

## Assessment question:

Collect a small number of samples of your students' writing (5-6 *short* pieces, preferably of different types). Discuss the difficulties they appear to have writing in English, and discuss how a *process* approach to writing might help them.

## 1. Introduction

### 1.1 Communication Problems in Written Language

For many students studying English as a Second Language (ESL), as well as others using their first language, producing academic writing in English is a daunting task. Why is writing so difficult for many people? Harold Rosen points out the difficult situation in which a writer can find him/herself:

The writer is a lonely figure cut off from the stimulus and corrective of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too of the tone of his voice and the aid of clues the environment provides. He is condemned to monologue; there is no one to help out, to fill the silences put words in his mouth, or make encouraging noises. (Rosen in Hedge, 1998: 5)

Rosen asserts that unlike speech, writing does not have the same broad range of possibilities for expression, and a writer must make up for this handicap. He points out that speakers can go back and change or clarify their ideas if questioned. Tricia Hedge elaborates on the requirements of effective writing:

Effective writing requires a number of things: a high degree of development in the organization of ideas and information; a high degree of accuracy so there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. (Hedge, 1998:5)

Nunan (1991) explains the time-and-place gap between writer and reader and the use writers need to make of inferences about their readers. "Given the lack of direct contact with the reader, they are unable to make use of feedback from the other person to adjust their message and thereby facilitate communication (Nunan 1998:86)." He points out the importance of being aware of the differences between spoken and written language when developing appropriate classroom activities and procedures.

Only after reading these passages was I better able to empathize with my students in their struggle, and sometimes complete failure to write; especially having to write a conversation for their final oral examination. Some students, in their attempt to write a narrative between two people simply wrote, "I'm very sorry, sir!"

## **1.2 Awareness Leads to Remedies**

It is not surprising that students find writing so problematic. Being aware of the difficulties is essential for teachers in order to prescribe classroom work that will help them. In this assessment task I have attempted to take a closer look at and identify some of the specific problems my students have with writing. I have also made suggestions on how a process approach to writing might be helpful. After reviewing the literature, it is my belief that classroom activities can help solve some of the problems students have with writing in English.

## **2. Product Approach**

The two main approaches to teaching writing in the classroom are 1) a product approach and 2) a process approach. Nunan (1991) differentiates the two in this way:

Broadly speaking, a product-oriented approach, as the title indicates, focuses on the end result of the learning process – what it is that the learner is expected to be able to do as a fluent and competent user of the language. Process approaches, on the other hand, focus more on the various classroom activities which are believed to promote the development of skilled language use. (Nunan, 1991:86)

A good example of a product approach to writing is the five paragraph expository essay with the thesis statement at the end of the introduction, three supporting body paragraphs and a conclusion beginning with the thesis statement. In product approaches, students are “engaged in imitating, copying and transferring models of correct language (Nunan, 1991:87).” Nunan says because the belief is that before students can write a coherent paragraph, they should have sentences mastered, “writing classes should therefore be devoted in the first instance to sentence formation and grammar exercises.” He goes on to say that this bottom-up approach to language processing and production doesn’t fit with the more contemporary view of seeing language learning at the discourse level (Nunan, 1991:87).

Traditionally, teachers were more concerned with the product or end result of a composition, and controlled exercises were followed in the classroom to achieve this end (Brown (2001: 335). Brown says that, in time, especially in the past fifty years, teachers began to become aware of the advantages of seeing learners as creators of language, “when they were allowed to focus on content and message, and when their own individual intrinsic motives were put at the center of learning (Brown 2001: 335).”

## **3. Process Approach**

Brown (2001: 334) talks about how the teaching of writing was affected by the teaching of other skills in the 1980’s, when teachers became more interested in fluency, the use of

authentic texts, the purpose of linguistic communication and the learners' inherent motivation to learn. The communicative approach to language was adopted, and students began to be regarded as thinkers and creators of language, instead of the traditional view as empty glasses to be filled with knowledge. A process approach to writing began to emerge as teachers became more interested in the process itself.

Nunan (1991: 87) recognizes writing as an often long and painful process in which the end product emerges through several drafts. He says that "the focus in the first instance is on quantity rather than quality, and beginning writers are encouraged to get their ideas on paper in any shape or form without worrying too much about formal correctness." Group work is also seen as a way of increasing motivation and developing confidence in writers. Grammar correction is not considered as important as it was traditionally, because it is seen as a potential barrier to the generation of ideas. "In a process oriented approach to writing, the actual process of writing is considered to be as important as the final product (LTM, 2001: 12)."

