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INTRODUCTION

Topicality of the research. With the declaration of the Presidential Decree No. 1875 “On further measures of improving the system of learning foreign languages” on December 10, 2012 as special attention is being paid to the teaching of the English language at vocational colleges and academic lyceums. One of the crucial aspects or skills of English language that needs special attention is teaching writing skills to students of vocational education. As it is stated in the curriculum of the vocational education institutions students must learn and develop skills of written communication with the aim of setting up partnership relation with foreign countries in their sphere, must be able to write reports, essays, CVs and other related documents in the English language. However, there are many vocational colleges and lyceums that stick to the old methods of teaching writing and do not want to turn to new approaches and methods of developing learners’ writing skills. This causes problems in meeting the new standards and requirements set by the curriculum and syllabi of vocational colleges and lyceums. A few decades ago, teachers used to focus on the final product of their students’ writing and its format. Nowadays, the focus lies on content and message since learners are seen as creators of language. This is known as the process approach to writing instruction.

Unlike oral language, written language involves thinking as it can be planned in advance and corrected.

With the development of information technologies and their integration to teaching languages, with changes in motivation to language learning and increase in the pace of life, applying modern methods of teaching language became more important than ever.

The aim of the research. We have determined analysing and working out recommendations for using modern methods and approaches to teaching writing at vocational colleges.

The tasks of the research. In order to achieve the aim of the research we set the following tasks before the research:

- to study the theoretical basis of writing as a skill;
- to analyse psychological and linguistic issues of writing;
- to determine and analyse types of writing;
- to analyse existing methods of teaching writing and writing techniques;
- to study the modern principles and approaches to teaching writing at vocational colleges;
- to gather different tasks dedicated to develop writing skills;
- to collect and present different tasks and lesson plans for teaching writing.

Scientific scrutiny of the research. The problems of teaching writing in teaching foreign languages have been worked out by local scholars as Jalolov J., Sattarov T. and others. In the former Soviet Union such language teaching scholars as Rogova I., Kitaygorodskaya G. and others. In the western countries, especially, in Great Britain there are a number of works and studies dedicated to the teaching of writing among them we may mention works published by J.Harmer, P.Ur, A.Tennant, J.Scrivener and others.

The novelty of the research. In accomplishing the research we tried to give a definition to the process of writing from the linguistic and psychological point of view. In addition, we studied modern principles of teaching writing, as they make up a backbone of effectiveness of teaching writing.

The practical value of the research. Results taken from the research and qualification paper can serve as a handbook for teachers of English. Theoretical approaches to writing and teaching writing may be applied in the course of foreign language teaching methodology courses taught in English language departments.

The object of the research is the use of new approaches and methods in teaching writing.

The subject of the research is the process of teaching writing at vocational colleges of our republic.

The methods used in the research. Following methods were determined as research methods for the given research: analysis of theoretical literature, translational method, comparative method in comparing and contrasting existing principles and methods of teaching writing.

The structure of the qualification paper. The qualification paper consists of Introduction, where peculiarities of the research and its aim, tasks, novelty, practical value are explained, the main part which is made up of two chapters. The first chapter is about writing and writing techniques, types of writing, the second chapter deals with approaches to teaching writing, methods and lesson plans which are dedicated to develop writing skill. The conclusion and the list of used literature.

CHAPTER 1. LITERATURE REVIEW. WRITING AS A SKILL AND ITS LINGUISTIC, PSYCHOLOGICAL ASPECTS

1.1 Writing as Written Form of Speech

Difference of writing between the activities of foreign speech taught in schools is that writing is not a purpose of teaching but a mean.

Let us reveal the semantic structure of the notion writing, which has its own right and role among activities, and skills of speech.

Now we shall analyse the terms included in list of teaching writing from the methodological point of view. Writing in foreign language means uttering the opinion in written form using the means of the language.

We include grammar units, graphemes, and lexical units to the means of the language. In addition, their usage is described as a writing technique.

Thus, we mean graphic means and their technical process in writing. Here we understand the material and their usage. When we utter our ideas in foreign language by using writing techniques, there appears a written communication.

According to one of the prominent members of US foreign language teaching methodology, professor of Harvard University Wilga M. Rivers – to be literate means to know writing and reading. Reading and writing are two phases of speech. In the first phase the written material is read and in the second usually the absorbed material by reading is uttered in written form. Utterance of information in written form is performed in two ways: 1) uttering own ideas 2) writing the ideas read or told by other person. In both cases written text is created¹.

Teaching writing which is given in this chapter has two meanings. 1) teaching writing techniques and 2) teaching written (uttering the opinion in

¹ Rijlaarsdam G. Effective Learning and Teaching of Writing. - Kluwer Academic Publishers, 2005. – 676 p.

written form) speech. By the term writing technique, we understand graphics (relation of letter and sound and the letters meaning giving task), calligraphy (penmanship), and orthography (spelling). The term written speech covers creating process of communication and information delivered in graphic ways¹.

Graphics is closely connected with notions of reading and writing. Here we mean correlation of letter and sound.

Calligraphy is connected with sounds and combination of sounds depicted by writing means (letters, letter combinations, signs). Orthography or spelling means writing words (sentences) and complex of rules connected with the process.

Calligraphy is taught on the basis of letter, letter combination, orthography on the basis of morpheme, word, and written speech is taught on the materials of sentence, paragraph, and connected text.

Written speech is formed, on the basis of language material and themes of other reproductive speech activities such as reading. Written speech is based on individual skills. Writing (written speech) skills consist of the following habits: 1) calligraphic habit 2) orthographic habit 3) combining (combining sentences in order to utter a written idea) habit 4) grammar and lexical habits of writing, etc.²

1.2 Linguistic and Psychological Aspects of Writing

Foreign language teaching methodology analyses and creatively implements achievements of other sciences concerning writing. Linguistics sees the language as a system and psychology analyses a language as an activity and skill.

¹ Rijlaarsdam G. Effective Learning and Teaching of Writing. - Kluwer Academic Publishers, 2005. – 676 p.

^{2 2} Ж.Жалолов. Чет тил ўқитиш методикаси: чет тиллар олий ўқув юртлари учун дарслик. – Ўқитувчи. 1996

According to the linguistic investigations, signs in graphic system completes different informational tasks. The smallest units of the system are – graphemes and orthographic signs (apostrophe, slash, under letter and above letter signs) and they are used to differ structural sides of a written speech. The biggest unit of graphic system are morpheme and lexeme and they are used to reflect meaningful sides of speech outcome. Grapheme is produces by mechanisms of hand moving and perceived by seeing channels. In the stream of speech grapheme has its own variants according to its place (capital letters), correlation between beside letters (coming in the middle of end of a word), according to its spelling features (handwriting, machine type). Graphemes has the following types according to its quality: 1) segment grapheme (letter and letter combination) 2) morphemic grapheme (root, suffix, prefix, flexion) 3) borderline grapheme (between combination of word) and 4) supersegmental grapheme (punctuation marks) and others. ¹

Despite three phases of writing technique in theory, in practice they make up one complete system. Teacher gets acquainted with their difficulties with the help of linguistic data.

Correlation between letter and sound. We can see how students come across differences between their mother tongue sounds and English language sounds.

1. Inappropriateness of amount of letter to sound (digraphs, etc.) in mother tongue there is only “нг” case.
2. Different spelling of letters. In foreign language for instance “C” can given different spelling according to its position.
3. Several letters give the same sound (as with [k], c, k, and q can have similar pronunciation)
4. Some letters in foreign language are not pronounced.

¹ Ж.Жалолов. Чет тил ўқитиш методикаси: чет тиллар олий ўқув юртлари учун дарслик. – Ўқитувчи. 1996

In order to prevent difficulties in letter sound correlation special exercises must be used.

In learning calligraphy students can apply their experiences achieved in their mother tongue. Students are informed about the position of their body in the process of writing. Several letters such as e, o, c and other are not difficult to write for students.

Some habits achieved through mother tongue can also interrupt students learning foreign language skills. For example same typewritten letters or partially same letters, totally different letters and etc.

In teaching spelling teacher also have to know its linguistic features.

1. Phonetic criteria: writing of the letter appropriate to the spelling
(Eng. pen)
2. Morphological criteria: despite its phonetic structure the root of a word unchangeable
3. traditional (historical) criteria: a word is written without applying neither phonetic nor morphological criteria for example: door
4. Hieroglyph (ideographic) criteria: it is observed in words which have the same spelling (homophon) but different writing: here – hear

Oral language as compared to written language is more flexible. It is relatively free and is characterized by some peculiarities in vocabulary and grammar. Taking into consideration, however, the] conditions in which the foreign language is taught in schools, we cannot teach pupils colloquial English. We teach them Standard English as spoken on the radio, TV, etc. Oral language taught in schools is close to written language standards and especially its monologic form. It must be emphasized that a pupil should use short sentences in monologue, sentence patterns which are characteristic of oral language. We need not teach pupils to use long

sentences while describing a picture. For example: *The boy has a long blue pencil in his left hand. The child may use four sentences instead of one: The boy has a pencil. It is in his left hand. The pencil is long. It is blue.*

Pupils should be acquainted with some peculiarities of the spoken language, otherwise they will not understand it when hearing and their own writing will be artificial. This mainly concerns dialogues. Linguistic peculiarities of dialogue are as follows:

1. The use of incomplete sentences (ellipses) in responses:

- How many books have you?
- One.
- Do you go to school on Sunday?
- No, - I don't.
- Who has done it?
- Nick has.

