1: Use of word bank

Complete simple forms and documents, including bank deposit and withdrawal slips, postal forms, and so on.

2: Types of Task

One way to look at these types of tasks is to see their job as dealing with the gap which exists between learners' present knowledge and the demands of the learning task. Experience tasks try to narrow the gap as much as possible by using or developing learners' previous experience. Shared tasks try to get learners to help each other cross the gap. Guided tasks try to bridge the gap by providing the support of exercises and focused guidance. Independent tasks leave learners to rely on their own resources.

3: Editing

These questions try to find out if the writer can systematically make corrections and improvements to the text. Poor performance in this part of the process is signalled by the failure to respond to feedback, repeated errors, careless errors, references in the text not in the list of references, and inconsistencies in the list of references. ▪ Are there signs of self-correction? ▪ Is the text free of spelling errors, including those that a spellchecker would not find (e.g. form– from)? ▪ Is the text well formatted and consistently formatted? The idea behind all these questions is that teachers of writing should be able to look at a piece of writing and make judgments about a writer's control of each of the parts of the writing process. The teacher should also be able to give useful feedback to writers about their strengths and weaknesses in relation to these parts, and provide useful suggestions for improvement. This feedback should involve strategy training where, eventually, learners are able to question themselves about each part of the process so that they can prepare for, monitor, and evaluate their own written work and the written work of others.

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4: Justify the importance of parse for improve of student

- "By the aid of the course, students will have become more aware of their writing in general and be able to identify the specific areas in which improvement is needed" (Graves, 2000, p. 80);
- "By the end of the course, students Will improve their writing to the next level of the ACTFL [American Council of Teachers of Foreign Languages] Proficiency Guidelines Writing scale" (Graves, 2000, p. 80);
- "By the end of the course, the students will be able to write the full forms of selected abbreviations drawn from pages 6-8 of the course textbook with 80 percent accuracy" (Mager, 1975, p. 74).

5: Three types of verb errors

A simple checklist might be issued to students to alert them to some of the common surface errors found in students' writing: for instance:

- ▪ Have you used your verbs in the correct tense? ▪ Are the verb forms correct?

- ▪ Have you checked for subject-verb agreement? ▪ Have you used the correct prepositions? ▪Have you left out the articles where they are required? ▪ Have you used all your pronouns correctly?
- ▪ Is your choice of adjectives and adverbs appropriate? ▪ Have you written in complete sentences?

The students are, however, not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a matter of course, every error, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience.

6: Elaborate the nature for your piece of writing

The case of large classes, not every piece of writing has to be corrected or even seen by the teacher. Students can do journal writing, response logs to reading or free writing in which the aim is to generate ideas, and so increase fluency rather than accuracy, but for a response as a reader. If the teacher is to read the writing, the possible roles can be specified and distinguished: general reader, helper, copy editor, or examiner. Then the teacher will not have to look for and comment on everything all at once, in one draft.

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7: Rewriting and Revising

➢ Situate writing tasks in a transactional space Give students practice envisioning the text's audience, the reader's knowledge and expectations, strategies for satisfying reader expectations, and so on (Adam & Arterneva, 2002, Carson, 2001; Hanseri, 2000; Horawitz, I936c; Johns, 1997, 2003;Spack, 1997a).

➢ Provide students with practice incorporating peer and expert feedback into their evolving drafts (we chapters 5 and 6).

➢ Continue to supply content- and theme-based input in the way of readings, discussions, and so on to supplement and narrow students' emerging ideas and plans.

8: Feedback, Incubation, and Revision

➢ Demonstrate productive and supportive ways in which students can respond to the writing of their peers (see chapter 6|.

➢ Conduct peer response seniors In a safe environment where students act as critical readers, but not as evaluators (see chapter 6).

➢ Emphasize the benefits of reading and responding to the work of others. Point out that the greatest contribution of peer feedback may not be to the work of the writer who receives feedback, but to the work of the peer reviewer who gives feedback.

➢ Demonstrate procedures and techniques (or evaluating peer and expert feedback, and for applying that information to students' changing drafts.

➢ Build in time for incubation between Iterations of the composing subprocess. As Zamel's (1982) student said, the more days 50 by, the more ideas come. It's like fruit; it needs time to ripen (pp. 200-201)

9: Academic Writing

The most comprehensive study of academic writing tasks was carried out by the Educational Testing Service (Hale et al., 1996), which surveyed eight large comprehensive universities in the United States. The information discussed in this investigation is summarized next.

10: Experience Tasks

A very effective way of making a task easier is to make sure that the learners are familiar with as many parts of it as possible. This has several effects. First, it makes sure that learners are not overloaded by having to think about several different things at the same time. Second, it allows the learners the chance to concentrate on the part of the task that they need to learn. Third, it helps the learners perform a normal language activity in a normal way with a high chance of success.