### **3.1 Aims of the Process Approach**

The following list adapted from Shih in Brown (2001: 335), shows what process approaches help to do:

- 1) Have students become focused on the writing process as well as the end product.
- 2) Have students become aware of their personal composing process.
- 3) Help students create their own methods for prewriting, drafting and rewriting.
- 4) Help students realize the importance of revision.
- 5) Provide students with feedback during the composing process and on the final product.
- 6) Invite peer feedback.
- 7) Provide time for student/teacher conferencing throughout the compositional process.

Brown (2001: 336) says, "The process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its 'release')." He stresses the importance of giving students the time to think while they write. He describes writing as a thinking process.

Peter Elbow (1973) contends that the two-step traditional view of writing—figure out what you want to say, and then put it into language—is backwards and actually smothers our attempts to write. He goes on to describe some of the aspects of a process approach to writing when he says:

..think of writing as an organic, developmental process in which you start writing at the very beginning—before you know your meaning at all – and encourage your words to change and evolve...Meaning is not what you start out with but what you end up with...Think of writing, then, not as a way to transmit a message but as away to cook a message....what looks inefficient – a rambling process with lots of writing

and lots of throwing away – is really efficient since it's the best way you can work up to what you really want to say and how you want to say it. (Elbow in Brown, 2001: 336)

### **3.2 Questionnaire on Writing Interest**

It is important that students be able to write about things that are of interest to them and that teachers be aware of students' views on writing. Students can write a statement at the beginning of the course, listing what they think is important to learn. Hedge (1998: 54) suggests presenting a questionnaire at the beginning of the semester. This idea is good, although I would prefer to use more open-ended questions (see appendix 7). As Hedge points out, the questionnaire helps to raise students' awareness of the strengths and weaknesses of their writing. It also helps teachers learn their students' needs, expectations of the class, and view of writing. As Bello (1997) states:

“Teachers need to provide learners with opportunities to write about topics that are relevant to their lives, to participate in various writing activities, and feel that their writing has value. By integrating writing with content at every level of instruction, teachers help learners find their own voices in their new language and develop the ability to communicate effectively in different contexts and with different audiences.”

### **3.3 The Teacher's Role**

According to Brown (2001: 340) the emphasis on a process approach to writing is student-centered instruction, student-to-student collaboration, instruction which is sensitive to the way students learn and conferencing (one-on-one conversation between the student and teacher). Flurio-Ruane and Dunn point out the advantages of conferencing:

By listening to the student and reading the work in progress, the teacher can come to know the...author's intentions, resources, growth and needs. For the student, talking with a teacher about the work and responding to thoughtful questions is a way to expand and clarify thinking about audience and purposes well as a moment to receive technical assistance and advice. (Flurio-Ruane and Dunn in Hedge, 1998: 154)

The teacher becomes a coach, encouraging students to “develop their own ideas, offer their own critical analysis, and find their own ‘voice,’ the role of the teacher must be one of facilitator and coach, not an authoritative director and arbitrator (Brown 2001:340).”

## **4. Prewriting**

The three fundamental stages which process writing approaches are structured around are: prewriting, drafting and revision. Brown (2001: 348) lists several ways which ideas can be generated in the prewriting stage. I have added the last three to this list:

- Reading a passage, poem or story
- Skimming or scanning a passage
- Brainstorming
- Making lists or charts
- Clustering or mind maps (building on one word using free association)
- Posing thought provoking questions
- Free writing
- Telling a personal story
- Watching a video clip
- Introducing a controversial topic

#### **4.1 Brainstorming**

It is common for students to draw a blank when trying to think of ideas to write about. Brown (2001: 349) talks about brainstorming as a technique that can help. Students work alone or in small groups and quickly jot down their ideas on a topic without evaluating themselves, and without worrying about putting sentences together. Only key words and phrases are important at this stage. Then they can return to the list and decide which points they would like to cross off and others they would like to expand on.

“Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Because you don’t judge your ideas as they emerge, you free yourself to come up with ideas that you might not know you even had (Brown 2001: 349).”

#### **4.2 Clustering (mind maps)**

This is useful technique often used in my conversation classes. It can be especially useful in class if all the students are all writing on a similar subject. A topic word or phrase is written on the board and circled. As students begin thinking about associations, lines are drawn branching off from the main topic with anything that can be (even remotely) related. “Making a mind map is a strategy for note making before writing: in other words, scribbling down ideas about the topic and developing those ideas as the mind makes associations (Hedge 1998: 30).”