It does not mean, of course, we should not teach pupils complete forms of response. But their use should be justified.

- Have you seen the film?
- Yes, I have seen this film, and I am sorry I've wasted two hours.
- Did you like the book?
- Yes, I liked it very much.

2. The use of contracted forms: doesn't, won't, can't, isn't, etc.

3. The use of some abbreviations: lab (laboratory), mike (microphone), maths (mathematics), p. m. (post meridiem), and others.

4. The use of conversational tags. These are the words a speaker uses when he wishes to speak without saying anything. Here is both a definition of conversational tags and an example of their usage in conversation (they are in italics),

"Well, they are those things, *you know*, which don't actually mean very much, *of course*, yet they are in fact necessary in English conversation as behavior."

Besides, to carry on a conversation pupils need words, phrases to start a conversation, to join it, to confirm, to comment, etc. For example, *well, look here, I say ..., I'd like to tell you (for starting a talk); you see, you mean, do you mean to say that ..., and what about (for joining a conversation); / believe so, I hope, yes, right, quite right, to be sure (for confirming what one says); / think, as far as I know, as far as I can see, the fact is, to tell the truth, I mean to say (for commenting), etc.*

There is a great variety of dialogue structures. Here are the principal four:

1. Question — response.

— Hello. What's your name?

— Ann. What's yours?

— My name is Williams

2. Question — question.

— Will you help me, sonny?

— What shall I do, mother?

— Will you polish the floor today?

— Is it my turn?

— Yes, it is. Your brother did it last time.

— Oh, all right, then.

3. Statement — statement.

— I'd like to know when he is going to come and see us.

— That's difficult to say. He is always promising but never comes.

— It's because he is very busy.

— That's right. He works hard.

4. Statement — question.

- I'm going to the theatre tonight.
- Where did you get tickets?
- My friend got them somewhere.
- How did he do it?
- I don't know.

In school teaching only one structure of dialogue is usually used, i.e., question — response. More than that, pupils' dialogues are artificial and they lack, as a rule, all the peculiarities mentioned above.

In teaching dialogue in schools it is necessary to take into account these peculiarities and give pupils pattern dialogues to show what real dialogues look like.¹

1.3 Types and Forms of Writing

Pupils' writing in both forms may be of two kinds: prepared and unprepared. It is considered prepared when the pupil has been given time enough to think over its content and form. He can speak on the subject following the plan made either independently at home or in class under the teacher's supervision. His writing will be more or less correct and sufficiently fluent since plenty of preliminary exercises had been done before.

In schools, however, pupils often have to speak on a topic when they are not yet prepared for it. As a result only bright pupils can cope with the task. In such a case the teacher trying to find a way out 'gives his pupils a text which covers the topic. Pupils learn and recite it in class. They reproduce the text either in the very form it was given or slightly transform it. Reciting, though useful and necessary in language learning, has but

¹ Harner Jeremy. The practice of English language teaching. L. - New York, 1991.-296p.

little to do with writing since speaking is a creative activity and is closely connected with thinking, while reciting has to do only with memory. Of course pupils should memorize words, word combinations, phrases, sentence patterns, and texts to "accumulate" the material and still it is only a prerequisite. The main objective of the learner is to be able to use the linguistic material to express his thoughts. This is ensured by the pupil's ability to arrange and rearrange in his own way the material stored up in his memory¹. Consequently, while assigning homework it is necessary to distinguish between reciting and speaking so that the pupil should know what he is expected to do while preparing for the lesson — to reproduce the text or to compile a text of his own. His answer should be evaluated differently depending on the task set. If the pupil is to recite a text, the teacher evaluates the quality of reproduction, i. e., exactness, intonation and fluency. If the pupil is to speak on a subject, the teacher evaluates not only the correctness of his writing but his skills in arranging and rearranging the material learnt, i. e., his ability to make various transformations within the material he uses while speaking. The teacher should encourage each pupil to speak on the subject in his own way and thus develop pupils' initiative and thinking.²

The pupil's writing is considered unprepared when, without any previous preparation, he can do the following:

— Speak on a subject suggested by the teacher. For example, winter holidays are over and pupils come back to school. They are invited to tell the teacher and the class how each of them spent his holidays. Pupils in turn tell the class where they were, what they did, whether they had a good time, and so on.

¹ Raimes, Ann. *Techniques in Teaching Writing*. Oxford: Oxford University Press, 1983.

² Загвязинский В.И. *Методология и методика дидактических исследований*. - М: Педагогика, 1982

— Speak on the text read. For example, pupils have read two or three chapters of "William". The teacher asks a pupil to give its short summary or to tell the class the contents of the chapters as if the other pupils have not read them.

— Speak on the text heard. For example, pupils listened to the text "Great Britain" (there is a map of Great Britain on the wall). The teacher asks them (in turn) to come up to the map and speak on Great Britain. While speaking pupils can use the information they have just received or appeal to their knowledge about the country.

— Discuss a problem or problems touched upon in the text read or heard. For example, pupils read about education in Great Britain. After the teacher makes sure that his pupils understand the text and have a certain idea of the system of education in Great Britain, he arranges a discussion on the problem. He asks his pupils to compare the system of education in Great Britain and in our country. The teacher stimulates pupils' writing either by questions or through wrong statements.

— Have an interview with "a foreigner". For example, pupils are studying the topic "London". The teacher may arrange an interview. One of the pupils is "a Londoner". The classmates ask him various questions and express their opinions on the subjects under discussion.

— Help a "foreigner", for example, to find the way to the main street or square of the town; or instruct him as to the places of interest in the town. This may be done directly or with the help of "an interpreter".

There are, of course, other techniques for stimulating pupils' unprepared writing. The teacher chooses the techniques most suitable for his pupils since he knows their aptitudes, their progress in the language, the time he has at his disposal for developing speaking skills, the concrete material at which pupils are working.

In conclusion it should be said that prepared and unprepared writing must be developed simultaneously from the very beginning. The relationship between prepared and unprepared writing should vary depending on the stage of learning the language. In the junior stage prepared writing takes the lead, while in the senior stage unprepared writing should prevail. ¹

1.4 Techniques in Writing and Written Realization of Speech

Training to the techniques of the writing includes to the schedule, a calligraphy and spelling. The drawing represents set of the basic descriptive means – writings, letter combination, and signs. The writing in any language represents steady graphic system and almost is not exposed to changes. Training to the schedule is connected with the decision of two problems – mastering by sound-alphabetic relations and an establishment of communications between variants the same writing. The important role at training sound-alphabetic designations is played by the sound-alphabetic and syllabic analysis. In a technique the following scheme of such analysis spent for the purpose of training the techniques of the writing is offered: the whole word in its sounding - sound syllables – sounds graphemes-corresponding to them - graphic syllables - the whole word on the writing.²

The phonetic part of the analysis can be spent with a support on a transcription and without it. It is very useful to spend oral spelling of words under letters.

The calligraphy assumes a correct tracing of letters and discernability of writing. Calligraphy training leans against the skills got in the native language. Special training in writing demands only those letters which are

¹ Загвязинский В.И. Методология и методика дидактических исследований.- М: Педагогика, 1982

² Шевченко М.А. Учебное пособие по методике преподавания английского языка для студентов III курса английской филологии СамГИИЯ. Самарканд – 2005 стр. 69

not present in the native language and which have any specific elements. The elementary letter, i.e. a writing of separate letters, a combination of letters or separate elements of letters.

The orthography is a system of rules of the use of written signs in writing of words. Spelling training is under construction on the basis of rules and analogy. The system of rules of spelling creates individuality of language. So, in general there are 4 principles of spelling:

1. Phonetic – the word writing corresponds to its sounding.
2. Morphological – the morpheme is written always equally, irrespective of a pronunciation.
3. Traditional (historical) – the writing speaks only history of development of a word.
4. Ideographic – for distinction of sound homonyms on the letter special signs are used.¹

The degree of complexity depends on prevalence of this or that principle of spelling in language as a whole. Easier that spelling where the phonetic principle (in Spanish) prevails. More difficult that spelling which is based on a traditional principle (English). The modern English spelling dates back to 156 and since then did not change. The pronunciation has undergone changes. As a result of it we have considerable distinctions in a pronunciation and spelling. The same letter is read differently in different words and the same sound turns out from different letters and a combination of letters².

Proceeding from it, it is possible to draw a conclusion, that mastering spelling only on a basis English language is impossible, since in many cases the traditional writing mismatches rules. From here exceptions (examples). Besides, it is necessary to train in spelling by analogy, i.e.

