



Some peculiarities and approaches to teaching writing

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ABSTRACT

The importance of English writing as a fundamental language skill for second-language learners cannot be overstated. English teachers continue to struggle with how to improve student learning outcomes and foster their writing skills. The author of the article attempts for the first time to define the process approach to writing and general approaches to teaching writing and in turn make recommendations regarding the fundamental ideas of teaching writing using the process approach based on a review of the relevant research literature by other scholars and an overview of the authors.

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Yozishni o'qitishning ba'zi xususiyatlari va yondashuvlari

ANNOTATSIYA

Kalit so'zlar:

ingliz yozuvi,
jarayonli yondashuv,
yozishni o'rgatish
yondashuvlari.

Ikkinchi tilni o'rganuvchilar uchun asosiy til ko'nikmalari sifatida ingliz yozuvining ahamiyatini oshirib bo'lmaydi. Ingliz tili o'qituvchilari talabalarning ta'lim natijalarini qanday yaxshilash va ularning yozish ko'nikmalarini rivojlantirish bo'yicha kurashni davom ettirmoqda. Boshqa olimlar tomonidan tegishli tadqiqot adabiyotlarini ko'rib chiqish va muallifning umumiy nuqta nazariga asoslanib, maqola muallifi birinchi marta yozishga jarayon yondashuvidan foydalangan holda yozishni o'rgatishning asosiy g'oyalari va yozishni o'rgatishning umumiy yondashuvlarini aniqlashga harakat qiladi va o'z navbatida bu borada tavsiyalar beradi.

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Некоторые особенности и подходы к обучению письма

АННОТАЦИЯ

Ключевые слова:

английское письмо,
процессный подход,
подходы к обучению
письму.

Важность владения английским языком как фундаментального языкового навыка для изучающих второй язык невозможно переоценить. Преподаватели английского языка продолжают бороться с тем, как улучшить результаты обучения учащихся и развить их навыки письма. Основываясь на обзоре соответствующей исследовательской литературы других ученых и авторов, автор статьи впервые пытается определить процессный подход к письму, общие подходы к обучению письму и, в свою очередь, дает рекомендации относительно основных идей обучения письму с использованием процессного подхода.

INTRODUCTION

Writing is a difficult process that enables authors to explore their thoughts and ideas and give them form. Writing inspires communication and opens up thought for reflection, which promotes thinking and learning. Thoughts can be reviewed, reexamined, expanded upon, rearranged, and changed once they are written down.

When students see writing as a process, it is most likely to promote thinking and learning. Students feel less pressure to “get it right the first time” and are more willing to experiment, explore, revise, and edit when they understand that writing is a recursive process and that every writer uses the process in a different way.

However, in order to learn the conventions of spelling, punctuation, grammatical agreement, and other writing-related skills, novice writers must practice “writing” or exercises that involve copying or reproducing previously learned material. Students also need to “write in the language” by participating in a variety of controlled grammar practice activities.

Finally, they must start writing within a framework of “flexibility measures” that entails exercises in transformation, sentence combining, expansion, embellishments, idea frames, and similar exercises [2, 45].

LITERATURE REVIEW

EFL (English as a Foreign language) writing has not attracted much attention until the 1960s, but nowadays it has been getting more attention. According to Harmer (1998, p.79), writing skill has been recognized as one of the fundamental skills for language learning. He has also pointed out the reasons behind the essentiality of the writing skill and teaching writing skills to EFL students which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. “Writing approach in the 1970s started gaining broad writing classroom practice and it changed the traditional practice to the new methodology. As we know traditional method practice focused on the finished work, while in the new methodology, learners are given the experience of going through the processes of writing as writers. So, instead of analysis and correction of the final written product (usually) given by the teacher, there comes the process of writing in a number of activities, processes, or stages: as Graves (1983) suggests that the processes include prewriting, drafting, revising, editing, and publishing” [4, 145–146].

