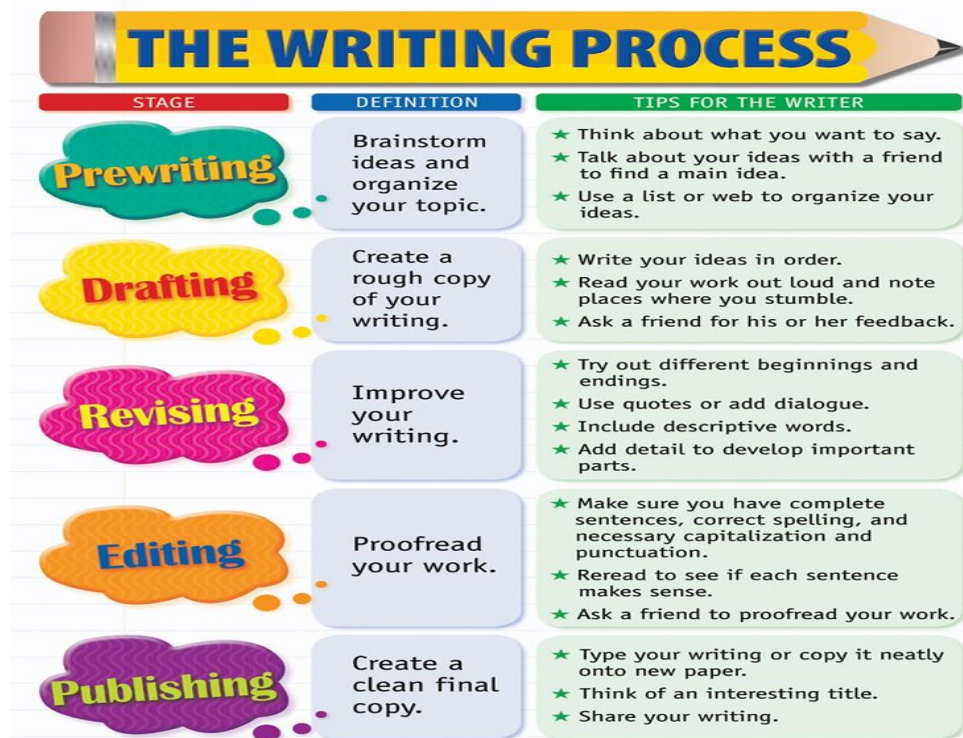


## The Writing Process

The natural order of learning a second language is listening, speaking, reading and writing. Reading and writing need to be taken into account as an advanced stage of language development. One of the highly complicated and difficult processes for the most of second language learners is writing . Despite its difficulties, it is very important for many students because through writing, they can show their knowledge in content areas .One of the most difficult skills for L2 learners to master is certainly writing. This difficulty is not only in the facets of generating and organizing ideas but also in translating these ideas into a readable text. Highly complex skills are involved in writing. L2 writers should pay attention to both higher-level skills like planning and organizing and lower level skills such as spelling, punctuations, word choice and so on, and if language proficiency of writers is weak, the difficulty becomes more obvious. As a writer, the students have to following steps that divided writing process into four steps such as; Prewriting, Writing the first draft, Revising and Editing and proofreading Steps of Writing :

<p><b>Step One : Prewriting</b> generating ideas, planning, and organizing your ideas</p>
<p><b>Step Two : Writing</b> Using your ideas to write a first draft</p>
<p><b>Step Three : Revising and Editing</b> Improving what you have written</p>