¹ Ж.Жалолов. Чет тил ўқитиш методикаси: чет тиллар олий ўқув юртлари учун дарслик. – Ўқитувчи. 1996

² Raimes, Ann. Techniques in Teaching Writing. Oxford: Oxford University Press, 1983.

associations with other, already known words are established. The sample and pupils is usually given select words with a similar writing.

Work on a drawing and calligraphy basically comes to the end at a teachernger step of training and is improved further. Work on spelling is spent from the very beginning throughout all period of training and accumulation of an active lexical stock.

For perfection of techniques of writing and spelling various exercises are used.

Here are some types of exercises:

1. **Writing off** this is the most widespread and a universal way of formation of a writing skill. But writing off should not be mechanical at which there is no cogitative activity of pupils. The so-called "complicated" writing off (with the additional task – underlining, allocation) therefore is recommended.
2. **A dictation** – acoustical, visual, visually-acoustical, precautionary, a self-dictation.
3. **The acoustical dictation** is a control device of durability of mastering of sound-alphabetic relations and spelling. It is both a tutorial and a control device. The text maintenance should not represent difficulty, should be coherent. It is spent in a following order – all text, then under offers is read, each of which is said once.
4. **The visual dictation** is training exercise. Its purpose – mastering of sound-alphabetic relations and difficult words. Carrying out of a visual dictation begins with visual perception of the text which then is dictated. A carrying out order – the teacher reads the text written in advance on a board. Then pupils of 2-3 minutes visually perceive the text, then the text is erased from a board and at last the teacher dictates this text or uch - write down it on memory.

5. The visually-acoustical dictation takes an intermediate place between visual and acoustical. At its carrying out of the offer during dictation register simultaneously on a board and in writing-books. It is necessary, that pupils did not write off it from a board, and wrote from hearing. After record check and work on errors is spent.

6. The precautionary dictation consists in that, hundred teacher preliminary on a board assort difficult words, then all is erased from a board and the text is dictated. The precautionary dictation has training character.

At carrying out of a visual and precautionary dictation installation in the spelling relation of a word should be allowed - to remember, but in no event them preliminary before a dictation not to write down.

7. The self-dictation - pupils on memory writes down the text learnt by heart or a poem. It promotes storing of the text and spelling of words in the course of learning. All these exercises are directed on development and formation of technics of the letter – schedules and spelling. But there are still the exercises which purpose is development and formation of skill of written speech as a kind of speech activity. The same kinds of exercises, as well as for oral speech - preparatory and speech exercises here concern. Preparatory exercises are intended for mastering by a language material in a graphic representation, abilities is logical, consecutive, the words to transfer any information in written form.

Number of preparatory exercises concern – exercises with models (transformation, expansion), a paraphrase, text reduction, drawing up of plans (in the form of questions, nominative offers).

Speech exercises are directed on information reproduction in written form. It is retelling, the story, the composition, the description, a letter writing, annotation. But it is necessary to remember, that at a lesson the basic time should be given on formation of skills in oral speech,

proceeding from the practical purposes of training. Therefore written exercises should be considered as the task, or is a control device at any stage of work on a language material.¹

Teaching writing is a difficult, labour-intensive process, but time and efforts spent for overcoming the difficulties of mastering writing art justifying: the letter provides durability and reliability of storing of a material improves oral speech and reading, develops logic thinking.²

¹ Ж.Жалолов. Чет тил ўқитиш методикаси: чет тиллар олий ўқув юртлари учун дарслик. – Ўқитувчи. 1996

² Шевченко М.А. Учебное пособие по методике преподавания английского языка для студентов III курса английской филологии СамГИИЯ. Самарканд – 2005 стр. 70

CHAPTER 2. PRACTICAL PART. IMPLEMENTING THE NEW APPROACHES AND PRINCIPLES OF TEACHING WRITING IN VOCATIONAL EDUCATION

2.1 Key Principles of Teaching Writing

Writing is a productive skill and, as such, the way we treat it in class has some similarities with the teaching and learning of speaking. The focus of this chapter will be longer written assignments and creative writing; it will not cover written exercises that are designed to practise a language point. The key elements to consider in the teaching of writing are:

a) Language

It is essential to make sure that students have the level of English required to do the task. Teacher should analyse any tasks for language required before deciding whether to use it in class. If teacher is using an activity from an EFL resource, then there should be comments on the language required. If teacher doesn't have any guidelines on the language required, teacher should think about how he or she would do the task himself and what sort of language he or she would use. Check whether the level is suitable, and then decide how teacher will revise and practise language items with their students. This language work can be done in the same lesson as the writing activity or in a previous lesson. At higher levels (upperintermediate and above), this language review can be very brief. Depending on the type of written task, the language work might include analysis and practice of genre. Genre refers to a type of writing, e.g. recipes, lonely hearts ads, newspaper articles that have similar organisation and language. Language study might also involve work on linkers, for example: although, furthermore, alternatively. Students also

need to be aware of the level of formality that is required; for example a business letter will be more formal than a postcard or e-mail to a friend.¹

b) Time for preparation

In assigning a task and preparing it teacher should allow students time to prepare their ideas; they can do this individually, in pairs or in groups. Teacher can also work on the topic as a whole class and integrate other skills work before students start planning their writing. For example before planning a piece of writing about environmental issues, teacher could do some or all of the following: read a text on the topic, listen to a recording and discuss the subject in class. If teacher don't have time for lengthy preparation, teacher should at least brainstorm ideas with the class.

Once students have their ideas, they will find the actual writing easier.

c) Reason for writing

Students need to have a reason or purpose for writing, even if this reason is fictitious. If teacher identify the audience, i.e. who the intended reader is, teacher will add a sense of purpose. For example, if teacher wants students to write a description of their town, then she or he has to tell them it is for inclusion in a brochure or on a website for tourists to the area². Teacher might even decide to send their work to the tourist information centre!

d) Creating interest in the topic and activating students' knowledge

Teacher should try to choose topics that will interest teacher's students and introduce variety into the type of writing activities teacher does with his or her classes to keep their interest. In business English classes it is also important to practise styles of writing that his or her

¹ Lucy Pollard. Guide to Teaching English. E-book. From <http://www.turklib.com>

² Raimes, Ann. Techniques in Teaching Writing. Oxford: Oxford University Press, 1983.

students are likely to do in real life; e.g. a sales letter or an e-mail confirming a meeting. Teacher can arouse teachers' interest in and activate their knowledge of the topic, possibly through a debate (especially recommended if they will be writing about their opinions), by watching a video or listening to a recording on a related subject. Other ways of activating their knowledge of the topic are by asking them what they know about the topic and what experience they have of it.¹

e) Coherence and cohesion

These are two terms that apply to the skill of writing. Coherence applies to the way a piece of writing is organised; a logical progression of ideas and careful organisation within and between paragraphs. Cohesion refers to how ideas are linked; this is commonly achieved by the use of reference words (e.g. the latter) and linkers (e.g. on the other hand, alternatively). These language items are mostly, but not only, used in writing and help guide a reader through the piece of work, showing relationships between ideas.

At a lower level, teacher can work on linkers such as: but, both, and. Teacher can show two pictures of different people and ask students to write sentences comparing and contrasting the two characters and using the three linkers mentioned. She's tall but he isn't. She's fair and he is too. They're both fair. They've both got fair hair.

At a higher level teacher can cover more complex ways of linking. Teacher can give phrases that serve as both the beginnings and ends of sentences; ask students to combine them using the linkers. The following is

¹ Lucy Pollard. Guide to Teaching English. E-book. From <http://www.turklib.com>

inspired by a Jane Austen novel I'm currently reading, not by my own opinions!

He loved her / she had no money

Although she had no money, he loved her.

He loved her despite the fact she had no money.

f) Publication

Teacher should also think about ways of publishing the students' work. Ideas include: inclusion in a class or school magazine; produce a collection of work written by the class that teacher could bind or staple and give to all members of the class; produce an e-book of students' work; display students' work on a school or class notice board. Teacher can also ask students to go around and read the work on the notice boards. Teacher could set a simple task, e.g. what is the main theme of each piece of writing? Is the author's opinion negative or positive?¹

g) Approaches to teaching writing: process writing

Process writing, as the name suggests, focuses on the process of writing rather than on the final product. This involves teaching students about the stages involved in writing; i.e. the process. The aim is to help students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide students through the stages one uses when writing.

The stages are:

Brainstorming and noting down any ideas connected to the topic.

Deciding from the brainstormed list which ideas are the most relevant to the topic, task or title.

¹ Lucy Pollard. Guide to Teaching English. E-book. From <http://www.turklib.com>

Deciding which order to put those ideas in. This can be done in the form of a plan or a mind map.

Preparation of the first draft; the focus at this stage is organisation of the piece of writing. This doesn't mean that grammar and accuracy are not important; it just means that they are not the focus at this stage.

