Write to learn &

Learn to write

Ping Peng

Problems of Writing in L2

- Lack of enthusiasm for writing
- Tendency to be nervous writer
- Reduced language complexity
- Tendency to repeat what the teacher has said
- Inadequate vocabulary
- Lack of lexical accuracy, conventions, rhetorical effectiveness, etc..
- Short of time for writing
- Left behind

Essential Question:

When and how to do write in L2 from teachers' perspectives?

Write to learn

Learn to write

Alike?
Different?
Related?

Write to learn & Learn to write

	Write to learn	Learn to write
1.	Emphasis on teaching course **content** through having students **actively engage information and ideas.**	Emphasis on students developing **writing skills and strategies.**
2.	"Getting better" as a writer is an **indirect** side benefit.	"Getting better" as a writer is a **direct and primary** goal.
3.	Class time features relatively **little** direct instruction in writing.	Class time features direct instruction in writing.
4.	Frequent shorter writings are prominent.	Frequent shorter writings are prominent.
5.	The focus of the course is on **assigned readings, practices, or topics.**	The focus of the course is on the **students' texts created by writing**.

Millsaps , M. Ellen (2011)*Writing Across the Curriculum* library.cn.edu/wacn/WACforFAC/WACPresentationCN.ppt

Write to learn & Learn to write

	Write to learn	Learn to write
6.	Response tends to focus on quality and accuracy of student thought and engagement.	Response tends to focus on these **plus matters of presentation** (rhetorical effectiveness, adherence to conventions, correct mechanics, etc.)
7.	Types of writing assigned may be to facilitate learning or to emulate professional discourse.	Ditto.
8.	Can be used in **any class**, large or small.	Requires relatively **fewer students** because of time involved.
9.	Presumes no special knowledge on the part of the instructor.	9. Asks instructors to possess **knowledge about developing writing abilities and conventions of target genres**. Doug Hesse, Univ. of Denver

Millsaps , M. Ellen (2011)*Writing Across the Curriculum* library.cn.edu/wacn/WACforFAC/WACPresentationCN.ppt

Write to learn is to make learn to write:

- Allows for practice
- Results in a product that is a measure of proficiency
- Happen in an authentic setting
- Reflects the creativity and individuality of the author
- Simulate the motivation of writing
- Elicit positive attitude and perceptions for writing
- Develop productive mental habits

Learn to write is to make write to learn:

- Promote creative thinking (Merrill Swain)
- Expresses meaning
- Provides opportunities to combine learned elements
- Acquire and integrate knowledge
- Extend and refine knowledge
- Use knowledge meaningful
- Involve a complex operation

Marzano, R & Pickering, D(1997) *Dimensions of Learning*

Write to learn

- **5 Phases for Understanding**
- **Interdispline Writing**
- **IPA**

Learn to write

- **6+1 traits**
- **Writing Process**
- **Guided Writing**

Write to Learn

FL/ Immersion teachers can use writing to have students think about what they will read or learn

FL/ Immersion teachers can use writing to have students demonstrate understanding of what they have read or learned

Writing is a mode of learning.

--Janet Emig

5 Phases for Understanding

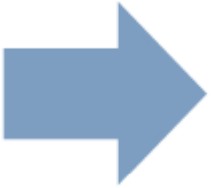
- Phase 1: Record
- Phase 2: Compare
- Phase 3: Revise
- Phase 4: Combine
- Phase 5: Review

Robert J. Marzano

Write to Learn

5 Phases for Understanding

Phase 1: Record

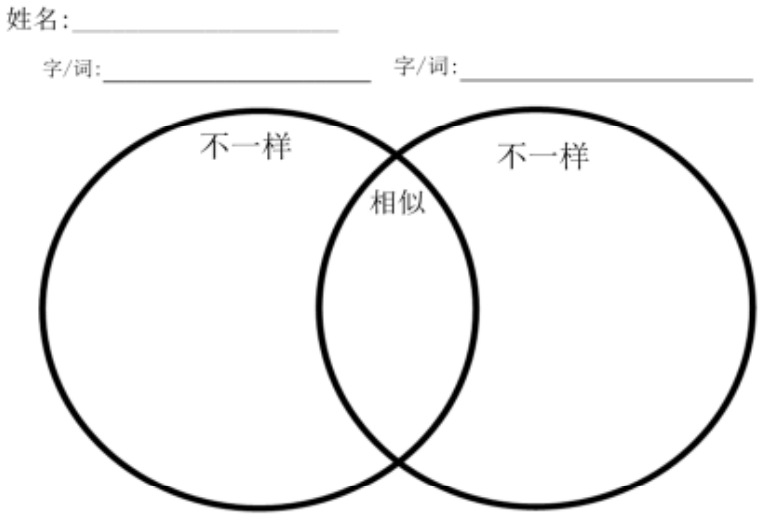


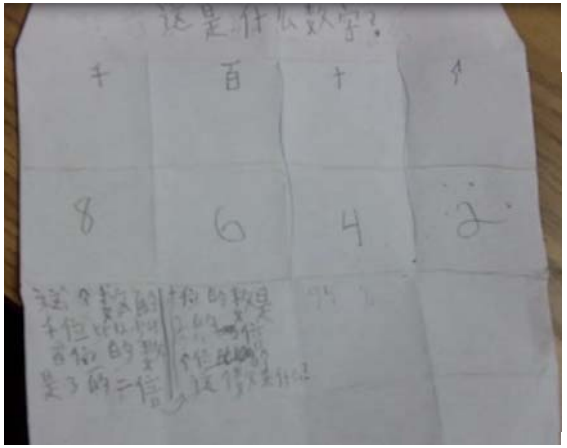
I want the students to write what they learned.

Write to Learn

5 Phases for Understanding

Phase 2: Compare





I want the students to talk to a friend and compare thoughts.

