

UNIVERSITY OF LATVIA  
FACULTY OF HUMANITIES  
DEPARTMENT OF ENGLISH STUDIES

**IMPLEMENTATION OF THE PROCESS WRITING IN  
ENGLISH LANGUAGE TEACHING**

**RAKSTĪŠANAS PROCESA IZMANTOŠANA ANĢĻU  
VALODAS MĀCĪŠANĀ**

DIPLOMA PAPER

**Author: Ināra Zdanovska**  
**Matriculation Card No. iz10003**  
Adviser: doc. Zigrīda Vinčela

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## ANOTĀCIJA

Darbs veltīts rakstīšanas procesa izmantošanai angļu valodas mācīšanās pamatskolā. Izpētes mērķis ir izpētīt procesa rakstīšanas pieejas teorijas, procesa rakstīšanas modeļus, pielāgot piemērotāko modeli atbilstoši skolēnu vajadzībām un izmēģināt to angļu valodas stundās. Lai izpētītu adoptētā procesa rakstīšanas modeļa efektivitāti, tika pielietota atsevišķa gadījuma izpētes metode. Tā ietvēra adaptētā procesa rakstīšanas modeļa izmēģināšanu, skolēnu testēšanu, aptaujas, novērošanu, datu vākšanu un rezultātu analīzi.

Iegūtie rezultāti rāda, ka procesa rakstīšanas pieejas ieviešana stundās sekmē skolēnu rakstīšanas prasmju attīstību, palielina interesi par rakstīšanu un maina skolēnu attieksmi pret to.

## **ABSTRACT**

The paper is devoted to the implementation of the writing process in the English language teaching at the primary level. The aim of the research is to explore the process writing approach theories, process writing models, adapt the most appropriate model for the particular students' needs and to pilot it in the language classroom. In order to investigate the effectiveness of the adopted process writing model, a case study was used. It included the piloting of the adapted process writing model, testing, completing questionnaires, observation, data collecting and the analysis of the results. The obtained results show that the implementation of the process writing approach in the classroom contributes to the development of the students' writing skills and raises their interest in writing then changing the students' attitude to writing.

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## INTRODUCTION

Teaching writing is a challenging task for teachers. They have to prepare their students for the final 12 year examination in English that sets very high demands. The practice shows that the results in writing are poor and they do not correlate with the achievements demonstrated in other aspects of the language.

Besides, students' attitude to writing can vary. The author of the paper has observed that some of them are not keen on writing and feel confused when asked to write something. There might be different reasons for it. Students often face serious problems. The researchers make an attempt to outline them.

Hadfield and Hadfield (1990) distinguish three areas of difficulties: psychological, linguistic and cognitive. Psychological difficulties lie in the assumption that the student does not know the reader and therefore it is difficult to decide on the information which to include in the writing. Students might face linguistic difficulties because spoken and written discourse varies significantly and students are often not confident enough in the use of different discourse patterns in various types of writing. Cognitive difficulties relate to the ability to express ideas and organize them in a written form.

Another reason for students' considerably negative attitude to writing, as recognized by the researchers who have investigated teaching writing (Harmer, Hedge, Hyland, Crystal, White, Arndt and others) might be the teacher's approach used to teaching writing. There are several approaches; one of the most used at school nowadays is the product approach, which focuses mainly on the final result of the writing. A model text is given, read, the features of the genre are highlighted, the language appropriate for it is practiced. Students use the structures, the ideas and the language and produce the text. It is corrected and marked by the teacher afterwards; however, not much attention is given to the writing process itself.

A process approach, however, focuses more on brainstorming and discussing ideas, note taking, writing several drafts, improving them and redrafting. The teachers at our schools have faced all the problems related to teaching writing therefore it would be useful to research this issue.

The goal of the paper is to investigate process writing approach theories, models, adapt the most appropriate model for the particular students' needs, pilot it in the English language classroom and explore the impact on the development of the students' writing skills and improving their attitude to writing.

### Hypothesis:

The use of the process writing model adapted for particular students' needs in teaching writing can improve their writing skills and change their attitude to writing.

### Enabling objectives:

1. to investigate and analyze theoretical sources on process writing approach;
2. to analyze and compare different process writing models ;
3. to adapt the most appropriate model for the needs of particular students and pilot it in the classroom;
4. to select writing activities for teaching the appropriate techniques for process writing;
5. to select data, analyze the results of the research and draw conclusions.

### Research methods:

#### Theoretical:

Exploring theoretical sources about process writing approach, summarizing the theories and drawing conclusions.

#### Empirical:

The use of a case study for the investigation of the process writing approach influence on improving the students' writing skills and changing their attitude to writing.

The Diploma Paper consists of three chapters. Chapter 1 deals with research and analysis of the theoretical sources on characteristic features of writing. Chapter 2 provides a survey about two approaches: product approach and process approach in teaching writing. It is also devoted to the analysis of three process writing models and presents the adopted model for implementing it in the classroom. In Chapter 3 the procedure of the pilot teaching and the results of the empirical research of the issue are presented, the summary of it is given and conclusions about prove of the hypothesis are drawn.

## 1. THE CHARACTERISTIC FEATURES OF WRITING

This chapter looks at the essence of writing in comparison with other aspects of language considered in the second sources.

Writing has had a long development over the centuries. Harmer (2004) describes the history of writing and claims that the first recognised writing found in 1999 dates from about 5,500 years ago. Since then many writing systems have been developed in the world. A long time ago writing was a minority occupation due to the fact that spoken language is acquired naturally whereas writing has to be thought. As it comprises a range of components, Harmer provides the explanation of the term: writing is a skill which ‘has its mechanical components [...] handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts’ (2004: 44). The researcher considers them to be ‘nuts and bolts’ of the writing skill and points out the necessity of teaching them to students. With the development of the society the need to be able to write became more and more important. In the context of education the students’ writing skills became the measure of their knowledge. English writing has also changed significantly and this affects teaching it.

Many researchers (Tribble, White, Arndt, Hedge) have investigated writing in their works. Hyland (2002), analysing theories on writing, distinguishes three approaches to writing: text-oriented, writer-oriented and reader-oriented.

The first approach focuses on the product of the writing and using texts in teaching writing, the second puts emphasis on the role of the writer and the writing process itself, the third approach is centred to the reader. The writer-oriented approach comprises three views on writing. The expressivist view is based on the assumption that the writer produces texts by free expression of ideas. Therefore writing is defined as a ‘creative act of discovery in which the process is as important as the product’ (2002: 23). According to the cognitivist view writing is a ‘non-linear, exploratory and generative process whereby writers discover their ideas as they attempt to approximate meaning’ (Zamel, 1983:165). According to Hyland the third view contrasts the cognitive perspective and puts forward the role of the writer’s experience and local context. Writing is seen ‘as a social act that can only occur within a specific situation’ (Hyland, 2002:30).

The theories on the essence of writing and the writing approaches vary as they are rooted in the nuances of the spoken and written discourse. To reveal the specific features of writing, it would be useful to compare the characteristics of the spoken and written discourse.

Harmer (2004), Brookes (1998), Hyland (2002), Crystal (2011) have compared the written and the spoken language.

Harmer (2004) points out the differences between the written and spoken language in terms of time and space, participants, process, language and construction, signs and symbols and the product. These differences are presented in a table.

*Table 1.1* The Differences between Spoken and Written Language (Harmer, 2004)

Criteria	Speaking	Writing
Time, space	<ul style="list-style-type: none"> <li>operates as immediate interaction</li> <li>is 'transient', exists for a short time</li> </ul>	<ul style="list-style-type: none"> <li>transcends time and space</li> <li>is more permanent, continues for a long time</li> </ul>
Participants	<ul style="list-style-type: none"> <li>can see and hear each other</li> <li>it helps to decide what to say</li> </ul>	<ul style="list-style-type: none"> <li>the audience is more general than individual</li> </ul>
Process	<ul style="list-style-type: none"> <li>little time between production and reception</li> <li>speech is instant</li> </ul>	<ul style="list-style-type: none"> <li>writing can be planned and modified</li> <li>is not instant but a process</li> </ul>
Language, construction 1) level of correctness 2) well-formedness	<ul style="list-style-type: none"> <li>mistakes do not affect the objecting the speaker's level of intelligence</li> <li>speech can be made up from small chunks</li> </ul>	<ul style="list-style-type: none"> <li>spelling and grammar mistakes are judged strictly</li> <li>consists of full sentences</li> </ul>
Signs, symbols	<ul style="list-style-type: none"> <li>use of paralinguistic features parallel with language</li> </ul>	<ul style="list-style-type: none"> <li>fewer signs and symbols, but just powerful</li> </ul>
Product	<ul style="list-style-type: none"> <li>in progress through questioning, interrupting, reformulating</li> </ul>	<ul style="list-style-type: none"> <li>final version as a product</li> </ul>

Hyland (2002) also presents the differences between speaking and writing.

*Table 1.2* The Differences between Speaking and Writing (Hyland, 2002:50)

Speech	Writing
<ul style="list-style-type: none"> <li>more hesitation, interruptions, self-corrections</li> <li>no spelling and punctuation conventions</li> <li>relies on gestures and paralanguage</li> <li>concrete, fragmented, informal and context dependent</li> <li>characterised by turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>more subordination and passives</li> <li>longer sentences</li> <li>more explicit coding of logical relations</li> <li>less modal modification</li> <li>structurally elaborate, complex, abstract, formal</li> <li>characterised by monologue</li> </ul>

Crystal (1995) highlights the differences between speaking and writing.

Table 1.3 The Differences between Speaking and Writing (Crystal, 1995)

No	Speech	Writing
1.	Time-bound, speakers participate in communication	Space-bound, writer and reader are not present
2.	Spontaneous, often not planned	Re-reading and analysing is possible
3.	Body language, mimic and gestures can be used	No visual means are used, there is space between writer and speaker
4.	Patterns of sound( intonation, tone) and rhythm can be included	Pages, lines, capitalisation, punctuation are typical features
5.	Features of informal speech occur ( contradictions, slang)	Items appropriate for certain style can be used( long words and sentences, subordinates)
6.	Opinions, attitudes due to the wide range of nuances can be expressed	Facts, communicating ideasfor learningpurposes can be recorded in tables, graphs
7.	Errors made in speech cannot be withdrawn	Errors can be corrected in later drafts

Table 1.1 shows that, in terms of time and space, writing, compared to speaking, goes beyond the time limit and continues for a long or all the time in the future.

As to the audience, a good writer should know the audience; however, it is not as specific and individual as in spoken communication.

Harmer (2004), like other researchers whose views are presented in Tables 1.2 and 1.3 states that writing is a process, which means that the writer has the opportunity to plan the writing carefully and to modify it during the writing process before the final version, whereas the speaker cannot do it. 'Spoken words fly away on the wind, written words stay around sometimes, as we have seen, for hundreds or thousands of years' (Harmer, 2004:7). The same can be referred to the last criterion 'product'; it is the last version of the writing process.

Harmer (2004) emphasises two main features concerning the language construction, accuracy and construction. Correctness of the written text is of great importance and is judged strictly by the reader in comparison to the speech, the sentence structures in the written text are more complicated than in spoken language.

Signs and symbols are used both in the spoken as well as in the written language, however, according to Harmer; the written language has fewer of them than the spoken language. Yet they are also powerful.

Hyland (2002) (see Table 1.2) adopts a similar stance concerning some criteria, for example, he focuses on the role of the grammar structures in the written language, in which 'more subordination, longer sentences' (Hyland, 2002:50) are used than in spoken language,

he contrasts the use of signs and symbols and also 'less modal modification' (ibid.), which means that the writer has less opportunities to express his/ her personal attitude while writing.

Brookes (1998) shares the same opinion regarding the audience, language construction and the use of signs and symbols in the written language. First, he argues that it is not possible to return to the writing and correct it after it is finished, then, the arrangement of the material in writing varies from that in conversation, finally, signs and devices used in written language have a different effect from those in the spoken language.

Hyland (2002) also adds some additional aspects, for instance, monologue is used in writing, dialogue in speaking.

As it is obvious from Table 1.3, Crystal (1995) agrees with other researchers about the main differences between speaking and writing, however, the terminology differs. He adds that errors can be corrected in texts by drafting but cannot be withdrawn in speech.

To sum up, consideration of differences between speaking and writing and focusing on characteristic features of writing should help to decide on the implications used for teaching writing.

## 2. APPROACHES TO TEACHING WRITING

### 2. 1. Product versus process approach

The theorists distinguish among several approaches to teaching writing. They have compared and analyzed them in their works. This chapter presents two approaches: the product approach and the process approach, which have been labelled by Hyland (2002) as text-oriented and writer-oriented approach.

The researchers recognize that the first traditional and mostly used approach at schools is the product approach. Harmer (2004: 11) points out that for a long time product approach has dominated in writing instruction. This approach means that ‘teaching of writing focuses on the written product rather than on the writing process’ and that ‘students’ attention was directed to the *what* rather than the *how* of text construction’. The main point of the product approach is the analysis of the language use and the construction of the text. Harmer (2007) also states that by using the product approach the writer is only interested in the aim of a task and in the end product of writing.

Hedge (1988: 8) emphasises merits of the product approach. It focuses on analyzing of ‘the features of written texts’. To produce the text a lot of skills are needed: knowing vocabulary, using appropriate sentence structures, linking sentences and forming the text on a topic, using grammar rules, knowing correct spelling. In product approach teachers concentrate mainly on these skills when marking the writings.