Revision and editing of drafts, focusing initially on content, relevance and organisation. Then moving onto correcting grammar, punctuation, vocabulary and linkers.

The final stage is the production of a finished piece of work.

To raise awareness in students of the stages of writing, teacher can brainstorm the steps with teacher students. Alternatively, teacher can present them with the list above and ask for their comments on it. Finally, teacher could give them the list above, jumbled up and ask them to put the stages in order. Teacher can guide teacher students through the stages by:

(1) Brainstorming: write the topic/title on the board and invite students to say anything at all connected to the topic. Anything and everything is acceptable at this stage; accept all ideas and comments.

(2) Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting. This can be done as a whole class, in groups or in pairs. If teacher do this as a whole class, all the students' essays will have the same content. If teacher choose to do it in groups or pairs, essays will have different content. Both approaches are suitable, teacher can decide which is best suited to teacher class.

(3) From the list of chosen items, students decide how the comments will be organised. Different students or groups of students might choose different ways of organising the ideas. For example in an essay that asks students to compare and contrast living in a town and in the country, some students might want to group all comments about the city together and all

comments about the country together and conclude with a paragraph comparing and contrasting the two. Other students might prefer to group together ideas about traffic and then compare traffic in the city and in the country in the same paragraph. At the end of this stage, students will have a plan or mind map that they can use for writing.

(4) Students write the first draft of their piece of work. Tell teachers students that they should think about the content and how it relates to the title, organising their ideas into paragraphs and about how the paragraphs hang together.

(5) In the same lesson, in later lessons, or for homework, students can revise their first drafts, improving on the content and organisation.

(6) When they have a good second draft, i.e. the content, relevance and organisation satisfies them, they can move onto improving the language. I suggest that they approach language improvement in stages. For example, they could start by focusing on vocabulary, the correct choice of word. Then they could look at aspects of grammar: tenses, verb agreement, use of pronouns etc. Then move onto spelling and punctuation. Teacher can, of course, organise this language work differently. During this stage, students can review their own work or the work of their classmates.

(7) Finally, students can copy out their essays, in a clean, final version. There are various ways to organise the work; initially it is best if teacher do the stages together as a whole class. Later and when the students are used to process writing, teacher can start work as a whole class and then the students can work together in pairs or groups. Some stages can also be done for homework. The teacher's role throughout is to provide ideas, guidance and feedback. Teacher will also need to encourage students to edit their own work and to incorporate teachers feedback.

One advantage of the process approach to writing is that it helps students see that a piece of writing goes through a number of stages including revision and editing. By breaking down these stages and working on each one individually, teacher can help students see the importance of them. They can see that writing does not have to be perfect from the outset and this will make it easier for them to tackle any writing task. It will also help alleviate writer's block that sometimes occurs when students are faced with a blank piece of paper! If students are writing in pairs or groups, there will also be a lot of interaction when they're discussing their revisions¹.

However, there are drawbacks. Initially, students will find this a novel way to approach a piece of writing and they might not see the importance of the initial stages and try to skip to writing the final product immediately. However, the effort and time invested will pay off as this approach often generates lengthier pieces of writing. Process writing takes longer than other approaches to writing. If teacher have access to computers, do use them. Computers lend themselves very well to this sort of activity. To help students see the benefits, teacher could give them a writing task at the beginning of the course. When they've completed it, ask them to note how they approached the task. Take in their work and keep it without marking it. At the end of the course and after various process-writing activities, ask students to do the same writing task as at the beginning. Return the students' initial work to them and ask them to compare the two final products as well as their approaches to the task.

Teacher can also conduct a class discussion on the results, the benefits and the drawbacks.²

h) Approaches to teaching writing: the genre approach to writing

¹ Harmer, Jeremy. How to Teach Writing. Harlow: Longman, 2004.

² Lucy Pollard. Guide to Teaching English. E-book. From <http://www.turklib.com>

Genre refers to the way that texts of the same nature are organised and the way that language frequently re-occurs in texts of the same type. For example, recipes are all organised in the same way. Ingredients are listed and then the steps are described. All recipes contain similar language. If we want our students to write a recipe, it is useful for them to start by studying how recipes are organised and the type of language that is commonly used, before starting on the work themselves¹.

If teacher want teacherr students to write a film review (or any other genre of writing), start out by studying various film reviews in class. Firstly, do some comprehension work on the reviews (for ideas see Chapter 6, Reading). Then study the film reviews with a view to analysing how they are organised. Ask students whether they can see any characteristics regarding both language and organisation that are similar between the reviews. For example, do all the reviews finish with the author's opinion? Does the writer make a recommendation? Where is it placed, at the beginning or the end? Which tenses are used to describe the film? When teacher think that students have enough information, summarise the characteristics for all to see. Teacher can elicit this from teacherr students. They can then use the summary to start planning and organising their own film reviews. They can also incorporate examples of language items that they encountered, without copying directly.

When using the genre approach to writing, try to set tasks that students are likely to be involved in outside of class or that have some sort of relevance. For example, don't ask students studying English for their university course to write lonely hearts ads, unless of course it's for fun in class!

We have outlined two approaches to the teaching of writing; of course others exist. EFL writers have debated the issues surrounding the

¹ Harmer, Jeremy. *How to Teach Writing*. Harlow: Longman, 2004.

genre and process approach to writing. We think that both have their advantages and both can help students produce good pieces of writing. We also think that the two approaches can be combined in one writing activity through study of texts and then movement through the stages of writing.

This, of course, will take time and can be developed into a writing project spanning over a few weeks.

i) Shorter writing activities

The two approaches above can take time to complete. If teacher want to include short writing tasks into teacherr lessons, here are two ideas:

(i) After a reading or listening activity, choose a character from the text or recording. Ask students to imagine they are that character and to write a postcard, e-mail or letter in character. Remember to define the audience by indicating who the correspondence will be sent to, e.g. friend or family member.

(ii) If teacher want to revise the organisation of a certain style of essay or the format of a letter, teacher can prepare an essay or letter, cut it up and ask students to reorganise it.¹

j) Using computers

If teacher have access to computers for use with teacherr classes, it is good to have teacherr students do their written work on the computer. Organise the students in pairs or groups and have them create their piece of writing on the screen. They will be able to edit their work more easily on the screen than work handwritten in a book. The benefit of working in pairs or groups is that there will be real collaboration and discussion surrounding the piece of writing. Before starting out, teacher should

¹ Lucy Pollard. Guide to Teaching English. E-book. From <http://www.turklib.com>

choose whether teacher want students to use the spell check or not and set up the programmes or give instructions accordingly¹.

k) Penpals

Students can get very involved with penpals. The advantage today is that students can correspond by e-mail; a quick response to their e-mails is far more motivating than waiting 2 weeks for the post to come around!

Try to set up a penpal project for teacherr students. Teacher can match them with people in another country or city; teacher can find such possibilities on English learning websites and in chat forums. If teacher don't come across any, try to match teacherr students up with students in another school in the same city or even with a different class in the same school.

Teacher can allow time in class for conversing with penpals and encourage students to continue outside the class. If teacher don't do penpal work in class, let students know that teacher're interested in them and their penpals. Ask them how they are getting on, what they are learning about the other person and what language they are learning. Do this without criticising those who are not participating.

2.2 Steps and Stages of Writing Practice

Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than writing itself. For example: learners note down new vocabulary; copy out grammar rules; write answers to reading or listening comprehension questions; do written tests. In these examples, writing is simply used either as a means of getting students to attend to and practise a particular language point, or even – more frequently – as a convenient method of testing it: providing

¹ Harmer, Jeremy. *How to Teach Writing*. Harlow: Longman, 2004.

information as to how well something has been learned in a form which the teacher can then check at his or her leisure.¹

Other activities take as their main objective the writing itself. At the “micro” level they practise specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation); at the macro level the emphasis is on content and organization: tasks invite learners to express themselves using their own words, state a purpose for writing, and often specify an audience. Examples of such activities would be: narrating a story, writing a letter.²

A third kind of activity combines purposeful and original writing with the learning of practice of some other skill content. For example: a written response to the reading of a controversial newspaper article (combines writing with reading); the writing of anecdotes to illustrate the meaning of idioms (combines writing with vocabulary practice).

The following instructions for writing activity exercises can be an example of writing as a means and as an end:

- A. The sentences in the following paragraph have been jumbled. Write them out in the correct order.
- B. Finish the following sentences in a way that makes the underlined word clear. For example: An expert is someone who...
- C. The following story is written in the present tense. Rewrite it in the past.
- D. We have come to an exciting point in the story. Write down what you think will happen next, and why.
- E. For a survey on child education in this country: could you please state your main criticism of the way you were brought up?