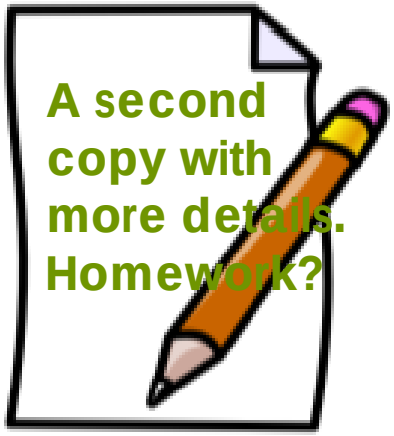
Video2

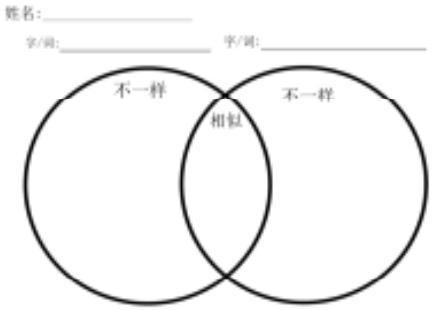
5 Phases for Understanding

Phase 3: Revise and Editing

My writing

+





I want the students to add to their writing.

Video 3

Write to Learn

5 Phases for Understanding

Phase 4: Combine

The entire class discusses their writing.

Look for big ideas!

I want the students to share with the class.

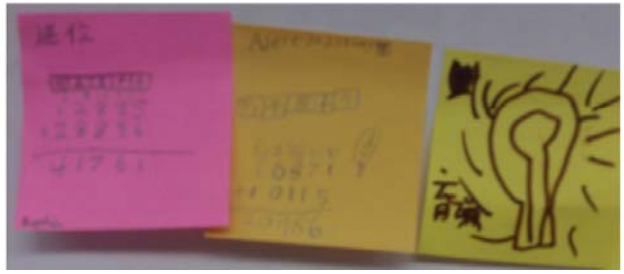
Video 4

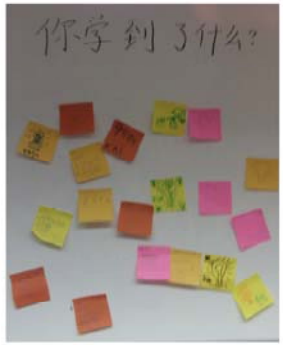
Video 5

Write to Learn

5 Phases for Understanding

Phase 5: Review





Big Ideas

Students write questions. The big ideas are the answers.

Students read all they wrote in each phase. Can do alone or with a partner.

I want the students to remember as much as possible.

Writing to Learn

FL/Immersion teachers can use writing to have students learning the particular ways of writing in that discipline.

"Students use written language to develop and communicate knowledge in every discipline and across disciplines."

--Art Young

3 Phases for Inter-displine Writing

- Phase 1: Pre-learning Phases/Preview Phase
- Phase 2: During-learning Phases/ Focused phase
- Phase 3: Post-learning phases/ Extended phase

3 Phases for Interdispline Writing

Pre-learning Phases

Writing to Get Ready to Learn

- Informal

- Looks like

  Freewrites, admit slips, brainstorming, etc.

Writing to Learn

3 Phases for Interdispline Writing

An Example for Pre-learning Phases

Roundtable

写出美国中西部的州。

_____

_____

_____

_____

_____

_____

3 Phases for Interdispline Writing

During-learning Phases

Writing to Learn

- Informal

- Looks like

  Journals, logs, double-entry journals, quick writes, short answer, etc.

