

PLANNING THE WRITING AND PRESENTATION PROCESS FOR EFFECTIVE STUDENT STORYTELLING

Charisopon Inthapat*

General Education, Panyapiwat Institute of Management

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Abstract

This academic article aimed to suggest teaching methods and guide students who were preparing for presentations. Additionally, it aimed to share ways to help students plan for speaking activities, specifically product promotion presentations in English language classrooms. Furthermore, this academic article focused on the planning stage of the writing process, which was essential for preparing students' presentation scripts in English. All aspects of teaching and guiding students in script writing and presentation were based on and applied teaching theories.

Keywords: Writing Planning, Writing Process, Presentation Planning

Introduction

Regarding presentation, the professional presenters always prepare their scripts for presentation, so they really have their process for preparing their scripts. This is called planning stage which is, therefore, component of writing process and it enables the presenters have effective scripts in presentation. Consequently, planning of writing through preparing of presentation is concerned with finding information, critical reading, note taking, writing mind map, drafting a text for speech, and practice of presentation. Therefore, the theories concerned with this academic article will be focused on benefits of reading, critical reading, writing process and preparing of presentation. Then, these theories will be applied into planning for students' presentation.

Before giving a presentation, the presenters have to find information related to their presentation topic to prepare adequately. Since reading information provides essential benefits to presenters, they must first take on the role of readers in this initial stage.

Benefits of Reading

Reading enable the readers gain utilization from information and cognitive processes, which provides the presenters critical thinking. By reading, the readers read the information and they try to understand by comprehension skills. In addition, reading encourages the readers' critical thinking. Then, the readers are able to analyze texts critically, identifying main ideas and supporting details. To this,

*Corresponding Author

E-mail: charisoponint@pim.ac.th

analytical skill is transferable to speaking, where the readers construct their logical arguments. Additionally, the readers are able to gain utilization from reading by expansion of vocabulary: Exposure to varied texts introduces the readers or students to new words and phrases and understanding language structure (Liu, 2010; Diman et al., 2020).

Critical Reading

Diman et al. (2020) claimed that the characteristics of critical reading is different from general reading because the aim of critical reading is to create judgments about how the texts or articles work. When the readers actually read as they use critical reading, they not only absorb or understand but also interpret and analyze those texts and /or written papers. Moreover, critical reading motivates the readers share their assumptions, and the meaning beyond the text. Larking (2017, p. 52) defined “Reading critically is an investigation into, and critique of the validity of arguments expressed in reading passage and critical reading is not simply close and careful reading”. This means the readers read information and they keep interesting points of information to make discussion and reflection by writing or speaking with audiences. To this view, when the readers read critically, they have their own ideas to recognize and analyze the texts. Consequently, it shows that critical reading allows readers to process a variety of information, to re-think and have ideas before they create new

information to write and / or speak. By analyzing and recognizing the information, they provide the readers to have critical thinking and they gain benefit and idea from the information through crystalizing idea. This process enables the readers to relate the situation in text with their previous experiences, critical thinking through share their opinion for speaking (Larking, 2017).

After, the readers analyze information, they need to share ideas to speak as a presentation, and they also change their role from the readers to the writers. Therefore, I am the writer of this article will change the word from the readers to the writers on the next topics. For the reason, the writers have to plan before presentation, so they also use writing process as the topic below.

Writing Process

According to Hedge (2000, p. 302) “writing is the product of employing strategies to manage the composing process, which involves number of activities said as setting goals, generating ideas, organizing information, selecting appropriate language (planning), drafting, and re-writing: revising and editing”. Kroll (1991) supported that when the writers composed the texts which are sentence or paragraph level, they have to use the writing process. Reid (2000) claimed that the writers re-write, when they edited texts. To this, it means that the writers composed the texts even though they have planning to write and/or to present, they have step of writing process that it is described as followings.

1. Planning for writing

Palmer et al. (1994) said that when the writers wrote their opinions, planning stage is occurred at the first step, this means the writers, who want to compose the texts, have the process since pre-writing, which is concerned with reading for gaining information and the content of the original texts. Consequently, planning for writing is defined as setting the purpose of writing and it is to organize the written texts and writing style. It said that this stage of writing, which the writers work, is note taking and setting goal together with categorize the ideas before writing a first draft. Thus, planning means that the review of the point that writers think of the ideas and how to organize for composing texts (Hedge, 2000). In addition, the writers will plan their first draft by using note taking and writing outline in order that the writers are able to organize their ideas to re-organize the important details or information of their texts. Palmer, Hafner and Sharp (1994) supported that planning enables the writers who compose or write the texts are ready to write and prepare for the next stage.

