

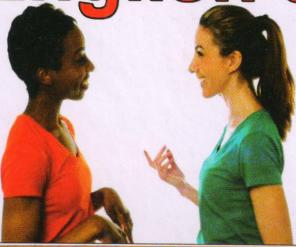
RAO NEKI RAM MEMORIAL
COLLEGE

INDEX

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S. No.	Date	Title	Page No.	Teacher's Remarks/Sign.
1.		Reading as a language Skill	1 - 9	
2.		Narratives	9 - 11	
3.		Conversation	11 - 15	
4.		Plays .	15 - 17	
5.		Poems	17 - 20	
6.		Letters	20 - 21	
7.		Screenplays	21 - 22	
8.		Reports	22 - 25	
9.		Attentive Close Reading and Reflecting on Texts	25 - 27	
10.		Critical Reading	27 - 29	
11.		Ways of Reading	29 - 31	
12.		Developing writing skills	31 - 33	
13.		writing for specific audience	33 - 36	Over
14.		Writing Process	36 - 37	
15.		Augmenting Writing in Collaboration	37 - 39	

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English speaking
Advice



READING AS A LANGUAGE SKILL

LANGUAGE

language is the ability to acquire and use complex system of communication particularly the human ability to do so and a language is any specific example of such a system. The scientific study of language is called linguistics.

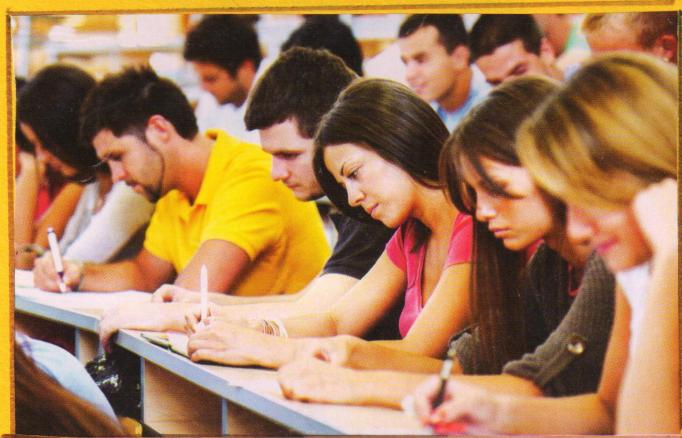
The Four Basic Language Skills

We describe language in terms of the four basic language skills: listening, speaking, reading and writing. People generally learn these four skills in the following order:

- 1) Listening: when people are learning a new language they first hear it spoken.
- 2) Speaking: Eventually, they try to repeat what they hear.
- 3) Reading: Later, they see the spoken language denoted symbolically in print.

We may represent relationship among the skills in the following chart:

	Oral	Written
Listening	Receptive	Reading
Speaking	Productive	Writing



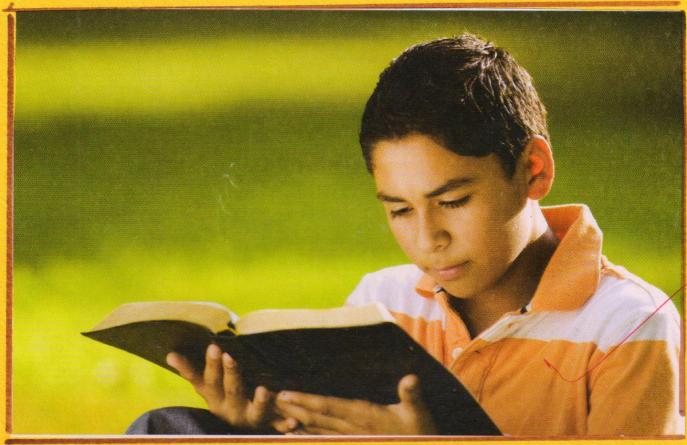
4) Writing: Finally they reproduce these symbols on paper.

- The four basic skills are related to each other by two parameters:
- 1) the mode of communication: oral or written
 - 2) the direction of communication: receiving or producing the message.

We may represent the relationships among the skills in the following chart:

We need to develop your language skills and specifically, our academic English, in order to

- understand & make the most effective use of your study materials
- develop the specialised language and vocabulary relevant to your subject.
- interpret assignment questions and select relevant and appropriate material for your response.
- write well-structured and coherently presented assignments, without plagiarism



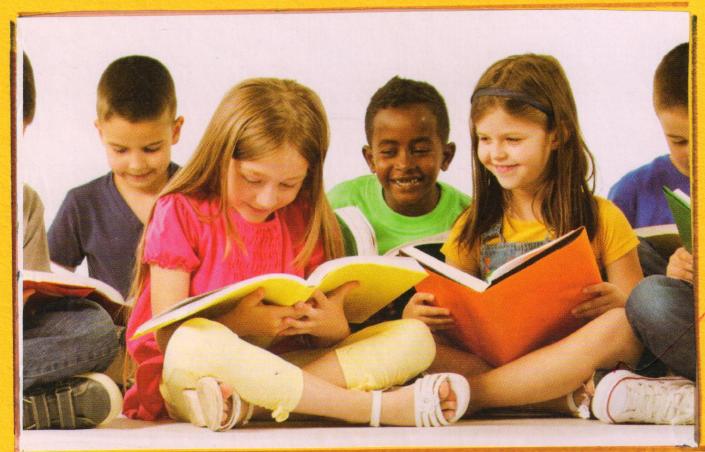
- communicate your needs to your tutors
- work productively with other students.

Reading Skill.

Reading is the receptive skill in the writer mode. It can develop independently of listening and speaking skills but often develops along with them especially in societies with a high-developed literacy. In tradition, Reading can help build vocabulary that helps listening comprehension at the later stages particularly.

This approach assumes that students learn to read a language by studying its vocabulary, grammar & sentence structures not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by text books writers and instructors.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction.



When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles & travel and tourism websites become appropriate classroom materials.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge or in order to critique a writer's ideas or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. The purpose for reading also determines the appropriate approach to reading comprehension.

Acquisition of Reading Skill.

Learning to read is the process of acquiring the skills necessary for reading that is the ability to acquire meaning from print.

A child's ability to learn to read, known as reading readiness, begins in infancy, as the child begins attending to the speech signals in their environment and begins producing spoken language. Children make

**Improve your
vocabulary**
English advice



some use of all the material that they are presented with, including every perception concept and word that they come in contact with, thus the environment in which a child develops affects the child's ability to learn to read. As a child sits with a care giver, looking at pictures and listening to stories he or she will slowly learn that all the different lines on each page make different symbols and then that together these symbols refer to words.

The environment in which a child lives may also impact their ability to acquire reading skills.