Writing to Learn

3 Phases for Interdispline Writing

Examples for During-learning Phases

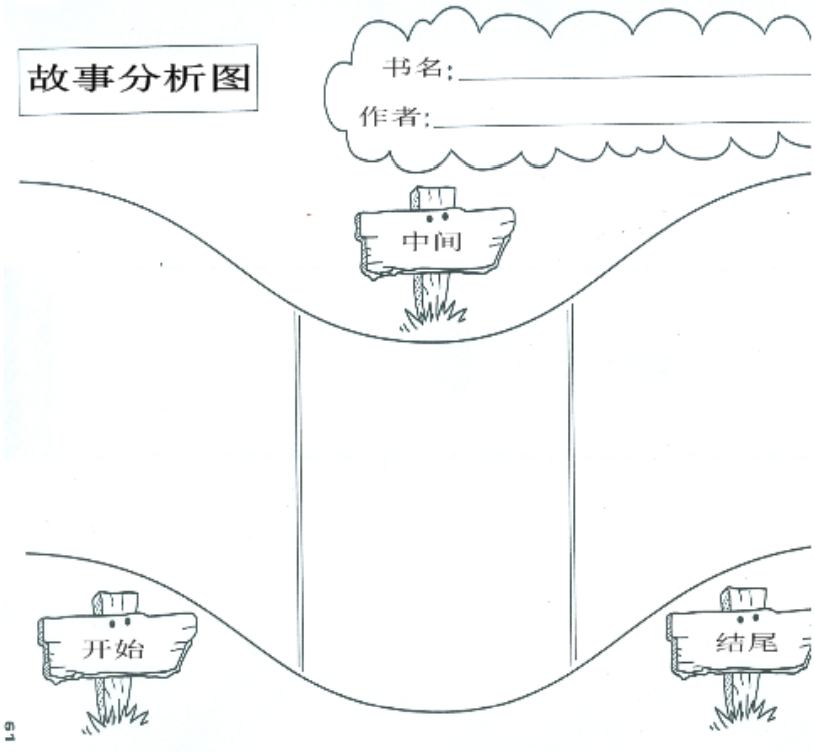
Graphic Organizers

我的定义

姓名：_____

生词	+ 文章提示	+ 我知道的内容	= 我的定义
_____			
_____			
_____			

提示：让学生在每个生词格里写上一个生词。让他们根据文章中的提示和他们已经知道的内容，猜猜生词的定义



3 Phases for Interdispline Writing

Examples for During-learning Phases

Using Expository Writing as a Tool for Inquiry

Write to Learn

3 Phases for Interdispline Writing

Post-learning Phases

Writing to demonstrate learning

Writing in the disciplines

- Formal

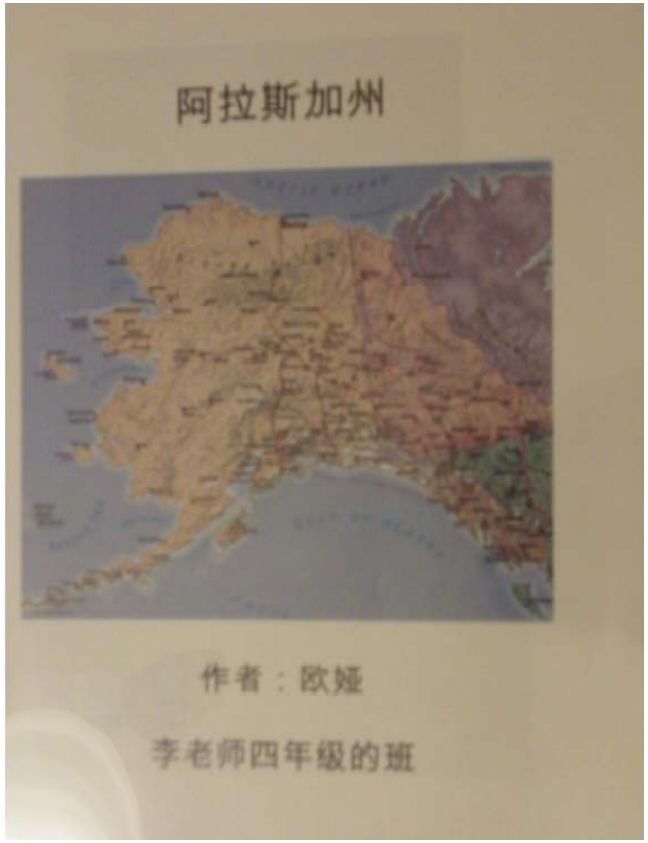
- Looks like

  Essays, research papers, RAFT, content-specific writing, etc.

Write to Learn

3 Phases for Interdispline Writing

An Example for Post-learning Phases



Write to Learn

FL/Immersion teachers use IPA address a national need for measuring student progress toward the attainment of the goal areas and competencies based on ACTFL standards.

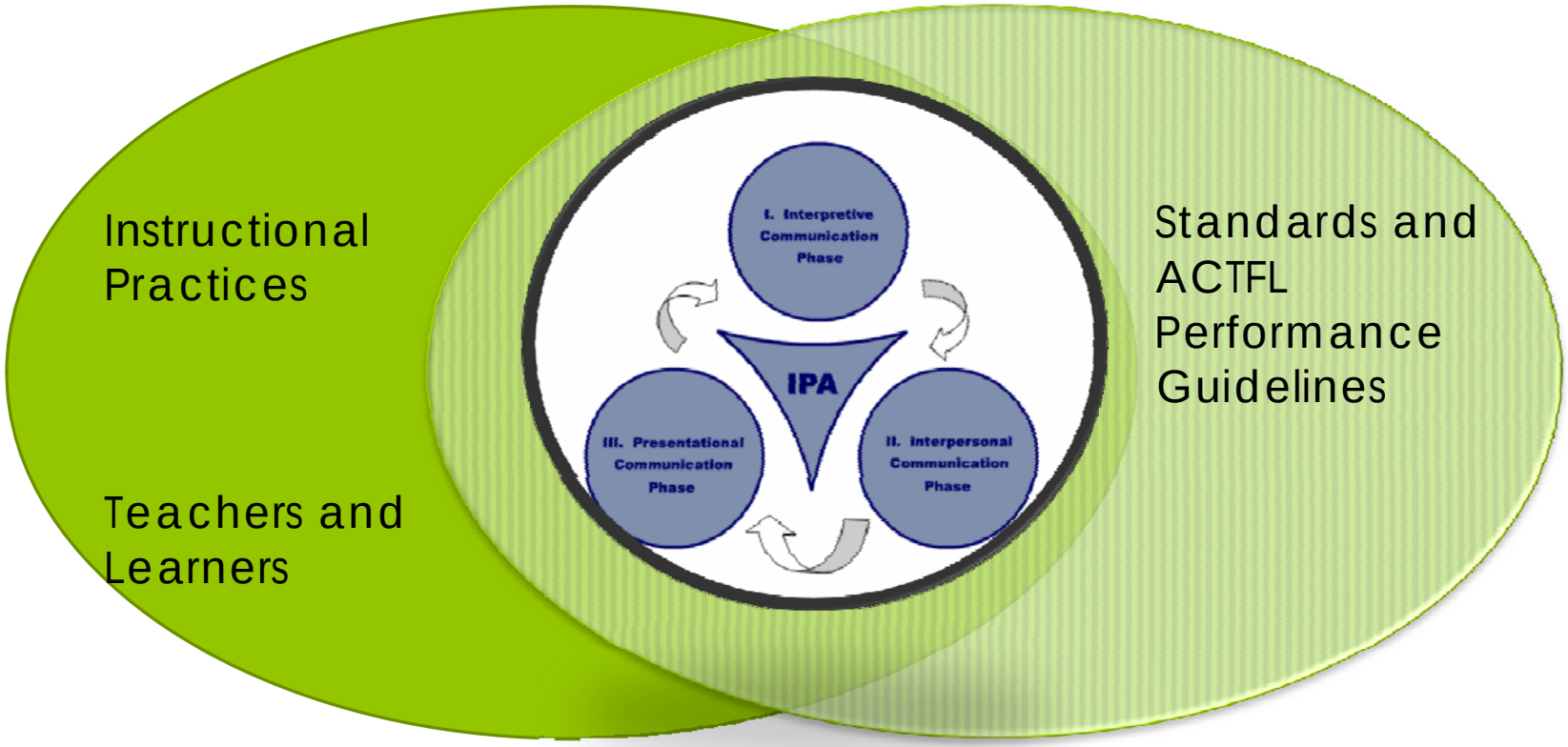
Alternative approaches to assessment are being proposed in order to bring about a more direct link between instruction and assessment.