#### **4.2 Freewriting**

Brown (2001: 350) notes that this technique is designed to generate or free up ideas. The idea is to write quickly and continually record your thoughts without hesitation, procrastination or censorship. If nothing new comes to mind, you can repeat the last thought until something new does. Grammar and punctuation are unimportant and quantity is considered more important than quality.

## **5. Drafting and Revision**

Once the seeds of ideas have begun to sprout, the real heart of the process approach can begin: drafting and revising. Brown (2001: 348) outlines the strategies and skills pertaining to the process of drafting and revision:

- Getting started – letting ideas flow smoothly from mind to written word.
- Optimal monitoring of one's writing (vocabulary, punctuation, editing and grammar are not important at this stage).
- Peer reviewing – being open to comments and suggestions from classmates.
- Using instructor's feedback – teacher guides student for further revision.
- Editing – for grammatical errors.
- Read aloud – Students read their virtually complete final draft to classmates and make corrections on cohesion, syntax, vocabulary, punctuation.
- Proofreading – have others read work to double check for publishing quality.

### **5.1 Writing the first draft**

As students begin to put sentences into paragraph form, peer editing (sharing work with others) allows students to see how others view their ideas, which may be different from those they have tried to express. Input can be used to change, revise or improve on what students have written. As Brown (2001: 353) states, "Peer editing is a true sharing process. Not only do you get feedback from your classmates, but you also give feedback to them."

### **5.2 Revision**

Brown says that "All good writers go through several steps of revision because they want their writing to be the best it can be (2001: 354)." It is important for students to be open to and reflect upon suggestions made by other students and the teacher, and decide for themselves what changes to make on their first draft. It should be stressed to students that revisions are an important and natural part of the writing process, and that it is never expected of them, as writers, to produce anything close to a finished product on the first attempt.

### **5.3 Second Draft**

It is beneficial to let the first draft sit for some time as this will help students to solidify their ideas, as well as to provide time for further ideas. Ideas can become clearer when time is taken for reflection. Brown (2001: 354) notes that changes to the second draft are still welcome, and revisions are encouraged right through until the final editing stages. After rewriting the paper, it is time to submit the paper to the teacher.

## **5.4 Teacher Feedback**

The teacher, as guide, should keep in mind that feedback should be student-centered. “As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for the student opinion, must not impose his or her own thoughts on student writing (Brown 2001: 340).” A positive remark on students’ writing, along with error correction, is advantageous as it helps to encourage and promote student confidence.

## **6. Writing Samples**

The students who participated in the writing activity were lower-intermediate level students from Hanyang Women’s College attending one of my Listening & Pronunciation or Conversation classes. They were English majors in the first year of a two-year program. Students from five different classes participated by submitting pieces of written work.

Students from three of the classes were given an opportunity to obtain one or two bonus points on their final mark by submitting a piece of writing which they had one week to complete and which they were told would be used for a research assignment. The assignments were to: 1) write a resume 2) answer three questions about the listening class 3) describe a favorite song.

In a fourth class a written conversation was taken from a final examination. The question was based on oral class work which students had done in class. The fifth piece was the final product of a two-hour conversation class in which articles from an advice column were read and discussed in groups. Students then discussed some of their own problems and gave each other advice. One problem of special interest was chosen by the group for writing. Students had thirty minutes to collaborate and to write advice for the problem.

## **7. Analysis of Writing**

One piece of writing was selected from each of the five classes for analysis (see appendices 1 –5 for assignments submitted and further details). The analysis of the writing assignments was based on categories for evaluating writing described in Brown (2001:357 adapted from J. D Brown 1991).

### **Content**

- use of description and expression
- development of ideas
- appropriate subject matter

#### Organization

- introduction , conclusion
- appropriate length
- logical sequence of ideas

#### Discourse

- fluency, cohesion

#### Syntax

- proper use of word forms, word order

#### Vocabulary

- choice and range of words

#### Mechanics

- spelling and punctuation

## **8. Identification of Problems and Suggestions**

Note: All of the assignments reveal problems of word order, vocabulary and mechanics (see section 9 for comments and appendix 6 for the marking code adapted from Hedge: 152).

