Engaging Students in Writing through Research

MARIA CONCEPCION
BELTRAN-MONTENEGRO

life-long
communicate
genre
university
discipline
responses
serve
writing
help
skill
art
center
process
abilities
create
resource
people
work
ideas
constructive
development
community
positive
improve
offering

Engaging Students in Writing

Writing is a complex task.
For students it can be boring.
Teachers find it challenging.

So,

How can writing teachers make it relevant to students?
How do teachers engage students in writing?

Engaging students in writing

- Rule 1
- Rule 2
- Rule 3

Integrating writing in all courses

- Introduce and train students in the writing conventions of a field.
- Encourage students to process course material more deeply.
- Allow teachers to assess students' comprehension of course topics.
- Provide an opportunity for students to develop writing and research skills.

Rule No 1:

Text 1

Hi Ta!

Greetings from Bohol! It's just my second day and I hope the fun is just getting started! Yesterday we went to see the tarsiers and they were actually smaller than I expected!?! But still as cute. Too bad can't bring them home…or just wake them up. LOL!

Today the group will be heading to chocolate hills (yeah, I know, tourism 101!) so I'll have more pictures to show you.

How's your trip going? Can't wait to compare notes. Hope you're having as much fun as I am. Miss u!

Love,

Jasmine

Text 2

Slice 2 medium-sized zucchinis and 4 – 6 tomatoes about ¼ of an inch.

Lightly oil a shallow baking dish.

Place alternating slices of zucchini and tomato making sure that the bottom of the dish is covered.

Brush slices generously with olive oil mixed with minced garlic and dried basil.

Sprinkle salt and freshly ground pepper.

Top with freshly grated Parmesan cheese.

Bake in a 400-degree oven until vegetables are cooked through and cheese is lightly browned.

Text 3

….We are a great people. We have honest students and honest cops….Our people compete and win every day in every imaginable job throughout the world. Individually, we've taken the world on and won; together, we must take on the challenge of creating a new, peaceful, humane and competitive nation and prevail….

After three years, eleven months, and six days, I shall relinquish the Presidency, with much if not all that I have outlined completed. I do not want it said then that, in the end, I defeated my enemies. I would rather have it said that all of us, you and I, friends and foes today, achieved together a country progressive, prosperous and united.

Thank you. Mabuhay!

Text 4

This study was conducted to determine whether there is correlation between social class and the identification of children's sex through their speech. The participants were 32 six-year-old working class and middle class boys and girls who read and recorded a short passage in English. Six judges listened to the tape-recorded readings of the children and predicted the sex of each child. Results revealed that middle class children were more accurately identified by the judges. Also the fact that working class children had difficulty reading the English text underscored the sad reality that language can be a social stratifier in the Philippine context. This has implications for early childhood education in terms of developing an effective reading program for working class pre-school learners. Likewise, closer coordination between the home and the school is recommended to better orient parents on the crucial role they play in their children's education.

Text 5

A research team proceeded toward the apex of a natural geologic protuberance, the purpose of their expedition being the procurement of a sample of fluid hydride of oxygen in a large vessel, the exact size of which was unspecified. One member of the team precipitantly descended, sustaining severe fractural damage to the upper cranial portion of his anatomical structure. Subsequently, the second member of the team performed a self-rotational translation oriented in the direction taken by the first member.

Type, style, tone of writing

- Text 1: Letter sent through email
- Text 2: Recipe
- Text 3, an excerpt from the closing part of the July 24, 2006 State of the Nation Address (SONA) former President Gloria Macapagal-Arroyo
- Text 4 is an example of a specific part of a research paper – the abstract.
- Text 5: example of academic writing.

Know the Rules

- Take into account what students **should be able to write** in their academic and/or professional career:

Purpose

Audience

Role

Conventions

Format

Role

- Refers to who you are as the writer.
- Text 1 is an example of a piece of writing where there is a “real” writer and reader.
- Text 2 is an excerpt of the 2006 SONA in the role of the *head of state* giving her pronouncement on the country’s current state of affairs.

