

## Process Approach to Writing Part 1: Writing as a Way to Construct and Express Thoughts and Ideas

<b>Class level:</b>	This lesson is designed for multi-level adult classes that include intermediate through advanced English language learners. The lesson activities are flexible. Instructors should adjust the presentation and activities to accommodate the linguistic levels of individual learners.
<b>Goal:</b>	To focus students' attention on and inspire an interest in writing as a way to effectively communicate ideas in any language.
<b>Lesson objectives:</b>	<ul style="list-style-type: none"> <li>• Students will individually and cooperatively conceptualize writing as a way to construct and express thoughts and ideas in any language rather than as a narrow prescriptive code.</li> <li>• Students' will gain an increased awareness of speaking and writing as a means to express one's "voice" before a given "audience."</li> <li>• Students will construct a foundation for engaging in future process approach writing lessons.</li> </ul>
<b>VDOE Adult ESOL Standards</b>	<p>S5.4 – Express and support ideas with some organization and cohesiveness using examples, explanations, and descriptions; use strategies to monitor and enhance communication.</p> <p>L5.2 – Identify topic and purpose in simple conversations and short connected oral discourse in familiar situations.</p> <p>R5.1 – Comprehend most authentic materials on everyday topics related to life roles.</p> <p>W5.1 – Write at length to communicate ideas for a range of purposes in less familiar contexts to an intended audience.</p>
<b>Estimated time:</b>	4-6 hours – If you find your students are taking extra time to complete this lesson you can easily present it in sections. Simply review what was covered in the preceding session.

<p><b>Resources and materials needed:</b></p>	<ul style="list-style-type: none"> <li>• KWL Chart handout</li> <li>• Large chart paper and markers</li> <li>• Pictures for discussion: Egyptian Hieroglyphics, Ancient Sumerian Cuneiform, Lascaux Cave Drawing, Women in a Language Class</li> <li>• Individual writing journal per student for this and all writing future lessons (3-ring binder with ruled paper)</li> <li>• What do these immigrants want to say to America? handout</li> <li>• Responses to “What do these immigrants want to say to America?” handout</li> <li>• “What do YOU want to say to America?” handout</li> <li>• One copy of PWCS Adult ESOL <i>Our Voices</i> student publication</li> <li>• One sentence strip per student</li> <li>• Markers</li> </ul>
<p><b>Warm-up/Review:</b></p>	<ul style="list-style-type: none"> <li>• Tell students that in today’s lesson, the class will be focusing on ideas about writing in any language.</li> <li>• Pass out a copy of the writing <b>KWL Chart</b> to each student. Ask students to look it over. Instruct students to list in the <u>K</u> column what they know about writing in general. They can write anything they know. In the <u>W</u> column they will list some of the things that they want to know about writing. Tell them to be sure to leave <u>L</u> blank for now. They will fill it out later. Give students 10 minutes to fill in these first two sections of the chart.</li> <li>• Write at the top of chart paper: “What is writing?”</li> <li>• Brainstorm possible answers to that question as a whole class activity. (Ideas can spring from but are not limited to the <u>K</u> of their KWL chart). Be sure to explain to students that <b>in brainstorming no ideas are rejected</b>. Accept and record all answers on the chart board without commentary.</li> <li>• Show students the picture of <b>Egyptian Hieroglyphics</b>. Without giving information about the picture, simply ask, “Is this writing?” Accept all answers making sure students thoroughly clarify their thoughts and opinions. Likewise, individually show students the picture of <b>Ancient Sumerian Cuneiform</b> and the <b>Lascaux Cave Drawing</b>. Engage in a similar discussion as to whether these are writing or not. Be sure to ask students to explain their opinions. After the discussions, if the students have not identified the writing as hieroglyphics and cuneiform, let them know that both of these examples are from ancient writing systems. The ancient Lascaux cave drawing is a graphic expression, but it is not writing as a systematized code for expressing language.</li> </ul>

