

## СТРАТЕГИИ ПИСЬМА

Белявская Л.И.<sup>1</sup>, Заборник Л.С.<sup>2</sup> Email: Belyavskaya1146@scientifictext.ru

<sup>1</sup>Белявская Любовь Ивановна - учитель-эксперт;  
<sup>2</sup>Заборник Любовь Степановна - учитель-эксперт,  
физико-математическое направление,  
Назарбаев Интеллектуальная школа,  
г. Кокшетау, Республика Казахстан

**Аннотация:** в данной статье рассматривается важность применения стратегий развития навыков письма с целью формирования функциональной грамотности учащихся. Предложенные методы работы с учащимися и эффективность их применения в процессе обучения апробированы на уроках и обсуждены коллегами в рамках школьного проекта «Lesson study». В статье приведены примеры из опыта работы, которые смогут оказать методическую помощь учителям, для эффективной работы по развитию навыков академического письма в процессе обучения в школе.

**Ключевые слова:** обновление содержания образования, процесс обучения, формировать навыки письма.

## WRITING STRATEGIES

Belyavskaya L.I.<sup>1</sup>, Zabornik L.S.<sup>2</sup>

<sup>1</sup>Belyavskaya Lyubov Ivanovna - Teacher-expert;  
<sup>2</sup>Zabornik Lyubov Stepanovna - Teacher-expert,  
PHM DIRECTION,  
NAZARBAYEV INTELLECTUAL SCHOOL,  
KOKSHETAU, REPUBLIC OF KAZAKHSTAN

**Abstract:** this article examines the importance of applying writing development strategies to form students' functional literacy. The methods of working with students and the effectiveness of their use in the learning process are tested in the classroom and discussed by colleagues in the framework of the school project "Lesson study". The article provides the examples of modern strategies that can be used by teachers. It can be considered as a kind of methodological assistance in their practice to develop students' academic writing skills in the process of school education.

**Keywords:** updating the content of education, the learning process, the development of writing skills.

УДК 372.881.111.1

Students learn to write by writing. They need regular opportunities at school to write in all subjects. A regular and systematic approach to the writing process in all subject areas and precise instructions on the writing process by the teacher is helpful for students to improve their writing skills. A variety of strategies will enable them to cope with all types of writing.

The most essential thing for the teachers to consider while teaching writing is to organise the definite steps for developing successful writing skills.

The writing process involves generating ideas, developing and organizing the ideas, revising and editing them. Effective writers revisit these stages until they are confident about the purpose they achieve. Students should accumulate as many ideas as it is possible in pairs or in groups to know about the writing task with the help of the supporting questions (5W+H). The audience and purpose is quite essential to determine. As one of the main approaches to teaching writing we have chosen "The 5-Step Writing Process" strategy which is used as in the primary, secondary schools as in high school also [1].

### Step 1. Pre-writing "Brainstorming"

Brainstorming is a group activities that encourages students to focus on a topic and contribute to generate ideas on the topic of their writing.

1. The teacher may begin a brainstorming part of the lesson by introducing a topic or asking questions.
2. Students answer the questions, share ideas and discuss
3. topic vocabulary.
4. Students contribute into discussion without criticism or judgement, summarise ideas.

By expressing ideas and listening to each other, students activate their previous knowledge or understanding, accumulate new information.

Here are some basic rules to follow when conducting a brainstorm in the classroom:

1. There are no wrong answers.
2. Get as many ideas as possible.
3. Put down all ideas.

4. Do not express your evaluation on any idea presented.

The brainstorm part of the lesson will provide learners with the necessary information for their further writing. The strategies that we use at our lessons rather successfully [2].

**“Mind mapping”**

This is one of our favorite techniques for brainstorming due to its easy way to perform and the quickness with which learners can get ideas out. Students are able to think of various ideas quickly. The idea of mind mapping is not to think too much, but rather to collect as many ideas as possible throughout a short period of time.

**To use this technique:**

Step 1: Describe the problem or an idea to be used in 1-3 words and circle it.

Step 2: Think of specific vocabulary that is related to the idea. Write all of these words and circle them. Draw a line that connects them to the center.

Step 3: Once all ideas are mentioned for the first round, do the same for the chosen words. Do this until you have enough ideas and words to complete the task.

Mind map is a great tool to organize students’ thinking and structure their ideas.

**“SWAT analysis”**: Am I ready to write a letter/essay/story.....?

*Table 1. Swat analysis sheet*

Strengths (We have learned the structure of ....., we know subject-specific vocabulary)	Weaknesses (We have made mistakes in spelling. It means that we did not learn the words properly)
Opportunities (We can organise activities to .....; we can ask for help)	Threats (We should ask f.....)