STAGE	DEFINITION	TIPS FOR THE WRITER
<b>Prewriting</b>	Brainstorm ideas and organize your topic.	<ul style="list-style-type: none"> <li>★ Think about what you want to say.</li> <li>★ Talk about your ideas with a friend to find a main idea.</li> <li>★ Use a list or web to organize your ideas.</li> </ul>
<b>Drafting</b>	Create a rough copy of your writing.	<ul style="list-style-type: none"> <li>★ Write your ideas in order.</li> <li>★ Read your work out loud and note places where you stumble.</li> <li>★ Ask a friend for his or her feedback.</li> </ul>
<b>Revising</b>	Improve your writing.	<ul style="list-style-type: none"> <li>★ Try out different beginnings and endings.</li> <li>★ Use quotes or add dialogue.</li> <li>★ Include descriptive words.</li> <li>★ Add detail to develop important parts.</li> </ul>
<b>Editing</b>	Proofread your work.	<ul style="list-style-type: none"> <li>★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation.</li> <li>★ Reread to see if each sentence makes sense.</li> <li>★ Ask a friend to proofread your work.</li> </ul>
<b>Publishing</b>	Create a clean final copy.	<ul style="list-style-type: none"> <li>★ Type your writing or copy it neatly onto new paper.</li> <li>★ Think of an interesting title.</li> <li>★ Share your writing.</li> </ul>

## Step One : Prewriting

For many people, the hardest part of writing is *getting started*. Thus it is believed that pre-writing is the most ignored stage. The very beginning of writing for many writers is a difficult part of writing. It is worthy to spend a lot of time and attention on pre-writing because it assists to solve a problem called “writer’s block”\*. It is debated that in order for teachers of English as a second language to assist learners to acquire good language skill, they could employ pre-writing activities at the beginning stage of instruction. Pre-writing engages energizing student participation in thinking, talking, group interaction, and skeletal writing activities that become parts of writing task. Prewriting is a way to warm up your brain before you write, just as you warm up your car’s engine before you drive.

\* **Writer's block** is a condition, primarily associated with writing, in which an author loses the ability to produce new work or experiences a creative slowdown. This loss of ability to write and produce new work is not a result of commitment problems or the lack of writing skills. It means staring at a blank page for long periods of time, trying to write but being unable to find the right words.

### Pre-writing

**STEP ONE: Choose a topic.** Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

**STEP TWO: Gather ideas.** When you have a topic, think about what you will write about that topic.

**STEP THREE: Organise.** Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

## Choosing and narrowing a topic

### ☞ How to choose a topic for a paragraph

A paragraph is a group of five to ten sentences that give information about a topic. Before you write, you must choose a topic for your paragraph.

- Choose a topic that isn't too *narrow* (limited, brief). A narrow topic will not have enough ideas to write about. *The ages of my brothers and sisters* is too narrow. You can't write very much about it.
- Choose a topic that isn't too *broad* (general). A broad topic will have too many ideas for just one paragraph. Most paragraphs are five to ten sentences long. *Schools* is too general. There are thousands of things you could say about it.

A student could narrow this topic by choosing one aspect of schools to discuss.

*schools* ➔ *secondary schools in my country*  
*popular school clubs*  
*university entrance exams*

**These are examples of broad topics:**

- leadership
- cancer
- health care

**A manageable topic** is a topic that isn't too broad or too narrow. A topic that is too narrow will find very few, if any, results.

## WHAT ARE KEYWORDS?

Keywords are specific words or phrases that relate to your main idea or research question. They are used in brainstorming to determine search terms to use in finding research or narrowing down a topic. Keywords can be specific search words found in your research question, synonyms, phrases, or jargon that are common in the field of study.

## HOW TO NARROW YOUR TOPIC

**1-Start by writing down your broad topic. Example:**

Use of social media and children

**2. Next, identify the main ideas or terms.**

- social media
- children

**3. Using your list of ideas, try to describe Who, What, Where, When, How, and Why about your topic to determine specifics. Do any of these topics sound interesting? Would you be interested in researching them for your assignment?**

### Example

Who	pre-adolescent, adolescent, teenage
-----	-------------------------------------

What	Twitter, Instagram, Facebook
------	------------------------------

Where	Online, in daily life, at school
-------	----------------------------------