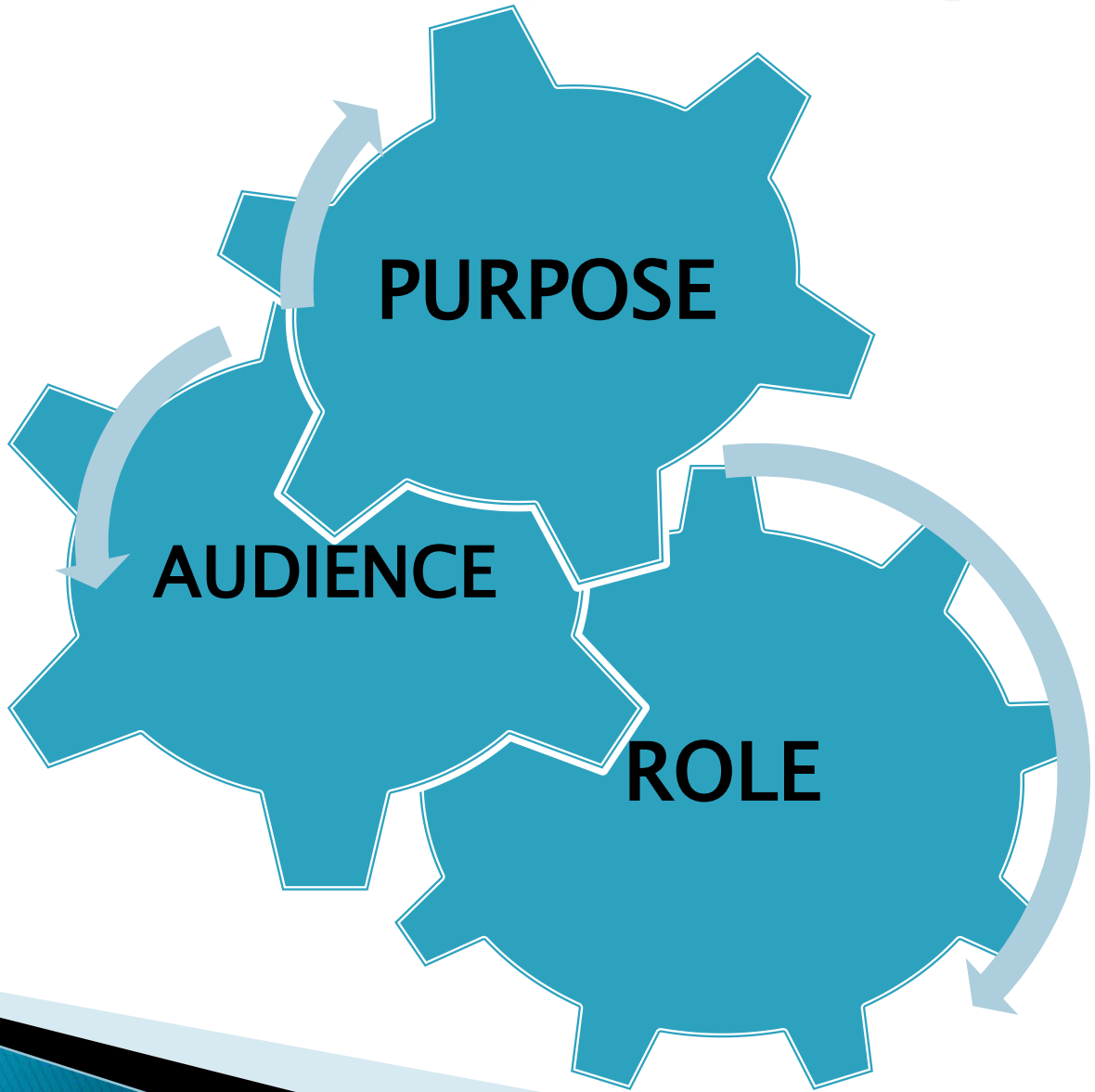
Audience

- Refers to the intended reader of your piece of writing.
- Students' writing will be read by other people.
- By focusing on your audience, you can better cater to their needs.

