

Q: ライティングは授業中にさせるのか宿題にするのか? Which part of writing activity should we do together in class and which for assignment at home?

A: It really depends on your students and class schedule. You have to figure that out. For sentence combining, I usually (but not always) assign it as homework and discuss the answers in class. For composition writing, I do most of the prewriting activities in class, the writing at home, and the post-writing activities in class.

(Curtis Kelly 2016)

Q: どうやって生徒のライティングを持続させるのか? How can I encourage students to write English sentences, keep them continuing?

A: It really depends on the task. To keep writing, they need two things: motivation and content. You can get both if you have them write about themselves, such as "Write about:

- a classmate that became a friend
- a time you were really scared
- something you loved when you were a child
- something you are sorry about

One part of Significant Scribbles I did not mention is that students are supposed to write a diary in English too, with grades decided by how many pages they write.

(Curtis Kelly 2016)

Q: 読み手を意識したライティングはどうしたらいいのか? How could we, students, business person learn audience conscious writing?

A: Great question. All writing should be audience conscious. As a teacher, it is your duty to clearly define who the audience is. Having students write to their peers, and letting the peers see the paper before you collect it is one effective way to make them audience conscious too.

For general writing too, just like a presentation, the writer must answer the reader's basic question "Why should I care?" Starting with an attention getter, such as a common problem the readers have, and later offering a solution is effective.

(Curtis Kelly 2016)

Q: 生徒のライティングの間違いを直すのは大変な作業ではないですか? Correcting writing is very hard job. How many students do you have regularly?

It was hard for me at the beginning. Students had to write two drafts and one final essay (fun essay). At first, I corrected almost all mistakes but too much error correction is not helpful for students. Lee & VanPatten (2003) suggest that feedback in composition includes responding to content. Instructor's response should encourage writers to express themselves better. I tried to apply it especially to students who were not able to write the minimum length requirement. I asked questions on their drafts and they

included them on their next draft.

These are some activities/tool that we used to lessen teacher's burden in correcting drafts/compositions:

1. Peer Editing - we ask students to read each other's' drafts and notice good sentences and some errors. With the level of our students, it is not possible to correct grammatical errors especially in the early stage of the writing process but gradually, most of the students were able to notice errors like capitalization, punctuations, spelling mistakes and even subject and verb agreement (advanced level students). After peer editing, it was easier for teachers to correct other errors.

2. Collecting common mistakes/errors helped teachers to lessen possible errors that students make for the next draft. Teachers collect common errors from students' 1st drafts. We usually choose 10 and asked the students to correct them in pairs.

3. Providing a rubric for drafts and essays helped both teachers and students. A rubric lists all the requirements students should include in their drafts and fun essay. It contains the required number of words, what should be included in the content, the target grammar points they should use, deadline and the corresponding points. This tool lessens the teachers' burden because it is systematic and if teachers get used to using it, correcting essays becomes faster. It also avoids complaints after giving out the drafts and essays because teachers' expectations were clearly laid out and communicated through the rubric beforehand so students should know what they should do in order to meet them. Students did not only write drafts and fun essays because we included writing essays in paper tests (another essay to correct!) and we found out that including the rubric on answer sheets motivated students to write more and moreover, it made teachers correct faster.

Last year, I had nine classes of which eight classes had 18-20 students and one class had 12-13 students.

(Hazelynn Caceres 2015)

Q: ライティング指導の前に生徒の自己表現力を高めるためにはどうしたらいいですか？ How to teach writing, moreover, how to teach or develop students' ability to express themselves more fully.

A: Now we are in my territory, but again, I am not sure what kind of students you mean. Children? Doctoral thesis writers? Okay, I have a simple paper that covers it all: *The Stages of EFL Writer Development* (attached, or if not, search online)

Abstract:

This study examines the development of EFL students' writing skills through four stages: a) the Word Level, b) the Sentence Level, c) the Composition Level, and d) the Academic/Professional Level. These levels are organized around one major challenge each, and as a result, one or more methods of instruction relevant to that challenge. At the Word level, training in phonics is critical. At the Sentence Level, learning sentence grammar is important. At the Composition Level, the emphasis changes to expository organization. At the Academic/Professional Level, learning the rules of genre for different types of writing is the key challenge.

But maybe the short answer to your question is: 1) use sentence combining activities to get them able to use their latent grammar and vocabulary activities in writing, and 2) have them write paragraphs or compositions about topics deeply meaningful to them (i.e., related to life stage of development) that others want to read. For example: "Something you are sorry about and what you learned from it." I also like having learners keep diaries.

(Curtis Kelly 2014)