

שאלתה: ידע אודות כתיבה

knowledge about writing, declarative knowledge, procedural knowledge, academic writing, Teaching knowledge about writing, Teaching writing Novices and experts, Writing performance

1.

Teaching Writing in Primary Education: Classroom Practice, Time, Teachers' Beliefs and Skills.

Authors:

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Source:

Journal of Educational Psychology. Jul2018, Vol. 110 Issue 5, p640-663. 24p.

Document Type:

Article

Abstract:

The aim of this study was to provide insight into the current practice of writing instruction in Dutch primary education, as a stepping stone for designing and implementing sustainable innovations that could satisfy both practitioners and policymakers. We investigated the extent to which three domain-specific approaches--communicative writing, process writing, and writing strategy instruction--and general features of high-quality instruction were implemented in writing lessons in the upper grades of primary schools. We also examined the learning time for writing, teachers' views on writing and writing instruction, how efficacious they feel about teaching writing, and how skilled they are in the writing

instruction domain. Lastly, we explored relations between classroom practices, learning time, and teachers' beliefs and skills through correlation analysis, to identify potential aids and constraints to guide innovations in writing education. Participants were 61 teachers of 45 primary schools in the Netherlands. Data were collected through questionnaires, stimulated recall interviews and over 100 lesson observations. Results indicated that the three domain-specific approaches for writing instruction were insufficiently implemented in Dutch classrooms, as were differentiating and the teaching of learning strategies. The allocated learning time was also insufficient, but the realized learning time and the extent to which teachers promoted active learning were satisfactory, providing a strong basis for curricular improvement. Several relations were found between teachers' classroom practices, learning time, and teachers' beliefs and skills in the domain of writing instruction. Finally, we discuss options for sustainable innovations of writing instruction in this national context.

2.

THE IMPACT OF A TRAINING PROGRAM BASED ON PEDAGOGICAL KNOWLEDGE ON IMPROVING THE SPEAKING AND WRITING SKILLS TEACHING PRACTICES OF FEMALE ENGLISH LANGUAGE TEACHERS.

Authors:

WESHAH, HANI A.1

TOMOK, TAMARA N.

Source:

Reading Improvement; Winter2011, Vol. 48 Issue 4, p179-194, 16p

Document Type:

Case Study

Abstract:

The article presents a case study which explores how the pedagogical knowledge of improving teaching practices of female English language teachers is impacted by a training program. The teaching techniques for speaking and writing skills were studied, and results showed that the training program had a positive impact on teachers.

3.

A Case Study of Using Metacognitive Reflections to Enhance Writing Skills and Strategies in an Agricultural Media Writing Course.

Authors:

Redwine, Tobin¹

Leggette, Holli R.¹

Prather, Brooke²

Source:

Journal of Applied Communications; 2017, Vol. 101 Issue 1, p56-68, 13p

Document Type:

Case Study

Abstract:

Writing is a foundational skill in agricultural communications, and metacognition the learning and understanding of such skill. Integrating reflection into a writing course is one way to enhance students' metacognition and metacognitive awareness as reflection provides writers an opportunity to become a critic of their writing experiences. However, what happens when students reflect on their metacognitive awareness during and throughout the writing process? Using a qualitative and quantitative content analysis, we interpreted 16 students' metacognitive writing reflections at four points in an advanced media writing course. We identified and analyzed emergent themes from the reflections and measured the frequency of each theme over the duration of the course. Three major themes emerged: a) metacognitive

awareness of writing skills, b) metacognitive awareness of writing strategies, and c) metacognitive awareness of knowledge transfer. A total of 13 sub-themes were identified further characterizing the themes. Interviewing (a writing skill) emerged more in the third reflection than any other time, and revision (a writing strategy) emerged more at the beginning and end of the course than in the middle. Additionally, participants reflected less about outcomes (a component of knowledge transfer) at the end of the course and more about their plans for the future. Findings support the value of metacognitive reflections as a transformational instruction tool. Practitioners and writing instructors in agricultural communications should be cognizant of skills, strategies, and knowledge transfer as they plan and implement writing education and be adaptive and flexible to meet students' changing metacognitive awareness.

4.

Students' Metacognitive Knowledge about Writing. Research Series No. 176

Authors:

Raphael, Taffy E.; And Others; Michigan State Univ., East Lansing. Inst. for Research on Teaching.. Undefined, (Aug 1986.)

Abstract

Translate Abstract

To determine students' metacognitive knowledge of the expository writing process, a study analyzed fifth and sixth graders' declarative, procedural, and conditional knowledge by means of group questionnaires and individual interviews at all stages of their participation in one of three year-long writing programs. The programs emphasized social context, purpose and audience, and/or the use of text structure knowledge in writing. Results suggested that creating a social context enhanced students' awareness of audience, purpose, and the

different aspects of the writing process. Instruction in text structure seemed to enhance students' understanding of both the questions answered by expository writers and the conventions used in expository writing, such as key words and phrases. The combined program resulted in students' enhanced understanding of the extent to which these conventions can be used as signals to their readers of their writing's purpose. Findings showed that all the programs had a positive impact on students' knowledge about the writing process and writing strategies. Observations also revealed that students used this knowledge in other curricular areas. (Tables of data and some student commentary from individual interview sessions are included. (JD)

5.