	<ul style="list-style-type: none"> <li>• Finally, on a separate chart paper, write the word <i>Writing</i>. Underneath, add on the left “noun” and to the right add “verb.” Draw a line down the middle of the paper to separate the sections. (Very briefly review the meaning of noun and verb). Ask the class to summarize their thoughts and construct a complete statement or a series of statements to define the word “writing” as a noun (a thing or idea) and as a verb (an action). (The instructor is not looking for a prescriptive definition here, but seeking to get the students to synthesize their collective thoughts into a sentence, a complete thought.) If students use a dictionary, ask them to put the definitions into their own words.</li> <li>• Let students know that during this lesson they will be focusing on thoughts and ideas about the purpose of writing. Let them know that they will be writing in their language and in English. During this lesson, they do not need to attempt to write in “perfect” English. Ease some students’ concerns by letting them know that during later lessons they will focus more on spelling and grammar structures.</li> </ul>
<p><b>Introduction to the lesson:</b></p> <p><b>Note: At first you and your students may not see the point of this activity since they are studying English. Try it and you’ll see the positive results!</b></p>	<ul style="list-style-type: none"> <li>• Instruct students to open their writing journals and write the date and their full name at the top of their paper and also on all future writing assignments.</li> <li>• On the board, write the question, “What is special, unusual, interesting, or important about your name?”</li> <li>• Tell students that they will be given about 5 minutes to answer that question in their journals. They are to write in a native language that they are comfortable using other than English. Be sure to emphasize that this is a <i>NO English</i> writing exercise (Raimes, 1998, p.2).</li> <li>• When the writing task is complete, ask students to get into groups of 3-4 with classmates who do not speak their own language.</li> <li>• Write the following directions on chart paper in advance and post them for this activity. Go over the instructions: <ol style="list-style-type: none"> <li>1. Show the group what your writing looks like and explain how the writing system in your language is different from English.</li> <li>2. Read your name and a few lines from your paper to the group so that they may hear the sound of your language being read aloud.</li> <li>3. Summarize to the group in English what you wrote about your name.</li> </ol> </li> <li>• Ask each group to take 3 to 4 minutes each to summarize with the</li> </ul>

	<p>whole class something special, unusual, interesting, or important about their group members' names as well as the interesting differences in the writing systems of languages represented in the group. Be sure to identify the languages and the countries where they are used.</p>
<p><b>Presentation:</b></p>	<ul style="list-style-type: none"> <li>• Reinforce, or introduce if not already discussed, the idea of writing as:             <ol style="list-style-type: none"> <li>1. A way to discover, to clarify, and to record your own thoughts and ideas.</li> <li>2. A way to communicate your thoughts and ideas with readers.</li> </ol> </li> <li>• Show the picture of <b>Women in a Language Class</b>. Ask the class the questions, "What is she saying?" and "What are they writing?"</li> <li>• Allow students to respond verbally as a whole class group to these questions. Discuss their answers adding if necessary that the viewer can't truly know those answers since the photo does not express the "voices" of the speakers and the writers. Body language recorded in the photo does communicate some information. Without listening to or reading the words of these individuals, their voices are "mute." Write <i>mute</i> on the board and ask for a definition (<i>A person who does not have the power of speech</i>).</li> <li>• Ask students to think about a time when they were not able to communicate their thoughts or ideas to others after they came to this country. How did that make them feel? Allow a few students to share their experiences and feelings (There may be a strong emotional need at this point to spend extended time sharing).</li> </ul>
<p><b>Practice activities:</b></p>	<ul style="list-style-type: none"> <li>• Ask students to divide into groups of 3 to 4.</li> <li>• Distribute the handout <b>What do these immigrants want to say to America?</b></li> <li>• Write "audience" on the board and ask for a definition (Add the following if necessary: Someone who listens attentively; readership for printed material). Within each group, have students discuss and agree on what the individuals in the photographs <u>might</u> want to say to this country if all of America could be the "audience." Once there is group agreement, each member of the group will record in English the message for each photo in the space provided on the worksheet.</li> <li>• While students are working in groups, put 7 chart papers up on the walls around the room. Number each of them 1 – 7. Instruct students that when they are finished, they may choose several of</li> </ul>

