



**CHARUSAT**  
CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY



Unit - 6

# Basic Communication Skills – IV

## WRITING

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# Can You Answer ??

What lies behind the difficulties in writing ?

Are you aware of the writing stages ?

# Importance of 'Writing' as a Language Skill

- The most important goal of teaching foreign language is to enable the learner to communicate.
- This communication is based on four basic skills: **Listening, Speaking, Reading, and Writing.**
- **Listening** and **Reading** are considered as '**Receptive Skills**'; on the other hand, **Speaking** and **Writing** are '**Productive Skills**'.
- Writing in a foreign language is one of the most challenging skills for almost all learners.
- Developing the Writing skill is thought to be highly complex if not the most complex in comparison to listening, speaking and reading.



# Problem/s - 'Writing'

- 1) We think that the primary cause of these problems in this skill is that **the students still believe and feel that the good written production comes from what they have learned about grammar**; so, the student often rush toward grammar practice and **tend to forget the specific steps and techniques which lead to produce better writing**.
- 2) When I examine some student's question paper I found that their achievement was poor both in terms of the **content** and **form**. In terms of content, the ideas were not clearly organized and clearly stated. In terms of form, there were long sentences and a lot of grammatical and spelling mistakes. These observations show us that the students are not aware of the numerous stages of writing process.

# The Stages of the Writing Process

Writing is a process made up of several stages. Although there is no total agreement on the definite number of these stages, scholars recognize that the following are the most recursive ones.

## 1) Pre-writing stage

- The writer **jots down whatever ideas come to their mind**.
- The **main principle** behind this stage is to keep the ideas flow freely and smoothly without worrying about appropriateness, organization, grammar, and spelling because the focus is on quantity not quality.

# The Stages of the Writing Process

## 1) Pre-writing stage

- This step is too productive in that it allows writing as many ideas as possible in short time.
- Prewriting activities may include **drawing, talking, thinking, reading, listening to tapes and records, discussion, interviews, conducting library research**, etc.
- This phase can be done **individually** or in a **group**.



# The Stages of the Writing Process

## 2) Organizing Stage

- Is the second stage in the writing process in which the writer puts the ideas into **logical order**.
- Organizing may take different forms like tree diagrams, maps, webs, vertical, outlines, etc.
- The advantage of this stage is to keep the writer "**on target**" and to make the reader follow easily.

# The Stages of the Writing Process

## 3) Drafting Stage

- During this stage, the writer develops the ideas s/he wants to get across in paper.
- In this phase, the writer does not need to worry about grammar, spelling, and punctuation because the focus is **on content, not on the mechanics of writing**.
- Harris (1993: 55; cited in Tribble, 1996, p.112) defined this step as the step in which the writer begins to “**translate plans and ideas into provisional text**”.



# The Stages of the Writing Process

## 4) Revising Stage

- Revision may involve additions, deletions, modifications in sentence structure, and rearrangement of ideas.
- It is a crucial writing phase in that it helps to improve the overall quality of writing.
- **This can be better done with the assistance of teachers' feedback and peer response.**
- Hedge (1988: 23; cited in Tribble, 1996, p. 115) considered revising as the stage which distinguishes good writers from poor writers when she said: **“Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.”**

# The Stages of the Writing Process

## 5) Editing Stage

- The writer pays attention to smaller issues of grammar, punctuation, capitalization, and handwriting.

## 6) Publishing Stage

- Sommers and Collins (1984; cited in Nemouchi, 2008) and other investigators found that students produce better achievement and get much motivation when their work is published for a larger audience than the teacher.

# Seven C's of Writing

- 1) **Credibility:** Builds Trust (Ensure that a reader has no problem in accepting writer's statement)
- 2) **Courtesy:** Improves relationships.
- 3) **Clarity:** Makes comprehension easier (Clarity in the mind of writer)
- 4) **Correctness:** Builds Confidence (Always keep in mind reader's level of knowledge and educational background as a writer)
- 5) **Consistency:** Introduces stability (There should not be too many ups and downs that might lead to confusion in the mind of the receiver)
- 6) **Concreteness:** Reinforces confidence (Facts and figures should be specific)
- 7) **Conciseness:** Saves time (The message to be communicated should be as brief and concise as possible)

*(Source: Book on Effective Business Communication by Asha Kaul, P. 16)*



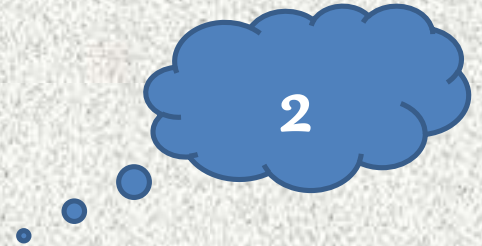
# Paragraph Development

**Look at these two paragraphs. Can you tell which one is good paragraph and which one is not?**

My father is a very busy person. He works fifteen hours a day. He goes to office early in the morning and comes back quite late at night. Sometimes, he even works on Saturdays. He has no time for exercise and fun.



My father is a very busy person. My toy car is broken recently. The sun sets in the west. We live in a Vadnagar city. My name is Dr. Tushar Brahmbhatt. An elephant is a big animal.




# Paragraph Development

**Do keep in mind:**

**A good paragraph focuses  
on single topic/idea.**

# Components of Paragraph Development

- 1) **Topic Sentence**
- 2) **Supporting Sentences**
- 3) **Adding Details**



**Trees are useful to us.** They clean the air around us. On a hot day, they give us shade. We can use their wood to build our homes. **Trees also help to keep the environment fresh.** They provide us oxygen.

The first sentence “**Trees are useful to us**”. This is called as the **TOPIC SENTENCE** of the paragraph. The rest of the sentences must support or agree with this topic sentence. Now tell me! Do they support the topic sentence? Do they tell us how the trees are useful to us? YES INDEED ! **So a good paragraph must have a topic sentence that controls the other sentences.**



# Assignment

- 1) The effect of a parent, teacher or friend on your life.
- 2) A dangerous experience in your life.
- 3) The day you decided to change your life.
- 4) Your first time away from home.
- 5) Farewell in school.



Choose any one...!