Doing Things Differently: The Outcomes of Teachers Researching Their Own Practice in Teaching Writing

Authors:

Limbrick, Libby; Buchanan, Pauline; Goodwin, Marineke; Schwarcz, Helen. Canadian Journal of Education; Toronto Vol. 33, Iss. 4, (2010): 897-924.

Abstract

Translate Abstract

In this study we investigated whether teachers' pedagogical and content knowledge of writing would increase as an outcome of teachers taking a research lens to their practice to raise students' writing achievement. Using student achievement data as a baseline, teachers examined and refined their practice using an inquiry process. The study took place over a two-year period and involved over 20 teachers from six low socio-economic urban primary schools in Auckland, New Zealand. Literacy leaders in the schools and four university researchers also took part in the inquiry project. Data collected from teachers' records, researchers' field notes, and transcripts from focus groups of teachers and literacy

leaders indicated enhanced pedagogical and content knowledge of writing, as well as marked gains for students on a standardized test of writing. This study contributes to research demonstrating that, through researching their own practice and teaching targeted to students' strengths and needs, achievement in writing can be raised.

7.

Writing education around the globe: introduction and call for a new global analysis

Authors

Graham, Steve; Rijlaarsdam, Gert. Reading and Writing; Dordrecht Vol. 29, Iss. 5, (May 2016): 781-792. DOI:10.1007/s11145-016-9640-1

Abstract

This paper presents a special issue on writing around the globe. Researchers from across the world describe writing practices in their country using a wide variety of methodology. The paper show that while there are many similarities in writing instruction from one country to the next, there are also many differences. As a result, the authors call for a new international study of writing, one that takes more descriptive rather than a comparative approach.

8.

Engaging and Effectively Teaching Writing Skills to High School Students with Disabilities

Smith, Jennifer M.. Online Submission (Apr 26, 2011): 49.

Abstract/Details

Abstract

Writing effectively is an imperative skill that nearly every job requires, yet students with disabilities often have trouble writing. After consistent failure with writing, students with disabilities give up on writing. My research explored the views of students with disabilities about their

writing, what methods can effectively teach them to write and explored methods teachers use to engage students with disabilities in writing. Appended are: (1) Letter Requesting Permission of the School District; (2) Permission from the Parents for Participation; (3) Permission for Students for Participation; (4) Student Questionnaire; (5) Letter requesting Permission for Faculty; (6) Teacher/Faculty Questionnaire; (7) Timed Writing Sample; and (8) Student Interview Questions.

9.

Socially Mediated Instruction: Improving Students' Knowledge and Talk about Writing

Authors

Carol Sue Englert, Taffy E. Raphael, and Linda M. Anderson

Abstract

Metacognitive knowledge about writing is presumed to be an important aspect of self-regulated writing. Yet few studies have examined the effects of interventions designed to increase this knowledge on students' metacognitive knowledge as it is expressed through talk about writing. In the present study, 32 upper-elementary learning-disabled (LD) and non-learning-disabled (NLD) students participated in a socially mediated writing intervention emphasizing the process of writing, writing strategies, and the role of teacher-student and student-student dialogue. The intervention program was administered 3 times per week over a 1-year period. The talk of the intervention students about writing processes and strategies was compared to that of a similar group of students who had not participated in the intervention. The results suggested that, following the intervention, both LD and NLD students' talk revealed more metacognitive knowledge about writing. Students who had participated in the intervention showed greater ability to talk about planning, drafting, and revising as well as to discuss their purposes and intended audience. Further, when LD and NLD students from the intervention group were

compared, the talk of LD students showed the greatest progression from an emphasis on other-regulation to self-regulation. Finally, the quality of students' metacognitive knowledge was positively related to measures of academic performance in writing and reading.

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students' metacognitive knowledge was positively related to measures of academic performance in writing and reading.

11.

Students' Metacognitive Knowledge about How to Write Informational Texts

authors

Carol Sue Englert, Ph.D., Taffy E. Raphael, Ph.D., Kathleen L. Fear, Ph.D... ,.

First Published February 1, 1988 Research Article

Abstract

This study examined LD students' metacognitive knowledge about expository writing and the relationship between this knowledge and writing performance. Thirty students, equally divided among three ability groups (learning disabled, low-achieving, and high-achieving), were interviewed about their metacognitive knowledge about the expository writing process and the role of text organization; subjects also composed two types of expository text (compare / contrast and explanation). When performance levels among the three ability groups were compared, the results suggested that learning disabled students were less aware than high-achieving students of modeled writing strategies, steps in the writing process, strategies for presenting expository ideas, and procedures for selecting and integrating information from multiple sources. Discrepancies between learning disabled and low-achieving writers also emerged in the metacognitive interview in terms of ability to (a) control and regulate the writing process, (b) use organizational strategies or text structures to generate or group ideas, and (c) monitor the quality of texts. When performance on the composition and metacognitive measures was related, the results revealed that the strongest relationship existed between writing performance and the following metacognitive variables: students' awareness of modeled



writing strategies, students' knowledge of processes related to monitoring the completeness of text, and students' categorizing abilities. These findings suggest that writing instruction should focus on both the development of students' metacognitive knowledge of the expository writing process and the organizational strategies for generating, organizing, and monitoring expository prose.