

The Model of “Reading for Creating” and “Talking for Revising” to Improve Students' Writing Quality in Scaffolded Writing and Rewriting Environment

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Abstract: In this paper, we proposed a scaffolded writing and rewriting model which combined 4 kinds of activities: reading, creating, talking, and revising. This scaffolded writing and rewriting process provides students plenty of various inspirational guidances in writing process and peer feedback prompts in rewriting process for building their composition skills. In particular, students could arrange their self-ideas and combine relative sentences by using build-in organize of suggestions; students could give detailed corrections, comments, and reasons by using build-in revision of suggestions. Based on this model, we developed an on-line writing environment, entitled Tomorrow's Writing Platform (TWP). Next, we will examine the model in a primary school to understand the relationship between students' language competence for writing performance and the influence of TWP.

Keywords: Reading, Writing, Talking, Revising

1. Introduction

Previous research (Yang, Yeh, & Wang, 2009) investigated that 3051 elementary school 6th students' writing difficulties in Taiwan. Yang *et al.* (2009) indicated that 511 students are feared to receive negative comments from teachers; 520 students don't like handwriting; 819 students don't know how to write the beginning of article; 1173 students have no idea about the essay topic; 1272 students do not know how to arrange content of article; and 1514 students worry the poor or too little content of article. In other words, Taiwan elementary school students often lack ideas, confidence, and skills about writing.

Besides, researches about the writing process, skill, and knowledge have increased markedly in recent years (e.g., MacArthur, Graham, & Fitzgerald, 2006; Graham, McKeown, Kiuahara, & Harris, 2012). Graham and his colleague (2012) also attempted to identify effective instructional practices for teaching writing in elementary grade students and found that four writing interventions, for scaffolding or supporting students' writing procedure, produced statistically significant effects: prewriting activities, peer assistance when writing, setting writing goals, and assessing writing. Moreover, Rohman (1965) divided writing into three stages, including prewriting, writing, and rewriting.

Hence, this paper proposes a scaffolded writing and rewriting model which provides students plenty of various inspirational guidance in writing process and peer feedback prompts in rewriting process to develop students' writing skills. Students can arrange their self-ideas and combine relative sentences by using build-in organize of suggestions; students can give detailed corrections, comments, and reasons of grammatical errors by using build-in revision of suggestions.

2. Scaffolded Students' Writing and Rewriting Model

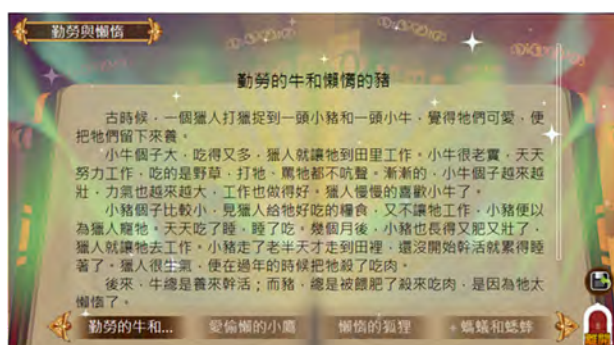
This paper proposed a model to scaffold students' writing and rewriting. This model mainly encourage students to write and rewrite by 2 composition strategies: 1) reading for creating and 2)

talking for revising. This study defined that the process of students composited an article divided into writing and rewriting process. Regarding composition strategy in writing process, students need to overcome the writers' block by free-writing (Elbow, 1973); and students also need to write the first draft by organizing relevant ideas and combining sentences. Regarding composition strategy in rewriting process, students need to revise and edit the content by refining oneself topic sentence or thesis statement, and reorganizing oneself material (Saddler, & Graham, 2005). In particularly, the composition strategy of reading for creating as a reading-based approach to writing; the composition strategy of talking for revising as a talking-based approach to rewriting. In other words, students can utilize in the system to record and then observe students' process of developing writing skills with scaffolds of ideas organization; students also can also give responses and comments about overall organization and perspective of written texts.