11: Five noun mistakes with correction

an example of an overview of noun error problems:

Activity 1

Editing: Major Error Categories

Type 1: Nouns

- *Noun endings*
  I need to buy some *book.*
  I gained a lot of *knowledges* in high school.
- *Articles*
  I need to buy ∧ *book.*
  A good *jobs* is hard to find.

12: why Pakistani find difficulty in English

learners may be of roughly equal proficiency, they will certainly have learnt different aspects of the language (Saragi et al., 1978). Second, although learners may know a particular language item, they may find difficulty in accessing it. The prompting and help of others may allow them to do this. Third, where

groups contain learners of differing proficiency, there is the opportunity for more personalized teaching to occur with one learner working with another who needs help.

13: Creative writing benefits to students

Creative writing tasks are nearer the 'invented purpose' end of our purpose cline, but they can still be very motivating since they provide opportunities for students to display their work - to show off, in other words, in a way that speaking often does not. The writing they produce can be pinned up on notice-boards, collected in class folders or magazines, or put up as a page on a class site on a school intranet or on the World Wide 'Web itself, Nor should we forget that this use of writing is one of the few occasions that students write for a wider audience; for once it may not just be the teacher who will read their work.

14: SYLLABUS DEVELOPMENT

In keeping with the principles so clearly outlined by Kroll (2001) in the preceding excerpt, this chapter outlines a concrete yet flexible approach to planning instruction in ESL composition courses and provides tools for developing effective lessons. Rather than address global principles concerning the design of entire curricula, we concentrate chiefly on the day-to-day planning tasks of writing teachers: constructing course syllabi, sequencing components of a writing cycle, and designing lessons.1 In the first section, we address the needs assessment process in detail, because understanding the unique characteristics of ESL writers is essential to shaping effective L2 composition instruction.

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15: Countable noun

1. Countable nouns can be singular or plural.

2. A singular countable noun must have a, or the, or a word like this, my, each, every, Fred's in front of it.

3. Many, several, both, a few, these, those, two, three, etc. are only used in front of plural countable nouns.

4. Each, every, a, another, one are only used in front of singular countable nouns. 5. People is a plural countable noun.

16: Uncountable nouns

1. Uncountable nouns cannot be plural.

2. Sometimes an uncountable noun does not need the, this, etc. in front of it.

3. Much is only used in front of uncountable nouns.

17: Cause and Effect

Cause-effect interpretation tasks deal with establishing causal relationships and are based on causal reasoning. Most assignments of this type include a discussion or an explanation of a cause-effect relationship among events or problems, identification of causes or effects, and a presentation of problem solutions in the case of problem-solution tasks. Examples of cause-effect interpretation assignments can be:

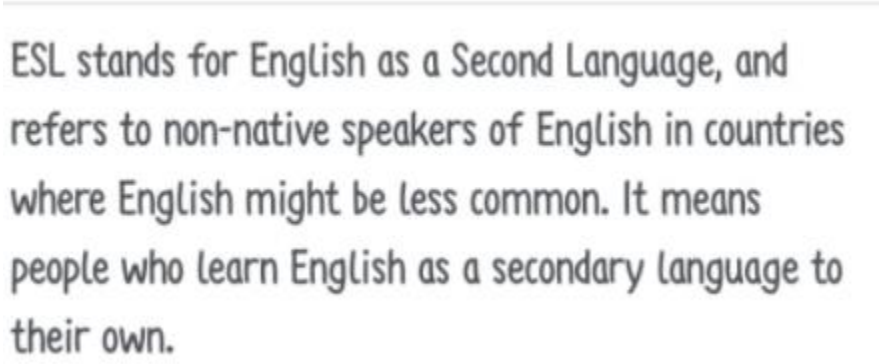
1. Pabst Blue Ribbon was a major beer company when I was in college. However, recently it has lost market share, and now you hardly even hear about it. What happened at Pabst and why? (Business) (Adapted from Bean, 1996)

2. Why does culture arise in the first place? Why is culture a necessary part of all organized life? (Sociology) (Charon, 1999, p. 105)

3. Why is the Renaissance considered a departure from the Middle Ages and the beginning of modernity? (History) (Perry et al., 2000, p. 322)

18: What is ESL

ESL meaning: English as a Second Language is learning English in a country where English is dominantly spoken or the official language. For example, **students from non-native English-speaking countries who come to the U.S. and Canada for an extended time learn English as a Second Language**.



19: Contrastive Rhetoric

The study of contrastive rhetoric (CR) aims to characterize these divergent expectations and their effects on L2 literacy development, including L2 writing skills. Connor (1996) wrote that "contrastive rhetoric maintains that language and writing are cultural phenomena. As a result, each language has rhetorical conventions unique to it. Furthermore, the linguistic and rhetorical conventions of the first language interfere with writing in the second language" (p. 5)