Chapter-III

Theoretical Framework of the Title

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3.1 Introduction

Writing is a productive skill like speaking. It involves producing language rather than receiving it. Writing involves communicating a message. In order to write, we need to form letters and words, join these together to make words, sentences or a series of sentences that link together to communicate a message. Writing plays an important role in social, cultural, professional and academic contexts. It is an area of lively debate and research since the inception of learning. However, our students find this difficult to master over due to complexity of this skill. Therefore, they failed to produce accurate forms of written communication. Students have been trained this skills for the long time but the result is not up to the mark. The cognitive process is not stimulated yet in terms of being perfect in various aspects of writing skill. They do not have much exposure of this skill. Nirmala (2013:30).

Writing is required to commune with other people, to understand them, talk to them, read what others have written and to write to them. The secondary skills of writing are planning, forming letters, punctuating correctly, linking, using the appropriate layout, paragraphing and so on.

According to Y. Nirmala (2013) Writing involves a number of stages, some of which are as following: Brainstorming (thinking of everything we can about the topic).

- Making notes.
- Planning (organizing our ideas).
- Writing a draft (a piece of writing that is not yet finished, and may be changed).
- Editing (correcting and improving the text).
- Producing another draft.
• Proof reading (checking for mistakes).

Further, she says that It is important to have a message and the ability to communicate it successfully to other people, in writing. In order to do this, one should have enough ideas, ability to organize them well and express them in an appropriate style. Here are the experts who shared their views on writing skill and its importance.

3.2 Experts on Writing Skill- Definition of Writing Skill

Language is a one of the tools for communication among the human beings. Writing skills is a part of language and it requires meticulous effort to achieve the mastery over it. Writing skill helps learners to learn.

Therefore, Raimes says,

How does it help one to learn? Firstly, writing reinforces the grammatical structures, idioms and vocabulary that the students may have been taught; Secondly, when the students write they have a chance to use language to be explored what they want to say and decide on how best to say what they want to say. Thirdly, when students write, the effort to explain ideas is there. As the writers struggle with what to put down next or how to put it down on paper - they often discover something new to write or new way of expressing their idea (1983:3).

The writing skill paves way for learning as it has been interlinked with other aspects of language such as sentence structure, types of sentences, idioms, proverbs, vocabulary and its rules. Students also learn through writing skill the use of language in day-to-day communication. Students feel the frustration in producing and organizing ideas into meaningful discourse to communicate.
According to Shaughnessey, writing is the record of an idea developing. It is a process whereby an initial idea gets extended and refined. He thinks, toys with an idea and develops it. Writing is mental process wherein ideas or thoughts are recorded on the piece of paper to maintain it for longer period. Writing is an elevated form of idea processed in the brain and then converts into the written form to keep it as an evidence of knowledge.

According to Emig (1977:123), Writing allows us to have our ideas immediately available for review, reevaluation, a process that can lead us to reconsider and refine our ideas, i.e. to learn what we think by writing. Writing is a thinking process at various stages. Writing is best understood as a set of distinctive thinking processes in which writers arrange to organize during the act of composing. Writing is originating and creating a unique verbal constant that is graphically recorded.

According to Flower and Hayes, firstly, writing is an act of innovation. Secondly, it is a goal-oriented and purposeful activity. Thirdly, it involves a cognizant investigation of the subject matter one is to write about and finally yet importantly, writing involves fusion of complex cognitive operations and it is not a uncomplicated linear process but a recursive one. (1981:336).

Writing is a skill, and like other skills, it has to be acquired. Writing is essential to convey ideas, give instructions, share and preserve knowledge and so on. Even though writing is very important but in some cases, it is never considered as an important skill. Writing is not just about using correct spelling, organizing words and ideas and following grammar, it is much more than that.
Writing, in general means words in symbols written down as a mean of communication. Writing skill is a strongest medium, which is helpful for effective communication. There are symbols and graphical signs are used to convey message.

Writing is a multifaceted system used to facilitate communication as letters, newspapers, advertisements; each one of them carries out a specific purpose. Writing is a technique of communicating which uses a coordination of visual marks made on some kind of surface’’.