**Step 2.Planning and Drafting**

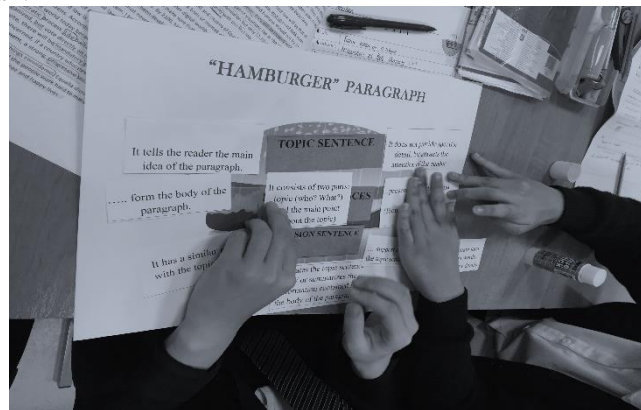
Only some learners can sit down and start writing immediately. Most of them come across problems to begin writing tasks. Each writing task regardless its complexity should be preceded by the effective planning. It is applicable either for a story, a letter or an essay.

**“Using graphic organizers”**

Writing focus: Students will organize main ideas, evidence, and analysis before they begin writing.

Reasoning:

Graphic organizers can help students put their ideas in a logical order and notice where they need more information. By splitting up a whole piece of writing into smaller, clear tasks, graphic organizers are especially useful for students who are unconfident with different types of writing or who struggle with organizing ideas. One of the obstacles in supporting students is providing them with enough independence to express their own opinion in their writing task.



*Fig. 1. Using Hamburger graphic organizers*

Procedure:

**Select a Graphic Organizer to Use.** There are many ways and samples to visually organize any writing task. Here is an example of the Hamburger Graphic Organizer. Such graphic organizer is used to help students structure their ideas:

- Main idea (argument)
- Evidence that supports that main idea
- Analysis to explain how the evidence proves the main idea
- Link between the argument and the thesis statement

Model How to Complete It: You might show students what an organizer looks like that is complete, or you can complete an organizer together with students.

Most teachers only require students to write words and phrases on their graphic organizers, not complete sentences. Whatever you decide, be sure to communicate this to students [3, c. 7].

### “Sentence-strip paragraphs”

Writing focus: Students will learn to organize their thinking into paragraphs.

Key support: Write arguments focused on the content; introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons and evidence.

Reasoning:

This strategy can be used to help students organize introductory, body, and concluding paragraphs. Students move around sentences on slips of paper to help them learn how to organize their ideas in a paragraph. It also should remind students of the earlier analysis activities that they used when creating their thesis and organizing their ideas.

Procedure:

1. Preparation. Divide students into groups of four or five. Cut strips of paper and give each group at least ten. This activity could also be done with students working individually or in pairs.

2. Write Sentences on Strips of Paper. Students write one sentence on each strip. The type of paragraph you focus on for this activity will determine what you ask groups to write on their slips. For example, if you are using this activity to help students write introductory paragraphs, you would want one group to record possible hooks for the essay, another group to record sentences that would go in the background section, and another group to record possible thesis statements. If you are using this activity to help students write body paragraphs, you might assign a group a particular argument and have them record possible evidence on separate strips of paper.

3. Share Strips. Students can either tape their strips to a large piece of paper or leave them on their table.

4. Build a Paragraph. Individually or in groups, have students go around the room looking for ideas to help build their paragraphs. Sometimes teachers have students tape the selected strips in order to create a paragraph. Students can also record the sentences or ideas they want to use on a graphic organizer.

5. Fill in Gaps. After students build a paragraph with sentence strips, ask them to fill in gaps with new sentences. Gaps might include transition words linking one idea to the next or analysis that explains how evidence connects to the main idea of the paragraph. Sentence starters you might use to help students add analysis statements include:

- *This evidence shows that . . .*
- *Therefore . . .*
- *These examples demonstrate . . .*
- *Because, then .*
- *Clearly, this suggests that . . .*
- *This evidence is an example of . . .*
- *This reveals that . . .*

Having practiced all the strategies for planning and organizing students can use their mind maps, graphic organizers and all the ideas, elicited previously, they are to write their first draft writing [4].



Fig. 2. First draft writing, using Hamburger organizer

### Step 3. Revising




This stage of writing is aimed at assessing and checking the first draft related to grammar accuracy, word choice, sentence structures, coherence and style.

The following examples are helpful to organize learners' work

**Peer checking:** Students work in pairs. They assess each other's writing piece utilizing the assessment sheet and provide partners with constructive feedback, which is necessary for improvement.