¹ Byrne D. Teaching Writing Skills. (2nd edition), London: Longman. 1988

² Penny Ur. A Course in Language Teaching. Practice and theory. Cambridge University Press. 1996

Writing for content and form

The purpose of writing in principle is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. This is because much higher standards of language are normally demanded in writing than in speech: more careful constructions, more precise and varied vocabulary, more correctness of expression in general. Also, the slow and reflective nature of the process of writing in itself enables the writer to devote time and attention to formal aspects during the process of production – something it is difficult to demand in the course of the real-time flow of speech.¹

One of the problems in teaching writing is to maintain a fair balance between content and form when defining our requirements and assessing. What this fair balance is depends, of course, to some extent on teacher's own teaching situation and opinion.

2.3 Simulation Exercises and Tasks in Teaching Writing

Tasks given in textbooks to stimulate writing do not always do so very effectively. When teacher is selecting activities or designing his or her own for a class he or she teaching, what are their chief considerations? Below given some considerations²:

1. Would my students find the activity motivating, stimulating and interesting to do?

¹ Penny Ur. *A Course in Language Teaching. Practice and theory.* Cambridge University Press. 1996

² Harmer, Jeremy. *How to Teach Writing.* Harlow: Longman, 2004.

2. Is it of an appropriate level for them? Or would they find it too easy/difficult/childish/sophisticated?
3. Is the kind of writing relevant to their needs?
4. Would I need to do some preliminary teaching preparation for this activity?
5. In general, do I like this activity? Would I use it?¹

Writing tasks types.

1. Book report

Can be fairly routine, rather boring exercise; usually done in order to check that students have read a book, rather than for the sake of the writing. Some preliminary guidance is sometimes needed on content and organization.

2. Book review

About the same level as 1, also needing some preliminary guidance; but the writing is more purposeful, audience oriented and interesting to do. There is some point in writing and polishing the reviews for publishing within the class (on a class noticeboard, for example).

3. Instruction sheet

Students usually find this interesting to do and a little easier than 1 and 2 task. Teacher may wish to give some advice on the layout of instructions.

4. Narrative

A fairly interesting task that can be adapted for most levels. It does depend on preparation of suitable pictures, perhaps cut from magazines.²

5. Personal story

¹ <http://www.nces.ed.gov/pubs2000/coe2000/section5/indicator53.html>

² Penny Ur. *A Course in Language Teaching. Practice and theory.* Cambridge University Press. 1996

On the whole students are motivated to write (and read) about personal experiences; also each can write at his or her own level of proficiency. Preparation: perhaps a brief sample of a personal story contributed by the teacher or a volunteer student.

6. Describe a view

This can be interesting, but should be kept fairly short; it can be done at various levels of proficiency. If no window with a view is available, students can be asked to recall and describe a view they are familiar with.

7. Describe someone

Fairly easy and straightforward to present; can be interesting both to write and read.

8. Describe people

Of about the same level as 7, can also be interesting, because of the stimulus to the imagination – but of course demands more preparation.

9. Answer a letter

Usually a highly motivating task. Fairly advanced, with a clear audience and purpose. As it stands you need to prepare the original letter; an alternative is to ask all the students to write letters of complaint, and later answer each other's letters. Some pre-teaching of conventional letter formalities and layout in the target language is necessary.

10. Job application

Again, some conventions about letters like this will need to be taught, and perhaps some details about the exact job being applied for.

11. Propose change

Advanced writing, involving the organized and convincing presentation of an argument. Teacher may or may not feel necessary to read a similar piece of writing with the students in advance, to supply a model.

12. News report

This is clear “model-imagination” writing, which is perhaps useful, but not very interesting to do. It may be more interesting if it is a report of a genuine local event. In preparation, you may need to draw learners’ attention to the typical features of this genre of written discourse.

13. Ideal school

A task which is interesting and relevant for schoolchildren. Little preparation is necessary, apart from. Perhaps some preliminary brainstorming of the kinds of topics they may wish to include.

14. Describe process

A more sophisticated task, requiring precise and orderly representation of facts, suitable particularly for learners in science and technology.

15. Film music

A stimulating, fun task for imaginative students, but it may take time to select and prepare a suitable piece of music. ¹

Brainstorming

In order to write a paper for a class, students need ways to move from the received knowledge of the course material to some separate, more synthesized or analyzed understanding of the course material. For some students this begins to

¹ Penny Ur. *A Course in Language Teaching. Practice and theory.* Cambridge University Press. 1996

happen internally or through what we call “thinking,” unvoiced mulling, sorting, comparing, speculating, applying, etc. that leads them to new perspectives, understanding, questions, reactions about the course material. This thinking is often furthered through class discussion and some students automatically, internally move from these initial sortings of ideas into complex, logical interpretations of material at this point. But, for more students, their thinking will remain an unorganized, vague set of ideas referring to the subject. Many will have trouble moving beyond this vague sense or simple reaction toward ideas that are more processed, complex, or what we often call “deep.” We can foster that move to a deeper understanding by providing opportunities to externalize and fix their ideas on paper so that they may both see their ideas and then begin to see the relationships between them. The following activities will help students both generate and clarify initial responses to course material¹:

Free-writing Find a clock, watch, or timer to help you keep track of time. Choose a topic, idea, question you would like to consider. It can be a specific detail or a broad concept-whatever you are interested in exploring at the moment. Write (on paper or on a computer) for 7-10 minutes non-stop on that topic. If you get stuck and don’t know what to say next, write “I’m stuck and don’t know what to say next...” or try asking yourself “what else?” until another idea comes to you. Do not concern yourself with spelling, grammar, or punctuation. Your goal is to generate as much as you can about the topic in a short period of time and to get used to the feeling of articulating ideas on the page. It’s ok if it’s messy or makes sense only to you. You can repeat this exercise several times, using the same or a variety of topics connecting to your subject. Read what you have written to see if you have discovered anything about your subject or found a line of questioning you’d like to pursue.

¹ Johnson, D.W., Johnson, R.T. Learning Together and Alone. Cooperative, Competitive and Individualistic Learning. Massachusetts: Allyn and Bacon. 1994.

Clustering/Webbing Find a clock, watch, or timer to help you keep track of time. Put a word you'd like to explore in the center of a piece of paper and put a circle around it. As fast as you can, free-associate or jot down anywhere on the page as many words as you can think of associated with your center word. If you get stuck, go back to the center word and launch again. Speed is important and quantity is your goal. Don't discount any word or phrase that comes to you, just put it down on the page. Jot words for between 5-10 minutes. When you are finished you will have a page filled with seemingly random words. Read around on the page and see if you have discovered anything or can see connections between any ideas¹.

Listing On a piece of paper list all the ideas you can think of connected to subjects you are considering exploring. Consider any idea or observation as valid and worthy of listing. List quickly and then set your list aside for a few minutes. Come back and read your list and do the exercise again.

Cubing This technique helps you look at your subject from six different points of view (imagine the 6 sides of a cube and you get the idea). Take your topic or idea and 1) describe it, 2) compare it, 3) associate it with something else you know, 4) analyze it (meaning break it into parts), 5) apply it to a situation you are familiar with, 6) argue for or against it. Write at a paragraph, page, or more about each of the six points of view on your subject.

Journalistic questions Write these questions down the left hand margin of a piece of paper: Who? What? Where? When? How? And Why? Think about your topic in terms of each question.

What? So What? Now what? To begin to explore an idea first ask yourself, "What do I want to explore?" and write about that topic for a page or more. Then read what you have written and ask "So what?" of the ideas expressed so far.

¹ Johnson, D.W., Johnson, R.T. Learning Together and Alone. Coopeative, Competetive and Individualistic Learning. Massachusetts: Allyn and Bacon. 1994.

Again, write for a page or more. Finally ask yourself, “Now what?” to begin to think about what else you might consider or where you might go next with an idea.

Defining terms Although this suggestion is simple and may seem obvious, it is often overlooked. Write definitions for key terms or concepts in your own words. Find others’ articulations of the terms in your course readings, the dictionary, or through conversations and compare the definitions to your own. Seek input from your instructor if you can’t get a working definition of a term for yourself¹.

Summarizing positions Sometimes it’s helpful to simply describe what you know as a way to solidify your own understanding of something before you try to analyze or synthesize new ideas. You can summarize readings by individual articles or you can combine what you think are like perspectives into a summary of a position. Try to be brief in your description of the readings. Write a paragraph or up to a page describing a reading or a position.

Metaphor writing Metaphors or similes are comparisons sometimes using the words “like” or “as.” For example, “writing is like swimming” or the “sky is as blue as map water” or “the keyboard wrinkled with ideas.” When you create a metaphor, you put one idea in terms of another and thereby create a new vision of the original idea. Sometimes it may be easier to create a metaphor or simile may help you understand your view of an idea before you can put it fully into sentences or paragraphs. Write a metaphor or simile and then explain to someone why your metaphor works or what it means to you.