For other researchers, writing is not as simple as that, but ‘it is a complex process which is neither easy nor spontaneous for many second language learners’ Hedge (2000:302). Writing is difficult process for those who learn it as second language because it is not easy to create exact communication.

Flower (1985) in an attention-grabbing comment on the skills of reading and writing describes ‘reading’ as the transferring of ‘symbol’ into ‘thought’ and ‘writing’ as the transferring of ‘thought’ into ‘symbol’. Here, critic differentiates reading skill from writing skill by giving examples of symbols and thoughts.

Lindemann (1987) calls writing an economic supremacy because it creates impressions, adverse or otherwise, in one’s specialized field. Writing influences the working area where one wants see himself on the peak of success.

Writing skill is also important for personal growth because it requires attentiveness, focus and discipline to represent thoughts in a graphic form. The researcher says that writing skill requires sincerity to achieve the mastery over it as it is the process of translating ideas from the brain into meaningful graphical format.
Sommer (1989) says, “Writing is a way of learning other subjects; it can be used in every discipline as a strategy for teaching and learning”. Writing skill makes one learner of knowing other subjects. Therefore, it must be a part of teaching-learning process.

In Peacock’s view, writing is a great effort to compose ideas in the head and construct a visible and substantial form out of the models and images that are stored and organized in the mind. Writing is a psychological process from which the data retrieve and take the shape of visibility on paper.

Hedge (1988) feels that writing is not just the operation of planning everything ahead of time and then putting it on paper, but resources for thinking, a method of developing ideas and fleshing them out on paper. Writing is not just communicating a message by putting it on paper, but it is a means to think effectively, use words, improve ideas etc. As researcher rightly agrees the fact that everybody can not be a good writer because it is not just act of vomiting ideas on paper but it should have drafted in a structured fashion.

In response to the definition of writing skill, Byrne (1979:1) explains writing as follows:

But writing is clearly much than the production of graphic symbols, just as speech is more than the production of sounds.

This means that written communication is not as easy as spoken because in writing, the graphical symbols should be arranged in a way that it leads toward meaningful communication otherwise the symbols do not have any value in to the sentences. They must be followed certain sequence and order.

The experts White and Arndt (1991:3) see that:
Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

In their opinions on writing skill, White and Arndt explain that writing skill requires careful attention to command over as it is meticulous skill. “It is a skill that must be learnt by doing it”. (Turk and Kirman (1989:28). Practice is only the solution to achieve the grip over this skill with full command.

According to Vygotsky (1962:98),

Written speech is a separate language function differing from speech in both structure and language mode of functioning. Even its minimal development requires a high level of abstraction and it actually demands conscious work.

Lado views writing in a foreign language in terms of the capability of manipulating structures, vocabulary and their conventional demonstrations. He puts it as follows:

“We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing”.

Here, writing means the dexterous investigation of vocabulary, sentence structure, rationality among sentences and punctuation.

Widdowson (1981:26) relates the act of writing to the movement of producing correct sentences and “transmitting them through the visual medium as marks on paper”. This research indicates that writing skills is a medium of transferring our thoughts from mind to paper. It is a process to organize ideas into visual surface.
Perhaps, writing is the final and the most thorny skill students learn if they ever do. This statement indicates the complexity of writing skills is felt due to its technicalities among the teachers as well as students. To produce ideas on the paper, one has to brainstorm about the topic in the language in which he wants to communicate. Moreover, it is a last skill because scientifically writing skill comes after the skills listening, speaking, and reading that one starts learning any language. There is no point in predicting that writing is easy. Indeed, confident cognitive psychologists have described it as the most complex demanding of all cognitive activities undertaken by human beings because there are no rules.