When	Early life, childhood, puberty, young adulthood
------	---

How	Social, emotional, physical, behavioral
-----	---

## Example

Why Causes, effects

**4. Once you have determined which words you'd like to use, combine aspects of your list to create a narrowed down topic.**

## Example

Who Juvenile, pre-adolescent, **adolescent**, teenage

What Twitter, **Instagram**, Facebook

Where Online, in daily life, at school

When Early life, childhood, puberty, young adulthood

How **Social**, emotional, physical, behavioral

Why Causes, **effects**

**Narrow topic question:** What are the effects of using Instagram on the behavior of adolescents?

**Choose three topics from this list. Narrow each of the three down to a paragraph topic. Then compare with a partner.**

- a. festivals
- b. friends
- c. my country
- d. dancing
- e. cars

## GENERATING IDEAS

### 1- Brainstorming

There are a number of ways to brainstorm ; clustering and listing are two commonly used techniques. You may find that you can even create your own brainstorming technique. Once ideas are listed or connect, individual ideas can continue to be broken down until you feel you have enough specifics to start outlining your writing.



The first step of the writing process is to generate ideas for your project. In shorter versions of the writing process, or in processes designed for other kinds of writing, step 1 is sometimes called “gathering” because it also includes doing research.

In expository writing, though, even for a research paper, you will want to "generate ideas" first. Why? First, you will want to see what you already know and think about a subject. Second, you will want to see what ideas you can come up with yourself. And third, the methods below will help you define what questions you want to start your research with.

There are various ways to generate ideas for your writing. People think and learn differently, so try them all and choose the one that’s best for you—although if you have never tried freewriting or “moodling”, described below, It is strongly recommended that a learner try them both at least once.

The writing process starts as *writer-oriented* and gradually moves toward a reader-oriented product. Thus this step should be thought of as *completely writer-oriented*. Forget about your reader and assume that no one is going to see your notes or ideas from this stage. Let your ideas come out freely and be as wild and crazy as they seem. If you immediately censor what you think might be “dumb” or “silly” ideas, you may eliminate good ideas or connections to good ideas and are not really letting yourself think. As one moderately successful scientist (pictured at left) once put it, "Imagination is greater than knowledge. Knowledge is limited. Imagination encircles the world."

There are four primary methods of generating ideas:

- 1-Brainstorming / listing
- 2- Free writing

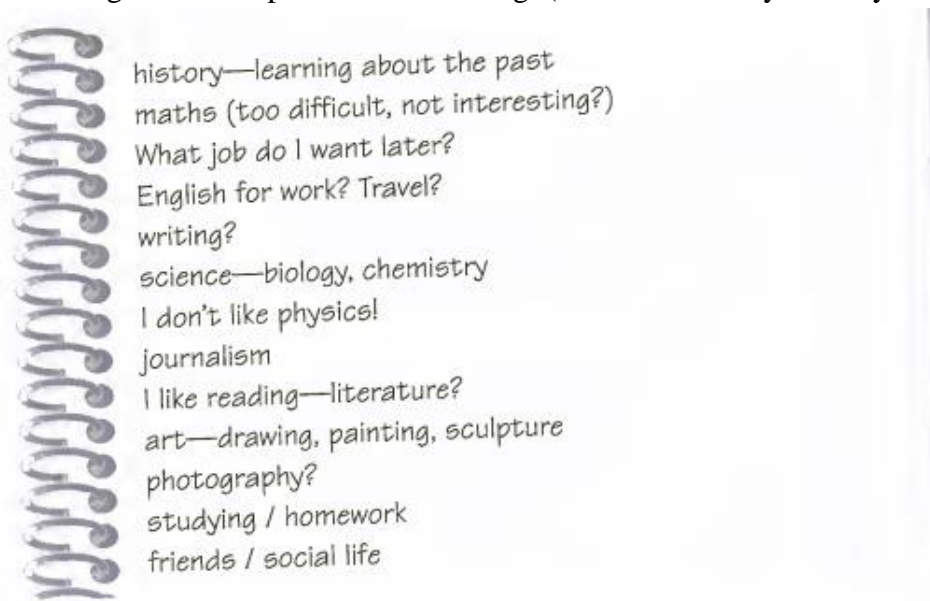
- 3-Idea Map/Web
- 4-"Moodling"