Purpose

- Your reason for writing.
- You write in order to achieve something
- Your purpose for writing is closely related to your role as writer and your intended audience.

Interplay determines what you write, how you write it, and the form your writing takes.



Conventions: Form and formality

Formal	Informal
Each person to whom the request is herein addressed is henceforth solicited to submit, or to have his or her department representative submit, to the Department of Labor official described above, a comment on whether the proposed plan, in his or her considered view, meets the requirements of the 2003 law.	You may wish to comment on whether the proposed plan meets the requirements of the 2003 law.

Impersonality

Personal	Impersonal
If **you** don't know how to navigate through an e-commerce site, **you** will waste a lot of time.	Navigating through an e-commerce site can be time-consuming for those who may be unfamiliar with the process.
The marketplace is growing so fast; pretty soon, **you'd think** the government would address the unresolved issues surrounding e-commerce now.	The rapid expansion of the marketplace is more than enough reason for the government to immediately address the unresolved issues surrounding e-commerce.

Impersonality

- *Distance* of the writer to the reader; refers to wording and expression that conveys a sense of non-familiarity and objectivity.
- Avoiding the use of personal pronouns that refer directly to the reader.
- Avoiding the use of emotive language.
- Expressing opinions using an objective tone.

Structure

Further studies can be conducted to solve the technical problems surrounding e-commerce.	**Further studies can be conducted to find solutions to the technical problems surrounding e-commerce.**
The team can **accomplish** its goals through hard work.	The **accomplishment of** goals can be done through the hard work of the team.
The economy did not **perform** well.	The **performance** of the economy was dismal.

Structure: nominalization

- Has an effect of making a sentence become less active because the action word has been replaced by a noun.
- Solve ==➔ Solution
- Accomplish== ➔ Accomplishment
- Performance == ➔ Performance

Structure: Passive construction

- Actor or doer of the action is relegated to the background.
- Personality of the writer is minimized
- Information that is presented is emphasized.

Use of HEDGED Language

- Academic writing encourages the use of cautious language or *hedging*.
- Language that uses hedging can temper the strength of the claim being made.
- Qualifying words and expressions can help us realize this purpose.

Conventions: F-I-S-H

- **Formal**
  - No abbreviated forms and contractions.
  - Avoid idiomatic expressions & colloquial words.
- **Impersonal**
  - Do not address readers directly by using *"you."*
  - Avoid using emotive language.
- **Structured**
  - Use passive construction to focus on the action.
  - Use noun forms instead of verbs.
- **Hedged**
  - Use cautious language.

Know the Rules

Rule No. 2

To break the rules, you must first master them.

"Know the rules well, so you can break them effectively."

Dalai Lama

How can you design effective writing assignments?

How can you design writing assignments that will engage students?

Effective writing assignments

- Design writing assignments based on the skills students need to acquire
  - proposal,
  - abstract,
  - poster session,
  - book review,
  - report,
  - research paper,
  - etc.).

Fun activities: Library Treasure Hunt

- *Cooperative activity that requires team members to work quickly together to complete the task by navigating the library and by interviewing respondents*
- *Anchored on the notion that gaming teaches competition strategies, cooperation and teamwork, and conflict resolution (Neubecker, 2003).*

Fun activities: Library BINGO

- Prepare BINGO card worksheets with items asking for pertinent information
- Students answer all the questions to complete the BINGO card
- Sample questions include:
  - In what section of the library can you find the book _____?
  - *What is the name of the head librarian?*
  - *What is the call number of the book _____*
  - *Who is the author of the book _____*
  - *What are the library hours?*

Fun activities: POD Bingo

B	I	N	G	O
Q1	Q2	Q3	Q4	Q5
Q6	Q7	Q8	Q9	Q10
Q11	Q12	Q13	Q14	Q15
Q16	Q17	Q18	Q19	Q20
Q21	Q22	Q23	Q24	Q25

POD Bingo Instructions

- Each box in the POD bingo grid corresponds to a writing task based on a pattern of development. This task will ascertain your understanding and application of class discussions.
- Complete each task, making sure that each response does not exceed one page.
- As in the bingo game, you must form a straight line of five boxes (vertical, horizontal, or diagonal). For example, you answer the questions on boxes G1 to G4. You must answer the question on G5 to complete the exercise.
- Indicate which boxes you have chosen, and retype the question at the top of the page.
- Cite the sources of information you use in writing your essay.