McNamara(2001), Adair-Hauck, Glisan, Koda, Swender, &Sandrock (2009)

Write to Learn

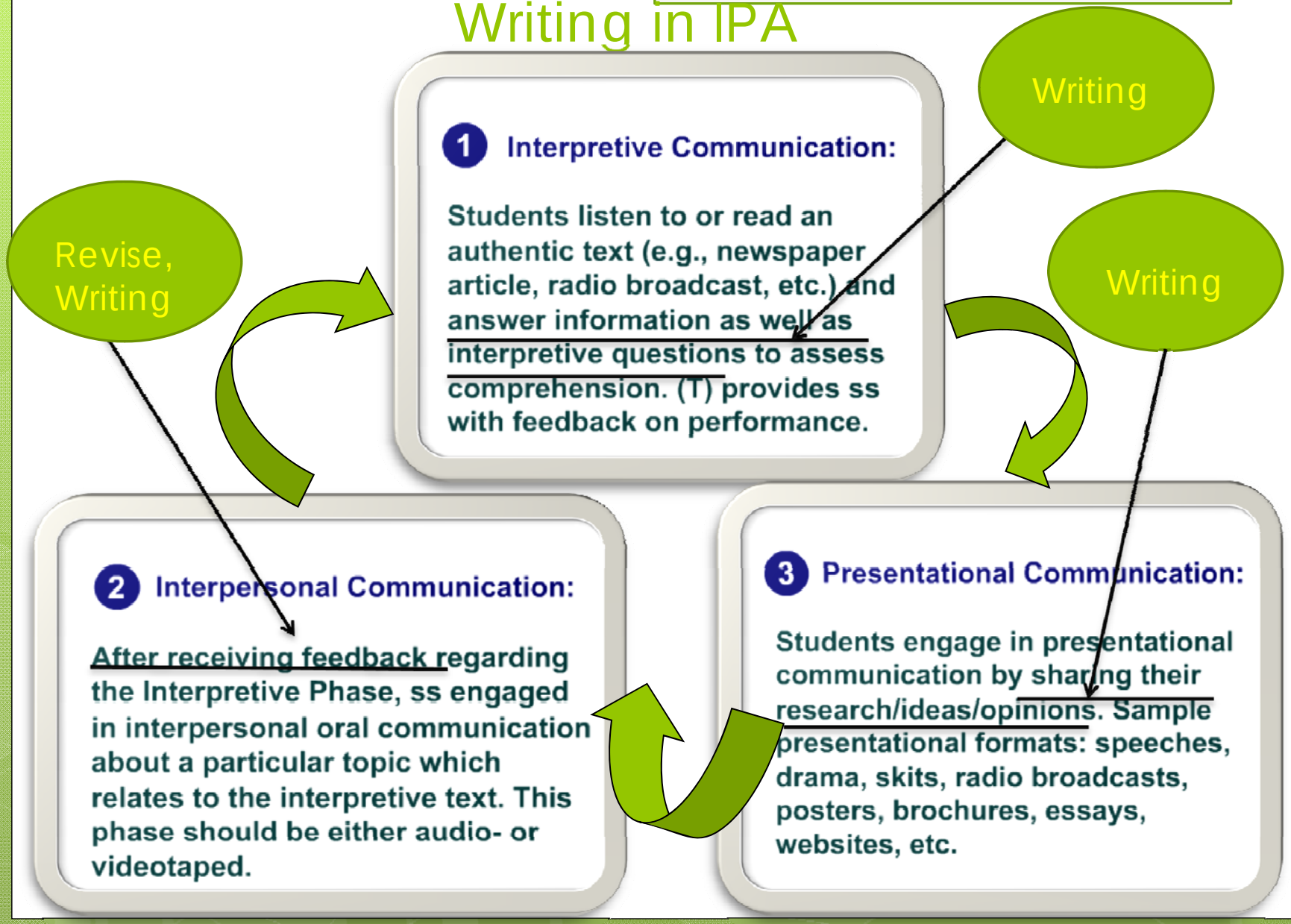
Integrated Performance Assessment (IPA)

IPA: Connection Instructional Practices, Standards, and ACTFL Performance Guidelines



Write to Learn

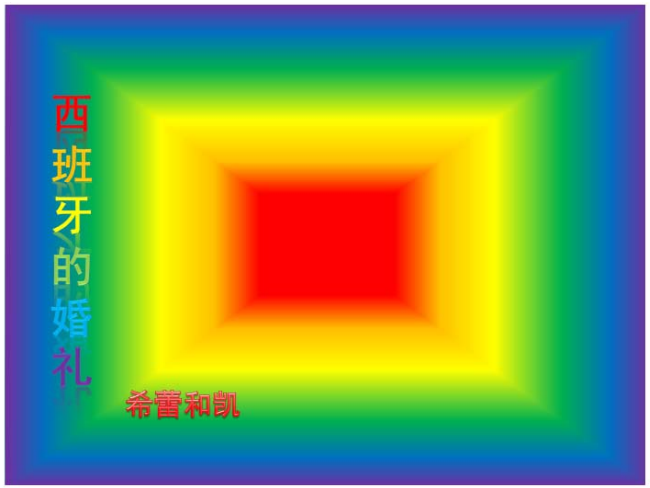
Writing in IPA



Write to Learn

Writing In IPA

An Example for using Writing in IPA



3 Presentational Communication:

Students engage in presentational communication by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

四年级的婚礼报告

同学们：

欢迎来到四年级婚礼报告！我们有各种各样国家婚礼报告。报告会介绍食物、礼仪、服装、文化、习俗、和其他方面。报告在 2012 年 6 月 1 日星期五上午 11：00 开始。报告在教师 127 举行。有问题请打电话 5455。我们期待你们的到来！

白汤姆

2012 年 5 月 26 日

Sent: Wednesday, May 30, 2012 9:18 PM
To: christina
Cc: Peng, Ping
Subject: 婚礼/wedding

亲爱的妈妈：
您好！
我的中文版要跟您分享我们的婚礼报告。我在报告中会介绍法国的食物、文化、服装等。如果你有问题请问我。
我欢迎您们来看我的报告！

您的女子艾兰
2012年5月30号

时间：11：00-12：00
地点：教师127

Learn to write

Young children begin writing as or even before they learn to read, because they have a need to communicate ideas and concepts that have been discovered by experience rather than in books.
Bissex (1980), Chomsky (1971) and Graves (1983)

Communication ideas and concepts serves not only to share thoughts, but also to help organize them into coherent categories.