### **8.1 Student Composition # 1 – Resume (see appendix 1)**

#### **Comments:**

This writer chose to write the job application as a “self-introduction,” which shows she has some information about resumes, but may not know exactly how to put one together. Most of the content is appropriate; she mentions personal information, skills and work experience. However, some of the content is inappropriate for a resume. For example: “I like hanging around with my friends.....” “I like watching movies.” The resume is lacking organization and cohesion and reads as a long list. In addition, virtually every sentence begins with the pronoun ‘I’.

#### **Suggestions:**

To help students distinguish between appropriate and inappropriate information, students could work in pairs and –through brainstorming –list points about themselves under headings such as: experience; personal information; education; special skills. Once they have made several points they could work with a group and play the role of the person hiring. They could ask themselves what qualities the hirer would hold in high



regard and which points on their list would be better eliminated.

It would be beneficial for this student, especially if she has never seen a resume, to be shown some examples of well written resumes. Once she has a basic idea of the appropriate content and organization, she will have more confidence and direction in her approach. “In order to appreciate the skills needed for successful crafting it is useful to look at finished pieces of writing and to see how ideas are put together and developed (Hedge 1998: 89).” Because a resume is a uniquely specific form of writing, it may be prudent to bring in features of the product approach so that students can ascertain the kind of features a good resume possesses.

Reformulation is a technique described by Hedge (1998: 159) which could be helpful in this situation. After students are shown some examples of resumes, they can attempt to write their own. Resumes are collected and problems underlined or referred to with a code of symbols. One student’s resume can be rewritten by the teacher and both versions can be distributed to the class. Students could work in groups to identify changes and the reasons for them. They can then revise their own work

To counteract the tendency to write in long lists, the teacher might use an exercise in organizing general and supporting statements (Hedge 1998: 109). Students put together a more cohesive text from isolated sentences. For example, a list of twelve sentences is provided, and students are to identify the four general statements which would begin each paragraph, and the two supporting statements that would follow. The four paragraphs can then be assembled as a cohesive text. This gives students an idea of how a text might be organized.

An exercise in cohesion in which short sentences can be combined would also be helpful for this student (see exercise #1 in appendix 8).

## **8.2 Student Composition #2 – Questions on the Class (see appendix 2)**

### **Comments:**

This student needs to learn how to come up with ideas and then develop them. A short paragraph was requested for each question, yet she makes only one point in a sentence for each question. Also, she uses adjectives: interested/interesting and bored/boring incorrectly (see exercise #2 in appendix 8).

### **Suggestions:**

To generate more ideas, a mind map is useful to get students thinking about things to write about. A topic word or phrase is written on the board, for example, “The Listening Class” and students contribute ideas associated with the class, for example: games, songs,

textbook, pace, assignments, exams, teacher, speed, length, homework etc. (we did much more than just listen to pop songs and novels in class).

After completing a mind map, students could be given a chance to do freewriting for a short period of time to develop and expand on some of the issues they would like to discuss. They would be encouraged to write about their feelings, likes and dislikes, and to make suggestions about the class without hesitating or thinking too much. Students would be reminded that grammar and spelling are not important and that quantity is more important than quality at this stage. This semester I began teaching writing for the first time. I decided to have students write on any topic in a journal for fifteen minutes at the beginning of the class and at least once a week for homework. This should help to increase the quantity and flow of writing, and to lessen writer's block.

### **8.3 Student Composition #3 – A Description of a Song (see appendix 3)**

#### **Comments:**

The content in this piece is good. Her ideas and opinions are well developed. Her attempt at thought provoking description is commendable, as is her use of several different adjectives to make the piece dynamic and persuasive. She has convinced me this is a song worth listening to. The paragraph is organized well with an introduction and conclusion and is of proper length. She shows cohesiveness and fluency in her writing.

#### **Suggestions:**

She needs improvement on syntax and punctuation (see section 9 for comments on syntax, vocabulary and mechanics).

### **8.4 Student Composition # 4 - Advice Column (see appendix 4)**

#### **Comments:**

The students were able to communicate their ideas and opinions clearly. There is no problem with content and organization, but they could use some help with cohesion, as they were supposed to put the ideas together and make one piece of advice, rather than three separate pieces.

#### **Suggestions:**

Hedge (1998: 103) talks about using connectors of addition, that is, knowing how to properly use connectors, such as: *as well as, too, in addition, also, and*. Students would

find these connectors useful to make their advice read more fluently. Students could read a passage and pay close attention to how connector forms are used, and how they might use them. They could be reminded of the rules of usage and shown correct examples. An exercise using simple connectors such as *as*, *and*, *but*, *because* and *although* would help the students write with more cohesiveness (see exercise #3 in appendix 8).