POD BINGO QUESTIONS

- B1 (Description) Describe Cravings restaurant on Katipunan Avenue.
- B2 (Exemplification) Provide at least ten examples of books in National Bookstore, Katipunan Avenue.
- B3 (Classification/Division) Explain the Library of Congress classification system of the Rizal library. Ask the help of a librarian for this.
- B4 (Definition) What is a student?
- B5 (Narration) Describe what your first day of school at ADMU was like.
- I1 (Definition) What is a university?
- I2 (Comparison/contrast) Compare and contrast Cubao MRT station and Katipunan LRT station.

Fun Paraphrasing Activity

- A research team proceeded toward the apex of a natural geologic protuberance, the purpose of their expedition being the procurement of a sample of fluid hydride of oxygen in a large vessel, the exact size of which was unspecified. One member of the team precipitantly descended, sustaining severe fractural damage to the upper cranial portion of his anatomical structure. Subsequently, the second member of the team performed a self-rotational translation oriented in the direction taken by the first member.

Jack and Jill in legalese

- The party of the first part hereinafter known as Jack . . . and . . .
- The party of the second part hereinafter known as Jill….
- Ascended or caused to be ascended an elevation of undetermined height and degree of slope, hereinafter referred to as "hill."
- Whose purpose it was to obtain, attain, procure, secure, or otherwise, gain acquisition to, by any and/or all means available to them a receptacle or container, hereinafter known as “pail.”

"Know the rules well, so you can break them effectively."

Dalai Lama

Rule No. 3

Engaging students in writing

- Problem solving
- Real-life issues
- Multi-modal approach
- Allow students to write about issues, needs, problems, or subjects they find important and relevant to their lives,

Engage students in writing

- Use problem solving , inquiry-based approach
  - Students conduct inquiry into issues that are of interest to them
  - Students generate ideas and questions
  - Students analyze problems and issues.

Problem solving, inquiry-based approach

- Personal experience,
- community issues,
- themes,
- problems, etc

Engage students in writing

- From this inquiry, students develop writing to communicate their ideas for different
  - purposes
  - audiences
  - in different forms.

Multimodal text can be *print, physical or digital*.

Multimodal text combines two or more semiotic systems.

- ***Linguistic***: vocabulary, structure, grammar of oral/written language
- ***Visual***: color, vectors and viewpoint in still and moving images
- ***Audio***: volume, pitch and rhythm of music and sound effects
- ***Gestural***: movement, facial expression and body language
- ***Spatial:*** proximity, direction, position of layout, organisation of objects in space.

Originality

- When something has never been thought of before
- and nothing has been the same after.

Engaging students in writing

- Break up larger writing assignments into smaller pieces
  - annotated bibliography,
  - working outline,
  - first draft,
  - second draft, etc.
- Provide opportunities for feedback at each step.

Engaging students in writing

- Consider feedback as a dialogue.
- Ask students to reflect on the following questions:
  - What are the main points?
  - How did this writing assignment go?
  - For drafts: What questions do you have for me, as a reader?
  - For a revised draft: What changes have you made?
  - Students respond to your feedback by summarizing what they understood.

Engage students in writing by ENGAGING them

- Student ownership:
  - providing choices,
  - promoting ownership,
  - drawing on their own experience, interests, inquiry, etc
- Writing for authentic purposes and readers
  - “real world” writing
  - writing that will “go public”

Engaging students in writing

re:create

tHe

Rules

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