Applying ideas to personal circumstance or known situations Sometimes ideas come clearest when you can put them in a frame that is meaningful to you. Take a concept from your reading assignments and apply it to a situation in your own life or to a current event with which you are familiar. You may not end up using this application in your final draft, but applying it to something you know

¹ Davis, Judy, and Sharon Hill. *The No-Nonsense Guide to Teaching Writing*. Portsmouth: Heinemann, 2003.
Edwards C. *Teachers Exploring Tasks in English Language Teaching*. – Palgrave, Macmillan. 2005. – 311 p.
Gairns R. *Working with Words*. – Cambridge Univ. Press. 2001. – 208 p.

will help you to understand it better and prepare you to analyze the idea as your instructor directs.

Organizing

Once students have something on the page to work with, they can begin the decision-making process crucial to developing a coherent idea or argument. At this point, students will choose which ideas most appeal to them, which ideas seem to fit together, which ideas need to be set aside, and which ideas need further exploration. The following activities will help students make decisions as they shape ideas:

Drawing diagrams Sometimes it helps to look for the shape your ideas seem to be taking as you develop them. Jot down your main ideas on the page and then see if you can connect them in some way. Do they form a square? A circle? An umbrella with spokes coming down? A pyramid? Does one idea seem to sit on a shelf above another idea? Would equal signs, greater or less signs help you express the relationships you see between your ideas? Can you make a flow chart depicting the relationships between your ideas?

Making charts or piles Try sorting your ideas into separate piles. You can do this literally by putting ideas on note cards or scraps of paper and physically moving them into different piles. You can do this on the page by cutting and pasting ideas into a variety of groups on the computer screen. You can also make charts that illustrate the relationships between ideas. Common charts include timelines, author's around a dinner table, and comparison/contrast charts.

Scrap pile Be prepared to keep a scrap pile of ideas somewhere as you work. Some people keep this pile as a separate document as they work; others keep notes at the bottom of a page where they store scrap sentences or thoughts for potential use later on. Remember that it is sometimes important to throw out ideas as a way to clarify and improve the ones you are trying to develop along the way.

Shifting viewpoints (role-playing) When you begin to feel you have some understanding of your idea, it sometimes help to look at it from another person's

point of view. You can do this by role-playing someone who disagrees with your conclusions or who has a different set of assumptions about your subject. Make a list or write a dialogue to begin to reveal the other perspective.

Applying an idea to a new situation If you have developed a working thesis, test it out by applying it to another event or situation. If your idea is clear, it will probably work again or you will find other supporting instances of your theory.

Problem/Solution writing Sometimes it helps to look at your ideas through a problem-solving lens. To do so, first briefly outline the problem as you see it or define it. Make sure you are thorough in listing all the elements that contribute to the creation of the problem. Next, make a list of potential solutions. Remember there is likely to be more than one solution.

Theory/application writing If your assignment asks you to develop a theory or an argument, abstract it from the situation at hand. Does your theory hold through the text? Would it apply to a new situation or can you think of a similar situation that works in the same way? Explain your ideas on paper or to a friend.

Defining critical questions You may have lots of evidence or information and still feel uncertain what you should do with it or how you should write about it. Look at your evidence and see if you can find repeated information or a repeated missing piece. See if you can write a question or a series of questions that summarize the most important ideas in your paper. Once you have the critical questions, you can begin to organize your ideas around potential answers to the question¹.

Explaining/teaching idea to someone else Sometimes the most efficient way to clarify your ideas is to explain them to someone else. The other person need not be knowledgeable about your subject-in fact it sometimes helps if they aren't familiar with your topic-but should be willing to listen and interrupt you when he or she doesn't follow you. As you teach your ideas to someone, else you may

¹ Davis, Judy, and Sharon Hill. *The No-Nonsense Guide to Teaching Writing*. Portsmouth: Heinemann, 2003.
 Edwards C. *Teachers Exploring Tasks in English Language Teaching*. – Palgrave, Macmillan. 2005. – 311 p.
 Gairns R. *Working with Words*. – Cambridge Univ. Press. 2001. – 208 p.

begin to have more confidence in the shape of your ideas or you may be able to identify the holes in your argument and be more able to fix them.

Lining up evidence If you think you have a good idea of how something works, find evidence in your course material, through research in the library or on the web that supports your thinking. If your ideas are strong, you should find supporting evidence to corroborate your ideas.

Rewriting idea Sometimes what helps most is rewriting an idea over the course of several days. Take the central idea and briefly explain it in a paragraph or two. The next day, without looking at the previous day's writing, write a new paragraph explaining your ideas. Try it again the next day. Over the course of three days, you may find your ideas clarifying, complicating, or developing holes. In all cases, you will have a better idea of what you need to do next in writing your draft.

Drafting

As students have been working with their ideas, they have been making a series of choices about their ideas that will lead them to feel “ready” to put them in a more complete, coherent form; they will feel “ready to write” their ideas in something closer to the assignment or paper form. But for most, the tough moments of really “writing” begin at this point. They may still feel that they “have ideas” but have trouble “getting them on the page.” Some will suddenly be thrust into “writing a paper” mode and be both constrained and guided by their assumptions about what an assignment asks them to do, what academic writing is, and what prior experience has taught them about writing for teachers. These exercises may ease their entry into shaping their ideas for an assignment:

Clarify all questions about the assignment Before you begin writing a draft, make sure you have a thorough understanding of what the assignment requires. You can do this by summarizing your understanding of the assignment and emailing your summary to your TA or instructor. If you have questions about points to emphasize, the amount of evidence needed, etc. get clarification early.

You might try writing something like, “I’ve summarized what I think I’m supposed to do in this paper, am I on the right track?”

Write a letter describing what the paper is going to be about One of the simplest, most efficient exercises you can do to sort through ideas is to write a letter to yourself about what you are planning to write in your paper. You might start out, “My paper is going to be about....” And go on to articulate what evidence you have to back up your ideas, what parts still feel rough to you about your ideas. In about 20 minutes, you can easily have a good sense of what you are ready to write and the problems you still need to solve in your paper.

Write a full draft Sometimes you don’t know what you think until you see what you’ve said. Writing a full draft, even if you think the draft has problems, is sometimes important. You may find your thesis appears in your conclusion paragraph.

Turn your ideas into a five-minute speech Pretend you have to give a 5 minute speech to your classmates. How would you begin the speech? What’s your main point? What key information would you include? How much detail do you need to give the listener? What evidence will be most convincing or compelling for your audience?

Make a sketch of the paper Sometimes it helps to literally line up or order you evidence before you write. You can do so quickly by making a numbered list of your points. You’re goal is something like a sketch outline-first I am going to say this; next I need to include this point; third I need to mention this idea. The ideas should flow logically from one point to the next. If they don’t-meaning if you have to backtrack, go on a tangent, or otherwise make the reader wait to see the relationship between ideas, then you need to continue tinkering with the list.

Make an outline If you have successfully used formal outlines in the past, use one to structure your paper. If you haven’t successful used outlines, don’t worry. Try some of the other techniques listed here to get your ideas on the page

Start with the easiest part If you have trouble getting started on a draft, write what feels to you like the easiest part first. There's nothing magic about starting at the beginning-unless that's the easiest part for you. Write what you know for sure and a beginning will probably emerge as you write.

Write the body of the paper first Sometimes it's helpful NOT to write the beginning or introductory paragraph first. See what you have to say in the bulk of your draft and then go back to craft a suitable beginning.

Write about feelings about writing Sometimes it's helpful to begin a writing session by spending 5-10 minutes writing to yourself about your feelings about the assignment. Doing so can help you set aside uncertainty and frustration and help you get motivated to write your draft.

Write with the screen turned off If you are really stuck getting starting or in the middle of a draft, turn the monitor off and type your ideas. Doing so will prevent you from editing and critiquing your writing as you first produce it. You may be amazed at the quantity and quality of ideas you can produce in a short time. You'll have to do some cleanup on the typos, but it may be well worth it if it allows you to bang out a draft.

Write in alternatives (postpone decision-making) You may need to test out more than one idea before you settle into a particular direction for a paper. It's actually more efficient to spend time writing in several directions i.e. trying out one idea for awhile, then trying out another idea, than it is to try to fit all of your ideas into one less coherent draft. Your writing may take the form of brief overviews that begin, "If I were going to write about XYZ idea, I would..." until you are able to see which option suits the assignment and your needs.

Write with a timer Sometimes what you need most is to get all of your ideas out on paper in a single sitting. To do so, pretend you are taking an essay exam. Set a timer for an appropriate amount of time (1 hour? 3 hours?) depending on the length of your draft. Assume that it will take you approximately 1 hour per page of

text you produce. Set a goal for the portion of your draft you must complete during the allotted time and don't get up from your seat until the timer goes off.

Revising

As students use language to shape ideas, they begin to feel the need to test their ideas or move beyond their own perspectives. Sometimes we have ideas that make good sense to us, but seem to lose or confuse readers as we voice them in conversation or on the page. Once students have a complete draft of a paper, they need ways to share their ideas to learn points where their ideas need further development. With feedback from an audience, students are better able to see the final decisions they still need to make in order for their ideas to reach someone. These decisions may be ones of word choice, organization, logic, evidence, and tone. Keep in mind that this juncture can be unsettling for some students. Having made lots of major decisions in getting their ideas down on the page, they may be reluctant to tackle another round of decision-making required for revising or clarifying ideas or sentences. Remind students that ideas don't exist apart from words, but in the words themselves. They will need to be able to sell their ideas through the words and arrangement of words on the page for a specific audience.