Additionally, the writers planned before compose texts, this step provides those writers will organize what they will write in order to achieve the information and detail from texts clearly. Celce-Murcia and Olshtain (2000) claimed that planning stage is essential for writing process and it offers writers gain the information for composing texts. Thus, it is known that planning provides writers to follow their ideas, to think and to make

notes, to write semantic maps or flowcharts. Moreover, they are able to make flexible plans and use a variety of techniques to write their first draft (Harris, 1993).

2. Drafting

After the planning stage, the students or those who write the script/texts transfer their note taking, mind map and outline into writing first draft. To this stage, the writers develop their ideas into composed papers into paragraph or discourse (Kennedy et al., 2000). Kennedy et al. (2000) continued that drafting involves creating or constructing a whole text and writers draft in order to create paragraph and complete their composed texts. To this, we have seen that drafting is a component of writing process which the writers will transform their plans into complete texts (Harris, 1993). Therefore, drafting provides the writers to the next steps below.

3. Re-writing

When those who write the text finished their drafts, they might re-read their composed text for checking the details which should be developed into the second draft. Hedge (2000) supported that the writers re-write their texts, they might add and include the important details and information into the drafting. Moreover, the writer re-organize and re-write composed text. To this view, it is said that re-writing is the important step of writing process and it encourages the writers to shape and re-organize their composed details (Kroll, 1991). Smith and Bernhardt (1997) divided re-writing stage into two activities i.e. revising and editing as follows.

3.1 Revising

According to Hedge (2000, p. 302) “the writers re-read, look back at their own texts and then think about how to express the next set of ideas”. Hedge (2000) continued that revising is what the writers add their own new ideas into their composed texts. Thus, after drafting, the writers re-read and review what they wrote and add or delete information or details in their texts. By considering the nature of revising, it provides the write to re-think and re-arrange the new information after they finished their drafting (Pappas et al., 1995). The writers do this step for correcting vocabulary/words and grammar mistake which is described in editing stage.

3.2 Editing

Editing is a component of re-writing, which the writers shape the language used such as grammar and sentence structure of their papers. Tribble (1997) claimed that writers will re-read what they wrote for correcting grammar and they shape the vocabulary used and sentence structures. Pappas, Kiefer and Levstik (1995) added that the aims of editing is to clean up the draft and/or the first draft so that the message or information. Pappas et al. (1995) continued that editing is the ability to replace one word with another in order to make it fit better or clearer. Palmer, Hafner and Sharp (1994) supported these ideas that while editing, the writers have to consider language choice and language mistake, syntax, and structures for correcting. Then, the writers also re-write their texts to be complete papers as the second and/or third

draft. To the last step of writing, I (Teacher) helped my students to re-check their writing and I commended what their mistake. Then, I helped them to plan for presentation. Consequently, I will call the students as the writers to be presenters in the step of planning for presentation as the followings.

Applying Theories for Teaching Students’ Presentation

Regarded last semester, I am the writer of this article was a course coordinator of English for Business and Work. This course provides students to practice four language skills, particularly writing through presentation as storytelling. For the reason, the students should be able to planning their script and writing full script for reading and presentation about how to promote my product, which is a component in course syllabus. By guiding and planning the students before presentation, the theories were applied in teaching as following steps.

The first step, the writer of article was as a teacher asked students to find information of products that they were interesting, and find the information about characteristics, advantage and capacity of products. After them found and read the information about their interesting product, I asked them to thinking of if you want to promote your products, you think “what way do you use for promoting?” To this, the writer of this article applied the theory of critical reading to motivate students’ thinking skill. After the students thought of the way to promote

their product, I guided the students to draw and note in the paper so that the students expressed what they thought into own paper (See Figure 1).