Techniques helpful in Reading Skills

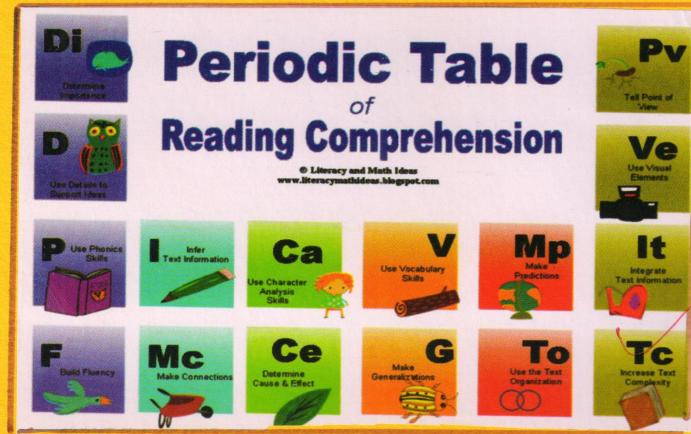
There are some techniques which can be fruitful in developing and improving the reading skills among learners.

- 1) Vocabulary : When a reader encounters an unfamiliar word in print and decodes it to derive its spoken pronunciation, the reader understands the word if it is in the reader's



spoken vocabulary.

- 2) Reading comprehension: Reading comprehension is largely dependent on skilled word recognition and decoding, oral reading fluency, a well developed vocabulary and active engagement with the text.
- 3) Rapid recalling Symbols of language: The ability to say quickly the names of letters, objects and colours predicts an individual's ability to read.
- 4) Orthographic Development: Orthographic Development means to read frequently, the reader has to understand elements of the written language including capitalization, word breaks, emphasis and punctuation.
- 5) Drill and Practice: Repeated exposure to print explores many aspects of learning to read and most importantly the knowledge of individual words. It increases the speed at which high frequency words are recognized which allows for increased fluency in reading.



Fluency : It is the ability to read orally with speed , accuracy and make impression . If a reader is not fluent , it may be difficult to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge .

Reading for Global and local comprehension
Reading comprehension is the ability to read text , processing capacity to read individual words , which interferes with their ability to comprehend what is read .

Global comprehension means understanding the general meaning of what you are listening to or reading . It can be compared to selective comprehension , which means understanding specific information in the text and detailed comprehension , which means understanding everything . Global selective and detailed comprehensions have parallels with the three reading skills of skimming , scanning and intensive reading .



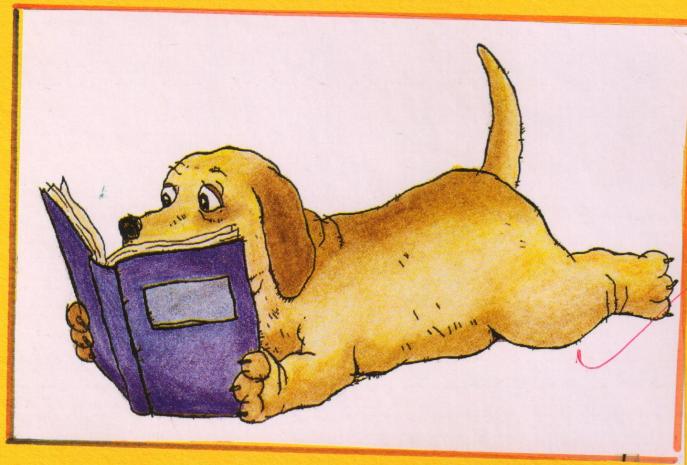
local comprehension local comprehension
is primarily linguistic, that is the
the system which elicits information
from the text e.g.: word recognition &
syntactic decoding.

Reading Variety of Texts..

- 1) Descriptive Texts : The primary purpose of descriptive reading is to describe a person, place or thing in such a way that a picture is formed in the reader's mind.

Aims and Objectives of Descriptive Reading

- It will help the learner to understand a person, place, thing and event.
- It will help your student's reading be more interesting and full of details.
- It encourages students to use new vocabulary words
- It can help students clarify their



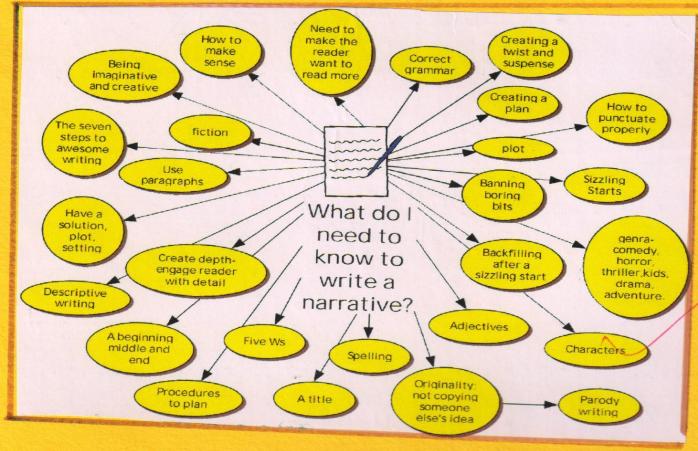
understanding of new subject matter material

Descriptive Reading Techniques :

- (a) Focus : It is extremely important to decide what your topic is going to be . This will prevent reader from losing focus on the theme or main idea .
- (b) Use of words : In most cases , the writer uses adjectives to make his / her writing more detailed for the reader .
- (c) Reader interest : It develops an opportunity for the reader to develop an emotional connection to his / her writing .
- (d) Reading and Redo : Re-reading what the writer writes is an important step in the descriptive reading / writing process .

Narratives

The word narrative derives from the Latin verb narrare , which means "to tell " A narrative is any report of connected events , actual or



imaginey, presented in a sequence of written or spoken words or still or moving images. Narrative can be organized in a number of categories: non-fiction, fictionalization of historical events and fiction proper.

Modern readers will also note in some narratives the patronizing tone and the seeming deference of the subjects.

Narrative text tells stories that use imaginative language and express emotion often through the use of imagery, metaphors and symbols.

The purpose of narrative text is to entertain to gain and hold a reader's interest; however, writers of memoirs and novels often relate complex stories that communicate universal ideas, events and issues.

Objectives of Narrative Reading:

- 1) To enable students to write personal narratives about real experiences.



- 2) To enable students to focus on small moment and sketch that moment across pages.
- 3) To enable students to add details and dialogue to create a picture of what happened.
- 4) To enable students to use strong beginnings and reflective endings.
- 5) To enable students to learn techniques from other authors and apply it to their own writing.
- 6) To enable students to write from their own perspective.
- 7) To enable students to plan, draft, revise and edit stories.

