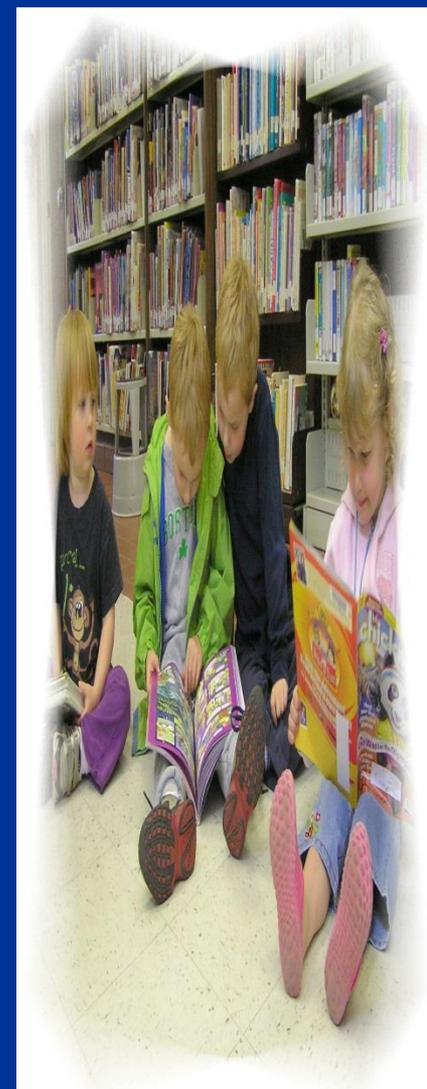
# Revising

- In this stage writer clarify and refine ideas in their composition again with their classmate or teacher helping them.
- Revision is not just polishing writing; it is meeting the needs of readers by adding, substituting, deleting, and rearranging material.
- Activity in this stage:
  1. Share writing in writing groups
  2. Participate constructively in discussion about classmates' writing
  3. Make changes to reflect the comments of classmates and the teachers.
  4. Make substantive rather than only minor changes between the first and final drafts.



# Editing

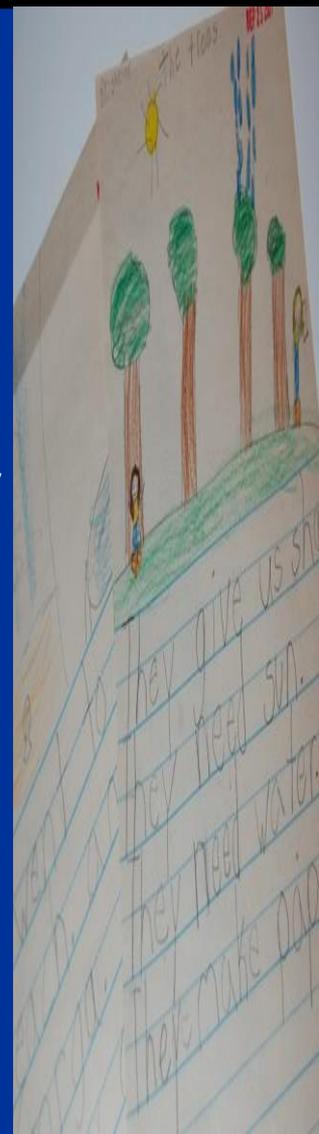
- Make it correct by checking spelling, capitalization and punctuation to make the writing optimally readable.
- Activity in this stage
  1. Getting distance; children are better able to edit with a fresh perspective after a few days
  2. Proofread composition to locate and mark errors.
  3. Correct mechanical errors





# Publishing

- Share your finish writing with others
- This is the fun stage in the process; it motivates children to improve their writing
- Publishing is the single best way to encourage children to revise and edit their writing (Elbow, 2002)
- Activity in this stage:
  1. Publish writing in an appropriate form
  2. Share finished writing with an appropriate audience





# Classroom techniques and activities

- Regardless of the program objectives, children should be given opportunities and encouragement to jot their ideas.
- Techniques and activities
  1. Writing models
  2. Group writing
  3. Talking and writing box
  4. Writing centers
  5. Writing conferences
  6. Inventive spelling
  7. Word walls





# Writing Models

- Teacher use writing model for demonstration to show how experienced writers write and solve problems as they write.
- The purposes of writing models are:
  1. To demonstrate how to do a new type of writing activity before having children do the activity independently or in small group
  2. To demonstrate how to use writing strategies, such as proofreading, monitoring, sentence combining, and revising
  3. To demonstrate how writing conventions and other skills work





# Group Writing

Children can work collaboratively on a writing project, but it needs to be carefully organized on the part of teacher

Young learner can also work in small groups to create different pieces of written text.





# Talking and Writing Box

- It is a small box that children cover with pictures that interest them.
- Children create a Talking and Writing Box at the beginning of the year and then use it throughout the year as a basis for speaking and writing activities.