Hyland (2002), who has also investigated the approaches to teaching writing, points out that the product approach ‘focuses on the products of writing by examining texts in various ways, either through their formal surface elements or their discourse structure’(2002: 5). This approach is based on the idea that writing is a ‘textual product’ (ibid.). Due to this, texts are considered to be independent of the context, the writer and the audience. Thus, the main interest is the linguistic resources available to the writer which might help to produce the text. According to Hyland, texts have a definite structure, the linguistic elements, words and sentences are organized according to the system of a language. Due to the particular arrangement of linguistic elements, the text encodes the intended meaning of the writer and transfers it to the reader. The reader has only to possess the right decoding skills to perceive the message. There can be no misunderstandings in the interpretation of the meaning. In the words of Hyland (2002: 6), ‘writing is setting out ideas using the correct form’. From this

perspective the student's writing has to present his/ her knowledge of language forms and ability to use these forms according to rules. Looking beyond the text's surface is an idea which the second view of writing as a product focuses on. According to Hyland, it means to see texts as attempts to communicate ideas to the readers. In other words, it is important to understand from the text the message the writer wants to transfer to the reader, 'what the writer is talking about and [...] what he or she is saying about it' (Hyland, 2002: 11). To sum up, it is of great importance how texts promote communication with the reader. Consequently, Hyland has made an attempt to determine the teacher's role in using the product approach: 'training in propositional explicitness and accuracy is an appropriate goal of writing instruction' (ibid.). The researcher asserts that for a long time writing has been taught to extend grammar knowledge and develop understanding of a language, and the main teaching method was guided writing. As the context was not needed, the main focus was on grammar structures and the skills to use those in texts. The teacher's task in the case of the product approach is to detect and correct the wrongly used grammatical structures, which the researchers (Hyland, 2002) label as 'formal surface elements'.

Steel (2011) points out that the main feature of the product approach text composition is the use of the model text. She suggests four stages of composition (2011: 1):

- reading of the model text and finding the main characteristics of the genre,
- practicing language used in the model text,
- collecting ideas needed for the writing,
- producing the final draft of the text.

The second approach to text composing is the process writing approach.

According to Knoblauch (2008), the process movement started at the end of the twentieth century in the early 1970s. The researchers started doubting the merits of the product approach and claimed that focusing mainly on the writing product did not contribute much to the development of the students' writing skills. The aim of the process movement was to influence the writing process by offering new techniques, such as writing drafts, giving peer- and teacher feedback to the students during the composing process before the correcting the final version.

Harmer (2004) emphasizes the necessity to apply the process writing approach in language teaching. He defines the writing process as 'the stages a writer goes through in order to produce something in its final written form' (2004 :). Harmer considers that writing process can be influenced by the following factors: content, type and medium of the writing. He suggests four stages of the writing process: planning, drafting, editing and producing the final version. The researcher also emphasizes the importance of teacher's role, namely, the way

how the teacher responds to students' writings during the composing. Harmer also draws attention to the fact that process writing can be considerably time consuming, and therefore difficult to fit into syllabus.

Hyland (2002: 5) holds the opinion that process writing approach 'focuses on the writer and describes writing in terms of process used to create texts'. The researcher makes distinction among five stages of writing process: prewriting, writing, editing, rewriting, publication and appreciation.

Hedge (1988: 9) states that 'good writers appear to go through certain processes which lead to successful pieces of written work. They plan their writing, think of the ideas to write about, of the possible reader, and then they draft, revise and edit their writing. To produce a good text, writers must have 'a sense of purpose, a sense of audience, and a sense of direction in their writings' (Hedge, 1988: 9). The researcher distinguishes five stages of the writing process: composing, communicating, crafting, improving, evaluating.

Steel (2011) outlines eight stages of the writing process: choosing ideas, evaluating the ideas, organizing ideas for structuring the text, drafting, and peer-assessment of the first draft, improving, final drafting, and final evaluating. She asserts that the process approach involves a variety of classroom activities, which can be set up in the classroom.

Brookes (1998) suggests the following elements of the process writing: deciding on the purpose of the writing, selecting ideas, discussing readership, choosing a suitable form of the text, drafting, evaluating, rewriting. He presents the main features of the teaching process writing. First, writers have to make effort to express their ideas as well as possible. They do not have a model and the opportunity to copy ideas, so it is 'an organic process', 'the process of struggling to find the best expression for what the writer wants to say' (Brooks, 1998: 18). Second, he emphasises that 'process writing typically makes one aspect of the writing process the central focus of a lesson, and builds activity round it' (ibid.). The researcher points out that it is necessary to design activities for teaching the elements of the process writing. Finally, process writing is followed by discussion in the classroom, peer-assessment and self-assessment.

An overview of various approaches to process writing stages considered by researchers has been presented in table Table 2.1.

*Table 2.1* Process Writing Stages

Harmer (2004)	Hyland (2002)	Hedge (1988)	Steel (2011)	Brookes (1998)
<ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> </ul>	<ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pre – writing</li> <li>• Writing and</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing ideas</li> <li>• Evaluating ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Deciding on purpose</li> </ul>

<ul style="list-style-type: none"> <li>• Editing</li> <li>• Final version</li> </ul>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Rewriting</li> <li>• Publishing and Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>rewriting</li> <li>• Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing text</li> <li>• Drafting</li> <li>• Peer- assessment</li> <li>• Improving</li> <li>• Final drafting</li> <li>• Final evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting ideas</li> <li>• Discussing readership</li> <li>• Choosing form</li> <li>• Drafting</li> <li>• Evaluating</li> <li>• Rewriting</li> </ul>
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The overview presented in Table 2.1 shows some similarities but also some differences in terms of the stages of the writing process. Some researchers adopt similar stance about the stages, for instance, Hedge (1988) and Hyland (2002) have mentioned prewriting first, writing and editing as the second and the third stages. Rewriting is also considered to be a part of the writing process by Hedge (1988), Brooks (1988) and Steel (2011), however, presenting them in a different order. Selecting, choosing and evaluating ideas are thus one point by Brooks (1988) and Steel (2011), drafting by Brooks and Grundy (1988), Steel (2011) and Harmer (2004).

Still the distinction has been made by the researchers about the process writing stages. The following differences could be marked:

- the listing of stages varies from three by Hedge (1988) to seven by Brooks (1988) and eight by Steel (2011) ;
- the understanding of the terms ‘stages’ and ‘techniques’ is different for example, ‘planning’ is by Hyland (2002) understood as technique whereas by Harmer (2004) as a stage, ‘evaluating’ as a stage by Brooks and Grundy (1988), Hyland (2002) and Steel (2011) but as a ‘technique’ by Hyland (2002);
- the same meaning is expressed by different terms; such as, ‘publication an appreciation’ by Hyland (2002) and ‘final version’, ‘final drafting’ , ‘final evaluating’ by Harmer (2004) and Steel (2011);
- the way of outlining the stages and selecting the techniques for each stage,for example, the stage ‘prewriting’ by Hyland (2002), which includes techniques ‘choosing ideas, evaluating, selecting, organising ideas, planning, discussing readership’ in contrast to other researchers who consider some of them to be separate stages.

Despite of the differences mentioned above, there is consensus among the researchers on one essential feature: writing is a process

The comparative analysis of the product and process approaches to teaching writing brings out the main differences between them, which are summarised by Steel (2011:2) in Table 2.2.

*Table 2.2 Differences of Process and Product Approaches (Steel, 2011: 2)*

Process writing	Product writing
<ul style="list-style-type: none"> <li>• text as a resource for comparison</li> <li>• ideas as a starting point</li> <li>• more than one draft</li> <li>• more global, focus on purpose, theme, text type, i. e. , reader is emphasized</li> <li>• collaborative</li> <li>• emphasis on creative process</li> </ul>	<ul style="list-style-type: none"> <li>• imitates model text</li> <li>• organization of ideas more important than ideas themselves</li> <li>• one draft</li> <li>• features highlighted including controlled practice of those features</li> <li>• individual</li> <li>• emphasis on end product</li> </ul>

This overview shows the differences of both approaches in terms of using the text, generating ideas, the main focus during the writing, attitude to drafting, collaboration and creativity. The text in the composing process is used only for comparing the student's writing with the writing of his/her mate or the teacher in order to improve it, whereas in product approach the text is analysed and used as a model for writing. Generating, discussing and selecting ideas is an important technique in the prewriting stage of the process approach, but in the product approach, on the contrary, the emphasis is on the way of organising ideas in the appropriate way according to the language rules. In the case of the process approach, first the focus is on the aim of the text (why?), topic (what about?), the intended reader (whom for?). In contrast, in its application the focus is on the students' training in the use of explicit and accurate language forms and structures. Collaboration with other students is a typical feature of the process approach through all process writing stages, especially during prewriting, editing, and peer-assessment, while in product approach the individual work is the main priority.

The analysis of the theories on writing process approaches allows concluding that writing process is a creative activity because students go through each stage focusing on their own way how they compose their writings practicing relevant techniques.

## **2. 2. Process writing models**

This chapter looks at several process writing models designed by the researchers. Harmer (2007: 326) claims that ' a process approach asks the students to consider the procedure of

putting together a good piece of work'. However, he argues that in real life the writing process is more complicated and circular. The writer does not only move in a linear way stage to stage, but also can go back to the previous stage to change or improve what has been written. Thus, he suggests representing the writing process in a form of the wheel (see Figure 2.1)

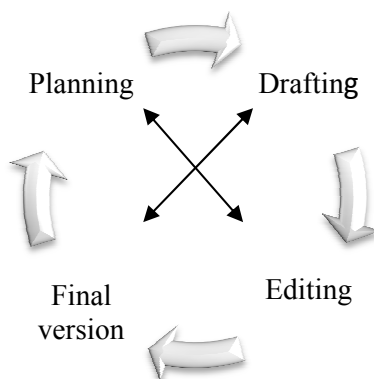


Figure 2.1 The process wheel by Harmer (2007: 326)

According to Harmer (2007) the ‘process wheel’ (see Figure 2.1) contains four stages: planning, drafting, editing and final version. He suggests particular techniques for each stage which can help teach students the skills needed for writing process. They are presented in Table 2.3.

Table 2.3 Stages and Techniques in Harmer’s Process Wheel

Stages	Techniques
Planning	<ul style="list-style-type: none"> <li>• noting down various ideas</li> <li>• selecting the best ideas</li> <li>• deciding on the information for each paragraph</li> <li>• deciding on the order of paragraphs</li> </ul>
Drafting	<ul style="list-style-type: none"> <li>• writing a rough version</li> </ul>
Editing	<ul style="list-style-type: none"> <li>• checking the writing for unnecessary repetition of words or information</li> <li>• checking language use- grammar, vocabulary, linkers</li> <li>• checking punctuation and layout</li> <li>• checking spelling</li> </ul>
Final version	<ul style="list-style-type: none"> <li>• writing a clean copy of the corrected version</li> </ul>

Harmer also refers to the experience of White and Arndt (1991:5) who point out the importance of the stages mentioned in the ‘process wheel’: ‘writing is re-writing [...] re-vision – seeing with new eyes [...], has a central role in the act of creating text’.

Tribble (1996) has adopted a similar stance in outlining the writing process in a form of a wheel. Harmer (2007:326), quoting Tribble (1996: 37), points out that ‘the various stages

of drafting, re-drafting and writing, etc. are done in a recursive way, we loop backwards and move forwards between these various stages”.

White and Arndt (1991) distinguish six stages in their writing process model: generating ideas, structuring, drafting, re-viewing, focusing, evaluating. Similar to other researchers, they consider that writing process is not linear but it has a form of a circle as the writer can return to each of them during writing process (see Figure 2.2)

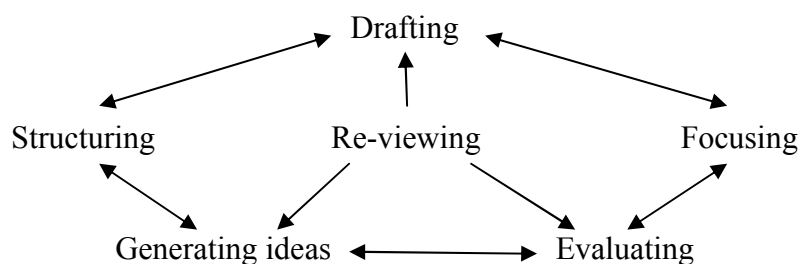


Figure 2.2 The writing process model by White and Arndt (1991)

Similar to other researchers they offer appropriate techniques for each stage (see Table 2.4).

Table 2.4 Stages and Techniques in White and Arndt’s Process Writing Model (1991)

Stages	Techniques
Generating ideas	<ul style="list-style-type: none"> <li>• the information to transfer to the reader</li> <li>• the intended audience</li> <li>• the writer’s ‘voice’</li> </ul>
Structuring	<ul style="list-style-type: none"> <li>• combining ideas</li> <li>• dividing them into categories</li> </ul>
Drafting	<ul style="list-style-type: none"> <li>• deciding on the amount of the information</li> <li>• choosing the appropriate words</li> <li>• forming understandable sentences</li> <li>• choosing layout</li> <li>• thinking of spelling and punctuation</li> </ul>
Re-viewing	<ul style="list-style-type: none"> <li>• re-reading</li> <li>• evaluating against the plan</li> </ul>
Focusing	<ul style="list-style-type: none"> <li>• choosing the main idea</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>• self-evaluation</li> <li>• teacher’s evaluation</li> </ul>

White and Arndt (1991) highlight the core idea of each stage, suggest the appropriate techniques for each stage; moreover, they offer several activities for teaching these techniques.

These researchers distinguish between two ways of generating ideas: the guided and unguided. The guided way implies using questions for remembering ideas, the unguided way is using brainstorming. The following activities are suggested:

- deciding on the theme;
- looking for the purpose of the writing;
- choosing the appropriate form;
- outlining the topic;
- creating the story;
- developing ideas.

During structuring stage writers are supposed to combine ideas, decide of the importance of them, divide them into categories. The structure can be changed during the writing process.

Focusing is devoted to deciding on the main idea of the writing. The answering to the question ‘What am I going to tell about the reader?’ can help students at this stage.

During drafting decision should be made on the amount of the information, on choosing the appropriate vocabulary to express the intended meaning, correct sentences accordingly grammar rules, layout, spelling and punctuation.