Bellamy P. *http://educationnorthwest.org/resource/447*

Learn to Write

The 6 Traits of Writing

- **Ideas***
- **Organization**
- **Word Choice***
- **Sentence Fluency**
- **Voice**
- **Conventions**

Learn to Write

The 6 Traits of Writing

An Example for Ideas

第一课《哥伦布立鸡蛋》

- 写作要求：

我们学过了《谁吃了鸡蛋》和《哥伦布立鸡蛋》，包拯和哥伦布都是有名的人，你可以想到一个有名的人以及关于他/她的有名的事，把这件事用自己的话写下来。

Learn to Write

The 6 Traits of Writing

An Example for Organization

- 写作指导：

在第一段里介绍这个名人的背景。

在第二段里描述关于他/她做过的一件事。

在第三段里总结这个名人是个怎样的人。

Learn to Write

The 6 Traits of Writing

An Example for Sentence Fluency/ Conventions

句型练习 用副词“是”表示强调

谓语前用副词“是”表示证实，强调后面的情况是确实的。例如：

桌子上是放着一封信。

他是学习得很好。

练一练

如果 是 手 没有 绝对 只 做不到 第三 的

那 非常 球赛 昨晚的 精彩 是 的 场

是

句型练习 条件复句

在”怎么…都…” 的句式中，我们要把假设的条件写在句子的前半部，而结果或结论则写在句子的后半部。例如：

那个人怎么试都不成功。

练一练

□怎么□都□练习□ 做不出来□太难了□做□他□，□.

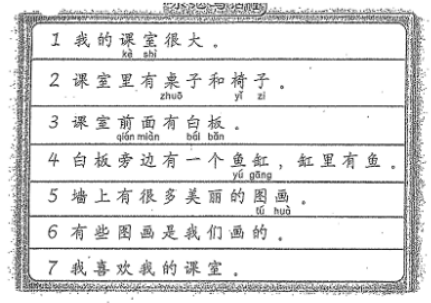
怎么…都…

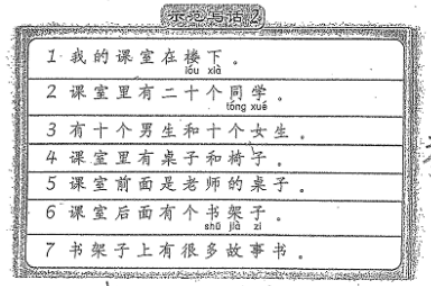
怎么…都…

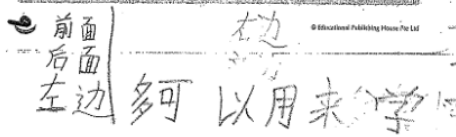
Learn to Write

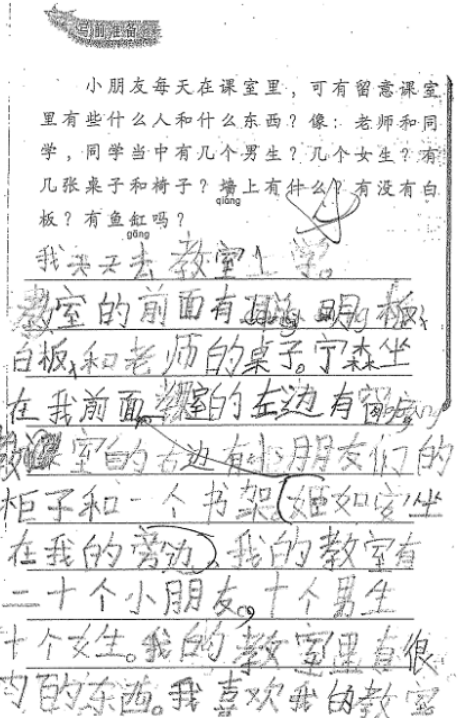
The 6 Traits of Writing

An Example for Vocabulary









Learn to Write

Writing process +1

- **Preparing**
- **Pre-Writing**
- **Writing**
- **Revising**
- **Editing**
- **Publishing**