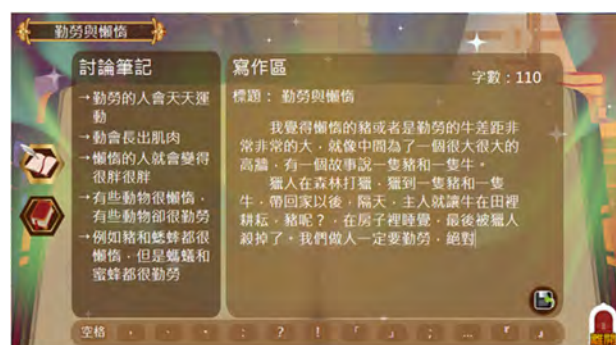
This study proposes a scaffolded writing and rewriting model; and further implemented a Tomorrow's Writing Platform (TWP) for helping elementary school students to writing and rewriting, see Figure 1.

2.1 Reading for Creating

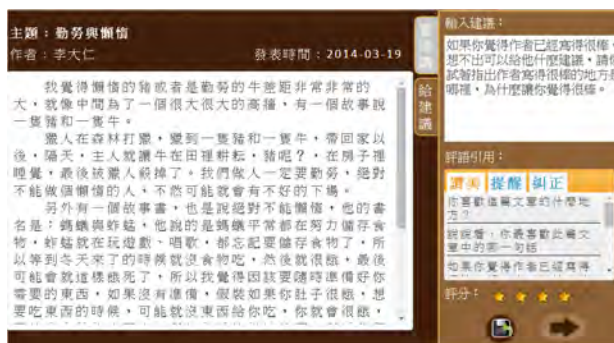
The composition strategy of reading for creating in writing process includes 3 steps: theme-based reading, association-stimulation freewriting, and composition. Specifically, students can gain domain knowledge about writing topics through theme-based reading in step 1 (Wiley, & Voss, 1999). The theme-based essay had to be convincing and based on authentic information sources; students can generate ideas with guidance extensively through association-stimulation freewriting in step 2. Elbow (1973) defined freewriting as writing without stopping and editing, and used as a powerful technique for developing student writing (Li, 2007); students can compose an essay based on written ideas through composition in step 3 (Cerdán, & Vidal-Abarca, 2008).



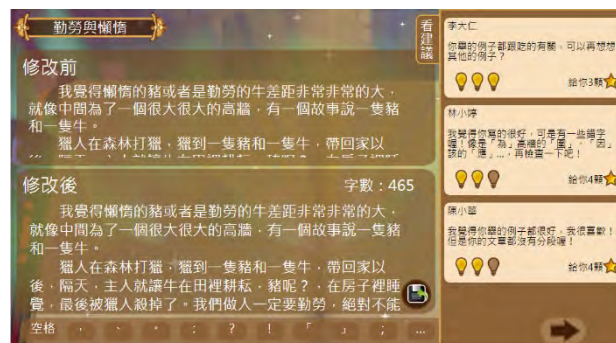
a) Students can gain domain knowledge about writing topics through theme-based reading.



b) Students can compose an essay based on written ideas through composition.



c) Students can provide textual and oral responses with scaffolding prompts to peer talking.



d) Students can revise an essay based on other students' suggestions through self-revising.

Figure 1. System Interface of Tomorrow's Writing Platform.

2.2 Talking for Revising

The composition strategy of talking for revising in rewriting process includes 3 steps: evaluating other articles, peer talking, and self-revising. Specifically, students can access and aware of other students' content of articles through examining other articles in step 1. Students read the articles and give helpfulness and specificity suggestions; students can provide textual and oral responses with scaffolding prompts to peer talking in step 2 (Strijbos, Narciss, & Dünnebier, 2010), such as, supporting students (writers) by cueing them about their articles or about aspects of revision; students can self-revise an essay based on other students' suggestions in step 3 (Fitzgerald, 1987). We enabling students' meaningful revision activity, not just editorial actions.

3. Upcoming Work

The progress of this study so far is constructing the Tomorrow's Writing Platform (TWP). The upcoming work is to conduct the experiment in a 4th grade classroom as a pilot. In the experiment, we will practice our design in the writing class. In order to prove that the influence of peer talking on students' writing quality, we will collect students' writing records and the responses posted to each article. For future studies, applying this model to other graders may be possible. Hence, we will have an opportunity practically to examine the model in a primary school to understand the relationship between students' language competence for writing performance and the influence of TWP. We will also explore the relationships among reading, and writing, and re-writing in order to determine whether increasing students' writing motivation. We hope that future research will provide more detailed results.

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