## **8.5 Student Composition # 5 – Written Narrative (see appendix 5)**

### **Comments:**

The content, organization and discourse are generally good in this short conversation. The writer's conclusion is good: "I'd like to go to Korea some day." She could use work on better developing her ideas, as her responses to the questions are short. We learned the term "nightlife" in class and she mistakenly writes "daynight." She also repeatedly uses the word "most" incorrectly: "Mt.Keun Kang is most beautiful," "most busiest," "most greatest."

### **Suggestions:**

Creating a mind map could help to develop some of the ideas she has touched upon. For example, she might like to expand on the idea of cars in Seoul: The models, number of cars, traffic problems, and accidents. For an exercise to help remedy the problem of incorrect use of superlatives (see exercise #4 in appendix 8).

## **9. Problems of syntax, vocabulary and mechanics (see appendix 6)**

The most glaring problem the students had was of syntax. In process writing, grammar is played down, but it is not totally ignored. Just as memorizing lists of words is not the best way to learn how to spell, it is my opinion that imposing a lot of grammatical rules on students is not the best way to learn syntax. Before entering college the students have had at least six years of intensive grammar study, so their understanding of syntax should be good enough that they can generally recognize what is correct and what is not. It is my belief that they just haven't had enough practice in using what they have learned. Students would benefit by doing exercises in correction of ungrammatical sentences taken directly from their work.

I often tell my students that the best way to learn grammar, vocabulary and punctuation is through reading, and this is why I have them read something every class. It is important to provide students with lots of written "software" to eventually have the nuts and bolts of the language "hardwired." Several easy reading narrative types of books were provided to my students in conversation classes to borrow. I will continue with this practice, and expand on the literature for students in writing classes.

Teachers who encourage their students to read in English do them a great service. It appears to be the case that good writers, who may not necessarily have had formal instruction in discourse types, start writing with the appropriate 'schema' in their heads." (Hedge: 1998:94)

A suggestion by Hedge (1998: 56) which may benefit students having problems with syntax, vocabulary, grammar and mechanics is by having them correct their own work. Students can be shown examples of revisions of other students' writing, and provided with time and advice for their own revisions. "Experience shows that it helps students to get the idea of revision if they can actually see how another student has marked up a script for revision (Hedge 1998: 56)."

A list could be made (elicited from students) of things for students to look for in their own work, for example: use of tense or word formation, word choice, punctuation, and spelling. To work on these aspects of the language, students should be familiar enough with the marking code used by the teacher, so that they can mark other students' writing in class. Students could make photocopies of their work for each student working together in a small group for corrections and suggestions. Peer editing would enable students to become better at spotting grammatical errors, and to get a better feel for what is correct, as they discover how other students interpret their work. As students reflect on their work, along with guidance made by the teacher, they can work with the syntax, vocabulary and mechanics of the language more naturally and more personally. The teacher can use the time to work with individuals with specific problems.

## **10. Conclusion**

In this study I have analyzed the difficulties some of my students have writing in English and have made suggestions in which a process approach to writing might help them. All students revealed problems in writing with syntax and vocabulary. The most common problems were choice of words, omission of words, incorrect verb usage, and the addition of unnecessary words. Some exercises were suggested. Because of the nature of these particular assignments (homework assignment, examination, and in class writing assignment) the writing samples collected are all, clearly, first drafts. Because the assignments were from conversation and listening classes, the students were unable to complete the process of revision and additional drafts. It would be beyond the scope of this paper to suggest exercises for every mistake students made on their first draft.

The kind of difficulties mentioned above could certainly be remedied in a workshop writing class, as students would have ample time for revision of their first draft and lots of opportunity for peer editing and conferencing. Collaboration can be beneficial as students make encouraging comments, and question each other's writing. This can enable the writer to become more focused on what exactly they're trying to say.

## 10.1 Feedback

Probably the most important principle I would bring into a writing workshop would be the creation of a positive atmosphere. Students are more receptive to learning and participate more when they receive positive feedback. “Responding positively to the strengths in a student’s writing is important in building up confidence in the writing process (Hedge 1998: 10).” Hedge notes that along with the corrections of errors commendations should be given as a counterbalance. I can personally attest to this advice, as my first draft of this paper was returned to me with some positive comments. It certainly gave me the confidence to persevere, and to continue with my effort. Students require positive reinforcement after they have struggled to write something. With encouraging comments from the teacher, they will more likely gain momentum and continue to take risks.