Evaluating is devoted to self-evaluation and teacher evaluation of the writing. The aim of the reviewing stage is to re-read the writing, try to see it from the perspective of the reader, evaluate it against the plan. The researchers suggest two forms of revision: large scale and small scale revision. When doing the large scale revision, students have to focus on the whole writing checking the relevance to the topic and organization of the text. During the small scale revision, students should draw their attention to their text details: check language use (grammar, vocabulary and spelling).

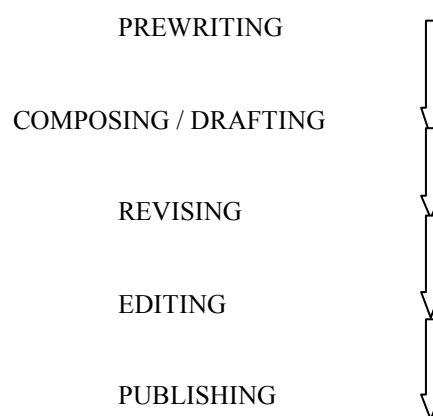


Figure 2.3 Tribble’s writing process model (1996:39)

Tribble (1996), who also suggests a writing process model (see Figure 2.3), outlines five stages, which are visually arranged in a linear way. Prewriting stage includes specifying the task, planning, collecting ideas and making notes. Composing stage is the point at which the student moves from thinking about writing to doing it’ (ibid: 60), in other words,

starts creating the text. During the revising stage the text can be reorganized, emphasis is put on the focusing of the information and style for the intended readership. Editing involves checking lexis, grammar and surface features, punctuation, spelling layout.

Tribble recognizes that this linear model has been criticized by other researchers due to their consideration that the process writing is recursive and complex, and the writer revisits some stages during writing. Therefore the researcher explains that in his model some stages can also be repeated and revisited by the writer, thus tabling them in different order. The writing process is recursive, “writers can loop backwards and forwards to whichever of the activities in text composition they may find useful’ (Tribble, 1996:39). This seemingly simple model, actually, is considerably dynamic.

Caudery (1997) also agrees with the complexity of the process. In his words ‘planning, transcribing, re-reading and revising are micro activities that occur at all stages of the writing process, each taking a variety of different forms, [...]are recursive, taking place many times over in the course of composing’(1997: 6).

The comparison of Harmer’s (2007), White and Arndt’s (1991) and Tribble’s (1996) models reveal the differences between them in terms of number of stages, their sequence, the terminology used, the techniques suggested. However, the overall approach to the writing process is similar:

- the essential feature is the process;
- the elements are not hierarchical but circular;
- students have the possibility to return to each stage during the process;
- the core ideas included in the descriptions of the stages are similar
- similar techniques are suggested for teaching students.

The analysis of the selected models has highlighted the benefits of the process writing approach and has enabled the author of the paper to adapt the process writing model for particular students’ needs to investigate their writing process.

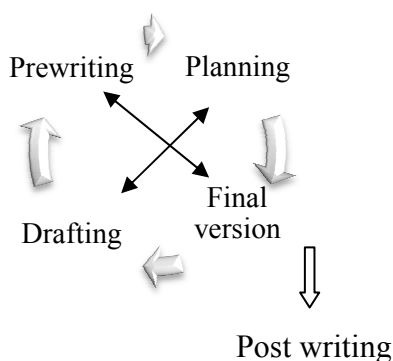


Figure 2.4 The adopted process writing model

*Table 2.5* The Stages and Techniques of the Adopted Process Writing Model

Prewriting	<ul style="list-style-type: none"> <li>• activating knowledge</li> <li>• generating ideas</li> <li>• deciding on the reader</li> </ul>
Planning	<ul style="list-style-type: none"> <li>• selecting ideas</li> <li>• structuring the writing</li> </ul>
Drafting	<ul style="list-style-type: none"> <li>• writing the first draft</li> <li>• assessing</li> <li>• improving</li> <li>• redrafting</li> <li>• editing</li> </ul>
Final version	<ul style="list-style-type: none"> <li>• writing the final draft</li> <li>• evaluating</li> </ul>
Post writing	<ul style="list-style-type: none"> <li>• publishing</li> </ul>

Figure 2.4 and Table 2.5 show that the adopted process writing model contains five stages; prewriting, planning, drafting, final version and post writing. The techniques for each stage are suggested.

At the stage of prewriting the students are firstly supposed to remember or to look for information for the topic. The choice of the topic in the classroom is usually related to the syllabus; however, the possibility to formulate it accordingly to their interests can be given to the students. Next, they are taught how to generate ideas for writing. Finally, they have to think about the possible reader.

In this model a special emphasis is put on planning, because of this reason planning is distinguished as a particular stage. It is due to the fact that traditionally in the language classroom little attention is paid to teaching the students how to plan their writing. The plan usually is given by the teacher. Consequently, the students are asked at this stage to select the best ideas for the writing and structure their writings.

Drafting also is considered to be a significant stage of the model. When using the product approach, the students are not asked to write drafts, accordingly not to assess or improve their writings. It is the teacher's responsibility to correct and mark the writings. For this reason the strategies taught at this stage assessing, improving and redrafting are completely new for the students.

The next stage of the model, similarly to the researchers' models, is the final version. It is of great importance, as the students have to show if they have acquired the techniques taught during the process, how well they have acquired the skills needed for writing and mainly, they have to demonstrate the ability to use their knowledge and skills in the practice.

The last stage in this model is post writing. It has been outlined to avoid the common school practice when writing finishes with handing in the written texts for correcting them by the teacher, counting mistakes and marking. Publishing can provide them with the audience; it gives them the possibility to publish their writing in the way they decide on. When the students can publish their works, they are interested in polishing them more carefully. In addition, it contributes to the raising the students' awareness of their writing skills and self-esteem significantly.

Five core differences of the adopted model have been brought out:

- the number of stages; it comprises five stages whereas in the researchers' models they range from four to eight;
- the arrangement of the stages; the first stage is 'prewriting', which is different from Harmer's and White and Arndt's models; no one model has planning as the second stage;
- the number and set of the techniques taught at each stage; several techniques, such as assessing, improving, redrafting and editing, are included in the third stage 'drafting' because they all deal with correcting and rewriting the composition and are closely related to each other; whereas in the researchers' models they appear as separate stages;
- 'final version' includes evaluating, which is not typical for the researchers' models;
- 'post-writing' is also not included in the researchers' models; however, publishing is the final stage in Tribble's model.

In the next chapter the empirical investigation of the implementation of the process writing model is provided.

### **3. INVESTIGATION OF THE WRITING PROCESS MODEL IMPLEMENTATION**

In this chapter the empirical investigation of the implementation of the writing process model is provided.

#### **3.1. Methodology**

This subchapter deals with the research method used in order to investigate the effectiveness of the implication of the adapted process writing model in teaching writing. A case study has been used.

According to Nisbet and Watt (1984: 72), quoted in Cohen, Manion and Morrison (2000: 181), 'a case study is a specific instance that is frequently designed to illustrate a more general principle'.

Cohen, Manion and Morrison (2000), basing on Adelman (1980), claim that case study is the investigation of an instance in the action. The instance might be a student or a group of students. In a case study real persons are involved; they act in real life under conditions that exist at a particular time in a particular place.

Cohen, Manion, and Morrison (2000) refer to the experience of Hitchcock and Hughes (1995) who point out the typical qualities of the case study:

- a large amount of clear description of actions and events,
- the chronological order of particular events,
- data collected and analysed regularly,
- focusing on an individual or a group,
- particular events are relating to the situation,
- a fully involvement of the researcher in the situation.

Nunan (1992) quoted in Cohen, Manion, and Morrison (2000) considers that the main feature of a case study is the selection of the information. Triangulation is also an important issue that might be useful in a case study. It means the use of different research approaches, methods and techniques in the same case, for example, questionnaire, testing and observation. Triangulation helps to avoid the subjectivity in doing the research. According to Nunan, the basic principle of a case study is observation. The researcher distinguishes between two types of the observation: participant observation and non- participant observation. In the first type the observer is involved in the activities set up in the group, in the second, on the contrary, the observer does not take part in any activities.

The empirical investigation of this paper is based on the triangulation: namely, using questionnaires, testing and observation of the students.

### 3.2. Participants and materials

In this subchapter the information about participants and materials used is provided.

*Table 3.1* Participants

School	Town Secondary School
Form	7
Native language	Russian
Number of students	10
Boys	3
Girls	7
Age	12- 13 years
Language proficiency level	
• good	3
• fair	3
• weak	4
Attitude	
• interested in the subject	8
• not interested in	2

The research participants were the 7th grade students of the Sigulda Town Secondary School. It is a two stream school, Latvian and Russian. The group consisted of ten Russian stream students aged 12 to 13 years. There were three boys and seven girls in the group. The students were of a different English language proficiency and ability level. Three of them were good at English, three fair, but four weak. Despite of this, they all were quite motivated to learn English, they also were ready to be involved in various activities during the lesson. However, they were not enthusiastic about doing writing tasks. They usually did guided writing during the lesson in order to prepare for the writing tasks of the test.

For pilot teaching the activities described in literature on teaching process writing were identified, selected, adapted and arranged according to the stages and techniques of the adapted writing process model presented in Chapter 2.2. Many researchers have pointed out the importance of the activities in teaching the techniques needed for process writing and have offered a wide range of them.

Brookes (1998) claims that activities must be interesting, based on students previous knowledge and appropriate for students language level. He also reminds that according to the principles of process writing approach activities should not follow each other in a linear but recursive way. However, he suggests focusing on one element at time. It will enable the students to understand better the idea and the goal of it.

- Byrne (1988) highlights the benefits of the writing activities: writing activities
- ✓ help to meet the students' needs because the students 'expect to be taught to write' (1988: 129) ; writing skills need to be developed like other language skills;
  - ✓ give the opportunity for the students to relax from speaking activities, because they might get tired of them, ' writing activities provide a very important quiet[...] period in the lesson'(ibid.: 129);
  - ✓ provide the possibility to ' work on their own pace'(ibid.: 129); the students' motor skills develop differently;
  - ✓ help the teacher to identify the language difficulties which might occur during the language learning process;
  - ✓ provide the personal contact, opportunity of individual work and encouragement;
  - ✓ enable the students to record things they have learnt, help remember them.

In order to select activities for teaching the techniques at each stage of the adapted process writing model (see Chapter 2.2) several secondary sources were investigated. An overview of the activities selected for the pilot teaching is given in the table in Appendix 3. It shows that the works of nine researchers have been investigated and sixteen activities have been selected to design activities for the pilot teaching procedure. The activities have been adapted for the particular students' needs.

### **3.3. Procedure**

Investigation procedure (see Table 3.2) included three stages: pre-piloting, piloting and post-piloting. During the pilot teaching the students went through all stages included in the adapted writing process model (see Chapter 2.2). The students were taught at each stage of the process model the techniques needed for this stage.

#### **3.3.1. Pre-piloting**

At the beginning of the pre-piloting the students were given pre-questionnaire and pre-test (see Table 3.2).

Pre-questionnaire (see Appendix 4) consisted of two parts. The first part included questions about the students' attitude to writing; the second part was devoted to the revealing of their writing habits. One lesson was devoted to the questionnaire: ten minutes for explanation, thirty minutes for filling in the questionnaire. Before filling in the questionnaire,

its aims and the completion procedure were explained to the students. The students were asked to read through the statements carefully to make sure if they understand them. They were encouraged to think about their attitude to writing, about the way they write, their strengths and difficulties. They also were asked to select one of the four options that corresponded their attitudes: absolutely agree, agree, disagree, and absolutely disagree. Students were encouraged to think about their attitude to writing, about the way they write, their strengths and difficulties. The students spent thirty minutes to fill in the questionnaire.

During the next lesson the pre-test (Appendix 1) was conducted. Its aim was to evaluate the students' writing skills in order to identify their needs. They were asked to write a letter to their friend or family member from another planet where they had spent their holidays. No plan or other guidance was given to the students. The students did the test during thirty five minutes.

The marking scale (see Appendix 5) was adapted to evaluate the results of the pre-test. It was based Tribble's (1996) approach to the evaluation. Tribble has distinguished two approaches to The first implied the view that evaluation has been naturally involved in the writing process almost at all stages, especially in drafting, which included self-assessment, peer assessment and teacher's help. On the other hand, in school practice the final text often contributes to the grade received by the student at the end of the course and plays therefore an important role. It provides a variety of information about student's knowledge and skills, required for writing. Due to this fact Tribble suggests the teacher to provide more effective and concrete assessment. The adapted assessment scale has been based on this second approach presented by the researcher. According to it the text should be assessed as a 'complex of different skills and knowledge' (ibid.: 1996: 132). The criteria of the marking scale are also related to the classification of the main components of the students' linguistic competence in Common European Framework for Languages (2001) and to the marking scale used in the 9 year examination.

The marking scale contains 5 criteria: Task achievement, organisation, grammar, vocabulary and spelling. The assessment of each criterion ranges from 1 to five points. Each criterion has been described. The students' texts have been assessed according to the criteria and their descriptions. The points were counted, and the mark was calculated by using the following formula: 20 points were equal 100 %, the score got by a student was x. The percentage has been calculated and turned into a mark. For example: the student received 16 points. 16 was multiplied by 100 and divided by 20, which made 80% and was equal the mark

$$x = \frac{\text{points} * 100}{20}$$

Table 3.2 The Procedure of the Pilot Teaching

Steps of the pilot teaching	Techniques	Activities	Lessons	Weeks
Pre-piloting		<ul style="list-style-type: none"> <li>• Pre-questionnaire</li> <li>• Pre-test</li> </ul>	1. lesson 2. lesson	1. week
Piloting of the process writing stages: Prewriting	<ul style="list-style-type: none"> <li>• generating ideas</li> <li>• activating knowledge and exploring the topic</li> <li>• deciding on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Asking questions</li> <li>• Advertising</li> </ul>	3. lesson  4. lesson	2. week
Planning	<ul style="list-style-type: none"> <li>• selecting ideas</li> <li>• structuring the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Coloured strips</li> <li>• Non-chronological description</li> <li>• Diary</li> </ul>	5. lesson  6. lesson  7. lesson	3. week
Drafting	<ul style="list-style-type: none"> <li>• writing the first draft</li> <li>• assessing</li> <li>• improving</li> <li>• redrafting</li> <li>• editing</li> </ul>	<ul style="list-style-type: none"> <li>• Cut and paste</li> <li>• Rough draft</li> <li>• Self-and-Peer assessment</li> <li>• Question sheet</li> <li>• Using checklist</li> </ul>	8. lesson  9. lesson	4. week
Final version	<ul style="list-style-type: none"> <li>• writing the final draft</li> <li>• evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Post-test</li> <li>• Observation</li> </ul>	10. lesson	5. week
Post-writing	<ul style="list-style-type: none"> <li>• publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Class booklet</li> </ul>	11. lesson	6. week
Post-piloting		<ul style="list-style-type: none"> <li>• Post-questionnaire</li> </ul>	12. lesson	6. week

### 3.3.2. Piloting

During piloting the students were led through all stages included in the adapted process writing model (see Chapter 2.2). They were taught the techniques needed for each stage. One lesson was devoted to brainstorming and asking questions (see Table 3.2).