CONVERSATION :

Conversation is a form of interactive, spontaneous communication between two or more people.

BENEFITS OF CONVERSATION

- 1) Being Better understood
- 2) Better understanding
- 3) Better Self-confidence
- 4) Workplace value.
- 5) Better Self-care
- 6) Better Relationships.

Benefits of Conversation

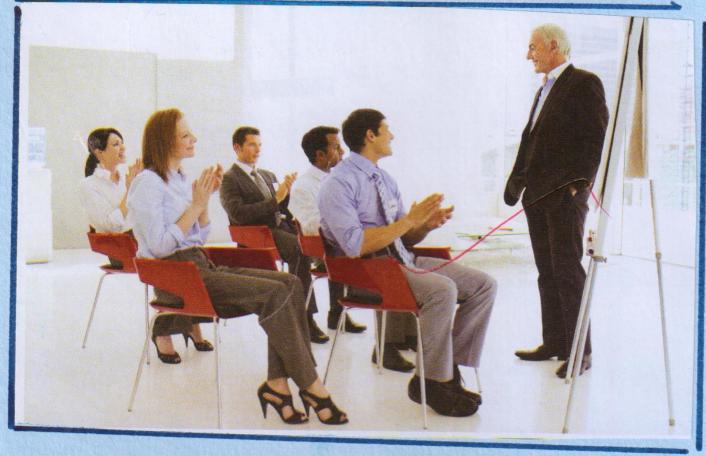
- 1) Being of better understood
- 2) Better understanding.
- 3) Better self-confidence
- 4) Workplace value.
- 5) Better self-care
- 6) Better relationships

Objectives of Conversation:

- 1) To develop a way with words and allow expressing more easily.
- 2) To diagnose and solve problems.
- 3) To injure individuals at different stages.
- 4) To develop confidence and interest
- 5) To provide a platform for better understanding.

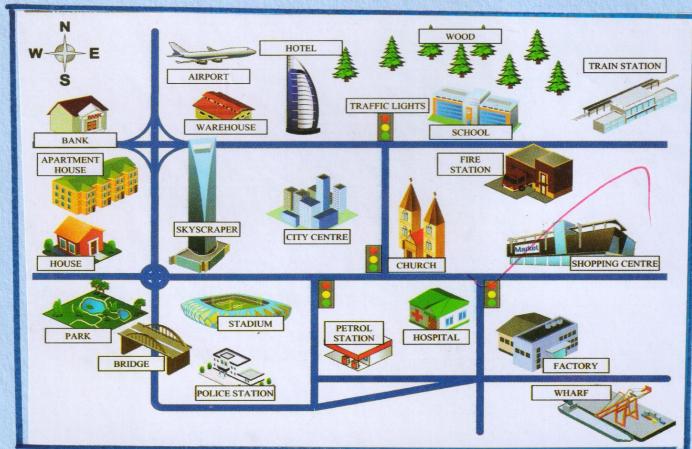
How To Improve Conversation Skills:

- 1) **Talk Slowly:** Good Talkers don't rush into a



a conversation. They take their time when they reflect on something and when they say it out loud.

- 2) **Eye Contact**: Most people keep eye contact about 2/3 of the time or less when they talk. It's a very good idea to hold eye contact just a bit more than that.
- 3) **Focus on the Details**: People with good conversation skills tend to notice the kind of things that the average person's doesn't notice and to bring such details into the conversation.
- 4) **Paying Compliments**: Anybody can pay a compliment to try and get another person's appreciation.
- 5) **Express Emotions**: Don't just present the facts like a newspaper. Express your feelings about the facts. Keep in mind that people connect best at the emotional level.

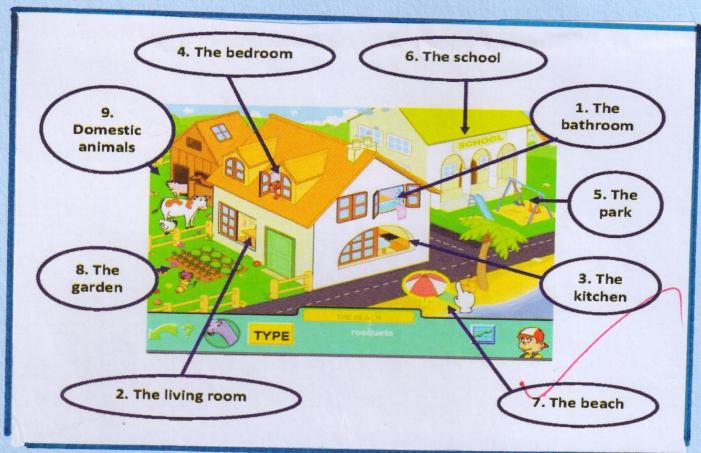


6) **offer Interesting Insights:** But good talkers can frequently tell you things you didn't know and that you'll find fascinating. This is why it's good to have knowledge into fields such as psychology or sociology.

7) **Use the Best words:** The ability to talk smoothly has a lot to with choosing the precise words to convey your precise feelings or thoughts. Constantly develop your vocabulary and practice communicating as accurately as possible.

BIOGRAPHICAL SKETCHES: A Biography is a detailed description of a person's life. It involves more than just the basic facts like education, work, relationships and death but also portrays a subject's experience of those life events.

An authorized Biography is written with the permission, co-operation and at times, participation of a subject or a subject's heirs.



Objectives of Reading Biographical Sketches

- 1) To gather information about an individual or a famous personality.
- 2) To make a list of somebody's achievements and great tasks.
- 3) To provide the most valuable lessons in life.
- 4) To keep insight to handle the crises in the times.
- 5) Being the reader, will be choosing your own career, you will be enlightened by studying how others made their way on the stage of life.

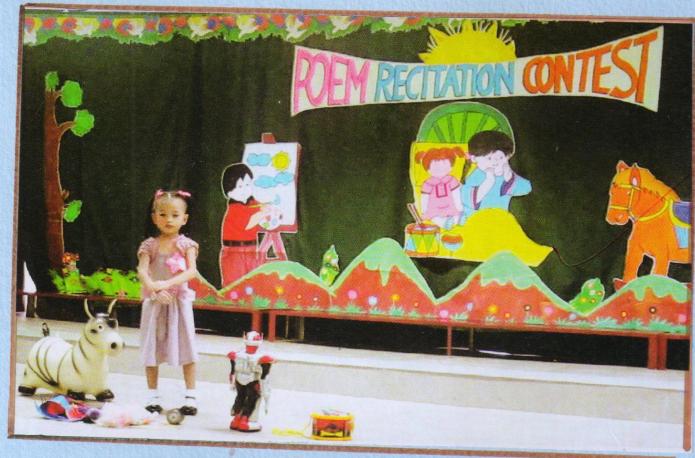
Plays:

A play is a form of the literature written by a playwright, usually consisting of dialogue between characters, intended for theatrical performance rather than just reading.