	<p>the photos that they discussed and write the message from those chosen on the chart board corresponding to the photo on the worksheet. Be sure to tell them to choose the messages that had the strongest meanings for them.</p> <ul style="list-style-type: none"> <li>• Going from photo 1 through 7, have representatives of each group who recorded a message on the chart paper read it to the class and briefly explain the thought process that led to writing the message. Ask for class comments and responses after each explanation. Were the messages written in other groups similar?</li> <li>• Have students save the worksheets in their writing journals for a future assignment.</li> </ul>
<p><b>Application:</b></p> <p>Students' completed sentence strips will be used in lesson #2.</p>	<ul style="list-style-type: none"> <li>• Review with students that writing is both a means to <u>construct</u> ideas inside their own minds as well as a way to <u>communicate</u> thoughts and ideas with readers.</li> <li>• Distribute the "What do YOU want to say to America?" handout to each student. Ask students to think of four things that they would personally like to say to communicate to America. (To help my students understand this concept, I went to my classroom door and said, "Hey America! Listen to me! This is what I want to say to you!. The class laughed and understood the concept.)</li> <li>• Choosing one of the messages recorded on the above worksheet, instruct students to next write that message on a sentence strip in large letters. Again, reassure students that they can make English mistakes at this point! Assure them that they will focus on perfect English later. However, you can circulate and help your students as they construct their sentences.</li> <li>• After students write their sentences, ask them to read their messages to other class members and check for clarification.</li> <li>• Ask students to write their names on their sentence strips. Collect them for evaluation purposes and for a future lesson.</li> </ul>
<p><b>Evaluation activity:</b></p>	<ul style="list-style-type: none"> <li>• Observe class members as they write, read, and interact to identify particular areas of strengths and areas that need future focus. Identify students who have difficulty writing in their own language. They may need extra help to complete future writing tasks.</li> <li>• Evaluate students' ability to express complete thoughts and ideas collectively and individually in writing by reviewing class chart</li> </ul>

	<p>paper entries as well as those on the sentence strips. If students are completely unable to construct a sentence at this level, you will need to do a review on how to form a sentence in English.</p>
<p><b>Reflection activity:</b></p> <p>Students' completed KWL charts will be used in lesson #2.</p>	<ul style="list-style-type: none"> <li>• Ask students to take out their writing KWL charts and take a few minutes to fill in the <u>L</u> section, "What I learned about writing."</li> <li>• Ask volunteers to share some of what they learned about writing. You may find that since this was not a prescriptive writing lesson on spelling, grammar and drills, etc., your students may feel they have not learned anything about writing. Tell students that in future lessons you will be including such elements of writing as spelling and grammar. However, writing to communicate is a process that includes much more than these.</li> <li>• Show students one copy of <i>Our Voices</i>. Explain to them that this is a PWCS Adult ESOL student publication. All of the stories and articles were written by students. Ask your class to discuss the title of the publication. What does it mean? Why is having a "voice" through writing so important?</li> <li>• Collect the KWL sheets for further evaluation. Write encouraging responses to students' entries. Later, return the KWL charts to your students to be included in their writing journals.</li> </ul>
<p><b>Extension activities for the classroom and beyond:</b></p>	<ul style="list-style-type: none"> <li>• For homework, tell students to change the "audience" of the worksheet "What do these immigrants want to say to America?" At the top of their next writing journal page, have the students to write, "What do these immigrants want to say to their families in their native countries?"</li> <li>• Number from 1 to 7 on the journal page. Students will write what the individuals in the photographs would possibly say to this new "audience," for example their family members who still live in their native country?</li> <li>• During the next class, allow students to share what they wrote. How did their ideas change when intended for a different audience?</li> <li>• Distribute <i>Responses to "What do these immigrants want to say to America?"</i> handout. These responses were written by adult ESOL students. Ask your class to read these together and compare and contrast their own responses to those on the handout.</li> <li>• Type your students' responses and use it as another reading text.</li> </ul>