#### Brainstorming and asking questions

These activities have been selected and adapted from Brookes (1998) and Raimes (1987).

At the beginning of the lesson the teacher explained that the students would be going to generate ideas and activate their knowledge about the topics to be covered in their writings. She wrote the topic ‘Life on another planet ‘ on the board and asked students to brainstorm the

subtopics that they might write about. The students offered some subtopics, the teacher wrote them on the board in a form of a diagram.

Then she divided the students into pairs, invited them to choose one subtopic, think about it more deeply and write as many questions as possible about it. The teacher reminded them about the use of the question words and elicited the students' answers. Then she wrote the question words on the board. The students had to write the questions on big sheets of paper. After ten minutes, when students had finished their work, they were asked to present the questions on their subtopic.

Each pair read out their questions, other students wrote them down and added some other questions. The sheets with questions were displayed on the classroom walls, so slow learners could finish writing them down later. The students had a chance to read them once again and add some ideas till the next lesson. For their homework the students were asked to find answers to the questions and write them down.

The aim of these activities was to help the students to generate ideas for their writing and to activate the knowledge about the topic. The process stage which this activity referred to was pre-writing. Brainstorming gave the students the chance to collaborate with each other, to share ideas and to learn from each other. Asking questions and answering them helped focus their thinking on the subject matter, develop ideas more deeply and gather information for inclusion in the writings.

### Advertising

This activity has been adapted from Brookes (1998). It covered one lesson. It referred to the pre-writing stage (see Table 3.2) of the adapted writing process model (see Chapter 2.2).

At the beginning of the lesson, the students were reminded of their homework and encouraged to read out the answers to the questions. The students had prepared well and actively participated. They read out their answers, added the supplementary information they had found about the imaginary features of the unknown planet. The teacher praised them and reminded that the answers to the questions would be very useful for developing the content of their writings.

After checking the homework, the teacher asked the students to think about the readers of their letters, who they were supposed to be and how important it was to know the presumable reader. The most part of the students were quite honest and admitted that they had not thought about the possible reader much. Then the teacher introduced the students to the aim of the lesson and told that they would be going to have an activity in order to decide on the reader of their writings. She asked the students to work in pairs. The task was to design an advertisement trying to advertise a product or an event from the other planet. The teacher

suggested the following steps: first, each pair had to decide on the product they wanted to sell or the event they wanted somebody to attend; then, they had to think of the persons to whom they wanted to address the advertisement, to sell the product or invite to the event. Next, they had to decide on the person in terms of gender, age, nationality, occupation, social background, interests. Then, they had to draw the person, and finally, the students had to compose a short text of the advertisement and write it on the sheet of paper with the drawing of the imaginary person. When they had finished their work, a wall display of the advertisements was made. The students could see the advertisements of their classmates and discuss them.

The aim of this activity was to focus on the possible reader and to help them to decide on the reader. Usually, the students were not asked or did not have enough time to reflect on people who they were writing to. During the imaginary advertising activity they were supposed to concentrate on the reader.

#### Planning with coloured strips

This activity has been selected and adapted from Brookes (1998) book. It referred to the planning stage of the writing process (see Table 3.2).

The teacher formulated the aim of the lesson: planning the writing. She reminded the students of the diagram created in the first lesson and asked the students to find it in their notes. She elicited the students' answers about the main topic and subtopics which the students had brainstormed and drew the diagram on the board. Then she blue-tacked strips of coloured paper in different colours under each sub-topic and explained that each colour represented an appropriate topic. The teacher asked the students to work in pairs. She gave each pair a set of coloured strips and invited them to plan the structure of their writings. She explained that the strips should be arranged on the desks linearly, so that they showed the sequence of the subtopics. The students worked for ten minutes, discussed the points of the plans with each other, rearranged them for many times and looked also at the plans made by their classmates. After the pairs had finished their work, they presented their plans discussing and giving reasons for their proposed options.

The aim of this activity was to explore the possible ways of structuring the texts and to help organise the text. This activity made the students return to the ideas generated during brainstorming and think about selecting and arranging them in their texts. The manipulating with the coloured strips made it easier to experiment with different information arrangement possibilities. It enabled the students to replace the strips, to talk with the peers and support their choices.

#### Non-chronological description

This activity has been adapted from Hedge (1988) and the textbook by Matisāne and Bučinska (2003). It referred to the planning stage of the adapted process writing model (see Chapter 2.2)

The teacher told the students that they would be going to learn to describe a place. She set the scene: the students were spending their holidays on another planet, they wanted to write a letter to their family members or a friend and give information about their life, surrounding, experiences describing the scene around them and the events happening there in a dynamic way. Then she wrote the following questions on the board:

- ✓ What things are there, how are they related?
- ✓ What can be seen, heard, felt, and smelt?
- ✓ What details about people and things can be mentioned?
- ✓ What is happening at the moment?

Then students were asked to work in pairs on one picture and to answer the questions. They had to choose the place in the picture where they were sitting and write the first draft describing the scene. The students discussed first, and then they began to write. The teacher was monitoring and helped if necessary.

When the students had finished writing, the teacher asked students to exchange their writings, examine them, and discuss them from their angle. Afterwards they had to improve their writings by making relevant changes in them.

Finally they had to re-draft the writing.

#### Diary

This activity has been experienced by Brookes (1998). It referred to the planning stage (see Table 3.2).

The teacher explained that the students would be going to learn arranging the events of one day in a form of a diary. She drew a table on the board and wrote the hour when she woke up in the margin at the top and the hour when she went to bed at the bottom of the page. Then she asked the students to work in pairs, distributed small strips of paper and asked to write down an hour-by-hour account of what they did during the day between the time they got up and went to sleep, one event or activity on each strip. She invited the students to be fairly detailed, to discuss the events with each other.

When the students had finished the work, the teacher introduced the idea of organisation their events of the day according to some principles. She elicited the students' answers about the dividing them according to the daytime sequence, they suggested morning, afternoon and evening. The teacher asked them to arrange their events according to the daytime in three groups: morning, afternoon and evening. Then she suggested thinking about

the regularity of the events, because some of the events happen regularly whereas some are unusual. She elicited some examples from the students' events in order to show the difference between regular and unusual activities, for example, having lunch and celebrating a birthday party. After that the students were asked to divide their events in two columns according to the regularity principle. Then the teacher continued with asking about the next principle: pleasant and less pleasant events. She asked the students to mark good events with a cross, bad events with a minus. The students fulfilled the task.

Finally, the students had to take a big sheet of paper, draw the table from the board on it and place the strips on the sheet. The hours of each activity were written. The sheets were displayed on the wall and the students could look at other diaries, discuss the similarities and differences.

This activity referred to the stage of planning but it also provided material for the drafting stage. The following advantages of it could be highlighted. First, this activity helped the students avoid the 'so-called 'writer's block' (Brookes, 1998:87) when the students simply do not know how to start and what to write, then, it taught the chronological outlining of the events. Above all, it enabled the organisation of the text according to the provided criteria.

#### Cut and paste and Rough draft

These activities have been described by Littlejohn (1994). They referred to the drafting stage of the adapted writing process model (see Chapter 2.2).

The teacher introduced the students to the theme and procedure of the lesson. She explained that the students would be moving to the next stage of the writing process, namely drafting. She invited the students to look through their notes taken during the activities set up in the previous lessons and to decide on the main headings of their writing. Then she asked the students to begin to write and pointed out that each section should be written on a separate piece of paper.

After the students had written some sections, they were asked to read each text part to themselves and to think, in which part they needed to add or to remove some details. Next, the students had to organise the well-written parts into a complete text according to the plan created during the planning stage. Then the students were asked to work in pairs. The students discussed their texts, suggested and helped each other. Afterwards, the students were told to write their first draft of the whole text, which was called 'a rough draft'. They were asked to write 'a rough draft' at the top of the sheet to remember that it should not be perfect for the first time. The students were also asked to leave a wide margin on the right to make notes of new ideas that would occur during the writing. They were reminded to use their notes from the previous lessons to make changes, if necessary.

When the students had written for some time, they were asked to get feedback from other students. They had to discuss how writing was going.

The teacher offered some questions for discussing (see Worksheet in Appendix 6):

What are you writing about?

What do you want to tell about in your letter?

Whom are you writing to?

How is your draft going?

Which techniques are you using in your draft?

How far have you got?

How are you going to divide your letter into paragraphs?

Have you made any changes, which?

What difficulties do you have? How can I help you?

After that, the students continued writing. When they had completed their drafts, they were asked to exchange their texts with the peers. They had to read each other's writings and make notes about the following:

- ✓ what they liked and found good;
- ✓ what they disliked and thought should be improved;
- ✓ what they found unclear;
- ✓ what would they like to have more details about;

The students read their peers' writings and made notes. (see Appendix 6). Then they received their texts and peers' notes back. They were asked to read the peer's notes, to try to improve and make the suggested changes and write the second draft as homework.

This activity gave the students the opportunity to collaborate during writing and helped improve their writings.

#### Selfand Peer Assessment

This activity has been adapted from the articles by Littlejohn (1994) and Ghaith (2002). It referred to the drafting stage of the adapted writing process model (see Chapter 2.2)

At the beginning of the lesson the teacher formulated the aim and the procedure of the lesson: assessment of the writings. She reminded about the goal and the skills and required to create a good text:

- ✓ deciding on the necessary amount of the information being included;
- ✓ ability to form understandable sentences according to the rules;
- ✓ appropriate word choice for expressing the intended meaning;
- ✓ organizing the text in paragraphs and forming the physical layout;
- ✓ using spelling and punctuation following the conventions.

The teacher told that the students would be going to do the self-assessment of their texts and their peers' texts. It should be done according the following criteria: content, text organisation and layout, vocabulary, grammar and spelling. The checklists (see Appendix 6) would be provided to help the students.

The teacher distributed the checklists and asked students to start assessing. The students assessed first their own writings, after that their peers' writings answering the questions from the checklists and ticking the appropriate column. After that they had to write the final version at home.

In this activity the students had been offered a useful tool to acquire the self-assessment skills needed for editing and improving.

#### The final version and publishing

At the end of the writing process the final version had to be written. The students did it at home in order to have enough time to complete the text as there were slow learners among them. The teacher suggested them to bring their writings and to hand them in for correcting to get feedback about the work done.

Publishing of the writings has been suggested by Tribble (1996) and Ghaith (2011) and referred to the stage of post-writing (see Table 3.2) However, the students had to make their own final decision about the publishing of their texts; the teacher's role was only to encourage them. The students decided to publish their writings. The teacher suggested the way of publishing: class booklet, yearbook, writing contest, magazine. The students chose making a class booklet.

As mentioned at the beginning of this subchapter, the post-test and post-questionnaire were offered to the students after the pilot teaching.

### **3.3.3. Post-piloting**

#### The post-test and post-questionnaire

The post-test (see Appendix 2) was administered to find out the impact of the pilot teaching on students' writing skills and improvements students had made. The students were asked to write a letter to their friend from the X Planet (they had to choose the name of the planet) where they had spent their summer holidays. They were remind to use the techniques studied during the pilot teaching and were provided with sheets of paper for generating ideas, planning and writing drafts. The dictionaries were available. They were allowed to work in

pairs for a set time. The post- test was conducted during the last two lessons. The same marking scale as for the pre-test was used to evaluate the students' writings (see Appendix 5)

#### The observation

During the post-test the observation was done in order to collect data about using the techniques, which were taught to the students during the piloting of the adapted writing process model. The observation checklist (see Appendix 11) was used for recording the data.