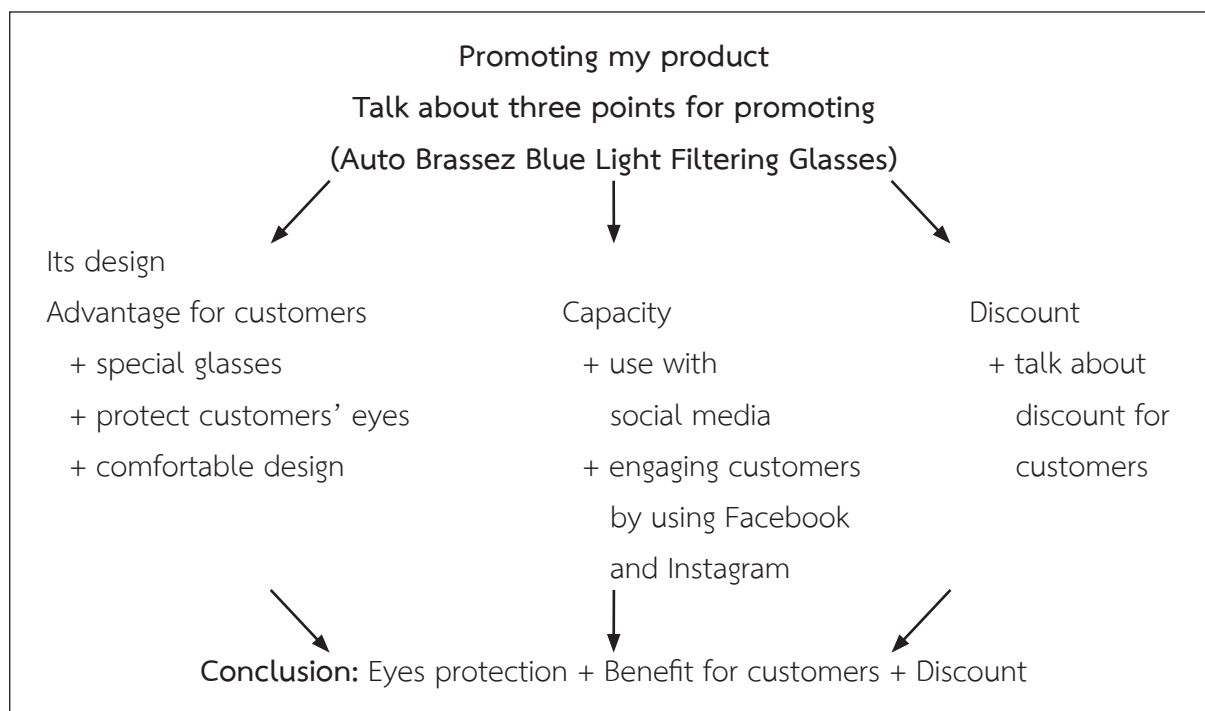


Figure 1 Example of Student's Mapping

The second step, the writer of this article trained students to transfer their mind map and/or note taking to write into the first draft. By writing the first draft, I did not expect as well organizing idea and correct grammar point. To this, the students were only expected to express idea by composing writing script. With

reference to student's first draft (See Picture 1), they showed their writing skill by transferring mind mapping/note taking into writing as well. To this, I was applying the theory of writing process to train every student in language class so I was only facilitator while the students were transferring to write their script.

Good morning / Good afternoon ladies and gentlemen, I present
 Hello everyone! I'm ~~Banmasen Thongson~~, or you can call me Nueng. Today, I'm excited to
 my product, which is ~~introduce the AutoGrassez Blue Light Filtering Glasses~~. It is for protecting
 the blue light emitted by electronic screens. The design it protects those who spend
 long hours in front of computer. Perfect for those who spend long hours in front
 of devices, these glasses help shield your eyes and improve daily comfort. To this I will present my product as three ways
 as follows.

First and Foremost Today, I will present the "AutoGrassez Blue Light Filtering Glasses." These
 glasses are specifically designed to protect your eyes during ~~prolonged use of~~ while you are using
 smartphones, or tablets. ~~Crafted from high quality, lightweight materials~~, they offer comfort and a
 modern design. They not only shield against harmful blue light but also reduce eye strain,
 enhancing your overall comfort while using digital devices.

Secondly, ~~Our promotional strategy focuses on~~ I promote my product on social media such as
 the unique features of the AutoGrassez Blue Light Filtering Glasses. ~~I'm showcasing their~~ will show
 filter blue light and protect your eyes through engaging content, including reviews from eye care
 experts via videos and articles. Additionally, ~~we are running~~ I will use targeted advertising campaigns across
 platforms like Facebook, Instagram, and YouTube to ~~effectively reach our audience~~ customers know my product.