Here are some tips for students to make the most out of reading a play.



- 1) Read with a Pencil: To truly embrace the text Adler believes the reader should jot down notes, reactions and questions directly onto the page or in a journal.
- 2) Visualize the Characters: Typically, a play might will briefly describe a character as he or she enters the stage. After that point the character might never be described again. Therefore, it is up to the reader to create a lasting mental image.
- 3) Contemplate The Setting: Many classic plays are set in a wide range of different eras. It will behoove students to have a clear understanding of the story's time and place.
- 4) Go Through The Historical Content/Background: Some plays can only be understood when the context is evaluated. Without knowledge of the historical content, much of the story's significance could be lost.

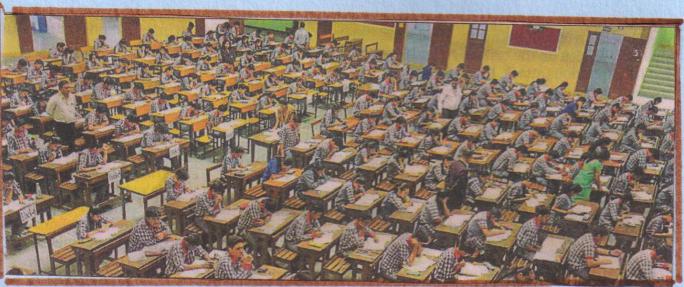


OBJECTIVES OF READING PLAYS.

- 1) To enrich Reader's vocabulary.
- 2) To develop the habit of reading for pleasure and entertainment.
- 3) To enables the reader's enjoy reading plays.
- 4) To help the reader understanding the main philosophy of a play.
- 5) To provide mental stimulation
- 6) To help in stress reduction
- 7) To improve memory.

POEMS :

Poetry is a form of literature that uses aesthetic and rhythmic qualities of language to evoke meanings... Devices such as assonance, alliteration, onomatopoeia and rhyme are sometimes used to achieve musical or incantatory effects. The use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leave a poem open to multiple interpretations.



Some poetry types are specific to particular cultures and genres and respond to characteristics of the language in which the poet writes. In today's increasingly globalized world, poets often adapt forms, styles, and techniques from diverse cultures and languages.

Reading Poetry:

Curiosity is a useful attitude, especially when it's free of preconceived ideas about what poetry is or ~~should be~~. Effective techniques direct your curiosity into asking questions, drawing you into a conversation with the poem.

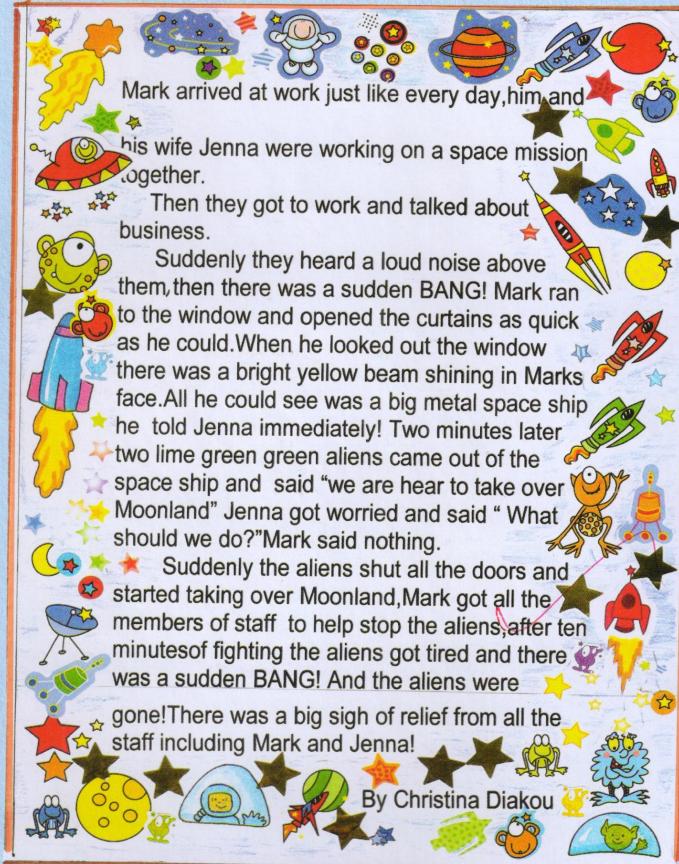
Since the form of a poem is a part of its meaning, questions about form and technique, about the observable features of a poem, provide an effective point of entry for interpretation.

This approach is one of many ways into a poem.

Here are some tips for students to make the most out of reading a poem.



- 1) Read With a Pencil: Read a poem with a pencil in your hand. Mark it up, write in the margins, react to it, get familiar with it. Circle important or striking or repeated words. Draw lines to connect related ideas. Mark difficult or confusing words, lines and passages.
- 2) Analyze the Basic subject of the Poem: The reader has to consider the title, subject & situation of the poem carefully.
- 3) Consider the Tent of the Poem: Many poems are set in a wide range of different eras; it will behove students to have a clear understanding of the content's theme, time & place. For one, readers should try to imagine the sets and costumes as they read.
- 4) Study the form of the Poem: The reader has to consider the sound, rhythm & divisions within the poem of the poem.
- 5) Look at the word of choice of the Poem: The reader for better understanding of the poem



has to keep in mind the difficulty of words, pattern of words, figurative language and mood of the poet.

Objectives of Reading Poetry:

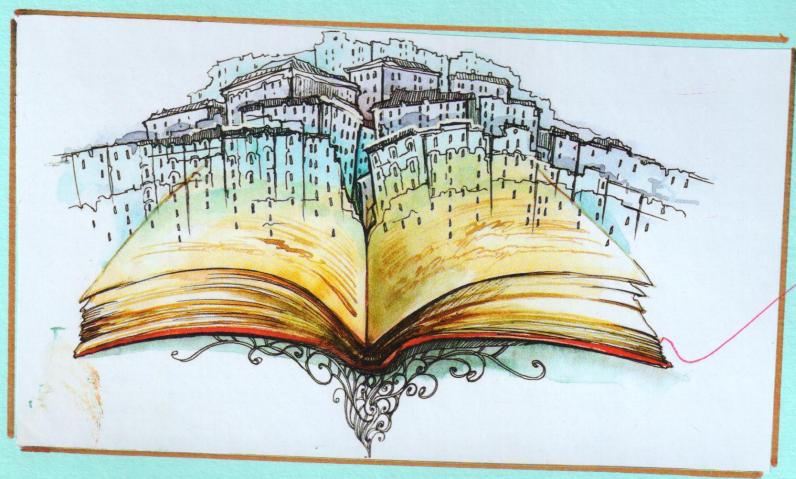
- 1) To help the reader in reciting a poem properly.
- 2) To make the reader understand the beauty of thought contained in the poem.
- 3) To help the readers in experiencing their power of imagination.
- 4) To enable the readers enjoy music and rhythm of the poem.