Graves' five-stage of writing processes have been implemented by the researcher so as to meet the objectives of his/her writing class. In addition, these stages are more easily understood in the EFL classroom context [4, 146]. Also, according to Tompkins (1994) these processes, which are the same processes that real writers apply during their writing, are recursive instead of linear: which means any writer via using these processes can jump back and forth from one stage to another as they write. To make it more clear sometimes learners do not directly publish (Stage 5) after editing (Stage 4) their piece of writing because they want to revise (stage 3) again, maybe due to the new ideas or information that they add to their writing, so they want to be sure that there is no mistake before publishing. As a result, it can be said that each stage of these processes helps learners to identify and discuss the activities throughout the process of writing ([4, 146].

According to Graves' five-stage of the writing process and by taking advantage of the features of the five-stage process that is adapted from Tompkins (1994. P. 28) the study implemented the writing process approach in EFL classroom, which are seen below: [4, 146–147].

Stage 1

Novice Writer (unskilled, unaware, teacher-dependent writer)

- has little, if any, individual style;
- has little awareness of the writing process;
- has undeveloped skills and techniques;
- seeks approval from the teacher;
- is reluctant to revise any writing;
- believes good writing comes easily.

Stage 2

Transitional Writer (transitional, self-involved, self-delineating writer)

- needs support and coaching in order to develop;
- learns from modeled behaviors;
- is developing a degree of comfort with the craft;
- is anxious to stand alone, yet is uncomfortable with peer collaboration;
- is developing an awareness of personal needs, interests, and preoccupations.

Stage 3

Willing Writer (peer-involved, willing writer)

- is able to collaborate well with others;
- requires external feedback to shape progress;
- is able to profit from criticism;
- is developing objectivity concerning work;
- enjoys practicing the craft;
- is developing a sensitivity to the audience.

Stage 4

Independent Writer (independent, autonomous writer)

- makes highly objective self-assessments;
- has developed a sophisticated personal style;
- has developed a writer's voice;
- takes risks and experiments;
- is self-motivating and self-aware as a writer;
- is a craftsman.

Obviously, not all students of the same age or grade level write in the same way; students pass through several developmental writing stages:

Stage 1: Prewriting

- Students write on topics based on their own experiences.
- Students gather and organize ideas.
- Students define a topic sentence.
- Students write an outline for their writing.

Stage 2: Drafting

- Students write a rough draft.
- Students emphasize content rather than mechanics.

Stage 3: Revising

- Students reread their writings.
- Students share their writings with the teacher.
- Students participate constructively in discussions about their writing with the teacher.

• Students make changes in their compositions to reflect the reactions and comments of the teacher. Also, students make substantive rather than only minor changes.

Stage 4: Editing

- Students proofread their own writings.
- Students increasingly identify and correct their own mechanical errors. Stage 5:

Publishing

- Students make the final copy of their writings.
- Students publish their writings in appropriate forms.
- Students share their finished writings with the teacher.

MATERIALS AND METHODS

These steps might occasionally take place in a different order. Writing is chaotic. Furthermore, it is impossible to set a limit on the number of drafts; the more, the better. But as is common knowledge, there are time considerations to be made and a deadline for presenting the finished product. Therefore, let's exercise common sense and complete your assignment within a time frame that complies with your teacher's requirements.

It goes without saying that in a language lesson, the drafting is what counts. The more you concentrate on polishing and making your piece more impactful and error-free by adding ideas, determining where to place sentences, consistently dividing paragraphs, and finally asking your friends for assistance in identifying grammar and vocabulary issues, the more you will be learning. When learning actually occurs, that is. The outcome of your hardest work on the project is only logically the final product. And remember, the final product does not need to be a masterpiece. The secret to fine writing has been repeated countless times by the experts – although both students and teachers seem to resist it: good writing is rewriting. Besides, writing improves over time, and the more you practice, the better results you will get.

Within the communicative framework of language teaching, the skill of writing enjoys special status it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers.

Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most advanced electronic mail.

During a language learning course study, writing as a communicative activity needs to be encouraged and nurtured. This section of the work will attempt to deal with the early stages of EFL writing [3, 58].

RESULTS AND DISCUSSION

The idea that writing is a form of communication implies that the text serves as a medium for interaction between the writer and the reader. Such a strategy values both the intended audience for the writing as well as the actual audience.

Even if we are only concerned with writing at the beginning level, these two components of writing are of utmost importance. When assigning writing tasks, teachers should encourage students to identify their own intended audience and message.

Writing places more demands on the text than speaking does because there is no immediate feedback to act as a guide during writing.

The writer has to anticipate the reader's reactions and produce a text which will adhere to Grice's (1975) cooperative principle. According to this principle, the writer is obligated (by mutual cooperation) to try to write a clear, relevant, truthful, informative, interesting, and memorable text. The reader, on the other hand, will interpret the text with due regard to the writer's presumed intention if the necessary clues are available in the text.

Since they provide the cues for interpretation, linguistic precision, presentation clarity, and idea organization are all essential to the effectiveness of the communicative act. Accordingly, it is crucial to present a product that does not have illegible writing, even though the overall perspective of content organization needs to be focused on and given the proper attention.

In many ways, reading and writing are mirror images of one another. Both are conversational. What writers encode is decoded by readers. They both use schemata. When reading a text, the reader brings prior knowledge with them, and when writing a text, the writer also uses prior knowledge.

Wilga Rivers makes the distinction between notation, or writing practice, and expressive writing, or composition. Notation ranges from mere copying to the construction of simple sentences describing facts or representing typical, uncomplicated speech. Expressive writing or composition involves the development of ideas either of a practical or creative nature. Pedagogically, there is considerably more control in the development of notational skills than in more expressive types of writing. The expectation is that the EFL student will progress through several stages of writing practice to the early stages of creative composition. This development from control to creativity continues a line drawn throughout this manual in the chapters on dialogues, oral exercises, and reading comprehension [1,76].

The first exercises are skill development drills that advance learners from beginner to mid-intermediate proficiency levels. Here, attention is given to grammatical precision and structural clarity in the written word. In order to help them as they attempt to rearrange words or sentences, complete partially written texts, and imitate or modify entire paragraphs, learners are given textual segments, clues, and models of typical prose.

The principles that underlie the process approach to writing are fundamentally different from those that underpin skill development. Process writing is a top-down model that starts with a concept or theme and works its way down to the grammatical

and semantic units, unlike skill-building exercises that move from simple to complex structures. Each learner completes a writing assignment in a group using the process approach, exchanging ideas with group members and receiving editorial assistance at various points throughout the composition. Process writing is an excellent illustration of cooperative learning when done correctly.

Similar to how pattern practice came from the audio-lingual method, the process approach, which places a strong emphasis on group interaction, is a natural evolution of communicative language learning. The development of cognitive writing strategies was hindered for many years by a fixation on structural accuracy. Students frequently struggled to come up with ideas for a topic or theme when left to their own devices.

CONCLUSION

Process writing enables the development of concepts and strategies through learner collaboration, largely removing the isolation, annoyance, and uncertainty present in earlier writing programs.

Recent studies have made an effort to shift the emphasis from the process approach's emphasis on the fundamental mechanics of creative composition to instruction in writing for particular content areas. This is due to a concern that process writing does not adequately prepare students for an academic career.

In a content-based approach, students develop writing skills within specific academic disciplines so that they will be able to compose essays and reports using the specialized vocabulary and structures peculiar to these disciplines. These courses are typically offered at the university level and are frequently added on to traditional academic courses like economics, history, or physics. Teams made up of an EFL/ESL teacher and a teacher from a particular subject area will occasionally teach them.

The content-based writing approach shares many similarities with English for Special Purposes (ESP) courses, which are designed to improve students' oral and written communication skills in particular occupational fields.

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