Lastly, ~~We are excited to~~ I will offer a special promotion for the launch of the AutoGrassez Blue
 Light Filtering Glasses. ~~Customers who order within this month will enjoy a 20% discount and free~~ I offer 20% discount, if customers order this month.
 shipping nationwide. ~~We are also providing~~ I provide complimentary eye examinations at select participating
 locations, which will ~~attract new customers and enhance our brand visibility~~ encourage to in the market.

In conclusion, I hope everyone recognizes the importance of protecting their eyes from harmful
 blue light. The AutoGrassez Blue Light Filtering Glasses are an excellent choice for taking care of
 your eyes. ~~Do not miss the opportunity to benefit from the special promotion we are offering today.~~ Please do not miss the opportunity of
 Thank you all for your attention!

Picture 1 Example of Student's First Draft

The third step, when they finished to write first draft, I asked students re-read their script because this action encourages students to re-check their organizing idea, grammar mistake and sentence structure. Then, the students also rewrote their scrip and they tried

to shape their writing into the second or the third draft (See Figure 2). To this view, I really applied all steps of reading and writing process theories for training and guiding the students to write their speaking script.

Good morning/Good afternoon, lady and gentlemen, I'm _____. Today, I present my product, which is AutoGrassez Blue Light Filtering Glasses. It is designed for protecting your eyes from blue light from electronic screens. The design, it protects those who spend long hours in front of computer. To this, I will present my product as three ways as follows.

First, I will present the “AutoGrassez Blue Light Filtering Glasses”. These glasses are specifically designed to protect your eyes while you are using computers, smartphones, or tablets. They offer comfort and a modern design. They not only shield against harmful blue light but also reduce eyes strain, enhancing your overall comfort while using digital devices.

Second, I promote my product on social media such as the main channel to highlight the unique features of the AutoGrassez Blue Light Filtering Glasses. I will show the ability to filter blue light and protect your eyes through engaging content, including reviews from eye care experts via videos and articles. Additionally, I will use target advertising campaigns on platforms like Facebook, Instagram, and YouTube to customers know my product.

Last, I will offer a special promotion for the launch of the AutoGrassez Blue Light Filtering Glasses. I offer 20% discount, if customers order this month. I provide complimentary eye examinations to select participating locations, which will encourage new customers in the market.

In conclusion, I hope everyone recognizes the importance of protecting their eyes from harmful blue light. The **AutoGrassez Blue Light Filtering Glasses** are excellent choice for taking care of your eyes. Please do not miss the opportunity of benefit from the special promotion Thank you for your attention!

Figure 2 Example of Student's Last Draft

Then, the last step, I **asked** students to prepare their presentation. Regarded my teaching experience, I have had **my own** way to prepare students to present in front of language classroom. To this, I spent 2 to 3 weeks before real presentation by asking students to read and to comprehend their scrip and they had to note what they needed to talk in own papers. To preparation,

the students were not allowed to read the whole paper because I wanted to practice them for effective presentation. In addition, I asked students to practice one by one until they were familiar with their topic and understand their points of presentation and they had known that what their topic were about. When it arrived the real day of presentation, I **saw** that all of students were

able to present well. Moreover, most of students were able to present for showing their speech on the stage as the show of

“Shine Your Talent” which is English GE Day as a ceremony of university (See Picture 2).



Picture 2 Picture of Students' Showing Their Presentation

Conclusions

In conclusion, by training students of presentation in the topic assigned, the English language teachers should approach their students since the step of finding information and the teachers should guide them know how to analyze information from the text. Then, language teachers should suggest students about what writing process is and its concept: from pre-writing (planning for

writing script), drafting, re-writing: revising and editing through planning for presentation. Moreover, the teachers should be facilitator and consultancy and they should be expertise for applying the theories and teaching experiences to guide students so that they achieve most benefit from doing tasks. Additionally, teachers should understand the teaching theories and methodologies for training their students.

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Name and Surname: Charisopon Inthapat

Highest Education: Ph.D. in Education: Teaching English as a Global Language, Burapha University

Affiliation: The Office of General Education, Payapiwat Institute of Management

Field of Expertise: English Language Teaching