Letters:

A letter is a written message from one party to another containing information. Letters guarantee the preservation of communication between both parties.

Letters contribute to the promotion and conservation of literacy which is the ability to write and read.

There are 3 types of letters : formal, personal and Business letters.



Advantages of Letters

Letters have the following advantages over email:

- No special device is needed to receive a letter.
- A letter provides immediate, and in principle permanent, physical record of communication.
- Letters, with a signature are more difficult to falsify than is an email.
- Letters provide much better evidence of the contents of communication.

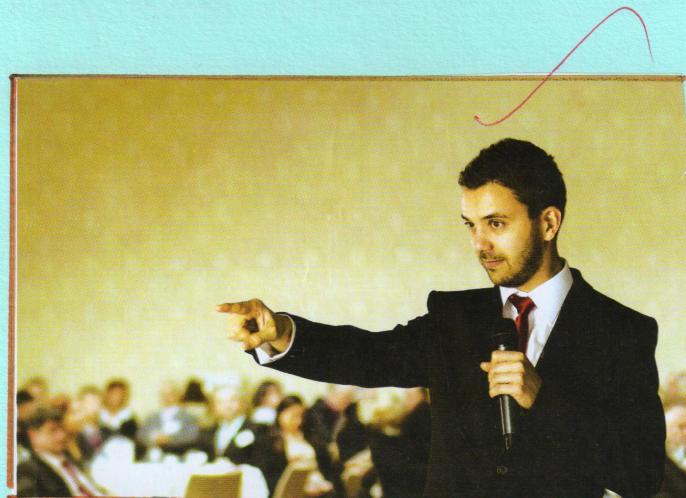
SCREEN PLAYS:

A screenplay is a written work for a film, video game, or television programs, movement, actions, expression and the dialogues of the characters are also narrated. It can be an original piece or based on a true story or previously written piece, like a novel, stage play or newspaper article.

The major components are action and dialogue. The "action" is written in the present tense. The "dialogue" is the lines the characters speak.

Reading A Screenplay :

“A screenplay is not a read; it's a re-read, a creative act, An active engagement with the emotional life of the characters”



Reading a Screenplay.

One reads a screenplay in order to experience the characters and their world. It is as much an aural experience as it is a visual one. To read effectively is to see and hear the characters & their immediately & to remain open and sensitive not only to what they do and say but to what is implied or suggested by them.

Reading a Screenplay is an Art form in Itself.

To read effectively, creatively, you have to be able to hear and see what is actually occurring physically, intellectually and emotionally within the story-world, whilst at the same time not allowing yourself to read more or less than what is apt in terms of what the characters are actually doing & why they are doing it (including content).

REPORTS: A report is an informational work, made with the specific intention of relaying information or recounting certain events in a widely presentable form. Reports are often compiled in writing.

key Points To Be Kept in mind while
Reading a report :

- Structure of the Report
- Writing Style.
- Referencing
- Illustration Pattern
- Relevant Material
- Impression
- Result To Purpose .

speech. Reports are used for keeping track of information, which may be used to make decisions. Written reports are documents which present focused, salient content generally to specific audience.

Reports communicate information which has been compiled as a result of research and analysis of data and of issues.

Good reports are documents that are accurate, objective and complete. They should also be well written, clearly structured and expressed in a way that holds the reader's attention and meets their expectation.

Objectives of Report Reading

- To enable the reader to analyze a report in a logical and systematic way.
- To build the capacity to divide the material with appropriate headings for better understanding.
- To enable the reader to express his/her findings briefly.
- To enable the reader to link theory to practice.



-cal issues

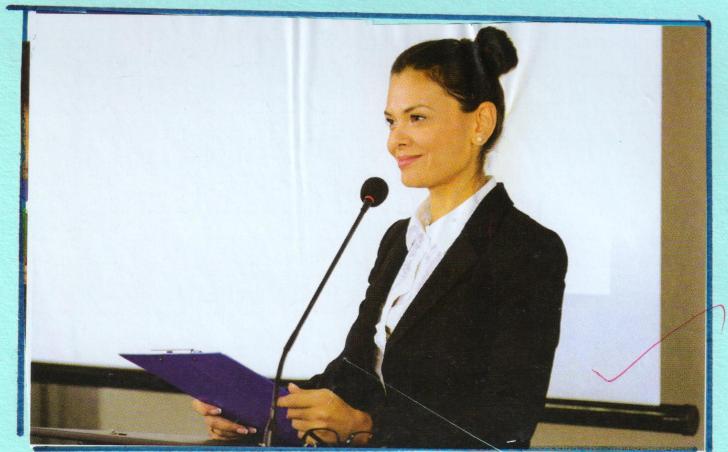
To Persuade readers with the validity of
stance

News Report:

News Report is packaged information about current events happening somewhere else. It moves through many different media based on word of mouth, printing, postal systems, broadcasting and electronic communication.

Reading News Report: Reading News Report is a good habit that can provide a great sense of educational value.

- 1) News report carries the news of the world. By reading it, you will become updated with current events not only in your nation but news about other countries as well.
- 2) News reports provides inspiration and general knowledge. Reading it daily will widen the scope of your knowledge.



News reports provides news about a country's economic situation, sports, games, entertainment, trade and commerce.

- 4) Reading News Report makes a good habit. This habit will widen your outlook and will enrich your knowledge.
- 5) Reading News Report makes you well informed. It enables you to take part in every discussion pertaining to the world's current events.
- 6) Reading News Report will improve your knowledge in general and it will be easy for you to relate to other people.
- 7) Through News Report, readers will have a clear idea and understanding of what is happening in the country and the whole world.

ATTENTIVE / CLOSE READING AND REFLECTING ON TEXTS.

