

How to facilitate writing? (checklist)

(Developed according to TG and some other relevant sources)

<i>Stage/phase</i>	<i>Objective/s</i>	<i>Strategies/techniques/steps</i>
<i>Prewriting</i>	<p>Set the scene/context</p> <p>Inform students about the objectives of the task</p> <p>Motivate the students for writing</p> <p>Activating their background knowledge</p> <p>Eliciting some of the forms which we think are required</p> <p>Eliciting some prerequisite words/phrases</p> <p>Preplanning their linguistic production in a very organized way</p> <p>Scaffolding their written production in some simple doable steps.</p>	<p>Use a picture, short video clip, song, picture, poem, sentence... as the prompt for writing.</p> <p>Brainstorming through concept maps or mind maps</p> <p>Brainstorming through wh-questions to set different dimensions of the comprehensive context(The more wh Qs the more inclusive the context) (please refer to speaking worksheet)</p> <p>Have them organize their brainstormed information and create a blueprint of their writing in a graphic chart like fishbone , tree chart, reasoning chart etc.(this can also be considered as a while-writing activity)</p>
<i>Writing</i>	<p>Students are supposed to produce language in written form.</p> <p>Language production can make them aware of the gaps or holes they have (noticing the gap occurs when students have a partial knowledge of a form, noticing the hole occurs when students realize that they don't know about a form completely.)</p> <p>Additionally, producing writing can be less threatening and demanding than speaking due to its off-</p>	<p>This stage can be done either in or out of class.</p> <p>We can pair up or group up the students to produce a joint writing.</p> <p>Text Chat: students chat on a piece of paper in pairs or trios.</p> <p>Running writing: group members take turn running to the board writing a paragraph(each student a sentence)</p>

	<p>line planning nature. That is, the students have time to think and rethink, to write an rewrite, and to use helpful sources such as dictionaries or their books. So, it can have a positive effect on speaking as the other productive skill.</p>	<p>Rocket writing: they should write as fast as they can about a given topic in a limited and short time(2 min)</p>
<p><i>Post-writing</i></p>	<p>Focus-on-form/Feedback</p> <p>Evaluation and planning for next writing tasks</p>	<p>Written corrective feedback (WCF): Direct WCF, Indirect WCF, and Metalinguistic WCF</p> <p>Peer-feedback: We can ask our students to feedback on their classmates’ writings</p> <p>Students are given a golden opportunity to evaluate their own writing ability and plan ahead for next writings they are demanded to produce.</p> <p>Have students jot down their errors, strategies and reflections in a journal log.</p>

Typology of written corrective feedback (Adopted from Ellis, 2009)

Type of WCF	Description
1. Direct CF	The teacher provide the student with the correct form.
2. Indirect CF	The teacher indicates that an error exists but does not provide the correction.
a: Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.
b: Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.
3. Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error.
A: Use of error code	Teacher writes codes in the margin (e.g. ww = wrong word; art = article).
b Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
4.The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.
a Unfocused CF	Unfocused CF is extensive ad given on all kinds of problematic forms.
b Focused CF	Focused CF is intensive and given or some specific problematic forms.