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to come up with a list of as many ideas as possible without worrying about how you will use them. Your list may include words, phrases, sentences, or even questions. To brainstorm, follow these steps:

1. Begin with a broad topic.
2. Make a list (or lists) of every idea you can think of about your subject .
- 3- Write down as many associations as you can in ten minutes.
- 4- Don't write in complete sentences, just words and phrases, and don't worry about grammar or even spelling.
- 5-Again, do NOT judge or skip any idea, no matter how silly or crazy it may initially seem; you can decide later which ones are useful and which are not, but if you judge now, you may miss a great idea or connection.
6. Group to items on the list that go together.
  
7. Cross out items that do not belong. Do this for 15, 20, or (if you're on a roll) even 30 minutes-- basically until you think you have enough material to start organizing or, if needed, doing research.

Your list may seem very unfocused as you are working on it. But you will later go back and organize the items on your list and decide which ones you want to include in your essay and which you want to discard.

The following is an example of brainstorming: (What should I / you study at university?)



The following is another example of brainstorming on the general subject of superstitions.

<b>TOPIC : SUPERSTITIONS</b>	
<i>Friday 13<sup>th</sup></i>	<i>eat scrambled eggs for breakfast on day</i>
<i>breaking a mirror of a game</i>	<i>always wear pearl necklace for tests</i>
<i>don't walk under ladders</i>	<i>look for four-leaf clovers don't step on cracks</i>
<i>don't stay on 13th floor in a hotel</i>	<i>wear green when I fly</i>
<i>sit in center of room for tests</i>	<i>use lucky shoelaces in tennis shoes</i>
<i>Wear lucky T-shirt for games switch</i>	<i>watch to right wrist for tests</i>
<i>Finding a penny</i>	<i>never start a trip on Friday</i>

In this example, after the author made her list, she read it over, and decided to write an essay that focused on her personal superstitions. She grouped together similar ideas and eliminated items that did not fit in. In the end, she grouped her list into three categories covering superstitions about *school* , *travel* , and *sports*.

<b>SCHOOL :</b> <i>always wear pearl necklace for tests</i> <i>sit in center of room for tests</i> <i>switch watch to right wrist for tests</i>	<b>SPORTS :</b> <i>wear lucky T-shirt for games</i> <i>use lucky shoelaces in tennis shoes</i> <i>eat scrambled eggs for breakfast</i> <i>on day of a game</i>
<b>TRAVEL :</b> <i>never start a trip on Friday</i> <i>don't stay on 13th floor in a hotel</i> <i>wear green when I fly</i>	

Superstitions affect several aspects of my life. First of all, I have a lot of superstitions about school, especially tests. For example, I always wear the pearl necklace that my grandmother gave me when I have to take a test. I think it brings me good luck, and I am afraid that I will do poorly if I forget to wear it .When I get to school, I always find a seat right in the middle of the room, sit down, and then switch my watch to my right wrist before the test begins. In addition, I am very superstitious about traveling. I will never start a trip on a Friday because I am sure it will bring me bad luck .When I have to stay in a hotel, I refuse to sleep in a room on the 13th floor. For me, 13 is an unlucky number. In addition, I always wear something green, my lucky color, on the first day of a trip. Finally, like many other athletes, I am especially superstitious when it comes to my sport, tennis .When I dress for a match, I always wear the same white T-shirt with my initials on it. I also use the same shoelaces in my sneakers that I have had since I first started playing tennis. As soon as I buy a new pair of sneakers, the first thing I

do is replace the laces with my lucky ones. I am also superstitious about my breakfast on the day of a match. I always eat the same thing : eggs and a muffin. All in all, I am superstitious about many aspects of my life.