## Reference

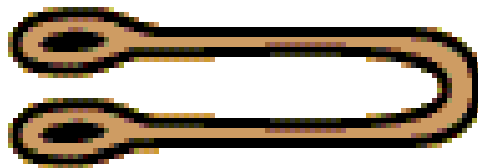
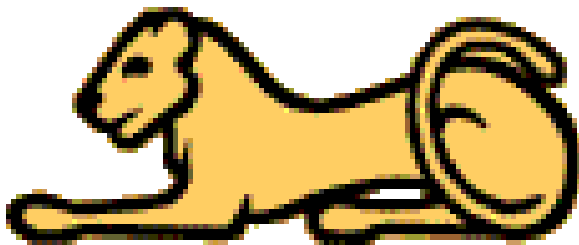
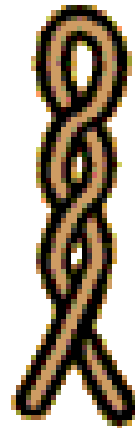
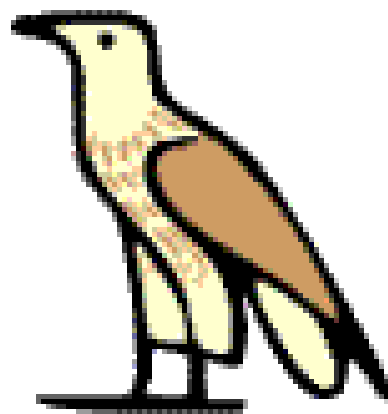
Raimes, Ann (1998). *Exploring through writing: A process approach to ESL composition*, (2nd ed.). NY: Cambridge University Press.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