**First Draft Peer Assessment**

Table 2. Assessment sheet

Assessor's name: _____			
200-250 words			
Topic vocabulary (at least 2) without spelling mistakes			
Sensory vocabulary without spelling mistakes (she felt/ heard/ smelled/ saw/ tasted ....)			
At least 3 necessary tenses without mistakes (Past Simple active / passive), Past Continuous, Past Perfect.			
At least 2 examples of Direct Speech without mistakes			
Filled-in Plan parts which are followed in the piece			

**Peer assessment sheet**

The essay-reasoning with the elements of narration

Editor \_\_\_\_\_

Author \_\_\_\_\_

Table 3. Assessment sheet

Descriptors		+	-	?	Comments and recommendations of an editor	Author's decision
<b>Assessment criteria</b>	writes the essay-reasoning with the elements of narration;					
	expresses his/her agreement/ disagreement;					
	uses arguments and examples from the reader's experience (works, practiced in the unit);					
	uses and correctly formulates syntactical constructions with a participle;					
	follow the style (spelling, grammar accuracy, punctuation)					
Conclude: did the author succeed in persuading the reader? Why yes? ( <i>a star</i> ) Why no? ( <i>a wish</i> )						

**Examples for Revising**

**Positive points:**

- This work seems well-organised.
- I really like the way you wrote....
- Your standpoint is very clear.
- Your supporting arguments are very strong in this paragraph.
- Your introduction (or conclusion) is precise and comprehensive.
- You've organized your arguments in a very persuasive way.
- Your topic sentences state the main idea of each paragraph very clearly.
- You have identified the appropriate words for each sentence.

**Questions**

- Your writing needs to be finished.
- What ideas would be more suitable for completing?
- This part makes me confused. What could you do to make it more clear?
  - What do you mean to express here?
  - How can you strengthen this argument?
  - Will you clarify the evidence in this paragraph?

- How could you modify your introductory part (or conclusion)?
- How could you structure the ideas in this paragraph to make a topic sentence more understandable?
- How could you arrange your writing in more academic way?

#### **Step 4. Proofreading and Editing**

Students need individual and group skills to assess their own work and the work of others for content, clarity, form and style, and for errors in grammar, punctuation and spelling. Ultimately, students have individual responsibility for the accuracy of their work, but they need to know how to help each other improve.

Ask students to read each other's paper to make suggestions for improving the writing. Students may ask revising questions such as: - Does it make sense? - Is the topic clear? - Is the main idea clear? - Are there enough reasons/details to support the main idea? - Are there examples to support the reasons/details? - Are there details not connected to the topic and main idea? - Is there a closing sentence or conclusion?

Learners should give substantial feedback to their peers in order to improve writing [5].

#### **“Editorial Board”**

This strategy is aimed at group work, peer assessment for the first draft / round. Students are organized into a group of three. Firstly the members of the group are to listen to each other's draft writing task and decide whose work extremely needs to be improved. Two of the students, who were assigned to be editors check the draft version and give detailed analysis and recommendations for the improvement, meanwhile the student whose work is defined to be peer checked will perform a role of a writer. All the ideas suggested for the improvement of the written paper can be or cannot be accepted by a writer. He should justify his choice.

#### **“A Teacher of the Day”**

This activity is provided by any student of the group to perform a role of a leader. He directs the discussion with the group in order to analyse their writing. While analyzing the writing task, learners can use the following phrases or ideas:

1. The letters are structured
2. There is a clear reason and a purpose
3. Subject specific vocabulary and 4-5 linking words are use or not
4. The amount of words fits the demands (150-180 words)
5. Grammar structures are used accurately

After the general discussion learners are asked to return to their own writing passages, do self-assessment and appoint strong and weak sides of their own.

#### **“Seminar of collaborative editing”**

Approaches to develop skills in presenting your opinion and taking a different viewpoint.

The aim of the work and students' role are explained (the role of the editor and the role of the author) in accordance with the assessment sheet

**“Think and answer”** Why editing is usually called as "collaborative work" of an editor and an author?

Writing tasks are edited with filling in the Assessment Sheet. Students exchange the first version of their work with each other to evaluate and make suggestions for improving the text.

#### **Step 5. Publishing**

#### **“Gallery/ Plenary”**

Once students have finished with their editing stage they place their works on the exhibiting wall so that everybody could come up, read and assess their classmates' final versions. Each student is to vote for the best on with the help of stickers “stars”, which they can place on the chosen work.



*Fig. 3. Gallery of students' works*

- 1 Think literacy: Cross-Curricular Approaches, Grades 7-12. Writing strategies. [Electronic resource]. URL: <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Writing.pdf/> (date of access: 10-11.05.18).
- 2 Sue Watson "How To Brainstorm in the Classroom" 2017. [Electronic resource]. URL: <https://www.thoughtco.com/brainstorm-in-the-classroom-3111340/> (date of access: 10.04.18).
- 3 Steve Peha "The Organizers". [Electronic resource]. URL: [https://www.ttms.org/PDFs/15%20Organizers%20v001%20\(Full\).pdf/](https://www.ttms.org/PDFs/15%20Organizers%20v001%20(Full).pdf/) (date of access: 11-12.05.18).
- 4 "Study Guides and Strategies". [Electronic resource]. URL: <http://www.studygs.net/writing/roughdrafts.htm/> (date of access: 4.05.18).
- 5 Janelle Cox "Teaching Strategies to Implement the Writing Process". [Electronic resource]. URL: <http://www.teachhub.com/teaching-strategies-implement-writing-process/> (date of access: 12.05.18).