Byrne (1979) argues that writing is neither easy nor natural; it requires conscious mental effort. He divides the problems that make writing complex into three categories. The first category is purely psychosomatic in that the writer faces the quandary of lack of interaction and feedback between the writer and the receiver; i.e., the reader. The second category is of linguistic problems. In speech, grammatical mistakes can be ignored because of the spontaneous nature of the skill, which prevents us from checking or monitoring what we produce. It is very easy to find out grammatical problems from the piece of written from because there is a sufficient scope of reader to do so. The immediate feedback is not possible in writing in compare to speaking whereas non-verbal communication fills the gap to complete the process of conveying message or whatever speaker wants to communicate. The third category comprises of cognitive problems in that writing has to be taught through prescribed instructions where the organization framework of our ideas in written communication has to be mastered.

Writing in a foreign language is one of the most difficult skills for more or less all learners. Developing writing skill is considered highly complex if not the most complex in relationship with listening, speaking and reading. What makes writing a very bothersome task for EFL
learners is the fact that it requires some criterion of acceptability relative to different aspects of writing which include content, organization, vocabulary, language use, spelling, punctuation and accurate capitalization and paragraphing.

The on the whole difficulty of writing was comparatively observed by Collins and Genther (1980: 62) who see that much of the complicatedness of writing stems from the large number of limitations that must be satisfied at the same time. In expressing a thought, the writer must think about at least four structural levels: Overall text structure paragraph structure sentence structure (syntax), and word structure ... clearly the attempt to synchronize all these requirements is a staggering job. It is stated in above mentioned definition that the writing skill seems difficult as writer has to maintain four fundamental elements like text structure, paragraph structure, sentence structure and word structure. It involves cognitive and psychomotor process to empower the writing skill. Coordinating all four elements in a structured way looks thorny work.

McDonough and Shaw (1993:383) give their opinions on writing that it is probable that in the great mainstream of situations, our students still primarily write for their teachers, or perhaps for an inspector, both acting in the role of an evaluator. The critics stated that students are not trained to construct creative piece of writing. They just learn and focus on this skill, as they have to pass the examination. It is an paradox on present education system that students only write either for teachers or for examiners who are going to assess their papers.

McKay (1994:197) discusses his experiences on the distinctiveness of good writer and writing as good writers assess what an audience does not know and what an audience expects to pay attention to and uses the information to select the topics and rhetorical patterns that will most efficiently help them to set up a good report with their audience. The excellent writer is one who knows the interest and taste of audience, leads his career successfully in the
pasture of writing. It is essential to know the background and setting of the readers before the writer initiates writing.

Writing is generally a group of inscription or cryptogram written or marked on a surface as a means of communiqué (Collins, 2003). The definition clarifies the purpose of writing is nothing but just produce communication process in a healthy manner. It is meant to generate ideas in a multiple situation if the words are written somewhere.

According to Collins and Gentner (1980: 62), the learner/writer should judge the four structural levels in writing starting with the word structure, sentence structure, paragraph structure, and generally text structure. Coordinating all these aspects is a staggering job that is unquestionably more than a simple activity of putting symbols simultaneously.

Byrne (1991: 4) explains that writing is a easier said than done activity because it is neither a natural nor a spontaneous activity and that “the problems related to writing are usually grouped under three headings which overlap to some extent: psychological, linguistic and cognitive.”

Kress (1989; in Tribble, 1996), emphasizing that learning to write in not just a question of developing a set of mechanical ‘orthographic’ skills but it also involves learning a new set of cognitive and social relations.

In terms of methodology, writing is a innermost constituent in the language teaching setting, as students have to write down notes and to take written exams. Yet, over the years, it seemed that writing has been a support system for learning grammar and vocabulary rather than a skill in its own direction. However, trainers and methodologists have looked again at writing in the foreign language classroom and acknowledged the significance of writing as a
crucial skill for speakers of a foreign language as much as for everyone using their first language (Harmer, 2004).

According to Starkey (2004), a valuable piece of writing is the one that is organized, clear, and coherent, with truthful language and effective word choice.

Writing is an constant process that continues from early childhood to university and beyond as Applebee (1984, p.1) said, Learning to write is an intricate and ongoing process. It begins early, with a child's first doodles on the nearest table or wall, and continues through the dissertation and beyond. For most of us, writing remains a difficult process, avoided at some length, and enjoyed most.