Talk your paper Tell a friend what your paper is about. Pay attention to your explanation. Are all of the ideas you describe actually in the paper? Where did you start in explaining your ideas. Does your paper match your description? Can the listener easily find all of the ideas you mention in your description?

Ask someone to read your paper out loud to you Ask a friend to read your draft out loud to you. What do you hear? Where does your reader stumble? Sound confused? Have questions? Did your reader ever get lost in your text? Did ideas flow in the order the reader expected them to? Was anything missing for the reader? Did the reader need more information at any point?

Share your draft with your instructor If you give them enough notice, most instructors will be willing to read a draft of a paper. It sometimes helps to include

your own assessment of the draft when you share it with a teacher. Give them your assessment of the strengths and weaknesses of the draft, as you see it, to begin a conversation.

Share your draft with a classmate Arrange to exchange papers with a classmate several days before the due date. You can do so via email and make comments for revision using Word's comment function.

Look at your sentences Often you will need to analyze your draft of the sentence level. To do so, break your paper into a series of discrete sentences by putting a return after each period or end punctuation. Once you have your paper as a list of sentences, you can more easily see and solve sentence level problems. Try reading the sentences starting with the last sentence of the draft and moving up. Doing so will take them out of context and force you to see them as individual bits of communication rather than familiar points.

Discuss key terms in your paper with someone else After you have completed a draft, it's sometimes helpful to look back at the key terms you are using to convey your ideas. It's easy, in the midst of thinking about an idea, to write in loaded language or code in which certain key words come to have special meaning for you that aren't necessarily shared by a reader. If you suspect this is the case, talk about your key terms with a friend, and ask them to read your draft to see if the idea is adequately explained for the reader.

Outline your draft After you have a complete draft, go back and outline what you have said. Next to each paragraph write a word or phrase that summarizes the content of that paragraph. You might also look to see if you have topic sentences that convey the ideas of individual paragraphs. If you can't summarize the content of a paragraph, you probably of multiple ideas in play in that paragraph that may need revising. Once you have summarized each paragraph, turn your summary words into a list. How does the list flow? Is it clear how one idea connects to the next?

Underline your main point Highlight the main point of your paper. It should probably be (although it will depend on the assignment) in one sentence somewhere on the first page. If it's not, the reader will likely be lost and wondering what your paper is about as he or she reads through it. Your draft should not read like a mystery novel in which the reader has to wait until the end to have all the pieces fit together.

Ask someone without knowledge of the course to read your paper You can tell if your draft works by sharing it with someone outside of the context. If they can follow your ideas, someone inside the class will be able to as well.

Ask a reader to judge specific elements of your paper Share your draft with someone and ask them to read for something specific i.e. organization, punctuation, transitions. A reader will give more specific feedback to you if you give them some specific direction.

2.4 Assessment Principles and Procedures of Writing Skill

Feedback on language, content or organization.

When a student submits a piece of original writing, the most important thing about it is, arguably, its content: whether the ideas or events that are written about are significant and interesting. Then there is the organization and presentation: whether the ideas are arranged in a way that is easy to follow and pleasing to read. Finally, there is the question of language forms: whether the grammar, vocabulary, spelling and punctuation is of an acceptable standard of accuracy.

Many teachers are aware that content and organization are important, but find themselves relating mainly to language forms in their feedback, conveying the implicit message that these are what matters. This is various reasons:

1. Mistakes in spelling or grammar catch the eye and seem to demand to be corrected.; they are very difficult to ignore.
2. students also want their language mistakes to be corrected.
3. language mistakes are far more easily and quickly diagnosed and corrected than ones of content and organization.

Teachers should correct language mistakes; the problem of teaching is how to do so without conveying the message that these are the only, or main basis for evaluation of a piece of writing. One possibility is to note corrections within the body of the text, and devote comments at the end to matters of content and organization, followed by evaluation. Alternatively, teachers may correct mistakes and make suggestions as to content and organization, but not evaluate, and give the evaluation only on the basis of the rewritten, polished version.¹

2.5 Suggested Lesson Plans for Teaching Writing in Vocational Education

In this paragraph, we shall try to give templates of lesson plans intended for teaching writing. The sources of the lessons may differentiate from coursebooks used in schools of secondary education and internet.

EXAMPLE 1²

Function: Writing short articles, reviews, interviews, notes, etc. for a newsletter
Language Level: Elementary to advanced, mixed-ability
Age: Any, but works especially well with teenagers and young adults
Class type: Group work, whole class collaborative work

¹ Byrne D. Teaching Writing Skills. (2nd edition), London: Longman. 1988

² Macmillan Publishers Ltd 2008 BUSINESS & ESP / ESP bank / Skills / A collaborative writing lesson

Time: 60 to 90 minutes

Teacher needs: Examples of daily news handouts produced for hotels which can be found in the Internet. A computer with Microsoft Word processor. If possible, teacher may take a laptop to the class so that the students can type their articles in during the lesson. Otherwise, the students will need to write their articles on paper and hand them to the teacher who will be responsible for typing the articles in to the newsletter.

When preparing for the lesson it is a good idea to print out samples and take them into class so the students get a feel for what the end product could look like.

This lesson works well with mixed-ability groups as the students are free to write as much or as little as they wish.

Teacher may try to give the lesson a personal twist; either relate the articles to the area in which he or she teaches, the school he or she teaches in, or the field of business students' parents or relatives work in or study.

Step 1

Teacher elicits what types of articles he/she would expect to find in newsletters or newspapers, e.g. short articles, reviews, interviews, adverts, letters.

Elicit what subjects they may cover, e.g. news, sport, eating out, music, nightlife, business reports, TV and film, science, etc.

Teacher writes the suggestions on the board and ask each student which subject they would like to write about for the newsletter which he/she are all going to compile during the lesson.

Step 2

Teacher must encourage students to help each other; they can work in pairs from the beginning, or proofread each other's work.

At the same time teacher should monitor and give help where needed.

With lower levels it will probably be enough just to check grammar and spelling and give some vocabulary input. And encourage higher levels to think about style and more sophisticated vocabulary too.

Step 3

Teacher must have a computer if possible already set up in the classroom so early finishers can start writing in their articles when they are ready.

Step 4

When faster students have finished and written in their articles, they could start a second article or help any weaker students. It is important to make the students aware that this task is about collaboration and working together.

Step 5

While the last students are finishing off, ask the early finishers to present their article to the rest of the class. They can read out what they have written, and say why they chose that topic and answer questions from the listeners.

Step 6

Teacher must make sure the students get a print-out of the end product either at the end of this lesson, or at the beginning of the next lesson.

EXAMPLE 2¹

Aim:

¹ Macmillan Publishers Ltd. 2003 Taken from the Writing Skills section in www.onestopenglish.com

An enjoyable one/two hour lesson as a basis for writing a fable students produce an original fable, using narrative target language

Target Language:

Verbs describing direct speech

Use of adverbs and present participles for extra information about the speaker Inversion of subject and verb for dramatic emphasis.

Time: Either as a two-hour lesson, two one-hour lessons or a one-hour lesson plus homework.

Teacher's notes:

The lesson starts on an upbeat so energizes a tired writing class. A "Fable swap milling exercise" makes students retell their own fable eight times. Each repetition gains should gain in confidence and fluency and gives a chance to correct and elaborate. Encourage this. This first step also allows exposure to the target language pinpointed in the analysis stage later.

Steps:

- 1) Teacher hands out one of the eight Fables (you may need to repeat them, depending on numbers) and one "Fable titles" / "morals" sheet to each student. Fold the latter so only the titles are showing. As you do this talk about what a Fable is and ask whether they have heard of "Aesop's Fables".
- 2) Teacher gives them the necessary time to understand and memorise (stress not word for word) the Fable.
- 3) Students mill and tell their fable to every other student, hearing one and ticking it off their titles list in return.
- 4) Students sit down in pairs and unfold their sheet to match the tales heard with the morals listed. (Give plenty of time for discussion and questions to each other)

- 5) Teacher explains the stories read well partly due to certain language features in them. Hand out the Analysis worksheet for individual and pair work (see sheet).
- 6) Students write their own fable (see sheet). Encourage them to make it as serious or funny, modern or traditional as they wish.

EXAMPLE 3¹

Beginning Writing: Short Writing Assignments - Application Forms

These short writing topics are designed for lower level classes and give students an opportunity to write about a number of basic subjects including: studies, hobbies, travel, likes and dislikes, application forms, brief job descriptions, recipes, etc.

English Studies

You want to go to a language school to study English. Fill in the application form. We want to find the right family to stay with, and would also like to know about your interests and hobbies so that we can organize social activities.