To become an effective facilitator and to help students develop their own ideas and own critical analysis, the teacher needs to consider how best to respond to students’ queries while conferencing. When students are thought of as problem solvers, the teacher’s goal is to have students think for themselves rather than supplying them with “correct” answers to their questions. A student who asks “Is this right?” may gain better insight to understanding from a response such as, “Do you think it’s right?” or “What do you think is wrong with it?” If their own suspicion is correct and they answer their own question, this can help them gain confidence in their writing ability.

To help students reflect on their work and to find their own voice, the following examples of questions and statements might be of help to them: Can you think of an adjective here that might better describe what you’re writing about? I can see at least three punctuation mistakes in this paragraph, can you find them? Can you think of a synonym for that word so that you don’t use it repeatedly? Do all your sentences end with the proper punctuation? Does your paragraph begin with an introductory sentence? Is this information relevant to the question? How might you explain this more clearly? Could you expand on this thought? Do you think the length is enough to cover all your opinions?

The theory behind process writing sounds very convincing, and there is enough literature to support the claim that when implemented is, in fact, tremendously beneficial for both writers in their first language, as well as ESL students. Since I have begun teaching writing for the first time this semester and haven’t used the process writing methods mentioned in this assignment, it can only be through future use of these techniques that I will know if my students benefit from them. I believe that they will, and I look forward to the challenges of the present semester. Through the process of writing this paper, I have gained the confidence needed to successfully guide my students in their own attempts to write with process approach to writing.

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## **Appendix 1: Resume**

A new Canadian institute is opening in Seoul and there is a job opening for a secretary/receptionist. Write a resume in English to apply for the job.

Dear Sir or Madam:

I am applying for the position of secretary which was advertised in the news paper of December 02, 2002.

Let me introduce myself to you.

My name is Ji-sun Kim. I was born on September 10, 1974 in Seoul.

I live at huarm-dong, youngsan-gu, Seoul.

There are 5 people in my family. I live with my father, mother, brother, sister in law and a niece.

I am the youngest daughter and one daughter.

I am an unselfish, hard-working person. I don't like interference.

I like hanging around with my friends to look for a good restaurant when I am free.

I like watching movies and driving.

I will graduate from hanyang women's college next Feb.

I worked or publishing company charge of desk top process for 3 years.

Next , I worked for a semiconductor company headquartered in San Jose, California since 1997.

I am good at computer. Especially ms-word and excel. I can speak English very well.

Also, I am skillful at internet surfing.

I would like to work your company.

I would like to schedule an interview. I will call you early next week.

I look forward to discussing this position with you.

## **Appendix 2: Questions about the Class**

Write a short paragraph for each of the following three questions about the listening class:

- 1) What were some of the things you liked about the listening class?
- 2) What were some of the things you didn't like?
- 3) Make suggestions to improve the class.

### **Answers:**

- 1) I like pop songs, so when you teach pop songs, I was very interesting. It makes me listen more carefully. So it was very helpful.
- 2) Frankly speaking , I was boring when you read novel for us. It was too calm, so it was boring and makes me sleepy.
- 3) I think this classroom's height is too high. So it makes very big sound. I couldn't listen well sometimes.



### **Appendix 3: Song Description**

Write a paragraph or two describing one of your favorite songs. What is the song about? Why do you like the song?

**“Sweet Dream”** sung by Na-ra, Jang

First of all, This song is about a emotion that is shared by a man and woman who loves each other. It's describing the fantastic moment on one morning of the couple when they've just got out from the bed together. With everything on the world looking beautiful in her eyes, the singer assumes herself to be the most beautiful and happiest female on the universe. She tells herself, “ By any chance if this were a dream, I never want to get awakened.” Just as you might see through the lyrics as well as the melody of the song, every single word is expressing her sweetest sensation. The gorgeous harmony of the lyrics and the melody the song makes me want to fall in love just like the woman in it that is just like a dream which is so sweet that nobody would want to return to the real world.

#### **Appendix 4: Advice Column**

Write your problem to an advice column. Read your problem to the group. Group gives advice. Work together to write advice to one of the problems.