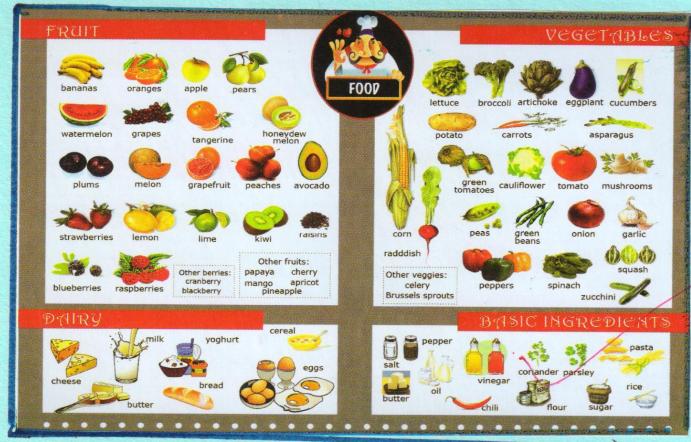
Identify and select the texts : Course Text & Beyond



A well-designed text uses a variety of graphical and text features to organize the main ideas, illustrate key concepts, highlight important details, and point to supporting information. When features occur in predictable patterns, they help the reader to find information and make connections. Text features may include headings, sub-headings, table of contents, index, glossary, preface, paragraphs, separated by spacing, bulleted lists, side bars, footnotes, illustrations, ~~pictures~~, diagrams, charts, graphs, captions, italicized or bolded words or passages, colours & symbols.

Objectives of Attentive / Close Reading and Reflecting on Texts

- 1) To familiarize students with the main features of the texts using in the classroom.
- 2) To enable the readers to find and use information more efficiently.
- 3) To enable the readers to identify patterns in the longer texts.

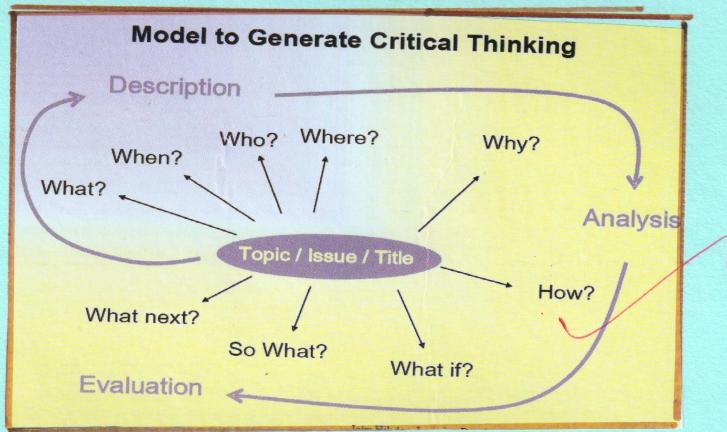


- 4) To enable the readers familiar with the main features of the texts.
- 5) To Build readers capacity to create a template that describes the main features of the texts.

Understanding the process of Critical Reading

Critical Reading: Critical reading is an analytic activity. The reader reads a text to identify patterns of elements — situation, values, assumptions and language usage — throughout the discussion. These elements are tied together in an interpretation or assertion of an underlying meaning of the text as a whole.

Critical reading, much like academic writing, requires the linkage of evident points to corresponding arguments. Critical reading is not simply close and careful reading. To read critically one must actively recognize and analyze evidence upon the page.

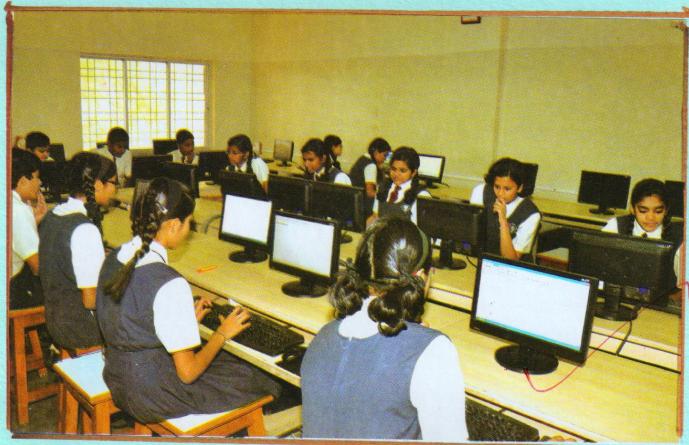


Objectives of Critical Reading:

- 1) To enable the readers to recognize the author's purpose
- 2) To make them read and respond to variety of texts in different ways.
- 3) To make them to understand tone and persuasive elements of the text.
- 4) To enable them to examine the audience or arguments presented.
- 5) To strengthen them to check out any influences on the audience or arguments.

Process of Critical Reading:

- 1) Prepare to become part of the Writer's audience: Writer designs texts for specific audiences and becoming a member of the target audience makes it easier to get at the writer's purpose. Learn about the author, the history of the author and the text, the author's anticipated audience, read introductions and notes.
- 2) Prepare to read with an open mind: Critical readers seek knowledge; they do not "re-write" a work to suit their own personalities.



- 3) Consider the Title: This may seem obvious, but the title may provide clues to the writer's attitude, goals, personal viewpoint, or approach.
- 4) Read Slowly: It is a factor in a "close reading". By slowing down, one will make more connections within the text.
- 5) Use the appropriate References: If there is a word in the text that is not clear or difficult to define in context, look it up in dictionary or other relevant references.
- 6) Make Notes: Underline, highlight and write down main ideas of the text in a notebook.

WAYS OF READING : PRE - READING AND POST READING.

Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Reading skills and strategies can be taught implicitly while students are learning subject -



can involve correction, condensation, organization & many other modifications performed with an intention of producing a correct, consistent, accurate & complete work.

Benefits of editing.

- It improves writing quality
- It clarifies clearly, readability, organization
- It produces concise, cohesive, error-free text
- It clearly communicates complex ideas
- It emphasizes novelty & significance

Dear.

-specific content through authentic reading tasks.

PRE-READING..

Pre-Reading is intended to construct background knowledge. The teacher becomes a bridge builder between what students already know about a concept- and what they need to know in order to understand a particular text.

OBJECTIVES OF PRE-READING:

- To enable readers to use prior knowledge to think about the topic.
- To enable readers to make predictions about the probable meaning of the text.
- To make readers enable to preview the text by skimming and scanning to get a sense of the overall meaning.

POST- READING :

Post-reading tasks are intended to unify and expand the knowledge acquired in the reading.

Post-activities are tasks in which learners, after interacting with the reading, reflect

I ❤️ Creative Writing



argue and give their points of view.

OBJECTIVES OF POST- READING:

- To enable readers to reflect upon the ideas and information in the text.
- To enable readers to relate what they have read to their own experiences and knowledge
- To enable readers to clarify their understanding of the text.

UNIT - II

Developing writing Skills :

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate and tell what we feel. It is one kind of expressiveness in language which is created by particular set of symbols, having conventional values for representing the meanings of particular language which is drawn up visually.