It is a communicative skill to propel, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, instructive and convincing. It depends on the type of writing, the writer concentrates either on the subject material of the written piece, on the reader or on one's own feelings and thoughts. (Millrood, 2001, p.134).

Khalida Ahmad states that writing, in its most universal sense, is the conservation and the preserved text on a medium, with the exercise of signs or symbols. In that regard, it is to be distinguished from grotto drawings and paintings on the one hand, and tape recording and films or cinema on the other hand. A writer tries to converse his or her ideas about some subject to some readers in some situation. We can understand by following chart:

**Image-3.1 Writing Process**

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W---------- S --------- R

(Writer) Encoder --------- Text --------- (Reader) Decoder
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The concept of ethnography of writing put by Grabe and Kaplan (1996) provides a useful way of drawing a number of perspectives. In the case of scholastic writing, students can be asked to carry out an analysis of the social and cultural circumstance where the writing takes place and consider how the various components of the situation in which they are writing influences what they write and how they write it. In other words, the analysis which goes around the famous questions (for example why, when and how?) might include a discussion of the following points.

- **Who is the writer:** is s/he a pupil, a student, a beginner or an experienced writer? Because it affects the style of reading the particular piece of written communication by knowing the gender, age, and personality of writer.

- **The setting of the text:** is the text written in a secondary school, or a first or second university course? Is it graduate or postgraduate? It is important to examine the plot construction of write up with the help of levels at which it is written.

- **The purpose of the writing:** is the rationale to show knowledge and understanding in a given area, to persuade the reader, to squabble a case, or to demonstrate particular skills?

- **The matter of the text:** this has to do with the content of the writing, for instance, what points of view are satisfactory and what are those, which are not and why? What do we expect them to say and what are they not expected to say?

- **The addressees for the text:** this is a most important issue in the writing activity because it plays a role and purpose in reading the text, including how and it will respond to the text and the criteria it uses for evaluating or assessing and responding to the text.
• The connection between the teacher (in our case) and the writer (the student) of the text and how this influences what is said and how it is said.

• The background knowledge, understandings and principles it is assumed they share with their teachers, including what is important and what is not.

• Conventions and requirements of the students’ field of study for example, how should they use source texts, and should they note and paraphrase etc …(for example: Benesch 1999)

• The relationship between text and other genres such as journals lectures, articles.

Bell and Barnaby (1984) pointed out that writing is an extremely cognitive activity in which the writer is required to demonstrate the mastery and control of a number of variables simultaneously.

Rivers (1978: 263) says

“To write so that one is really communicating a message isolated in place and time, is an art requires consciously direct effort and deliberate choice in language”.

3.3 Process of Writing

Since the early 1970’s, the temperament of written discourse as well as the writing process itself have attracted renewed attention from educational researchers, linguists, applied linguists and teachers. In this phase of time, numerous researchers and educators were interested in exploring the new viewpoints that has to do with exploring the different phases during which the student/writer goes to reach his main objective, that of the product (kroll, 1990).
Many researchers like Raimes (1987), Chenowith (1987), Hedge (1988), Kroll (1990) and Harmer (2004) acknowledged that writing is a formulative rather than a linear process, that writers infrequently write to a preconceived preparation or model and that the process of writing creates its own form and meaning. When we talk about writing as a process, we understand that ideas are generated, put in first draft, organized and arranged in a whole, revised and corrected, and finally written in a final draft.

The process of composition is not a linear one, moving from planning to compose to revising and editing. It would be more accurate to characterize writing as recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of replanning and between. Hedge (1988: 20).

To understand more, it is presented here of Harmer’s (2004) figures of the writing process:

**Table-3.1 Harmer’s Writing Process**

<table>
<thead>
<tr>
<th>Planning</th>
<th>drafting</th>
<th>editing</th>
<th>final draft</th>
</tr>
</thead>
</table>

- (Harmer, 2004: 5)

According to Harmer (2004: 5-6), this illustration is not satisfactory; “the process of writing is not linear, as indicated above, but rather formulative. This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit. That is why Harmer presented the process of writing in a different way, in what he calls the ‘process wheel.”
Figure shows that writers do not follow a neat sequence of planning, drafting and revising, they may move backwards and forwards until the process reaches its conclusion by producing the final description.