**Problem:**

I have a big problem. I want to be can speck English very Well. But I can speak English a little. I've learned for 13 years ago. but My English is always marking time. I'd like to teach English to my daughter and I'd like to go around the World. I am at a loss what to do in English. Give me advice! Help me!

**Advice:**

I think you should go to the library

Your daughter send to preschool while you study

No problem, You have a lot of possibility

You should hard study like this time then you'll speak English very well.

Go to abroad when you graduate from college

So, you should get various experience.

## **Appendix 5: Conversation**

Write a conversation between you and a foreign friend who has never been to Korea. She would like to visit you, and asks you “What’s Korea like?” (100 words or more).

A: What’s Korea like?

B: Korea is the most busiest country in the world. They are always busy, and saying “faster, faster...”

A: What’s the largest area in Korea?

B: Seoul. There are many people, buildings, cars.

A: What’s the most greatest mountain in Korea?

B: All of the mountains are great. Especially Mt. Keun Kang is most beautiful.

A: What’s Korean like?

B: they are kindful. They like talking about their life with neighbor.

A: What’s daynight like?

B: Their daynight are wonderful. They don’t sleep and playing until the sunrise.

A: Wow, what a exciting! I’d like to go to Korea someday.

## **Appendix 6: Marking Code**

Wrong word:

Something missing:

Wrong verb form:

Not necessary:

Can you write this more clearly? It isn't quite right.

Wrong punctuation:

Join the ideas or words.

Make one sentence:

Wrong word order:

Chose a better word or phrase:

Inappropriate content.

Plural or singular:

New sentence needed.

Spelling:

Needs to be re-arranged

Or reworded.

I don't understand this.

Identify this mistake yourself.

## **Appendix 7: Questionnaire**

- 1) What would you like to learn in this class?
- 2) List some things that you would like to write about.
- 3) Why is writing important to you?
- 4) How often to you write in Korean?
- 5) How often to you write in English?
- 6) What kinds of problems do you have writing?
- 7) How much writing do you think you need to do to become a good writer?
- 8) Do you feel comfortable when other students read your writing? Explain.
- 9) Do you expect the teacher to correct all your mistakes? Explain.

## Appendix 8: Exercises

### Exercise #1

Use the superlative form of an adjective when you want to compare more than two things and say that one of these things is *the most* or *the least* or *the best* or *the worst* of them all. Taken from Reason to Write (2001: 72).

#### Superlative Forms of Adjectives

1. a. one-syllable adjectives ending in two vowels + consonant  
**the + adjective + -est**  
For Eco, penicillin was **the greatest** invention.  
  
b. one-syllable adjectives ending in a single vowel + consonant  
**the + double the final consonant + -est**  
Penicillin was **the hottest** thing on the market.
2. two-syllable adjectives ending in -y  
**the + double the final consonant + est**  
For Eco, **the loveliest** thing about science is helping people.
3. most two-syllable adjectives; all adjectives of three syllables or more  
**the + most + adjective**  
For Eco, penicillin was **the most** important discovery.
4. irregular superlative forms  
**good ~ the best**  
**bad ~ the worst**  
For Eco, a computer was a good invention, but penicillin was **the best** invention of all.
5. possessive forms with a superlative  
**possessive form + superlative adjective**  
When you see a possessive form with the superlative, the possessive form replaces *the*.  
**Fleming's greatest** discovery was penicillin.  
**His greatest** discovery was penicillin.
6. one of the best (things)  
one of + superlative + plural noun  
**One of the best things** about old age is having more free time.

Read this composition about paper and printing. If the superlative forms in bold are correct, put a check ( ) above them. If they are not correct, cross them out and write the correct forms. There are five more errors. Compare your answers with a partner's.

## Paper and Printing

Before the invention of books, people wrote on stone and clay, on rolls of papyrus made from plants in Egypt, or on dried animal skins in the middle Ages. But to make a book, a real book as we know it today, you need paper and printing.

Paper was perhaps **greatest tool** for communication until the computer was invented. **The most good evidence** indicates that paper was invented by the Chinese between the years 250 B.C.E. and 105 C.E. Historians studying Asia have found **the most convincing proof** that paper was soon used to print money. Paper money **is one of the most useful** inventions in history, and it greatly helped the development of trade and commerce in China.