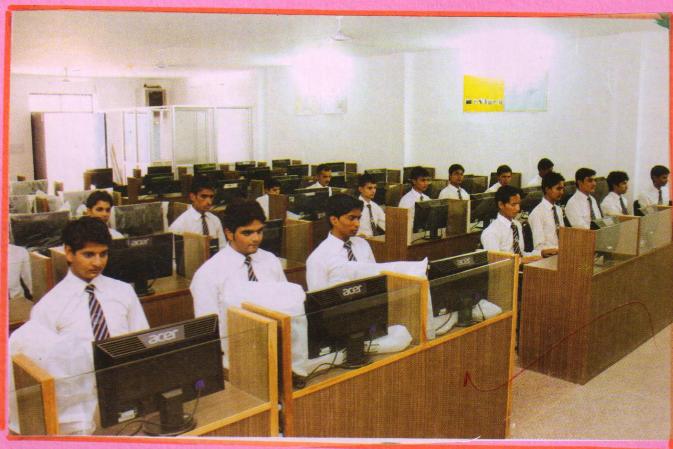
BASIC PURPOSE OF WRITING.

The general purpose of writing is to narrate, describe, expose, persuade or entertain an audience. There are four basic purposes of writing skill which are discussed as under:

Narration: Practically everyone enjoys telling and hearing stories. Narratives usually progress chronologically and must have a clear beginning, middle and end. Short stories, novels, personal narratives, anecdotes and biographies are all examples of narrative writing.

Description: Some essentially descriptive writing includes certain forms of advertising, character sketches and photographic captions.

Exposition: Exposition is the form of writing that explains or informs. Expository writing includes encyclopedic entries, news reports, instruction manuals, informative essays and research papers.



Persuasion: Persuasive writing seeks to convince the reader of a particular position or opinion. Persuasive writing includes literary assays, editorials, advertisements and book, music or movie reviews.

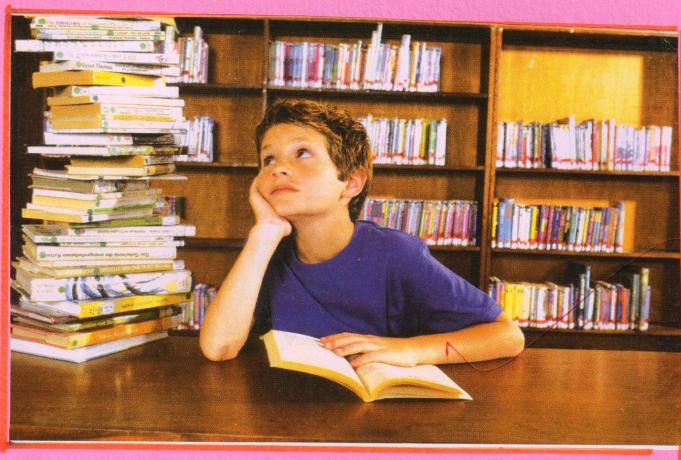
Writing for Specific Purpose & Specific Audience: The specific purpose of writing is the idea or statement that gives the writing direction beyond the general purpose. The specific purpose will answer one of the following questions, depending upon purpose:

- What are you informing the audience of?
- What are you trying to persuade the audience to do?
- How are you entertaining your audience?

What is your focus?

What area of my topic do I want to share with my audience?

Writing for the Specific Audience: Once you've identified your audience and thought about the best way to appeal to them in your writing. It's often helpful to make



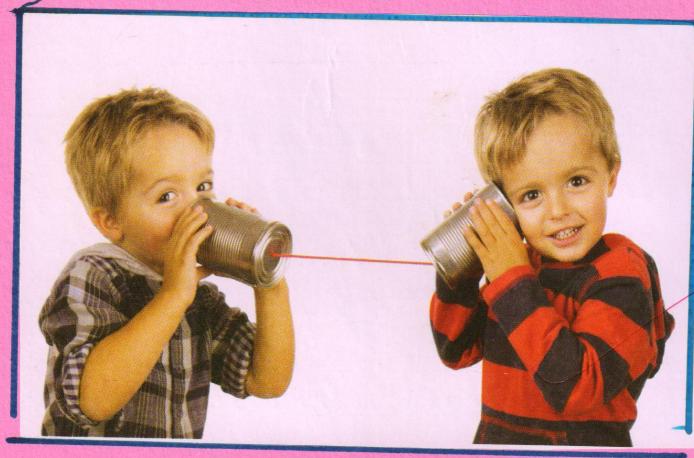
a very informal list of:

- who your audience?
- what your audience already knows?
- what they need to know?
- What they need to know it?
- How you can help them?
- what details would you emphasize?
- what would be the order of the various details?

while writing for specific audience we have to choose specific and pin point purposes. for effective writing we have to keep in mind the following points:

1) What is the relationship between the writer & the reader?

If you are in a position of authority over your readers, as might be the case if you are writing some sort of employment memo your tone might be more instructive & authoritative. However, if you are writing to someone with more power than you such as your boss, your tone should be more formal & polite.



- 2) How much does the reader know? Does the reader have more knowledge or less knowledge than you? Do they have the background knowledge (including the history of the topic or issue) necessary to understand your topic? You might also consider what information you can leave out.
- 3) Is the audience likely to agree or disagree with you? Sometimes you will be addressing an audience that agrees with you, so you'll be emphasizing why their point of view is a productive or beneficial one and perhaps arguing in favor of a course of action or particular outcome.

You will be writing to an audience that already has a particular opinion or stance on your topic, and your goal will be to change their minds or alter their points of view. You might be required to write to an audience that is opposed or even hostile to your ideas.

Questioning to Understand

I'm asking questions and looking for answers.

- Before reading
- During reading
- After reading

Thinking stems:
I wonder...
What if...
I think I was confused when...
When...

Visualizing

I create pictures in my mind as I read.

I see what I read.
I feel what I read.
I use my senses to help me make a movie in my mind.

Thinking stems:
I'm visualizing...
I'm picturing...
I can imagine...
I'm seeing...

Making Connections

- Text to Self
- Text to Text
- Text to World

I use what I know to understand what I'm reading.

Thinking stems:
This reminds me of... because...
This reminds me of the book...
This reminds me of what I heard...

Synthesizing

I combine what I know with new information I read to help me understand the text.

I change my thinking along the way.

Thinking stems:
Now I get it...
At first I thought... but now I think...
My thinking is...
I think the lesson or theme is...

Inferencing

I'm questioning as I read to help me draw conclusions, making predictions, and reflecting on my reading.

When the author doesn't answer my questions I must infer.

Thinking stems:
Perhaps...
I think...
I'm...
It means...

Determining the Importance

I understand the main idea of the text and the author's message.