Learn to Write

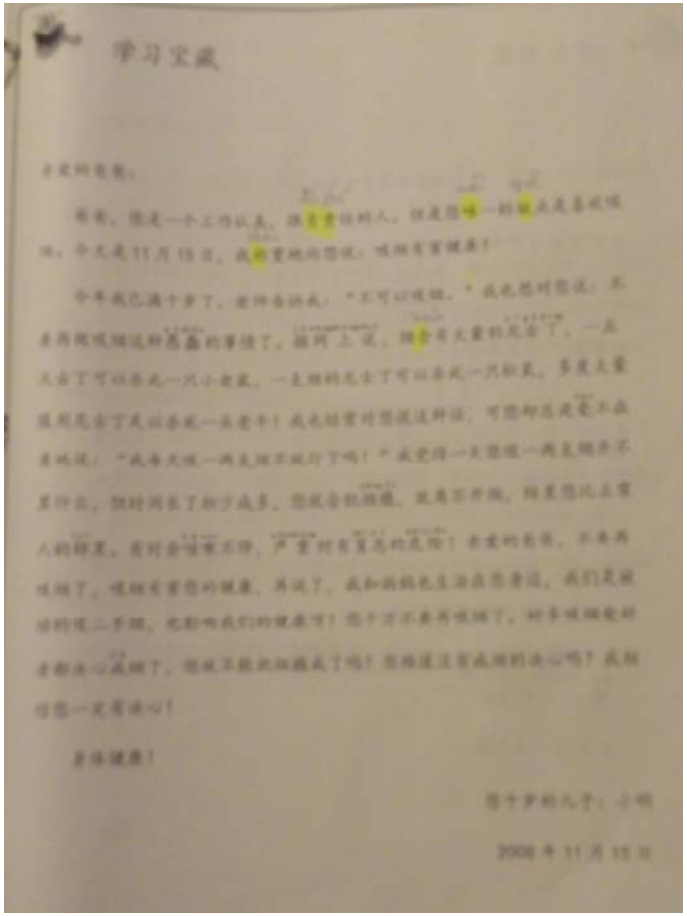
Writing process

An Example for Writing Process

Learn to Write

Writing process

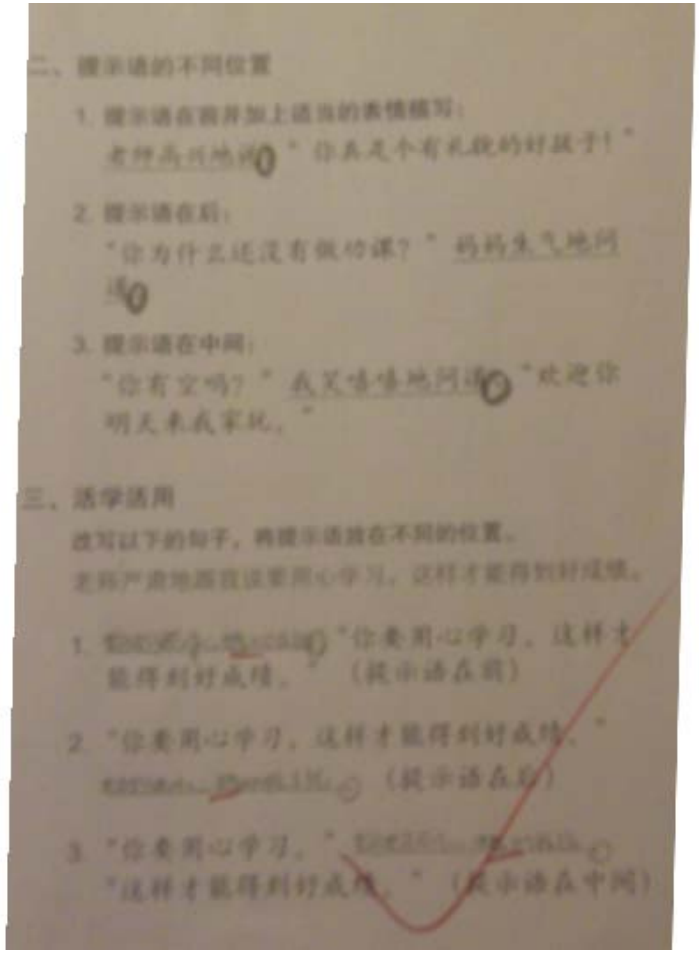
An Example for Preparing

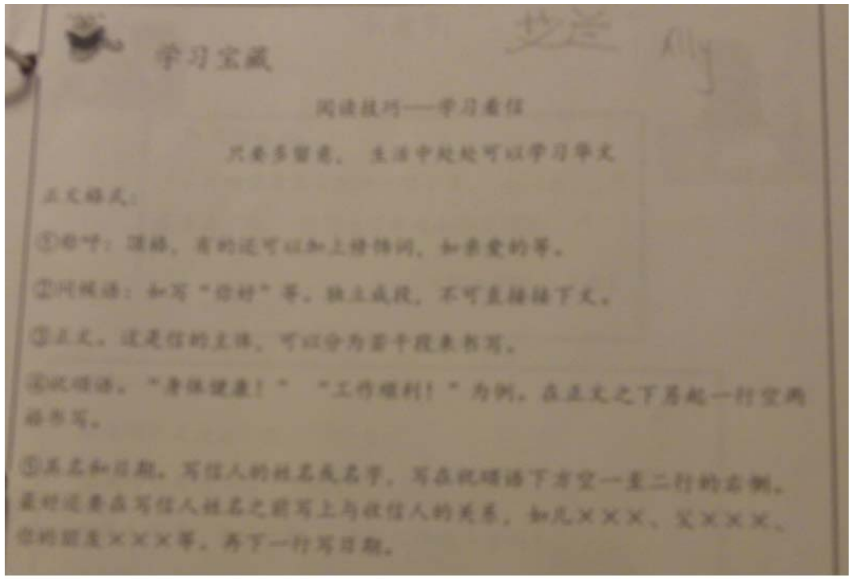


Learn to Write

Writing process

An Example for Preparing