# Writing Centers

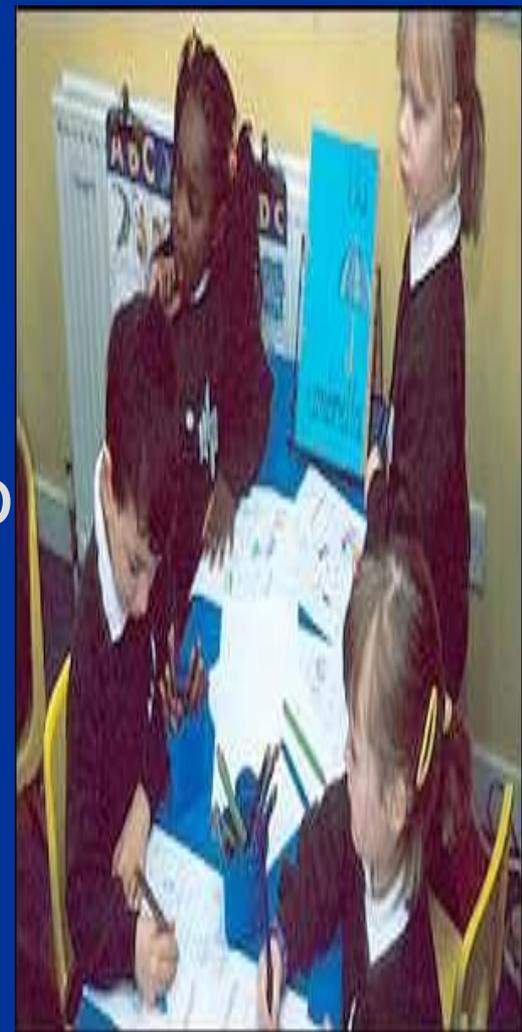
- It can be set up in most classroom
- The Writing centers with brightly colored pens and papers will often inspire children to write.
- It should be placed in a clean, cheery place that invites children to compose different piece of writing
- It can be used at any stage of the writing process and for writing conference





# Writing Conferences

- It can be held between teacher and learner or between learners themselves.
- In order to work effectively, children need to be taught how to comment and critique their own writing and that of their peers





# Conference Writing

- Conference writing is an activity where writers discuss and share their writing with an individual or group.
- It helps writers improve their own writing by
  1. developing their ideas
  2. correcting their own mistakes, and
  3. learning to communicate their ideas clearly.





# Guidelines

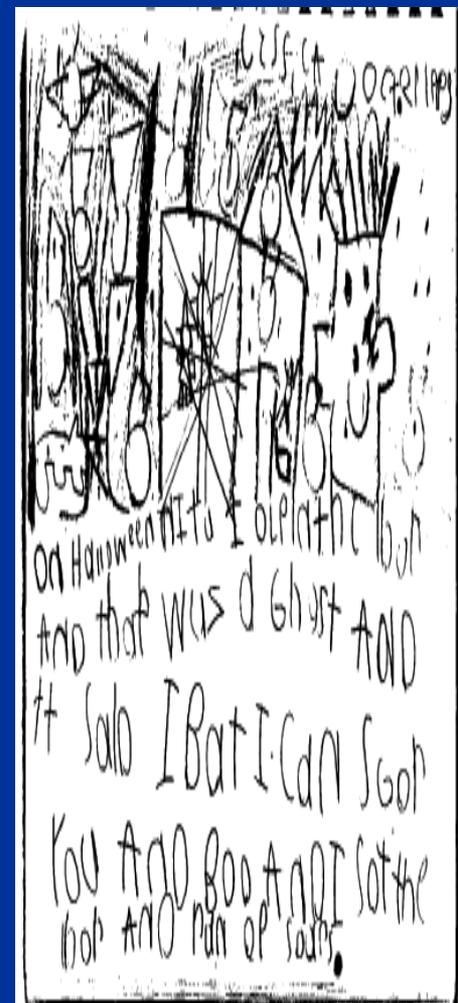
- Do not correct spelling errors or general surface structure details during conferencing.
- Create a supportive environment, not a competitive one if you are working in a group.
- Resist directing changes that will take ownership away from the writer.
- Respond first to the message and content before moving on to any teaching points.





# Inventive Spelling

- Inventive spelling refers to the practice of allowing or encouraging beginning readers to write any way they want.
- The idea is that the act of writing, for the beginner, is more important than correctness of form (correct spelling).





# Benefits

Inventive spelling:

- enables learners to write independently before they are able to spell words correctly
- encourages creative writing as a means of self-expression, and
- encourages writing that is natural, meaningful, and spontaneous.





# Guidelines

- Help learners build their own word bank as they write or edit so they can find out how to spell words correctly.
- Ignore spelling and grammar errors, unless the learners ask to be corrected.
- Respect learners and be sensitive to their feelings as you help them build confidence in writing.
- Show interest in each story by listening carefully.





# Word Walls

Systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display.

- Lists should be posted on the walls
- Learners can refer to Word Wall during various stages of the writing process.
- The words can be arranged alphabetically and topically. It is better to color the words.





# How can we encourage learners to write?

- Praise and respect all efforts – no matter how small
- Use labels around the classroom and school-create a literate environment
- Use written language for communication in the class and the school
- Encourage children to bring in personal belongings such as English books, postcards, birthday cards, posters etc to school
- Display as much of the pupils' writing as you can.





# How can we encourage learners to write?

- Write a dialogue journal with the learners (include important events, pictures, shared writing and copying)
- Keep all their written work and reuse it in other ways if you can.
- Accept that pupils will make handwriting and spelling mistakes. These mistakes can be corrected over time with practice.
- Let children have fun while learning to write





# Conclusion

- Children learning to write in English need to develop knowledge and skills at different scales and level.
- The way of learning to write should be considered to the characteristic of young learners. It means that we have to consider about their physical and cognitive development
- We should aware of the complexity of what has to be learnt to become a successful writer, we can offer children a wide variety of language tasks, games and activities focussing at different levels of skills and knowledge needed for successfully laying the foundations of their growth in literacy.



**THANK YOU!**