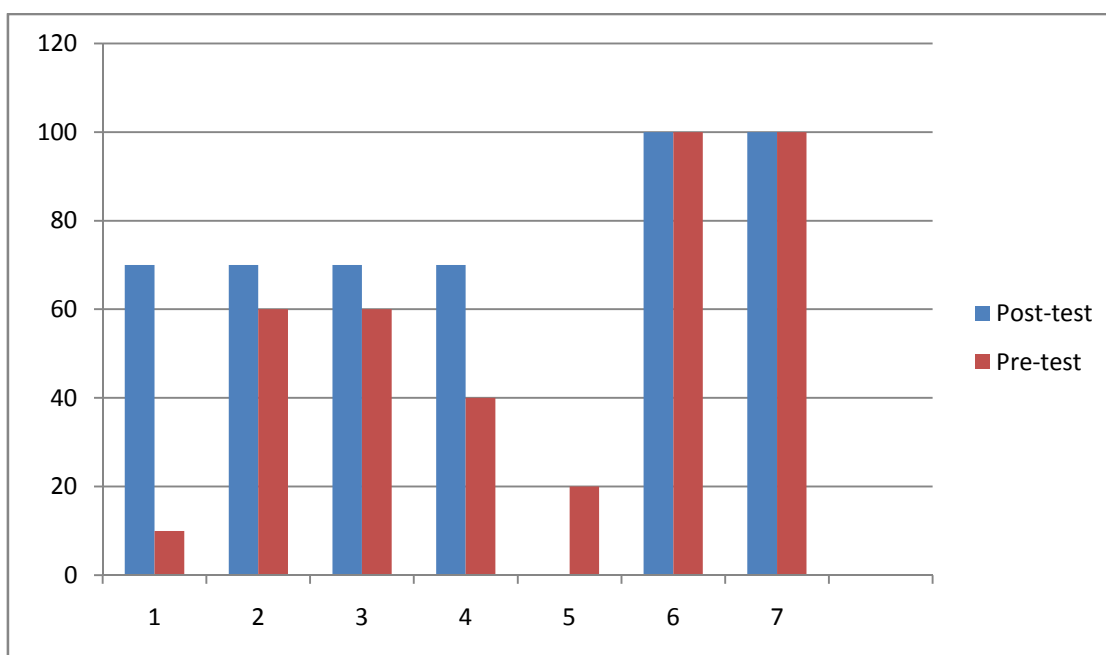
#### The post-questionnaire

The post-questionnaire (see statements in Appendix 9) was given to the students in the last two lessons. It consisted of three sections: the first related to students 'attitude to writing and was the same as in the pre-questionnaire. The formulation of the statements in the second section of the post- questionnaire 'My writing habits' were slightly different from them in the pre- test, however, they were closely related to the features of the writing process, stages the students were led through and techniques taught at each stage The third section was added to find out students attitude to the pilot teaching procedure and included questions about the students' attitude to the techniques taught during the pilot teaching, about their difficulty level and usefulness for the writing process. The aim of the questionnaire and the procedure were explained. The students were asked to read through the questionnaire, to think about the possible answers and to choose the option which corresponds their attitude.

### **3.4 Analysis of the results**

This subchapter is devoted to the analysis of the results of the empirical investigation. It has been done by means of the comparison of the results of the pre-and post-questionnaires, the pre-and post-test, observations of the strategies used by the students.

### 3.4.1 Analysis of the pre and post-questionnaire results



*Figure 3.1* Comparison of the pre and post-questionnaire results concerning the students' attitude to writing.

As already mentioned, the first section of the questionnaires was devoted to the exploring of the students' attitude to writing. The comparison of the pre and post-questionnaire in terms of the students' attitude to writing is shown in Table in Appendix 10 and in Figure 3.1. The results of the pre-questionnaire show that only 10 % of the students agree that writing is easy, whereas 90 % disagree. The comparison of the results of the pre and post-questionnaires has shown a remarkable increase in the percentage of the students who have changed their thoughts about the difficulty level of writing. Despite the fact that writing seems to be difficult for the students in the pre-questionnaire, 60 % of them state that writing is interesting and they like it. However, 40% of the students disagree to this statement, which might mean that they are not interested in writing. The results of the post-questionnaire have not changed significantly at this point; there is only 10 % increase. However, according to the results of the post-questionnaire, 30 % of the students consider to be better at writing after the pilot teaching. As to the collaboration in the classroom during the writing process, all students like writing with teacher's guidance and working together with their classmates, but only 20 % of the students prefer individual work. The results of the post-questionnaire have shown the decrease in the percentage of the students who like working individually (20%), all students would like to work together with their classmates and with the teacher as well.

The findings concerning the students' writing habits in the pre-test seem to be less positive (see Appendix 8). All students agree only to 2 statements: first, that the teacher gives guidelines during writing, second, that they like using the model text. This proves the fact that the students are usually supposed to compose their texts using the model text, which has been analyzed with teacher's help and used for creating their own writings. Only 20 % of the students have mentioned that it is easy to select ideas for writing, however, all students acknowledge that they do not write a plan, drafts, they do not revise and edit their writings.

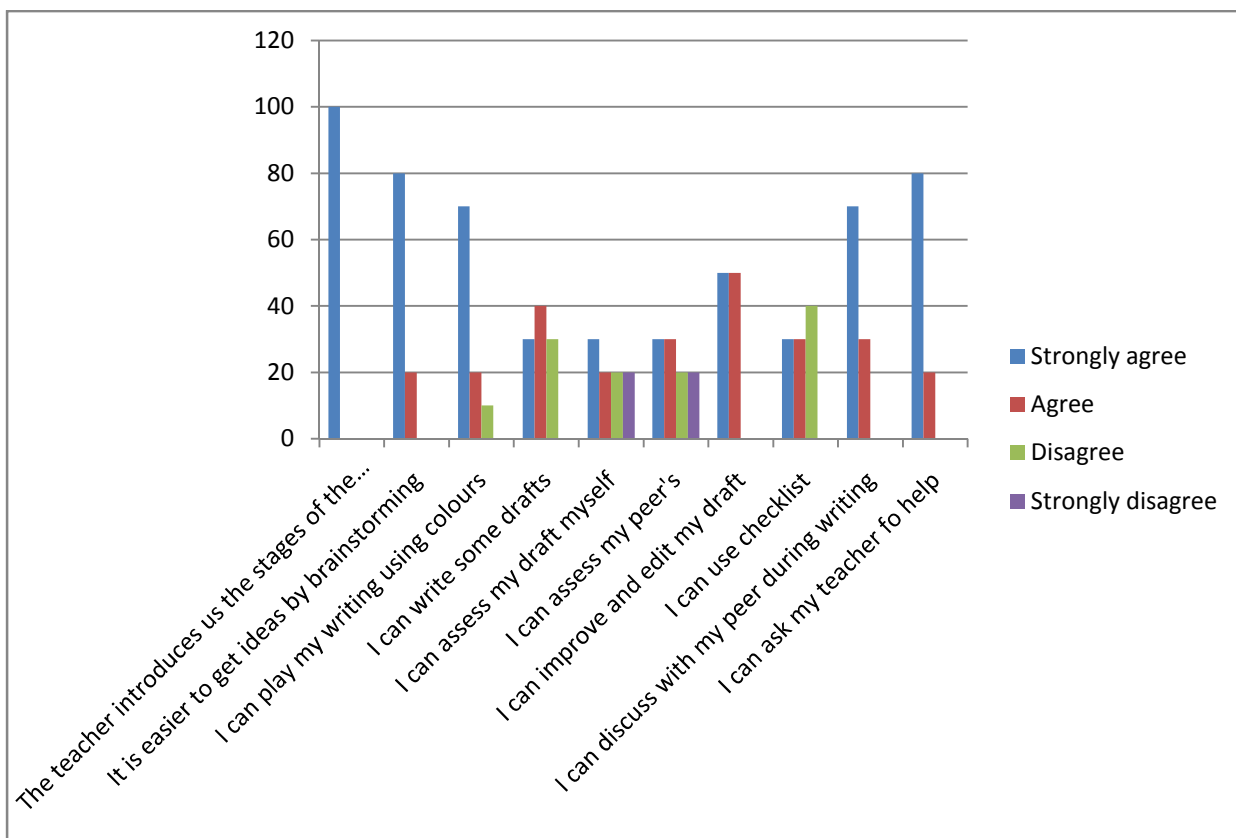


Figure 3.2 The results of the second section of the post-questionnaire 'My writing habits'

Figure 3.2 presents the results of the second section of the post-questionnaire 'My writing habits' (see Appendix 9). The formulation of the statements in the second section of the post-questionnaire is slightly different from the statements in the pre-questionnaire (see Appendix 4), however, they are closely related to the features of the writing process, stages which the students have been led through and techniques have been taught at each stage. The results are represented in Table (see Appendix 9) and Figure 3. 2 and show that all students agree to the statement that they were introduced to the stages of the writing process (Statement 8). The results concerning the students' ability to use the new techniques acquired during the pilot teaching seem to be quite positive. Indeed, all students have acknowledged that they are able to use such techniques as brainstorming (Statement 9), improving and editing (Statement 14), discussing with the peer (Statement16). They all are ready to ask the

teacher for help (Statement 17). Planning with colours could be used by 90 % of the students as well (Statement10). More than a half of the students have stated that they would be able to write some drafts (Statement 11), assess their and their peers' drafts (Statement 13) and use the checklist (Statement15). Still 40 % of the students disagree with these three statements. Obviously, they would need to have more time and more practice than they were offered during the pilot teaching.

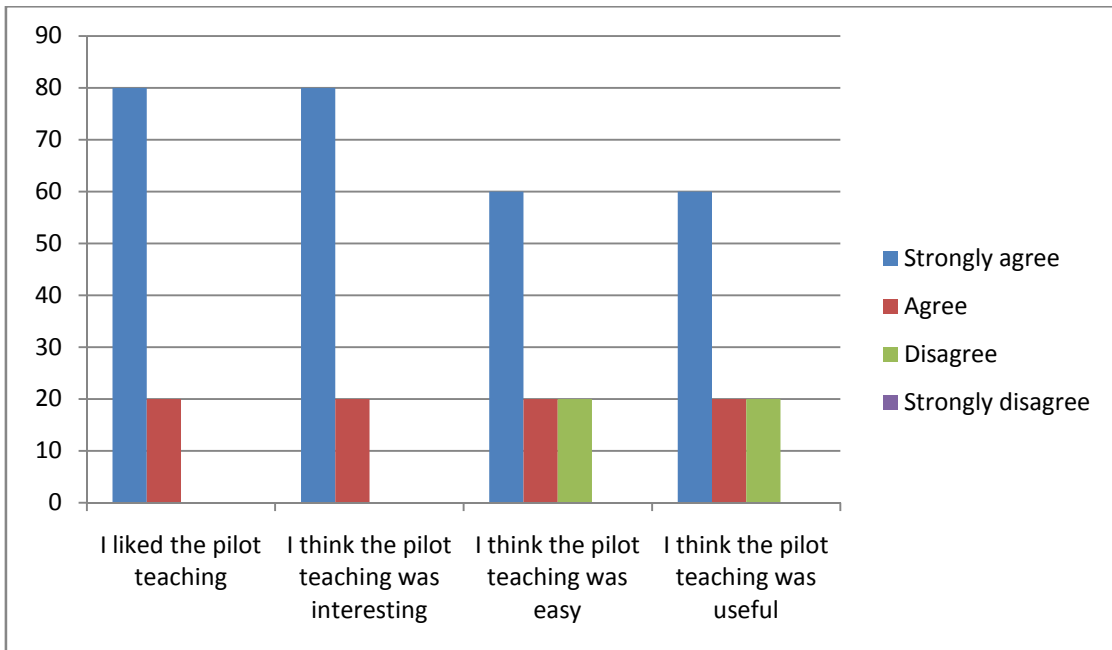


Figure 3.3 Evaluation of the students' attitude to piloting process

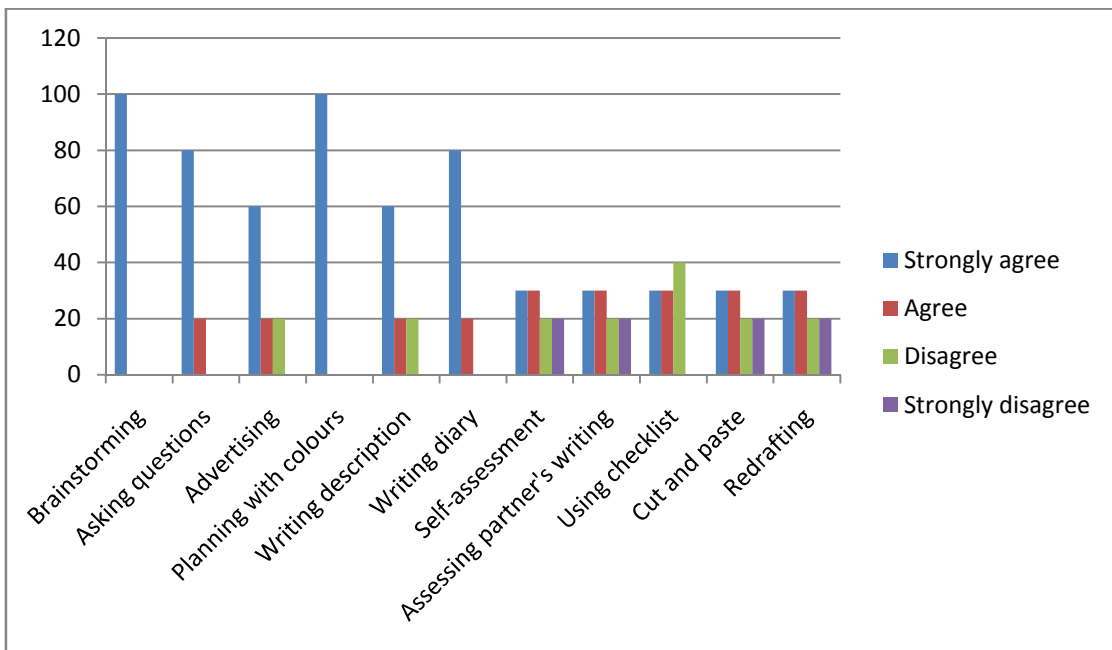


Figure 3.4 Students' attitude to the easiness level of the activities

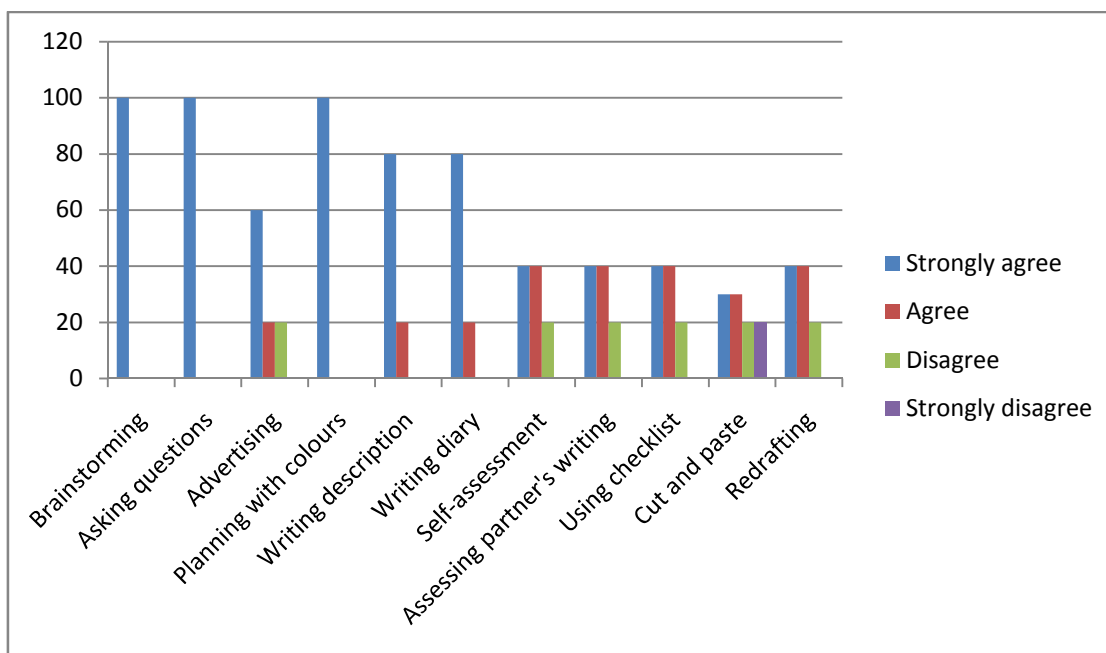


Figure 3.5 Students' attitude to the usefulness of the activities

The third section of the post-questionnaire (see Appendix 9) has been designed to find out the students' attitude to the pilot teaching process. It includes statements concerning the students' opinions about its easiness and usefulness. The results presented in Figure 3.3 show that students' attitude towards it is positive. All students have stated that they like the pilot teaching process (Statement 18) and find it interesting (Statement 19). Also, the majority of them think that pilot teaching process has been easy (Statement 20) and useful (Statement 21). Only 20% of the students disagree to these statements (20, 21).

Figures 3.4 and 3.5 present the results concerning the students' attitude to the easiness level and usefulness of the activities set up during the pilot teaching. All students have agreed that such activities as brainstorming, asking questions, planning with colours and writing diary have been easy (see Figure 3.4) and useful (see Figure 3.5). On the other hand, Figure 3.4 shows that several activities have been found not so easy, for example: advertising and writing description (20%), self-assessment, assessing peer's writing and redrafting (40%). It might be due to the fact that the students were not often asked to assess their own or peers' writings in the classroom. All in all, most of the students (80%) have admitted that these activities seem to be useful for them (see Figure 3.5).

To sum up, the analysis of the results of the pre- and post- test has shown that the most students have positive attitude to writing, confirm the ability to use the activities acquired during the pilot teaching and are positive to it.

### 3.4.2. Analysis of the pre-test and the post-test results

As mentioned in subchapter 3.4, students' writings have been assessed according to the marking scale of 5 criteria: task achievement, text organisation, vocabulary, grammar and spelling (see Appendix 5)

Table 3.3 Comparison of the Pre-test and Post-test results

	Task achievement		Organisation		Grammar		Vocabulary		Spelling	
	Pre-test,%	Post-test,%	Pre-test,%	Post-test,%	Pre-test,%	Post-test,%	Pre-test,%	Post-test,%	Pre-test,%	Post-test,%
4	0	30	0	20	0	0	0	30	0	40
3	50	60	20	50	0	20	30	30	20	50
2	40	10	50	30	20	40	40	40	80	10
1	10	0	30	0	60	40	30	0	0	0
0	0	0	0	0	30	0	0	0	0	0

As mentioned above, five major aspects of students' writings have been assessed accordingly the assessment scale.

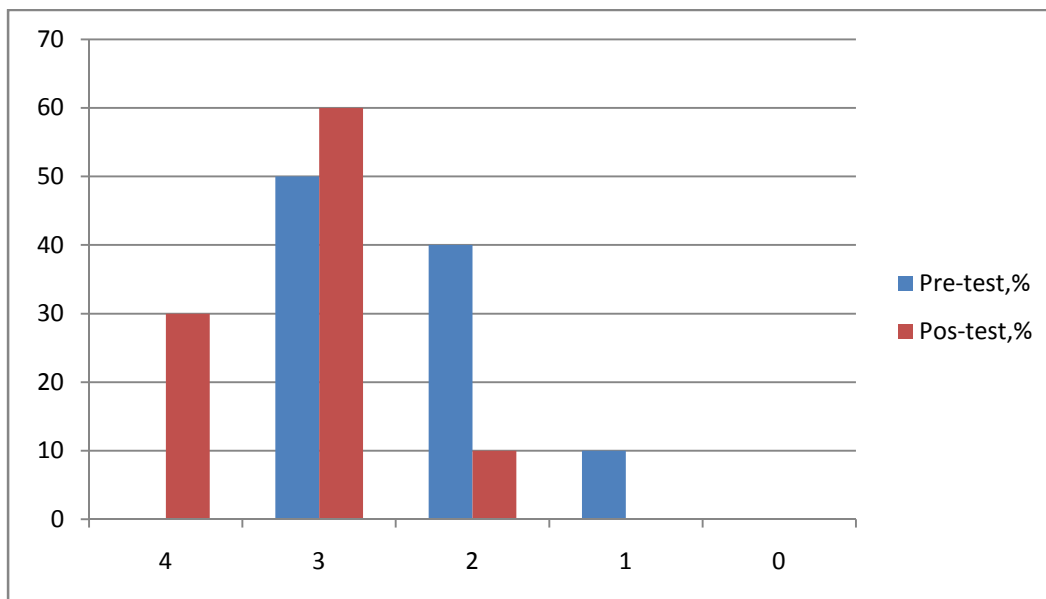
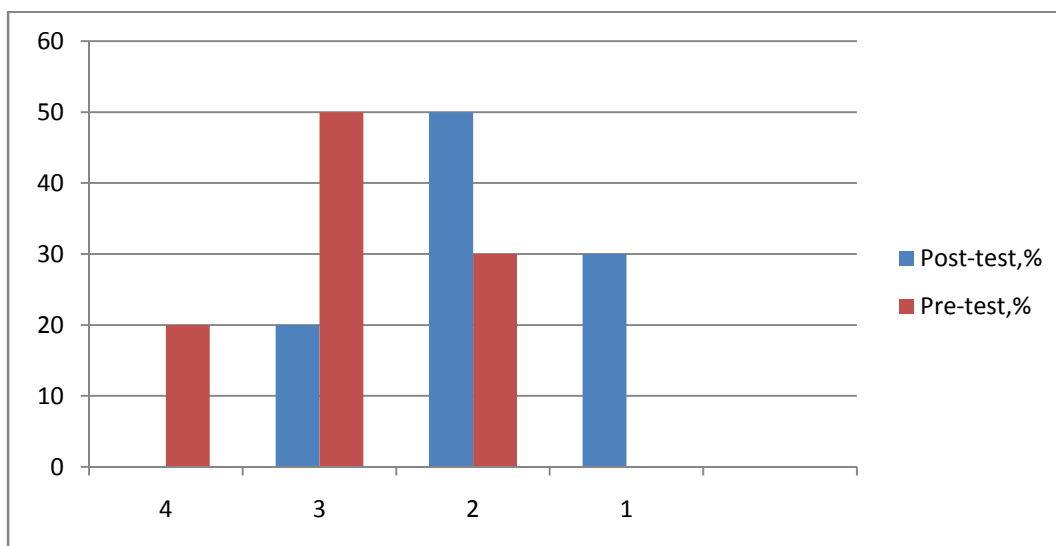


Figure 3.8 Task achievement

The first aspect which has been assessed is task achievement. Figure 3.8 shows that in the pre-test nobody have received 4 points for it. However, a half (50 %) of the students have received 3 points, they have treated the task adequate, have mentioned the most important ideas, but they have not been described reasonably in details. In the post-test 60 % of the students have reached the level of 3 points. Yet 30 % of the students have reached the highest level and received 4 points in the post-test in comparison to the pre-test. They have fulfilled

the task convincingly, mentioned relevant information and variety of ideas, have given accurate details. In the pre-test 40 % of the students but in the post test only 10% have reached the 2 point level when they have made an attempt to complete the task. So the task has been treated hardly adequate, little variety of ideas has been shown, details are lacking. In the pre-test only 1 student (10 %) has received 1 point because it was difficult to spot any required points.



*Figure 3.9* Organisation

From Figure 3.9 it is obvious that according to the criterion ‘organisation’ 20 % of the students’ writings in the pre-test but 50% of the students’ writings in the post-test have been assessed with 3 points, so there is the increase of 30%. In these texts some appropriacy to the task organisation is shown, the main ideas stand out, paragraphing is evident and logically sequenced, and some connectors are used. 20 % of the students have reached the highest level of 4 points compared with the pre-test results. In these writings the organisation is appropriate to the task, ideas are stated clearly, logical sequence of paragraphs is shown, and connectors are used. A half of the students in the pre-test and 30 % in the post-test have gained 2 points. They have had problems with paragraphing, ideas are jumbled and difficult to follow, connectors largely absent. In the pre-test 30 % students’ writings have been assessed with 2 points. In these writings there is lack of fluent expression, little organisation is apparent, no connectors are used.

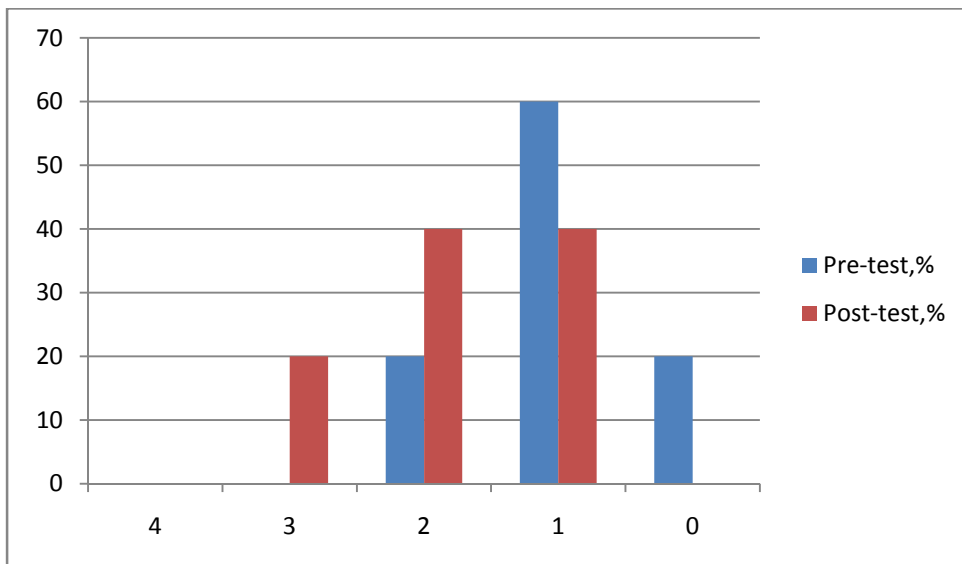


Figure 3.10 Grammar

Figure 3.10 shows the results of the next aspect which has been assessed, ‘grammar’. In the pre-test no one student has received 4 or 3 points. In the post-test, however, 20 % of the students have shown improvement in usage quite accurate grammar structures and forms and their writings were given 3 points. 20 % of the students in the pre-test and 40 % in the post-test have received 2 points because of the use of restricted range of grammar structures and forms, with frequent errors in their writings. 60 % of the students’ writings in the pre-test and 40 % in the post-test have been evaluated with 1 point because of the use of inadequate grammar and very many errors. Yet, 20 % of the students, whose writings were not enough to evaluate in the pre-test (0 points), have shown improvement in the post-test. Nevertheless, the results show clearly that the use of grammar is the weakest aspect of the language use in the students’ writings and has to be paid more attention to in the future.

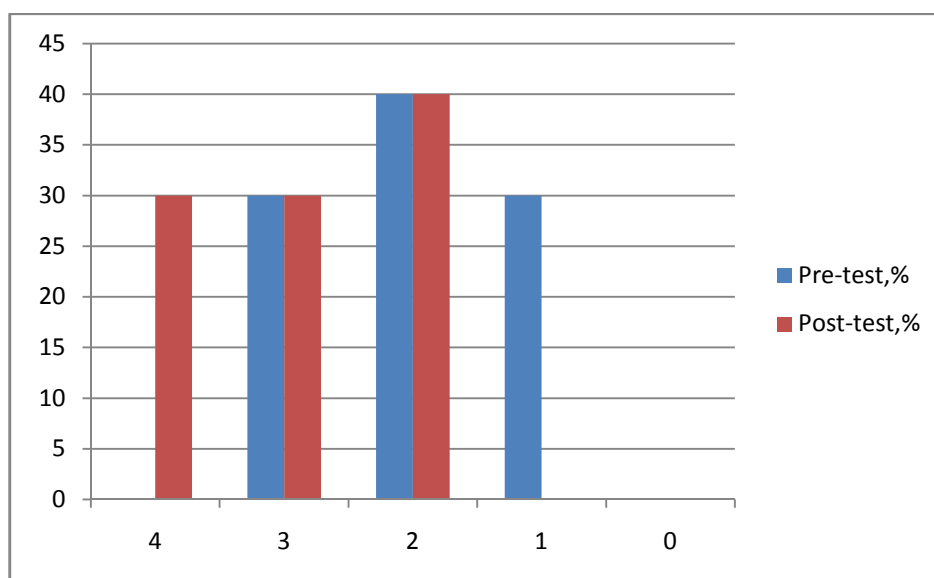


Figure 3.11 Vocabulary

Figure 3.11 shows the students' achievements concerning the criterion 'vocabulary'. 30 % of the students have reached the 4 point rank in the post-test in comparison to the pre-test. They have used a wide range of vocabulary in their texts. 30 % of the students in the pre-tests and the same percentage in the post-test have got 3 points for the accurate use of an adequate vocabulary. Only occasional errors in word choice and usage have occurred in these writings. Still, 40 % of the students in the pre-test and also in the post-test have received only 2 points. They have used restricted range of simple everyday vocabulary with frequent errors in word choice. 30 % of the students' writings in the pre-test have been evaluated with 1 point. They have used only very basic vocabulary, sometimes inadequate for clear communication. Yet they have shown improvement in the post-test.

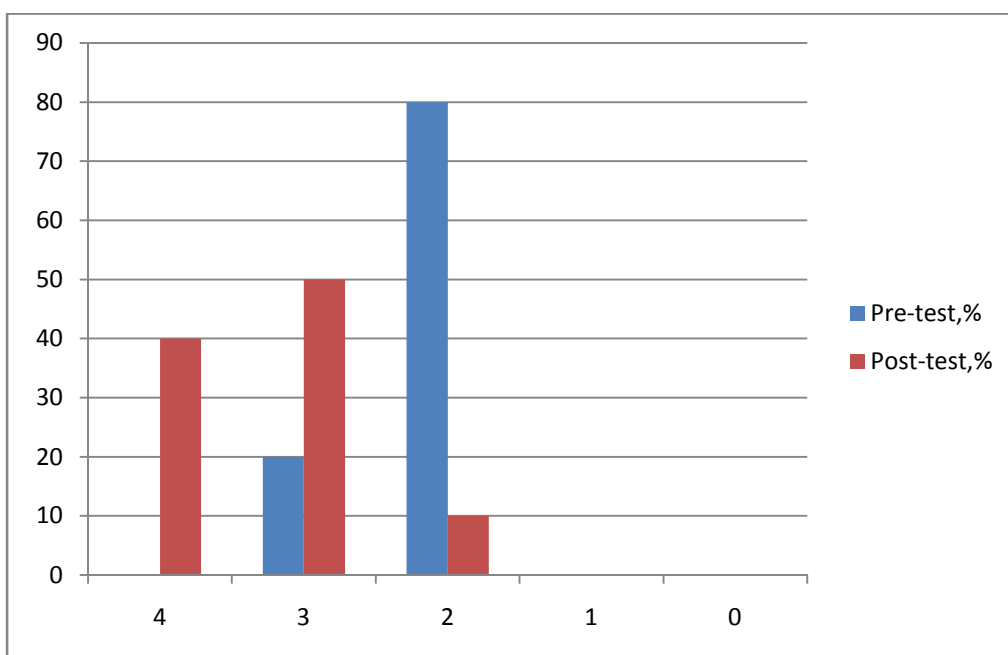


Figure 3.12 Spelling

It is obvious from Figure 3.12 that spelling is the least problematic language aspect for the students. 40 % of the students in the post-test have no or few errors and have received accordingly 4 points, 20 % of the students in the pre-test and 50 % in the post-test have only some errors and have gained 3 points, 80% of the students have received 2 points in the pre-test because of frequent errors, there is shown the biggest increase in the percentage of students(70%) who have improved their achievements. Only one writing was evaluated with 2 points in the post-test (10 %) because of frequent spelling errors

The comparative analysis of the pre and post-test results has shown that the students have improved their performance significantly. It can be seen in the Table 3.4 and in Figure 3.13 where the average score of the mark for each aspect and the percentage of the increase have been calculated, accordingly, 1.1 concerning the criterion 'text organization', 1.0 'spelling' and 'vocabulary', 0.9 'grammar' and 0.7 'task achievement'. The smallest increase

in ‘task achievement’ might be explained by the fact that in the pre-test there is shown the best result, average mark 2.5. Another evidence that proves the statement above might be seen in Table (Appendix 10). It shows that almost all students have improved their performance. As noted earlier, the most important evaluation form for the students is the mark given for their work. Table 3.5 and Figure 3.14 show the assessment of the students’ writings calculated in marks. It can be noticed that all students have improved their marks reasonably. To sum up, the students have acquired knowledge and skills necessary for writing during the pilot teaching.

Table 3.4 Comparison of the Average score in the Pre-test and Post- test

	Average points		Increase	Nr. of students who have improved results	%
	Pre-test	Post-test			
Task achievement	2,5	3,2	0,7	7	70
Organisation	1,8	2,9	1,1	10	10
Grammar	0,9	1,8	0,9	9	90
Vocabulary	1,9	2,9	1	9	90
Spelling	2,3	3,3	1	8	80

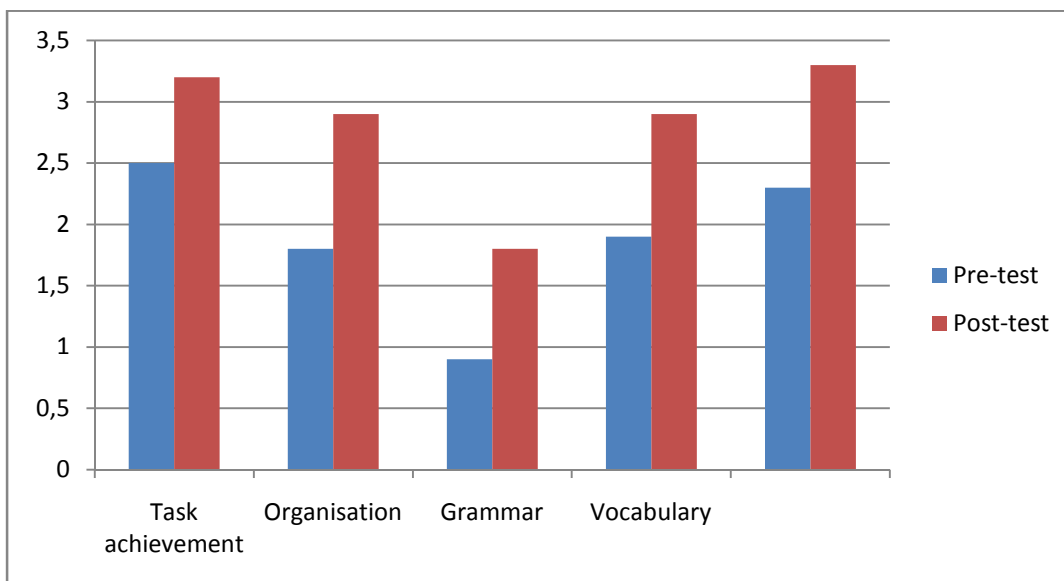


Figure 3.13 Comparison of the average score in the pre-test and post-tests

Table 3.5 Comparison of the Students' Marks in the Pre-test and Post-test .

Marks	Pre-test		Post-test	
	Nr. of students	%	Nr. of students	%
1	0	0	0	0
2	1	10	0	0
3	1	10	0	0
4	4	40	1	10
5	2	20	1	10
6	2	20	3	30
7	0	0	2	20
8	0	0	1	10
9	0	0	2	20

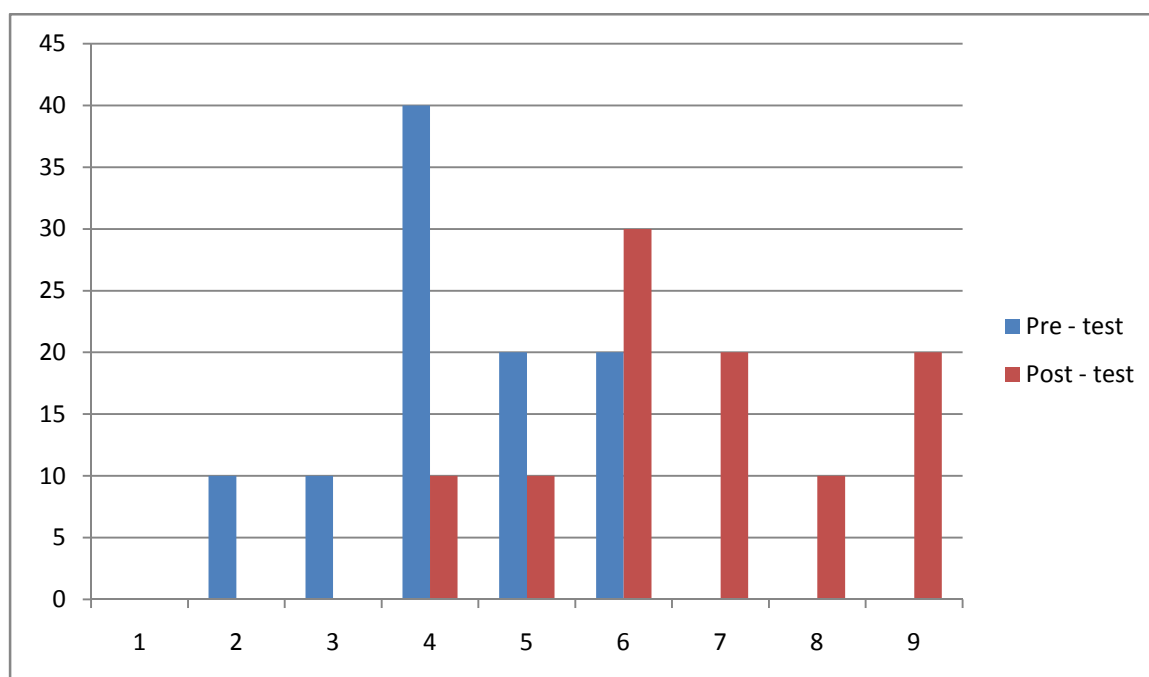


Figure 3.14 Students' marks in the pre and post-test

### 3.4.3. Observation results

Observation results can be seen in the table in Appendix 12. It is obvious that the most frequently used techniques are brainstorming, self-assessing, using checklist, cut and paste and redrafting (80%). These results are similar to them in the post questionnaire about the students' writing habits and evaluation of the pilot teaching. The most students have used assessing partner's writing (60%), however, only 20% of them have asked questions and

written the diary. The results seem to indicate that the students have acquired the use of the techniques during the pilot teaching and can use them during writing.

The analysis of the results of the empirical investigation shows that the pilot teaching has been successful. It has helped the students to acquire knowledge about the stages of the writing process, to learn techniques which can be used at each stage, to develop practical skills to produce a good final writing.

The pre-and post-questionnaires, the pre-and post-tests, the observation procedure have been administered to collect data for the analysis. The analysis of the results has shown that students have learned the new techniques typical for process writing approach and have used them during the post-test. The observation results have also indicated that the students are able to use process writing techniques when writing. To sum up, the students have benefited from the pilot teaching; they have developed their writing skills, improved their performance, and changed their writing habits and their attitude to writing.

The implementation of the process writing approach demonstrated good results in development the students 'writing skills and could be recommended for further research by the students and teachers. The results seem to suggest that process writing approach could be implemented in language classrooms in our schools. However, process writing is a time-consuming process as well for the students as for the teachers and could turn out highly problematic because of the tight school schedule and time limit.

## CONCLUSIONS

The goal of the paper is to investigate process writing approach theories, models, adapt the most appropriate model for the particular students' needs, pilot it in the English language classroom and to explore its impact on the development of the students' writing skills and improving their attitude to writing.

The hypothesis is to prove that the use of the process writing model adapted for particular students' needs in teaching writing can improve their writing skills and change their attitude to writing.

The contrastive analysis of the spoken and written language has shown significant differences between these communication mediums in terms of time, space, participants, processes, language construction, and the use of signs and symbols and end product of the writing process.

The comparison of the product and process writing approaches has highlighted the essence of each approach and differences between them. The product approach focuses on the model text, practicing linguistic features in it, generating ideas needed for writing and producing the final text. The emphasis is on the end product. The process writing approach, on the contrary, emphasizes the writing process itself. It includes several stages, such as generating ideas, planning, drafting, editing, final version. Various writing techniques have been taught to the students at each stage, activities selected to teach the techniques needed for each stage to produce the final version of the writing.

Researchers who have investigated process writing have various views in terms of outlining the process writing stages, terminology used to express the intended meanings, techniques considered to be taught at each process writing stage, selection of relevant activities. Several process writing models have been designed by the researchers. Despite of the differences mentioned above, the overall approach to the writing process is similar: the essential feature is the process, the elements are circular which enables the students to return back during the writing process, the core idea included in the description of each stage and the activities suggested for teaching.

On the basis of the theoretical investigation of the process writing theories and models the model for the particular students' needs has been adapted. Several core differences in comparison to the researchers' models can be brought out: the number an arrangement of the

stages, the number of techniques being taught at each stage, the terminology used to express the intended meanings, the inclusion of 'an additional final stage' post writing'

The process writing stages of the adapted model have been outlined, materials for the use in the classroom studied, activities for the teaching the appropriate techniques selected. For the empirical investigation of the issue case study was used. The adopted writing process model has been piloted in the classroom during 6 weeks. The pre- and post questionnaires, the pre and post-tests were administered, the observation was done, the data collected and analyzed.

The comparative analysis of the pre-and post-test results has shown that the students have improved their performance in writing significantly. The biggest increase of the percentage can be noticed in the language areas 'organization', 'vocabulary' and 'spelling'. It can be concluded that they have learnt the techniques taught to them and are able to use them practically when writing. These results of the investigation prove the hypothesis that the implementation of the process writing approach in the language classroom can improve the students writing skills and bring about positive changes in their attitude to writing.

The analysis of the pre and post-questionnaire results has shown a reasonable increase in the percentage of the students who have changed their opinion about the difficulty level of writing. The most students think after pilot teaching procedure that writing is easy, 30% of them consider being better at writing than before it. Concerning the students' writing habits the results seem also to be positive. While almost no student used any writing techniques during the post-test, the most students used the techniques taught to them during the post-test. The results of the evaluation of the pilot teaching also indicate that the students' attitude towards it is positive. They have acknowledged that they like the pilot teaching process and find it and the most activities set up in the classroom interesting, useful and easy.

The implementation of the process writing approach demonstrated good results in development the students 'writing skills and could be recommended for further research by the students and teachers. The results seem to suggest that process writing approach could be implemented in language classrooms in our schools. However, process writing is a time-consuming process as well for the students as for the teachers and could turn out highly problematic because of the tight school schedule and time limit.

## THESES

1. The investigation of the theories and approaches to writing has highlighted the essence of it: writing is a process. The specific features of writing have been outlined through comparison of the spoken and written discourse mode in terms of time, space, participants, language construction, signs and symbols, and end product.

2. The researchers emphasize the following aspects: writing is permanent and continuous for a long time, it is advisable for the writer to know the possible reader, it is possible to plan and to modify the writing during the drafting, the correctness of the text is of great importance, punctuation can be used in order to reinforce the meaning, the product is the final version of the writing process, the text can be structured, complex and abstract.

3. This paper presents two approaches to teaching writing: the product and the process approach. The product approach is based on the idea that writing is a textual product, independent of the context, the writer and the reader. The process approach focuses on the view that the writer goes through certain stages which lead to the final version of the written text.

4. Various process writing models have been designed by the researchers. The idea underlying these models is that writing is a process which consists of several stages, such as planning, drafting, editing, final version. These elements are circular and the writer can return to each stage during the writing process to make improvements. Several writing techniques are needed at each stage to compose a good text.

5. On the basis of the analysis of the researchers' models a process writing model for the particular students' needs has been adapted in order to involve them in the text composing process. The adapted model comprises five stages: prewriting, planning, drafting, final version, post writing.

6. The core differences of the adapted process writing model are: the number and arrangement of the stages, the number and set of techniques being taught at each stage, the terminology used to express the intended meanings, the inclusion of an additional final stage 'post writing'.

7. For the empirical investigation of the process writing model implementation the case study has been used. The group of the students has been chosen as a case. The adapted process writing model has been piloted during six weeks according to the pilot teaching procedure. The activities selected for theoretical sources for teaching techniques needed for each stage has been set up during the pilot teaching. The pre and post-questionnaires, the pre

and post-tests have been administered, the observation has been done, and the data have been collected and analyzed.

8. The comparative analysis of the pre and post-test results has shown that the students have improved their performance in writing significantly. The analysis of the pre and post-questionnaire results has shown a reasonable increase in the percentage of the students who have changed their opinion about the difficulty level of writing. The results of the evaluation of the pilot teaching also indicate that students' attitude towards it is positive. They have acknowledged that they like the pilot teaching process and find it and the most activities set up in the classroom interesting, useful and easy.

9. The results of the investigation prove the hypothesis that the implementation of the process writing approach in the language classroom can improve students writing skills and bring about positive changes in their attitude to writing.

10. The implementation of the process writing approach demonstrated good results in development the students' writing skills and could be recommended for further research by the students and teachers. The results seem to suggest that process writing approach could be implemented in language classrooms in our schools. However, process writing is a time-consuming process both for the students and for the teachers. Its implementation in school practice might turn out highly problematic because of the tight school schedule and time limit.

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## Appendix 3

### Materials for pilot teaching

Researcher	Source	Year	Page	Activity	Adapted activity
Brookes, A.	'Beginning to write'	1998	80	Brainstorming	Brainstorming
Raimes, A	'Exploring through writing'	1987	31	Ask questions	Asking questions
Brookes, A.	'Beginning to write'	1998	84	Knowing your reader- writing advertising copy	Advertising
Brookes, A.	'Beginning to write'	1998	79	Planning with rods-making essay plans	Planning with colours
Hedge, T.	'Writing'	1988	101	Organizing a non-chronological description	Non-chronological description
Byrne, D.	'Teaching writing skills'	1988	139	Writing about pictures	
Matisāne, V., Bučinska, I.	Challenge 5	2003	18	Description of a place	
Brookes, A.	'Beginning to write'	1998	87	Arranging yesterday's diary	Diary
Littlejohn, A.	'Writing 4'	1994	41	Cut and paste	Cut and paste
Littlejohn, A.	'Writing 4'	1994	44	Rough draft	Rough draft
Littlejohn, A.	'Writing 4'	1994	16	Pair-work-editing	Self- and peer assessment
Ghaith, G.	'Writing'	2011			
Hedge, T.	'Writing'	1988	158	Revising checklist	Revising checklist
Ghaith, G	'Writing'	2011	16	Revising Checklist	Revising Checklist
Tickle, A.	"The writing process"	1996	5	Revising Checklist	Revising Checklist
Ghaith, G.	Writing'	2011	17	Publishing	Class booklet
Ho, B.	'Effectiveness of using the process approach to teach writing in six Hong Kong primary classrooms'	2006	30.	Pre- and post questionnaire	Pre- and post-questionnaire
Hedge, T.	'Writing'	1988	156	Sample Questionnaire	

## Appendix4

### Pre-questionnaire

Read the statements carefully and tick the answer which corresponds your opinion.

	<b>My attitude to writing in English</b>	Absolutely agree, %	Agree, %	Disagree,%	Absolutely disagree,%
1.	I think writing is easy				
2.	I think writing is interesting				
3.	I like writing				
4.	I think I am good at writing				
5.	I like working individually when writing				
6.	I like writing with teacher's guidance				
7.	I like working together with my classmate when writing				
	<b>My writing habits</b>				
8.	The teacher usually gives guidelines for writing				
9.	It is easy to get ideas for writing				
10.	I usually write a plan before writing				
11.	I write some drafts				
12.	I revise (change) the drafts				
13.	I edit the drafts				
14.	I like using a model text for writing				

## Appendix 5

### Marking Scale for Writing

Points	Task achievement	Vocabulary	Grammar	Organisation	Spelling
4	Fulfils the task convincingly, mentions relevant information	Has sufficient vocabulary to complete the task, used accurately	Uses frequently used constructions with few errors	Organisation is appropriate to the task, logical paragraphs, connectors are used	A few spelling mistakes
3	Completes the task only generally, task components are mentioned, the text might be childish	Moderate range of vocabulary describing everyday situations	Quite accurate use of grammar structures, occasional errors	Organisation is appropriate to the task	Repetitive spelling mistakes
2	Attempts to complete the task, some of the points are missing	Restricted range of simple everyday vocabulary	Restricted range of grammar structures, occasionally inadequate for clear communication	Makes an attempt to organise the text, apparent problems with paragraphing, ideas might be jumbled	Frequent spelling errors are distracting
1	Very difficult to spot any required points	Very basic vocabulary, with frequent mistakes, occasionally is unable to Express ideas clearly	Generally inadequate grammar, unable to produce basic grammar structures and patterns	Is able to link words into sentences	Very many spelling mistakes cause strain for the reader
0	Not	enough	to	evaluate	

## Appendix 6

### Worksheet

#### Non- chronological description

Prompts for writing a description of a place:

- ✓ What things are there, how are they are related?
- ✓ What can be seen, heard, felt, and smelt?
- ✓ What details about people and things can be mentioned?
- ✓ What is happening at the moment?

#### Cut and paste. Rough draft

Some questions for discussing (Littlejohn, 1994: 45)

- ✓ What are you writing about?
- ✓ What do you want to tell about in your letter?
- ✓ Whom are you writing to?
- ✓ How is your draft going?
- ✓ Which techniques are you using in your draft?
- ✓ How far have you got?
- ✓ How are you going to divide your letter into paragraphs?
- ✓ Have you made any changes, which?
- ✓ What difficulties do you have?
- ✓ How can I help you?

Make notes about the following in your partner's writing (Littlejohn, 1994:46)

- ✓ what you liked and found good: \_\_\_\_\_
- ✓ what you disliked ad thought should be improved: \_\_\_\_\_
- ✓ what you found unclear: \_\_\_\_\_
- ✓ what would you like to have more details about: \_\_\_\_\_

## Appendix 7

### Self-and peer assessment

Revising Checklist Ghaith (2011:15)

Yes	No	1. Did I include an introduction, a body and a conclusion	Yes	No
Yes	No	2. Did I organise the text according the plan?	Yes	No
Yes	No	3. Did I have the layout typical the letter?	Yes	No
Yes	No	Did I indent the first line of each paragraph/	Yes	No
Yes	No	4. Did I include details for descriptions?	Yes	No
Yes	No	5. Did I use the appropriate vocabulary to express the meaning?	Yes	No
Yes	No	6. Did I use adjectives for description?	Yes	No
Yes	No	7. Did I avoid repeating the same words again and again?	Yes	No
Yes	No	8. Did I use grammar constructions according to the rules?	Yes	No
Yes	No	Did I use the correct tense forms?	Yes	No
Yes	No	Did I capitalize the first word of each sentence?	Yes	No
Yes	No	Did I punctuate the end of each sentence correctly?	Yes	No
Yes	No	Is my handwriting neat?	Yes	No
Yes	No	Did I spell all words correctly?	Yes	No

## Appendix 8

### Pre-questionnaire results concerning the students' attitude to writing and writing habits

	<b>My attitude to writing in English</b>	Absolutely agree, %	Agree, %	Disagree, %	Absolutely disagree, %
1.	I think writing is easy	0	10	90	0
2.	I think writing is interesting	0	60	40	0
3.	I like writing	0	60	40	0
4.	I think I am good at writing	0	40	60	0
5.	I like working individually when writing	0	20	40	40
6.	I like writing with teacher's guidance	0	100	0	0
7.	I like working together with my classmate when writing	40	60	0	0
	<b>My writing habits</b>				
8.	The teacher usually gives guidelines for writing	40	60	0	0
9.	It is easy to get ideas for writing	0	20	80	0
10.	I usually write a plan before writing	0	0	50	50
11.	I write some drafts	0	0	30	70
12.	I revise (change) the drafts	0	0	30	70
13.	I edit the drafts	0	0	20	80
14.	I like using a model text for writing	50	50	0	0

## Appendix 9

### Post-questionnaire results

No	My attitude to writing in English	Strongly agree %	Agree %	Disagree %	Strongly disagree %
1.	I think writing is easy	50	50	30	0
2.	I think writing is interesting	30	40	30	0
3.	I like writing	30	40	30	0
4.	I think I am good at writing	30	40	30	0
5.	I like working individually when writing	0	0	60	40
6.	I like writing with teacher's guidance	0	100	0	0
7.	I like working together with my classmate when writing	60	40	0	0
	<b>My writing habits</b>				
8.	The teacher introduces us the stages of the writing process	10	0	0	0
9.	It is easier to get ideas for writing by brainstorming	80	20	0	0
10.	I can plan my writing using colours	70	20	10	
11.	I can write some drafts	30	40	30	
12.	I can assess my draft myself	30	30	20	20
13.	I can assess my peer's draft	30	30	20	20
14.	I can improve and edit my draft	50	50	0	0
15.	I can use checklist	30	30	40	0
16.	I can discuss with my peer during writing	70	30	0	0
17.	I can ask my teacher for help	80	20	0	0
	<b>Evaluation of the piloting process</b>				
18.	I liked the pilot teaching	80	20	0	0
19.	I think the pilot teaching was interesting	80	20	0	0
20.	I think the pilot teaching was easy	60	2	20	0
21.	I think the pilot teaching was useful	60	20	20	

22.	I think the following activities are easy:				
	Brainstorming	100	0	0	0
	Asking questions	80	20	0	0
	Advertising	60	20	20	0
	Planning with colours	100	0	0	0
	Writing description	60	20	20	0
	Writing diary	80	20	0	0
	Self-assessment	30	30	20	20
	Assessing partner's writing	30	30	20	20
	Using checklist	30	30	40	0
	Cut and paste	30	30	20	20
	Redrafting	30	30	20	20
23.	I think the following activities are useful:				
	Brainstorming	100	0	0	0
	Asking questions	100	0	0	0
	Advertising	60	20	20	0
	Planning with colours	100	0	0	0
	Writing description	80	20	0	0
	Writing diary	80	20	0	0
	Self-assessment	40	40	20	0
	Assessing partner's writing	40	40	20	0
	Using checklist	40	40	20	0
	Cut and paste	30	30	20	20
	Redrafting	40	40	20	0

## Appendix 10

### Comparison of the preand post-questionnaire results ‘My attitude to writing’

	My attitude to writing in English	Strongly agree, %		Agree, %			Disagree, %		Strongly disagree, %	
		Pre-test	Post-test	Pre-test	Post-test	Increase	Pre-test	Post-test	Pre-test	Post-test
1.	I think writing is easy	0	20	10	50	+60	90	30	0	0
2.	I think writing is interesting	0	30	60	40	+10	40	30	0	0
3.	I like writing	0	30	60	40	+10	40	30	0	0
4.	I think I am good at writing	0	30	40	40	+30	60	30	0	0
5.	I like working individually when writing	0	0	20	0	-20	40	60	40	40
6.	I like writing with teacher’s guidance	0	40	100	60	0	0	0	0	0
7.	I like working together with my classmate when writing	40	60	60	40	0	0	0	0	0

## Appendix 11

### Observation checklist

Student A
B__AO__P__D__SA__
AP__CH__CP__R__

Student B
B__AO__P__D__SA__
AP__CH__CP__R__

Student C
B__AO__P__D__SA__
AP__CH__CP__R__

Student D
B__AO__P__D__SA__
AP__CH__CP__R__

Student E
B__AO__P__D__SA__
AP__CH__CP__R__

Student F
B__AO__P__D__SA__
AP__CH__CP__R__

Student G
B__AO__P__D__SA__
AP__CH__CP__R__

Student H
B__AO__P__D__SA__
AP__CH__CP__R__

Student I
B__AO__P__D__SA__
AP__CH__CP__R__

Student J
B__AO__P__D__SA__
AP__CH__CP__R__

B – Brainstorming  
AQ – Asking questions  
P – Planning with colours  
D – Writing diary  
SA – Self- assessment  
AP – Assessing partner’s writing  
CH – Using checklist  
CP – Cut and Paste  
R – Redrafting

## Appendix12

### Observation record

<b>Technique</b>	<b>Students using it %</b>
Brainstorming	80
Asking questions	20
Planning	100
Writing diary	20
Self-assessing	80
Assessing partner's writing	60
Using checklist	80
Cut and paste	80
Redrafting	80