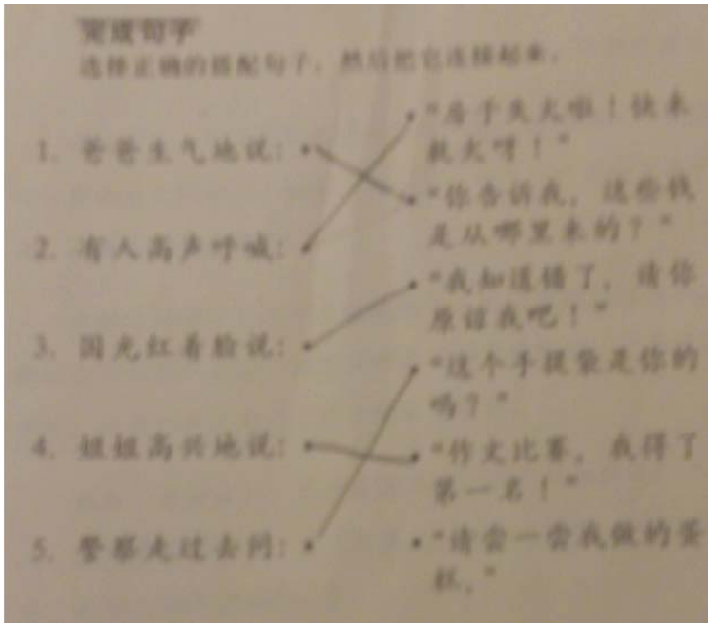


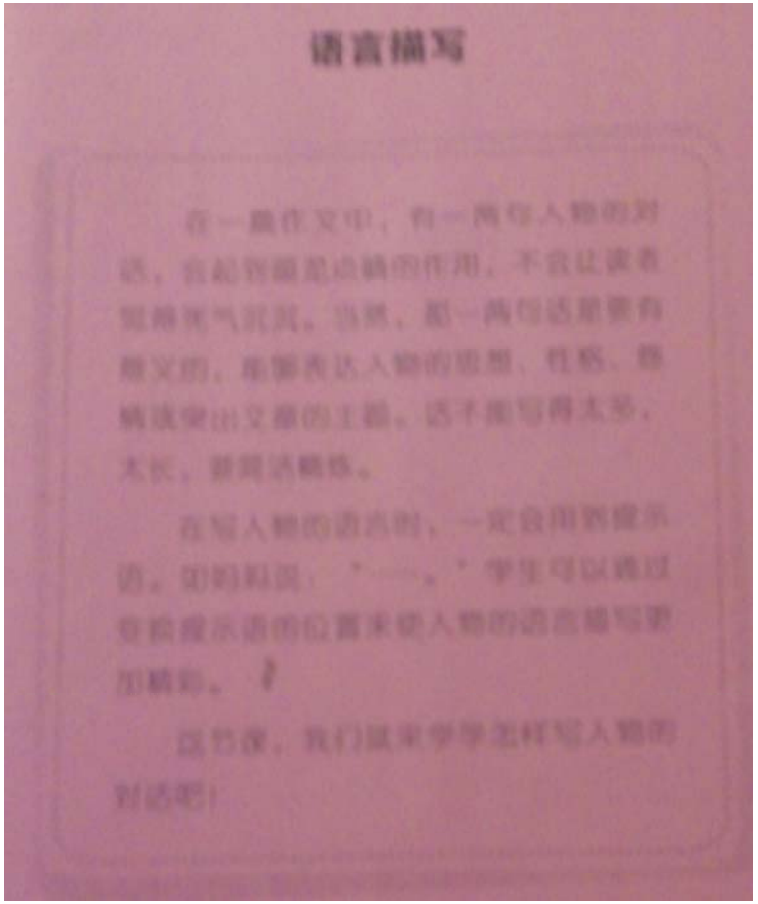


Learn to Write

Writing process

An Example for Preparing

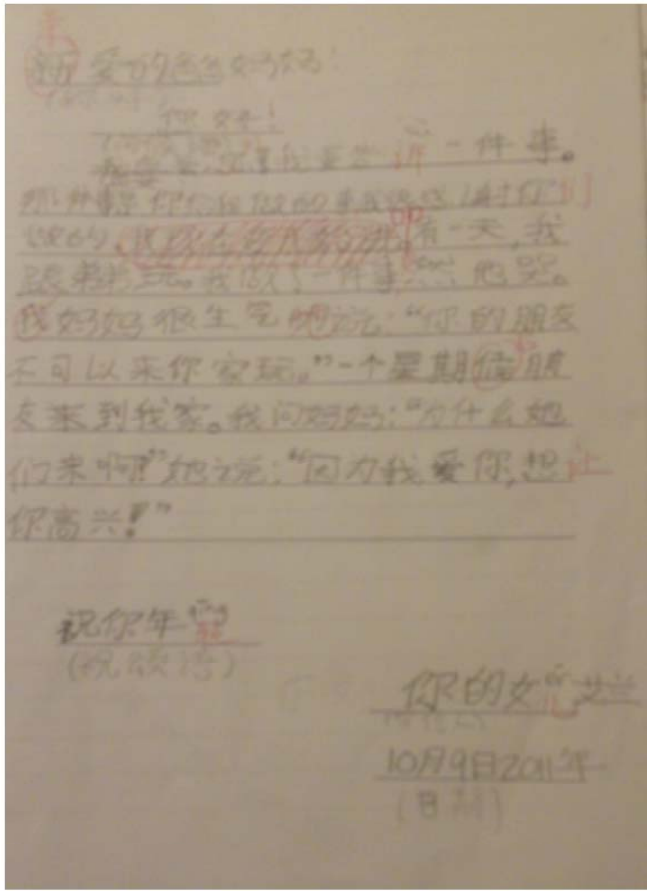


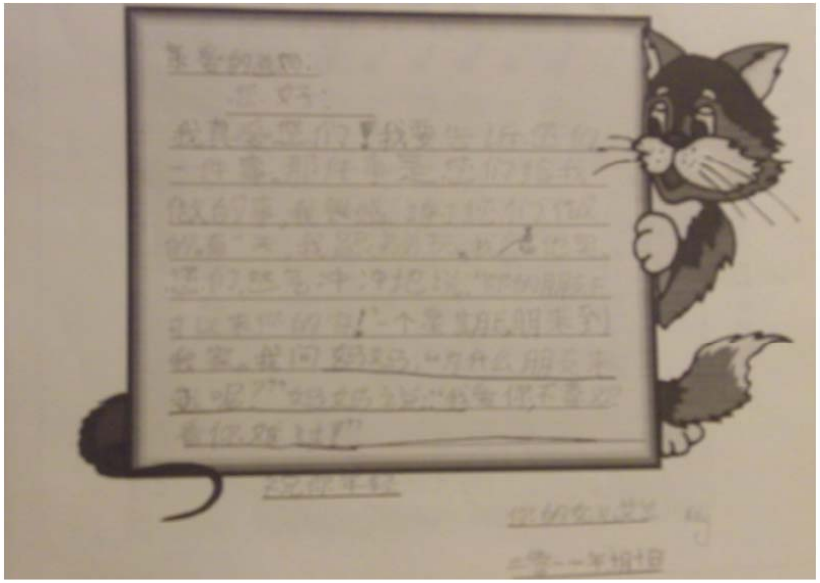


Learn to Write

Writing process

An Example...