Rivers (1968) sees that there are five stages: copying, reproduction, a production with major adaptations, guided writing and finally composition.

3.3.1 Copying

Some foreign language teachers see that copying is a worthless activity since the students already are familiar with the script. Nevertheless, we believe it is quite an important skill.

The work set for copying should consist of sections of work already learned orally and read with the teacher. As the student is copying, he should repeat to himself what he is writing. In this way he deepens the impression in his mind of the sounds the symbols represent, dialogue or pattern sentences. Rivers and Temperly (op.cit : 263).
The reality of repeating to himself / herself what the student is copying, thus deepening the intuition in his/her mind of the sounds the symbols represent makes copying a worthwhile activity. In addition to this, copying is a movement that enables the learners to differentiate between the conventional graphic forms to represent the different sounds they have already heard; i.e., the different spellings of the sound. Here, researchers pointed out that the students should not be asked to write a word they have not heard or uttered (spoken). In other words, a correspondence between the letters and the sounds should exist before the students write.

At the juncture of copying, students of English do not have major difficulties in controlling the shapes of English letters -alphabet because they have already gone through that in French courses, where the roman script is used. However, researchers have noticed that letters such as “a” and “o”, “b” and “h” are often misshaped.

3.3.2 Reproduction

The stage, which follows copying, is that of reproduction

During the second, or reproduction stage the student will attempt to write, without originality, what he has learned orally and read in his textbook. This he will be able to do all the more successfully if he has been trained in habits of accuracy during the copying stage.

As Rivers(1968) said, this stage consists of writing or reproducing sentences already copied or learnt without referring to the original. The activity that is mostly used to develop this stage is dictation, where the student develops two major skills: listening and writing in the sense that s/he has to distinguish between the sounds aurally and writes the corresponding symbols accurately.
3.3.3 Reproduction with Minor Adaptations

Recombination consists of the reproduction of a model presented by the teacher with minor adaptations. Rivers (1968: 248) said that:

… at this stage, writing practice may take a number of forms. Students will write out structure drills of various kinds: making substitutions of words and phrases, transforming sentences, expanding them to include further information within the limits of learned phrases, contracting them by substituting pronouns for nouns or simple words for groups of words.

Therefore, at this stage, the students first carry out some drills that take different forms such as:

- Transformation: for example, complete the second sentence so that it means the same as the first given or rewrite the sentences in the passive form.
- Expansion: for example, complete the following classes with a word expressing ‘reason’ or ‘purpose’.
- Substitution: for example, supply the appropriate relative pronoun (that, which, who …) in the following sentences.

Once sufficient practice has been performed in this step (transforming, expanding, substituting), the learners get introduced to the ultimate activity in this stage, that of recombination.

When the students have acquired some confidence in writing, substitutions and transformations, they may be asked to make recombinations around a theme presented to the class in a picture or a series of pictures. Rivers (op.cit : 248).
Such an activity consists in presenting the students with situations where they learnt structures, phrases and vocabulary items have to be practiced orally first, then take the written form when the teacher sees that the students have had sufficient practice to ensure success. Examples of such activities are:

- Reorder the following sentences in a coherent paragraph using the appropriate connectors.
- Rearrange the following dialogue, then act it with your friend(s) (pair/group work).

Guided writing is the stage where the students write with the guidance of the teacher.

At the fourth stage, guided writing, the student will be given some freedom in the selection of lexical items and structural patterns for his written exercise, but with a framework which retains him from attempting to compose at a level beyond his state of knowledge. Rivers (op.cit : 250).

In this stage, the teacher requires the students to write following definite directions, with the freedom in the preference of structural patterns as well as the lexical items to be used. For instance, the teacher gives a model paragraph and the students have to write their own paragraphs following the model presented. The students may also be asked to write an outline, a summary of a story or rewrite a story or a part of it using his/her own words.