Language School - Application Form

Surname

Mr/Mrs/Miss/Ms

First Name (s)

Occupation

Address

Post code

Date of birth

Age

Nationality

¹ <http://lesson-plans-materials.suite101.com>

Write about you and your family/home/hobbies/interests (about 50 words).

Home Stay Program

You want to stay with a family in England. Fill in the application form. We want to find the right family to stay with, and would also like to know about your interests and hobbies so that we can organise social activities.

Family Exchange England - Application Form

Surname

Mr/Mrs/Miss/Ms

First Name (s)

Occupation

Address

Post code

Date of birth

Age

Nationality

Write about you and your family/home/hobbies/interests (about 50 words).

Summer Work

You want to work in Canada for the summer. Fill in the application form. We want to find the right job for you, and would also like to know about your work or school experience and capabilities.

Summer Employment England - Application Form

Surname

Mr/Mrs/Miss/Ms

First Name (s)

Occupation

Address

Post code

Date of birth

Age

Nationality

Write about you and your work (school) experience (about 50 words).

Exchange Program

You want to have a family stay with you in your home. Fill in the application form. We want to find the right family to stay with you, and would also like to know about your interests and hobbies so that we can organize social activities.

USA Family Exchange - Application Form

Surname

Mr/Mrs/Miss/Ms

First Name (s)

Occupation

Address

Post code

Date of birth

Age

Nationality

Write about you and your family (interests/hobbies etc.) and your area in the country you live in (about 50 words).

International Pen Pal

You want to find a pen pal. Fill in the application form. We want to find the right pen pal for you - someone who shares the same interests and hobbies.

International Pen Pal - Application Form

Surname

Mr/Mrs/Miss/Ms

First Name (s)

Occupation

Address

Post code

Date of birth

Age

Nationality

Write about you and your family. Include what interests you have and what you would like to exchange information about (about 50 words).

EXAMPLE 4¹

Combining Ideas to Write Descriptive Paragraphs

Writing well constructed paragraphs is the corner-stone of good English written style. Paragraphs should contain sentences that convey ideas concisely and directly. This lesson focuses on helping students develop a strategy for combining various ideas into well formed sentences which then combine to produce effective descriptive paragraphs.

Aim: Developing descriptive paragraph writing skills

Activity: Idea grouping and consolidation at the sentence level leading to descriptive paragraphs

Level: Intermediate to upper-intermediate

Outline:

- Introduce the topic of writing paragraphs by asking students what they consider a well formed paragraph. Introduce the idea of concise sentences as being integral to good English written style.
- Have students take a look at the example sentences and paragraph.
- Ask students to group the sentences in the example based on the ideas that go together as shown in the following paragraph (i.e., person and describing adjectives, etc.)
- Individually or in pairs, ask students to group sentences in the first exercise.

¹ <http://lesson-plans-materials.suite101.com>

- Based on this grouping, ask students to write descriptive paragraph.
- Ask students to complete creative writing exercise by following similar steps. (i.e., choose subject, create idea sentences, group sentences, write paragraph)
- Choose some of the compositions to be read aloud in class. Ask students to comment on the examples.

Example: New York City

New York City is in the United States.

New York City is located in New York State.

It borders on the Atlantic Ocean.

It was founded in 1625 as "New Amsterdam".

It was first settled by the Dutch.

It is important for commerce.

Wall Street is located in New York City.

It has many national and international banks.

It has many important skyscrapers.

The World Trade Center is located in New York City.

The Empire State Building is in New York City.

New York City is an important city for immigration.

Ellis Island used to be the entry point for many immigrants at the turn of the century.

There is an interesting immigration museum on Ellis Island.

New York, New York is located on the Atlantic Coast of the United States of America. It was first settled as "New Amsterdam" in 1625 by the Dutch. Today, New York City is an important commercial and banking center which includes Wall Street. Among its many important skyscrapers are the World Trade Center and The Empire State Building. One of the most interesting museums is on Ellis Island which served as the entry point for

many immigrants who passed through New York City at the turn of the century.

Exercise 1: Famous Singer

- Arrange the sentences about famous singer into idea groups.
- Write a paragraph about famous singer using the idea groups to create concise sentences.

Exercise 2: Creative Writing

- Choose a famous place or person.
- Write down a number of important facts about that place or person.
- Arrange the sentences into idea groups.
- Write a paragraph using the idea groups to create concise sentences.

EXAMPLE 5¹

Creative Classroom Writing

Every student has the potential for writing well. These activities will motivate students to write and will make teaching writing interesting for teachers.

The key in motivating students towards writing is to plan activities that will capture the curiosity of students and that will be fun. The following activities have been tried by students and have high motivational value.

Three Minute Writing

Students are given a specific topic or title to write about with the understanding that they only have three minutes in which to write about it. The fun is in the time limit and in the interesting paragraphs that students develop. After the students have had some experience with writing within a time limit, their writing will become more and more creative.

¹ <http://lesson-plans-materials.suite101.com>

You're Not Yourself Today

In this writing activity students are told they are not themselves today, they will become someone else. Prepare index cards with different roles the students are to pretend to be in their stories. Example: "You're not yourself today.... you are a pirate looking for treasure on a deserted island."

To make this activity even more fun, number each index card and have students choose a number at random to see which card they will be writing about.

Pass a Story

Pass a story involves a piece of paper with an opening sentence or paragraph on it. Students add a few more sentences in the time allotted and then pass it on to another student. Students continue adding to the story until everyone has had an opportunity to write a part of the story. Reading the final story aloud is the highlight of the activity.

Dear Teacher

Students like creating things for their teachers. Give them the opportunity to use writing skills to create a letter for their teacher. A specific topic could be assigned, such as classroom suggestions, something special about me, etc. Students could also write to a teacher in another classroom or to the principal.

Roll a Story

A numbered die is used to correspond with titles of possible stories to write. Students roll the die to determine which title they will be using for their creative story.

Grab Bags

Three paper lunch bags will be needed for this activity. Label each with the following:

- setting
- character
- plot

Fill each paper bag with index cards, each containing an example of the above mentioned items. Put these cards into the corresponding bags. Students must choose a setting card, a character card and a plot card without looking in the bag to form the basis for their story.

Did You Know?

Did You Know allows students to become the experts about a specific topic. Students should choose something they are very knowledgeable about. The purpose in this exercise is to inform and perhaps even impress fellow classmates in their writing. An oral reading of the informative paragraphs is exciting for students.

Comments Please

This is an activity that can be implemented after students have had time to polish their stories beyond the first draft stage. Students will read their work aloud and classmates will be given the opportunity to give positive comments about the work. Only positive comments and questions for clarification of what was written may be stated. This helps all students to feel a part of the sometimes private writing experience of other students, and also gives feedback to the writer.

A Teacher's Example

Perhaps the best activity to inspire writing in students is for the teacher to write when the students are writing, and to read what was written aloud. This gives a model of writing for students to follow. Students will see that their teacher can participate with enthusiasm as well.

Reading excellent literature and well-written articles, of course, is necessary. Students will not know what excellent writing is unless they are exposed to it. Just a few lines of the type of writing the class will be working on is usually enough to inspire.

Variety, combined with a little humor and excitement is the winning combination in planning writing activities that students will enjoy. Activities should be those which the teacher finds fun and interesting as well. Students will only be as excited about learning as their teacher is.

CONCLUSION

The present qualification paper is devoted to the study of modern approaches and methods of teaching writing which can be used in teaching English at vocational colleges. In the research we tried to examine the peculiarities of modern requirements in teaching English as a foreign language and second language.

In the course of our study we considered and studied many literatures dedicated to the study of teaching English.

During the study we discovered that:

- Foreign language teaching methodology analyses and creatively implements achievements of other sciences concerning writing. Linguistics sees the language as a system and psychology analyses a language as an activity and skill;
- Teaching writing is a difficult, labour-intensive process, but time and efforts spent for overcoming the difficulties of mastering writing art justifying: the letter provides durability and reliability of storing of a material improves oral speech and reading, develops logic thinking
- Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than writing itself. For example: learners note down new vocabulary; copy out grammar rules; write answers to reading or listening comprehension questions; do written tests.
- Every student has the potential for writing well;
- The key in motivating students towards writing is to plan activities that will capture the curiosity of students and that will be fun;

- Pupils should be acquainted with some peculiarities of the spoken language, otherwise they will not understand it when hearing and their own writing will be artificial;
- Pupils' writing in both forms may be of two kinds: prepared and unprepared. It is considered prepared when the pupil has been given time enough to think over its content and form. He can speak on the subject following the plan made either independently at home or in class under the teacher's supervision. His writing will be more or less correct and sufficiently fluent since plenty of preliminary exercises had been done before.

In teaching writing teacher may apply integrated skills, such as listening, speaking and reading;

Uses of computers (word processors and training programs) are also one of the effective methods of teaching writing skill. In reviewing the necessary literature devoted to the study of materials we considered practical application of methods of writing and collected several examples of writing exercises and tasks, we gave them as a final paragraph in the second chapter of our qualification paper.

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