**For text-to-speech feature:**

In short, the OAV program recognizes

what modern linguists tell us- namely, that

talking comes naturally for students; writ-

ing does not.

-Students were having trouble before, and now no longer due

Writing Writing and Talking Writing

Author(s): Ted D. DeVries

Source: Elementary English, Vol. 47, No. 8 (DECEMBER, 1970), pp. 1067-1071

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**Other stuff:**

In our research (Williamson & Fence, 1989), we found that college student writers

develop different styles when using word processing to revise. Some students use a more

linear approach where they write a rather sketchy first draft and then go back over their

texts to flesh it out. Another group of students in the study utilized a more intermittent

style, where they stop periodically, usually at the ends of paragraphs, to scroll back over

the screenful of text they have just composed and engage in the revision while rereading

what they had previously written. The third type of reviser, the recursive reviser, fiddles

with variations at the cursor site, trying out two or three versions of a smaller chunk of

text, a word, phase or sentence, before going on. Hawisher ( 1989) even suggests that the

computer changes the writing process enough that writing tasks app **[Three levels of specifity of revising as you go]**

Williamson, Michael M., and Penny Pence. “Computers in the Basic Writing Classroom Part II: Word Processing.” Research and Teaching in Developmental Education, vol. 7, no. 2, 1991, pp. 101–110. JSTOR, www.jstor.org/stable/42801807.

6. Even though there was some increase in the writers' efficiency and ex-

perimentation, the use of a word processor for revising purposes did

not enhance the quality of their written products. This would seem to

reflect that their revision strategies centered on words, phrases, and

clauses, and were, therefore, concerned primarily with matters of dic-

tion and with changes which were sometimes minimal, often trivial, and

occasionally detrimental. Editing in the smaller domains does not seem

to add much to the effectiveness or quality of the final pro **[Trivial edits]**

Collier, Richard M. “The Word Processor and Revision Strategies.” College Composition and Communication, vol. 34, no. 2, 1983, pp. 149–155. JSTOR, www.jstor.org/stable/357402.

**The point of freewriting as an exercise is to exploit what the mind**

**can do with language and thinking when you can't plan or rehearse**

**your words in your head before you write them - when you have to**

**take what comes - especially when you have to keep writing after you**

**feel you have run out of anything to say. It's about the mind's ability to**

**come up with thoughts that surprise you and syntax that has energy**

**and life. It's about blurting; truth; being unguarded.**

**After people have done plenty of freewriting exercises , they can**

**learn to apply what I call the "freewriting muscle" - the ability to come**

**up with unplanned language and thinking - to different more difficult**

**conditions such as writing essays and other non-throw-away pieces.**

**(Some useful distinctions. Regular freewriting: what I just described.**

**Focused freewriting: you try to stay on one topic. Public freewriting:**

**you agree to share what you write.) – Peter Elbow**

Some students, especially those with

weak writing skills, are so concerned

with "correctness" when they write

that they worry about violating rules

and conventions while they are trying

to express their thoughts; that is, they

edit during composing (Perl, 1979;

Shaughnessy, 1977) after another of a sentence until they

are satisfied that it is free of defects.

By focusing attention on their writing

as writing instead of on the topic at

hand, they prevent themselves from

generating and sustaining a train of

ideas, thus slowing down or even

halting their composing process **[Writer’s block**

Freewriting

Another effective exercise for over-

coming writer's block is "freewriting"

(sometimes called automatic writing).

Have the student write, nonstop, for

10 or 15 minutes on her topic or sub-

ject of interest. The student should not

pause to reconsider, revise, or correct

anything she writes, and should not

be at all concerned with such matters

as grammar, style, or coherence; all

energy and attention should be focused

on the topic at hand. If the student

gets stuck for something to say, she

should write down whatever comes to

mind- digressions, irrelevancies, and

even pure nonsense are permitted.

The only "rule" in freewriting is to

keep writing, a task that students

prone to blocking are liable to find

quite difficult to accomplish at firs **[Freewriting offered as solution]**

Oliver, Lawrence J. “Helping Students Overcome Writer's Block.” Journal of Reading, vol. 26, no. 2, 1982, pp. 162–168. JSTOR, www.jstor.org/stable/40029248.