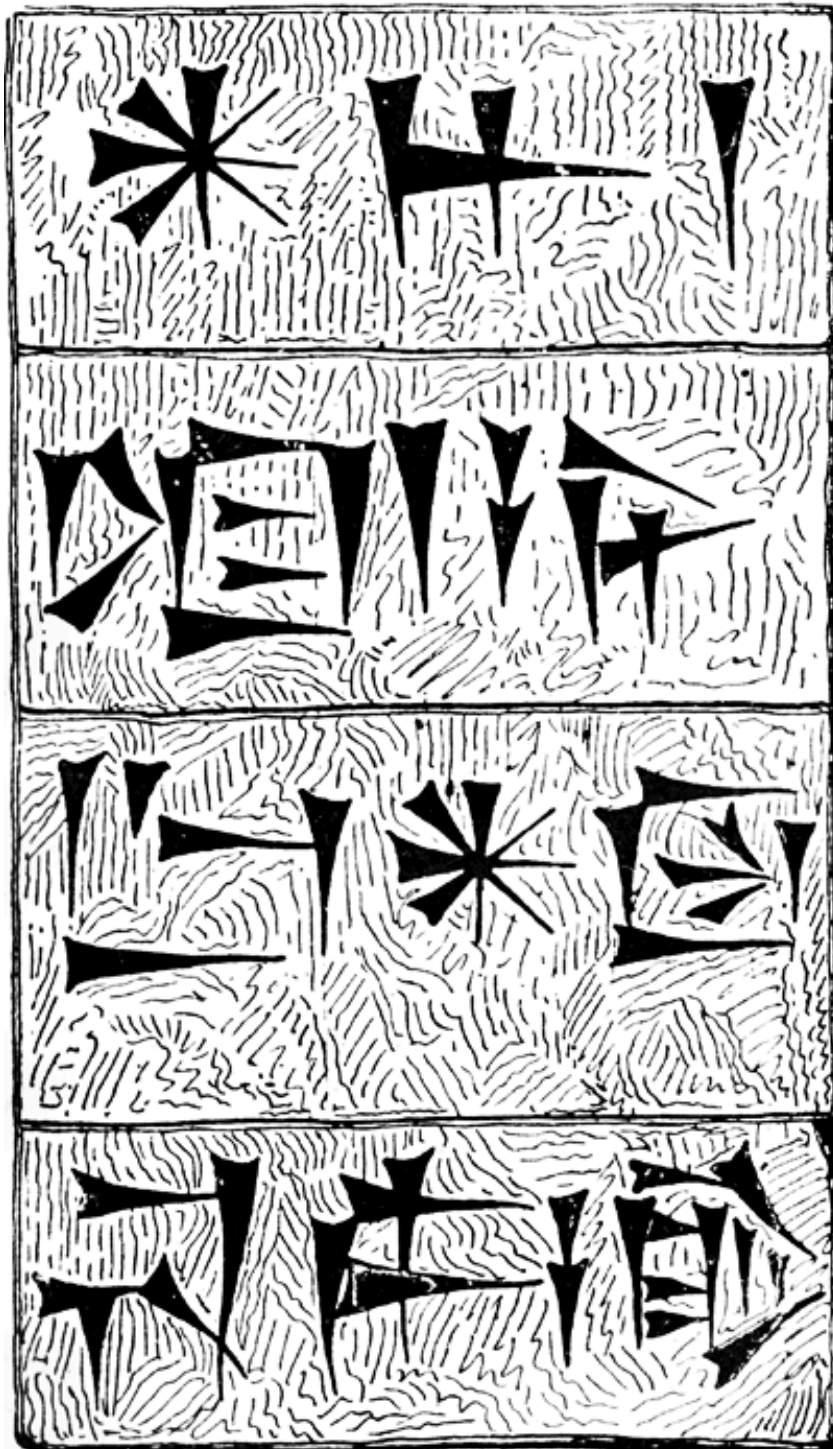
# Writing

<b>K</b>	<b>W</b>	<b>L</b>
What I <b>know</b> about writing:	What I <b>want to know</b> about writing:	What I <b>learned</b> about writing:

Is this writing?



Is this writing?



Is this writing?





What are they saying?

What are they writing?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### What do you think these immigrants want to say to America?

	1.
	2.
	3.
	4.
	5.
	6.
	7.

## What These Immigrants Might Want to Say to America

by PWCS Adult ESOL Students

	<p>I am sad. I'm an immigrant. I want to speak English and I want to be able to give my opinions. Help me! Please, be my friend! I want to go to school. I want to make new friends and play. I want to go to school even if I am not legal. I want to have a good future.</p>
	<p>This is my family. We are together. We love each other. My grandson wants to be like me someday. I will take care of him forever. I want to raise my grandson in better circumstances. We want to be happy in this country.</p>
	<p>This is my pretty little girl. She is tired and she needs to sleep. She is sick and needs a doctor. We need health insurance. I want to give her care and attention. She wants to grow up in this country. We need you! I need a better job to take care of my children. I work hard for my baby. I want my children to grow up to be good people.</p>
	<p>I would like your help. I want a safe place to play because all kids need space to play. Thank you for bringing me here!</p> <p>I love my son and I want a good education for him. Remember, kids are the future of the world.</p>
	<p>I miss my family. I am sad because I miss my country. My son died in Iraq and I am alone. I need medical attention. I am housebound and not able to go outside alone. Please! Somebody has to help me. Senior citizens need good friends. I need support. Remember, the way you look at me is exactly how you also look.</p>
	<p>We are together and we will fight. We are together and together we will achieve. Together our voice is strong! We are a lot of people and we are looking for good opportunities. We want to support our families. Why don't they let us work here? We need places to work and we need good pay. We need jobs!</p>
	<p>We are here and we are proud! We are in America and we are proud to be a part of it. We are from different cultures, but we are united under the same flag. Let us follow our dreams. Please give us equal opportunities. We want to have the same rights as citizens. We want to become new citizens of the USA!</p>

Name:

What do you want to say?

Write your statement to each of these groups:

To America:

To Our Community:

To President Obama:

To American Immigrants: