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INNOVATIVE WAYS TO TEACHING WRITING

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Writing Proficiency involves language competence, grammar and vocabulary, socio-cultural competence and discourse competence which enables them to organize their texts cohesively and coherently with respect to purpose, genre, topic [1:63]. In reference to writing strategic competence enables language learners to use strategies to write effectively.

The scheme shows the interaction of Competences in Writing:

Linguistic competence (grammar, vocabulary with respect to genre, topic, purpose)

Strategic competence (getting ideas getting started writing drafts revising)

Socio-cultural competence (Rules and principles)

Discourse competence (Cohesion enable writers to vary their use of the language coherence)

Linguistic competence in regard to writing proficiency involves correct grammar, vocabulary and phonetic knowledge in order to express ideas adequately to the context.

Added to linguistic competence writing proficiency needs developed socio-cultural competence which enables language learners to vary their use of the language taking into account the topic, the genre, the purpose and the addressee.

Discourse competence in writing makes the text well organized cohesively and coherently which shows semantic relation between elements in the text and which is crucial for the interpretation of it. For this some devices are used: reference, substitution, ellipsis, conjunction, and lexical cohesion.

Nowadays writing and written speech are regarded in the frame work of Intercultural communicative competence: students are taught writing and written speech for communication on intercultural level. Students are taught to discover effective Writing techniques and strategies under the guidance of the teachers. Writing is not only individual, it is collaborative. For example, in creating projects

Writing implies penmanship, spelling and composition (components of W). Writing can be viewed as a process and a product. Good handwriting is precious in any culture (Chinese, Japanese, Italian etc.), though the requirements are different. Penmanship, spelling and Composition should be specially taught through a system of exercises:

Penmanship - copying (simple and "tasked": copy and underline, copy and group up, etc.)

Spelling - copying, (simple and "tasked", for example group up, etc.) Composition - essays, report, project work, letter - writing, etc.

4 basic skills necessary for Writing:

1) Planning- is a pre-writing activity, which encourages students to write, to gather information, to generate ideas;

2) Drafting- students write statements of purpose, some quotations, provoking questions and general questions. Then at responding stage your peers and teacher give you feedback;

3) Revising- you revise what you have done;

4) Editing- polishing of the text to the excellence.

According to Millrood R.P. Writing can be expressive, poetic, informative and persuasive. Depending on the type of writing the writer concentrates either on the subject matter of the written piece, or on his own feelings and thoughts.

Subject matter

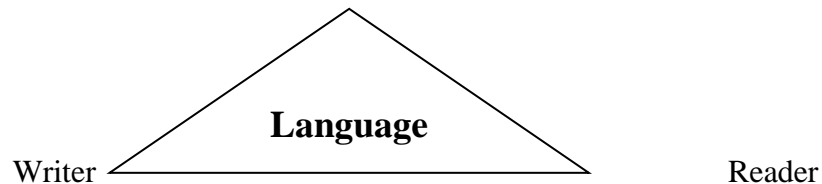


Image 1 - The triangle of the "subject matter", "writer" and "reader" [2;53].

In expressive writing emphasis is put on the writer him/herself expressing his or her own thoughts as in a diary. In poetic writing emphasis is put on the language, as the choice of language creates the necessary poetic effect. In informative writing emphasis is on the subject matter. In persuasive writing emphasis is on the reader who is in the focus of the writer's attention and whose train of thought the writer intends to change.

Writing can be done with the purpose of **description, narration, exposition, persuasion and reasoning**. Description presents typical features of a living-being, an object or an abstract image to make it recognizable. Narration tells of events in succession. Exposition describes circumstances. Persuasion makes people change their behavior or train of thought. Reasoning invites the reader to follow the logic of the author and to co-operate in producing ideas.

The writing process is the following:

A step-by-step process in which some mastery at one level is essential before the learner advances to the next level

The Writing Process is a series of steps to help you write a paper. It is like using a map to get to an unfamiliar place

In teaching writing a teacher must explain the following procedures

Emails - A great way to encourage writing (and reading). Get students sending emails to you, to each other, to students from other schools, to organizations (e.g. requesting information about something of interest to them). Use all the techniques you would normally use to help students write better letters - but focus on emails - and then really send them.

Word processors - Students can prepare texts individually, in pairs or groups or collaboratively as a whole class using word processors rather than pen and paper. As appropriate, show them how to use tools such as spellchecks and tables. Use the comments facility to allow students to add their thoughts and ideas to someone else's text. Teach the use of change-tracking to allow different people to work cooperatively on drafts and clearly see what alterations others have made. Prepare stories, articles class news sheets, answers to exercises, homework drafts, classroom posters and displays. Ask students to design forms for their own questionnaires, quizzes and exercises. Set writing tasks with tight restrictions that will require careful drafting and redrafting – e.g. writing a haiku - (listen (help info), haikai verse) (plural: same or haikus) is a very short form of Japanese poetry typically characterized by three qualities: The essence of haiku is "cutting" (kiru.) or a mini-saga (= a story with exactly 50 words - neither more nor fewer). Get students to post their texts and homework on the class website or blog.

Wikis - A wiki is a co-created dictionary or encyclopedia, built up from the writing of a number of people. Try creating a wiki on language areas being studied in the course, e.g. our typical mistakes, hints for passing the exam or useful words. Many sites offer free wikis - but they are frequently used as part of a wider website or Virtual Learning Environment.

Blogs - A blog is a diary kept online. There are many services that allow blogs to be setup and maintained free. You can encourage students to keep an individual blog or share a whole-class one. The focus can be kept strictly on work-related issues - or you can invite comments and thoughts on anything (so long as it is in English).

Social networks Sites such as Facebook create groups of people who can easily keep in touch with each other or share documents and pictures.

Websites - To set up a website used to require a skillful programmer who had a knowledge of HTML or access to expensive design software. Nowadays, it is astonishingly easy to create a personalized website using free services on the Internet: I created my last website in less than two minutes. (Try www.weebly.com, Google Sites or search for 'free website'.) Obviously, it will take more time to make your site look really good and to maintain the contents. One advantage of a website over a blog is that you can have more freedom in arranging content onto different pages and using a variety of page designs. A website can contain a class blog as one of its features [3;11].

Forums - Many popular websites (e.g. pop fan sites, film sites, news sites) allow readers to add their own comments and questions. Help students to read sites they like, choose what they want to post or reply to and word their contribution. A lesson on basic netiquette (politeness guidelines and things to avoid) may be useful.

Online noticeboards and walls - a wall is the online equivalent of a noticeboard in class. It is typically a website with a single page that anyone can add a message to. It's like sticking a post-it notes or scrap of paper on a board. Popular uses include collecting birthday greetings for a friend, brainstorming ideas or collecting feedback comments on a suggestion.

Text and voice messaging – it is easy for people to get in touch over the Internet with messaging services (e.g. Windows Live Messenger, Yahoo!@Messenger, Skype) With text messages you can get

your students to participate in spontaneous fluent conversations. Pair up people in different parts of the classroom and get them to discuss a topic, solve a problem or role play two specific characters interacting. Use voice calls whenever you need phone practice.

Literature

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