Learn to Write

The reciprocity across the complementary process of reading and writing accelerate learning in both areas.

Fountas&Pinnell (1995)

Books wind into the heart... We read them when young, remember them when old. We read there of what has happened to ourselves... We owe everything to their authors.

William Hazlitt

Learn to Write

Guided Writing

- **Writer's Journal/ Notebook**
- **Writer Talk**

Fountas, Irene &Pinnell, Gay (2001) Guiding reading and Writing

Learn to Write

Guided Writing

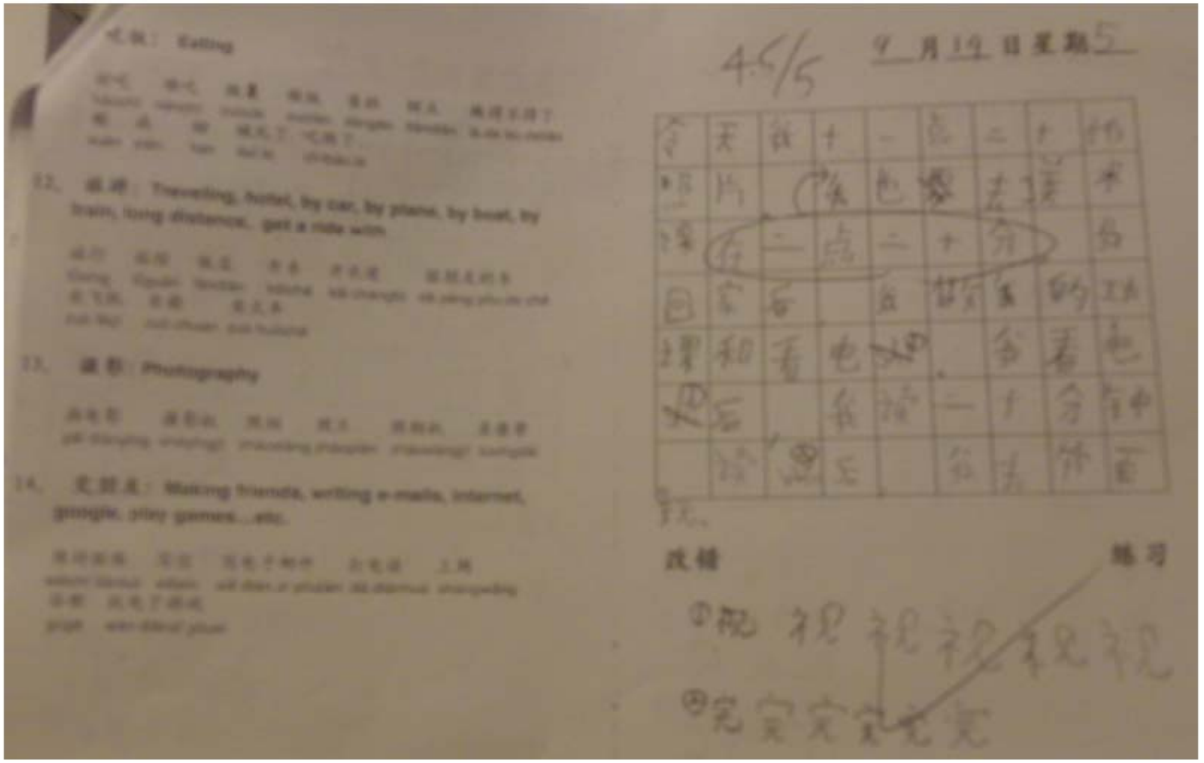
Writer's Journal/Notebook

How and Why writer Use Notebooks
•To enjoy writing
•To remember all the things that you have read and seen and heard
•Write when there's nothing else to do
•Jot down something you read
•Write about what you think of someone's ideas
•Get stress off of your mind
•Work on writing and collect it

Learn to Write

Guided Writing

An Example for Writer's Journal/ Notebook



Learn to Write

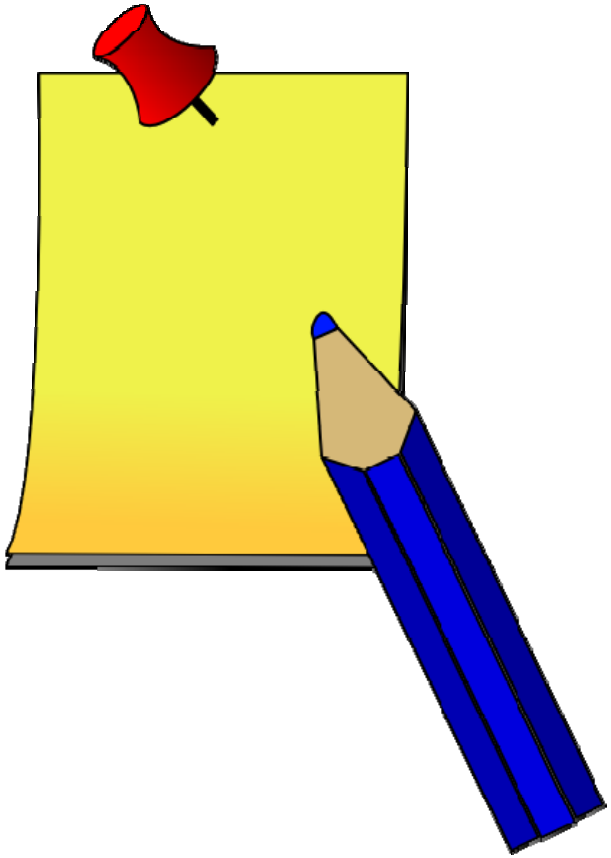
Guided Writing

Writer Talk

Write Talking focus on :
•Where the author gets ideas
•Something that influenced the writer in her work
•Advice from the writer on how to get started in writing
•Information about the use of a writer's notebook
•An anecdote from the writer's notebook
•Comments on the creative process
•Suggestions for revising and editing
•Insight about his books or illustration

Exit Slip

Games For Sharing



If you have any questions, please contact me at Ping.peng@minnetonka.k12.mn.us