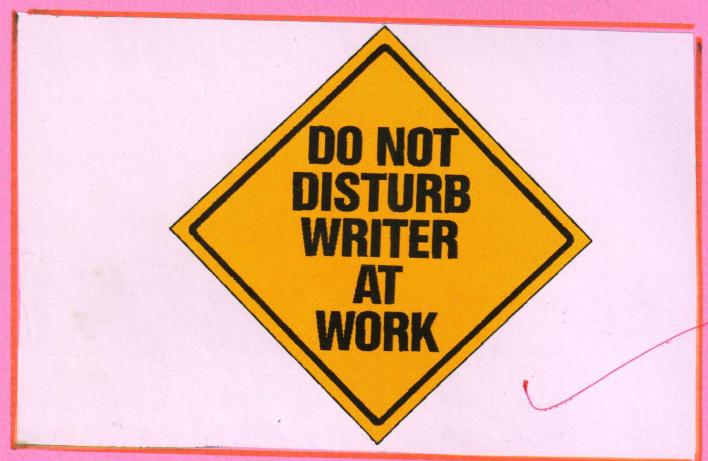
Thinking stems:
The text is mainly about...
I learned...
The important details are...
I want to remember...

What will the reader do with the information?

Have you included all the information necessary for that person to make an intelligent decision or take action? Have you anticipated questions the reader might have and provided answers for them?

WRITING PROCESS: EXPERIENCING THE CLASS-ROOM

- 1) **Prepare:** The first the students read the text and figure out what students are going to write about, brain storm, doodle and figure out a climax or high point of the story.
- 2) **Organize:** Get all students thoughts organized and put in order they could put the pages where students written down their thoughts in a binder or staple them in order.
- 3) **Write:** Write students first copy or rough draft. The first write up of the story should

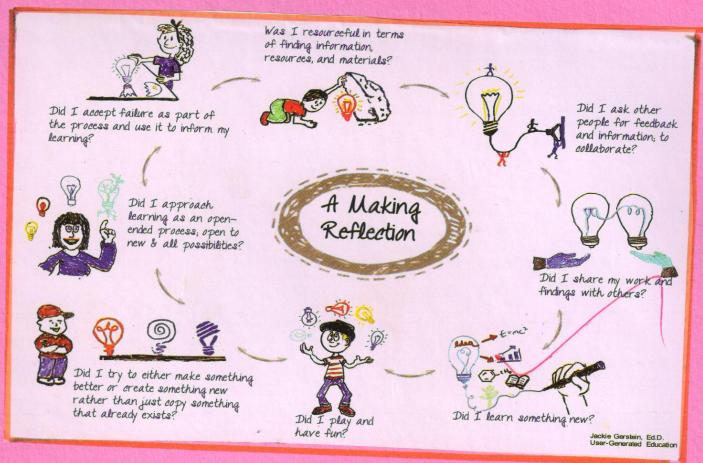


put all your thoughts together in paragraph form. Just write.

- 4) **Edit:** look over student's paper and check punctuation, spelling, grammar etc. Also have friend look over it and check it.
- 5) **Rewrite:** After students done editing rewrite their story. This the final copy so make it nice and pretty.
- 6) **Sharing or Collaboration:** share student's story with someone and see how they like it.

Experiencing Writing in collaboration :

Collaborative writing involves two or more persons working together to produce a written document. Collaborative writing (also called group writing) is a significant component of work in the writing. It depends on the efforts of collaborative writing teams.



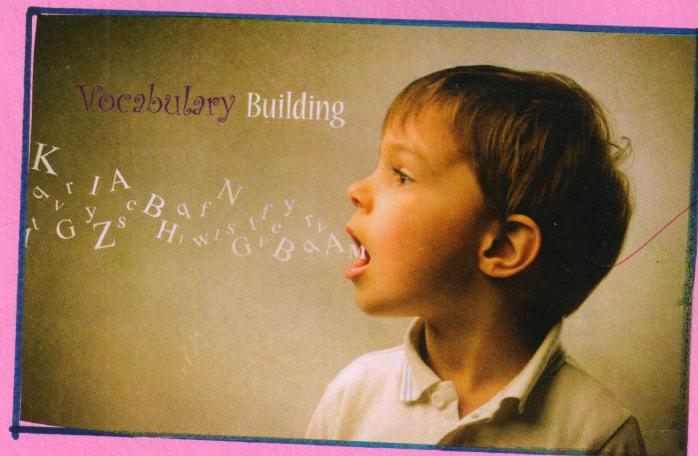
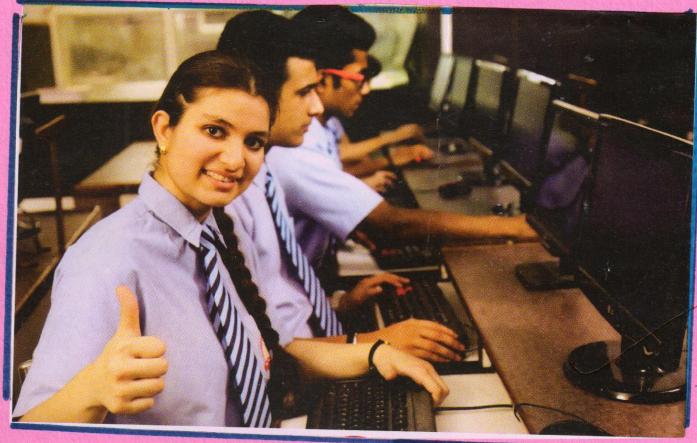
The advantages of Collaboration Writing :

- 1) An equal and immediate sense for everyone involved about the writing.
- 2) Writing that is more seamless, that is, all of the different parts fit together clearly as one complete text.
- 3) A greater sense by individuals within a group of their roles, since ~~all the group members are~~ working together in the same time & place.

It is easy to set up tasks so each group member has the opportunity to contribute equally without duplicating the work of others.

Disadvantages of Collaboration Writing :

- "Hard workers" in the group might resent the group members who ~~do not seem to contribute an equal part.~~
- Some members of the group might feel they are being silenced and manipulated by more forceful group members.



- It can be difficult to co-ordinate times and places to meet.
- It is entirely time consuming, especially if the group is collaborating on creating a more detailed writing project.

Some Points to be kept in mind for effective collaboration writing:

- Make sure everyone in your collaborative group is included in the discussion
- Make sure everyone in your collaborative group understands how to read and write messages in the format they are being sent
- All of the group members need to read and respond to each other's messages in a timely fashion.
- Keep in mind the rules of good "netiquette" when working with your group members.

Editing the Writing:

EDITING is the process of selecting and preparing written, visual and audible and film media used to convey information. The editing process