People make **biggest mistake** when they think that printing is entirely a Western discovery. In fact, the first ideas about printing also came to us from China. The Chinese made **the most large contribution** to the printing press. It is said that in 11th-century China, a blacksmith named Pi Sheng invented **the bestest system** for printing with blocks. Did this discovery travel to the West? Did a European make the discovery again by himself? Historians are not sure of the answer. But we do know that Johannes Gutenberg, a goldsmith in the city of Strasbourg, created the first European printing press with movable type in Europe around the year 1450. Without these contributions to paper and printing, it would not have been possible to invent the book, **one of the highest achievement** of the last millennium.

## Exercise #2

The Collins Cobuild English Usage (1992: 328) provides a good explanation on the difference between usage of interested and interesting:

### “Interested”

“If you want to know more about something or someone, you can say that you **interested in** them.”

I’m interested in learning English.  
She seemed very interested in this mysterious man.

Note that only the preposition “in” is used after **interested**.

“If you want to do something, you can say that you are **interested in doing** it.”

I was interested in looking at all the photos.  
John was interested in taking philosophy at university.

### “Interesting”

“You say that someone or something is **interesting** when they have qualities or features which make you want to know more about them.”

The class was so interesting that I didn’t fall asleep for a change.  
Don’t you think he is an interesting person?

After providing the student with an explanation and examples of proper usage of the word forms, they can do an exercise in choosing the correct word form.

Circle the correct form.

Since middle school I’ve had a keen interest in English. I became **interested/interesting** in English when I read my first novel: The Incredible Journey. It was a really **interested/interesting** book and I’ve read it several times since. But my little brother isn’t **interested/interesting** in that story. He’s only **interested/interesting** in sports and racing cars. In fact, he doesn’t find reading in English **interested/interesting** at all, and he often says, “English is **bored/boring**.” Actually, he’s **bored/boring** with all of his subjects in school, except for gym class. In my opinion, I think he is the one who is **bored/boring**. I mean, he’s not **interested/interesting** in anything like girls, books or computers. Maybe when he gets older he won’t be so **bored/boring** with his classes and he’ll find an **interested/interesting** hobby.



In the textbook American Headway 2 (2001) the difference between *-ing* and *-ed* is described thus:

1) *-ing* adjectives describe a situation, person, or thing.

an interesting teacher

a boring movie

an exciting life

2) *-ed* adjectives describe how people feel.

I'm very interested in modern art.

We were bored at the end of the lesson.

She's excited about going on vacation tomorrow.

Students then choose an adjective and add the proper suffix to complete the sentences.

excit-

surprise-

worry/worri-

confus-

disappoint-

frighten-

bor-

interest-

1. This English grammar is so difficult, and I don't understand the explanation in the textbook. It's so \_\_\_\_\_.

2. "A dog was chasing me in the park today." "You must have been \_\_\_\_\_."

3. I didn't pass my driver's test. I studied for three months. I'm so \_\_\_\_\_."

4. "I can't believe I received an A+ in English class." "I'm not \_\_\_\_\_, you deserved it."

5. "My boyfriend hasn't called me in two days." "Are you \_\_\_\_\_?"

6. "I watched the new Star Trek movie last night" "Was it \_\_\_\_\_?" "No, it was \_\_\_\_\_."

7. "I saw the president in Seoul today." "Wow! That's \_\_\_\_\_"

### Exercise #3

Fill in the blanks with the proper connector word: *and*, *but*, *because* or *although*.

- 1) I want to speak English well, \_\_\_\_\_ I can only speak a little.
- 2) I have a big problem, \_\_\_\_\_ I hope you can help me.
- 3) I've learned English for thirteen years, \_\_\_\_\_ I'm not improving fast enough.
- 4) You might like to study at the library, \_\_\_\_\_ it's a quiet place \_\_\_\_\_ you can borrow books for free.
- 5) I think you should go to the library, \_\_\_\_\_ send your daughter to preschool while you study.
- 6) No problem. \_\_\_\_\_ you can't speak English well, you have a lot of possibilities to help you improve.

### Exercise #4

Combine these short sentences to make one sentence.

- 1) My name is Ji-sun Kim. I live Huarm-dong, Youngsan-gu, Seoul.  
\* My name is Ji-sunKim, and I live in Huarm-dong, Young-san, Seoul.
- 2) I am good at computers. Especially ms-word and excel. I am skillful at internet surfing.  
\* I am skillful with computers, especially surfing the internet, and using ms-word and excel programs.
- 3) There are five people in my family. I am the youngest daughter.  
\* I am the youngest daughter in a family of five.
- 4) I will call you early next week. I look forward to discussing this position with you.  
\* I will call you next week to discuss the available position.