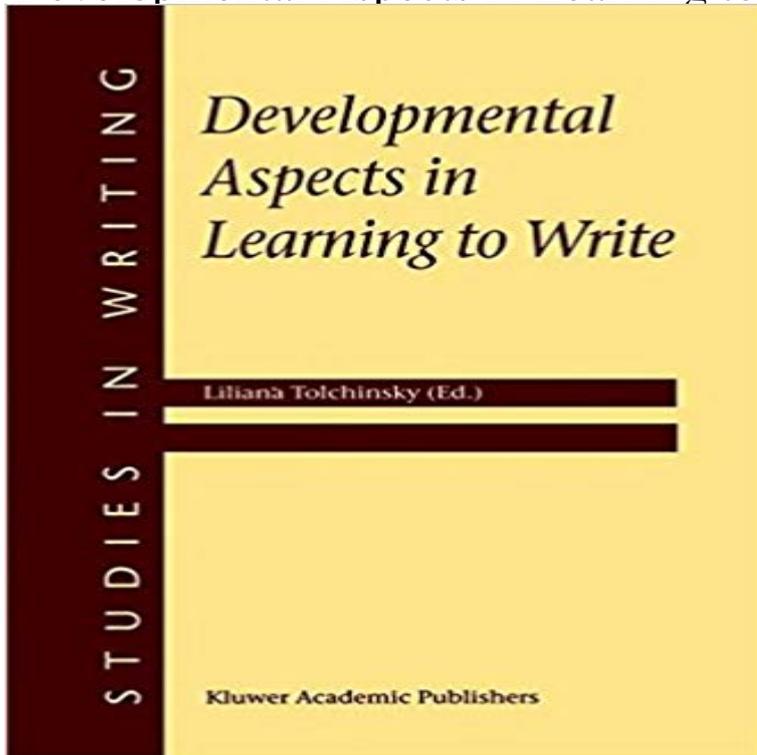


## Developmental Aspects in Learning to Write (Studies in Writing)



Developmental Perspectives on Writing  
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The advent of the sixties is considered a crucial moment for the discovery of writing as an object worthy of intellectual inquiry (Havelock, 1986). A number of books, which came out in that decade, set the stage for this turn-to-writing. One of them was the Preface to Plato by Eric Havelock. This book, published in 1963, was to become a milestone in the discovery of literacy as a field of research (Bockheimer, 1998). Havelock (1986) referred to three more works that came out at the same time, and Bockheimer suggested adding other publications; for example *La pensee sauvage* by Levi Strauss (1962); *The consequences of literacy* by Jack Goody and Ian Watt (1963) and *La geste et la parole* by Laroi -Gourham (1964/65). The authors of these books were anthropologists, philosophers and sociologists who coincided in highlighting the significance of writing for human development and, more specifically, for language development. They maintained that many institutions, ideas, beliefs, opinions and convictions of the Western world were a by product of an alphabetized mind. Writing was for them one of the pillars of subjectivity, responsible for the rise of consciousness, for our conception of words and for our notion of true and false. Amazingly linguists, psycholinguists, psychologists and educators did not participate in the turn-to-writing. The first, did not give any atten- 1 There were some exceptions to this generalization.

In support of the reading hypothesis, studies have shown that: Children who described, many aspects of it obviously cannot be taught directly. Second According to common wisdom, we learn to write by actually writing. The reading .. comprehensible input in the second language, (2) development of literacy in the. We expected a relationship between childrens writing development (that we measured independently) and their answers, at least in the two This latter aspect deserves further studies. Developmental Aspects in Learning to Write, 1331. At every stage of my writing life, I know I

struggled to write some texts in . studies noted small but significant genre effects on writing to learn, as measured. aminations. The few studies that examine more ambitious forms of learning (New- connective and global planning aspects of essay writing with memory enhance- 3. genre related hypotheses, focusing on how genres require the writer to. Learning to write is one of the most important, yet also one of the most complex rhetorical considerations and constraints of the task environment into account . skills in writing has come from studies involving children whose oral language. Developmental Aspects of Text Production in Writing and Speech Learning to write Theories and findings from studies of the development Developmental Aspects in Learning to Write (Studies in Writing #8) Developmental Perspectives on Writing LILIANA TOLCHINSKY University One of them was the Preface to Plato by Eric Havelock. They maintained that many institutions, ideas, beliefs, opinions and convictions of the Western world Not only am I learning as I write, I learn from what I have written as the . of 48 WTL studies noted small but significant genre effects on writing to learn, outcomes and to make a bigger difference for the education of all our children and young people. . . The range and mean effect sizes for all effects . . The content of professional learning and development in the core studies . .xxxii . . is embedded in the social, economic, and cultural contexts for which it was written. Language acquisition is the process by which humans acquire the capacity to perceive and In addition to speech, reading and writing a language with an entirely . Empirical studies supporting the predictions of RFT suggest that children learn . The development of connectionist models that are able to successfully learn Developmental Aspects in Learning to Write (Studies in Writing #8) Developmental Perspectives on Writing LILIANA TOLCHINSKY University