3.3.4 The composition

In this stage of the writing process, the composition, the students select his/her vocabulary and structure to express their ideas.

As Rivers (op.cit :252) puts it:
“The final stage of composition involves individual selection of vocabulary and structure for the expression of personal meaning”.

Compositions writing largely depend on a satisfactory training in the preceding four stages; that is, copying, reproduction, reproductions with minor adaptations, and guided writing. In this stage, the student cannot write correctly, concisely and meaningfully unless s/he shows a complete control of the structure, the vocabulary s/he employs to express his/her ideas, in addition to the conventions of writing, including mainly spelling and punctuation. It is worth noting that within this stage, the student develops the writing skill gradually until s/he reaches an acceptable piece of writing.

The student will be asked merely to illustrate, narrate and explain, or to summarize.

As he becomes more acclimatized to expressing himself within consciously accepted restrictions, he will be asked to comment on or develop ideas beyond those in the material read Rivers (1968: 254).

### Table-3.2 Goal of Writing

<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Writing down</td>
<td>Learning the convention code.</td>
</tr>
<tr>
<td>II</td>
<td>Writing in the language</td>
<td>Learning the potential of the code.</td>
</tr>
<tr>
<td>III</td>
<td>Production</td>
<td>Practicing the construction of fluent expressive sentences and paragraphs.</td>
</tr>
<tr>
<td>IV</td>
<td>Expressive writing</td>
<td>Using the code for purposeful communication</td>
</tr>
</tbody>
</table>

- (Rivers and Temperley 1978 : 265)

Heaton (1975: 127) summarizes the view about writing saying that:
The writing of a composition is a task which involves the student in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer’s thought and ideas on a certain topic.

Millrood discussed a three-phase framework of teaching to write:

- **Pre-writing** (schemata- the previous knowledge a person already has activation, motivation for writing, preparation for the writing and familiarization with the format of the text).
- **While-writing** (thesis development, writing from notes, proceeding from a given beginning phrase and following a plan).
- **Post-writing** (reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing).

Lindsay and Knight (2006, pp.94-95) suggested that teachers should divide writing activities into three stages:

- Pre-writing stage: teachers set the task and learners prepare for what they will write.
- Writing stage: the learners do the task. For example, writing a report, a story, a letter.

Post-writing: feedback and follow-up work.

### 3.4 Importance of writing

Teaching writing is important because writing is a skill, which is important in school, and after school; writing for many students is a skill, which can unlock the language arts. Students who have never read before often start to read in the writing program. They have to
read their own words to find out what they have said and decide how to say it more effectively. Writing is thinking and ethical act because the most important quality in writing is honesty. Writing is a process of self-discovery. Writing satisfies man’s primitive hunger to communicate. Writing is an art, and art is profound play. (Abridged from Donald Murray 1973: 1234:1237).

In the words of Rivers, Writing helps to strengthen learning in the areas of listening understanding, speaking and reading and gives writer practice in manipulating structural variants, adding the reinforcement of kinesthetic image to the auditory and the visual.

Byrne (1979) says that the preface and practice of some form of writing enables us to provide for different learning styles and needs. Some students feel more secure if they are allowed to write in the language. For such students it is an aid to preservation.

Bacon (1605), the father of English essays, also emphasized the importance of writing when he wrote “writing makes an exact man”. He is a man of words and accepts that writing skill is very important in any field where man wants to defeat others. Writing is an important medium and it is used for different purposes. Writing performs many functions in a person’s day to day life in different areas like academic, official, media, social, cultural and personal settings.

Murray (1973) says that writing is a skill, which is important in major areas of society as well as academics in a complex and changing society. More people are needed who can write, who can order, commune information and experience. Writing for many students is the skill, which can unlock the language arts.

Khailani and Muqattash mentioned five pedagogical purposes for teaching writing. They are reinforcement, training, imitation, communication and fluency.
3.4.1 Writing for Reinforcement

One of the tutorial purposes of writing is to emphasize understanding on the part of the students that their rationale as authors is to demonstrate precision to the teacher. Therefore, teachers ask their students to write in order to reinforce something to they have learned or to reinforce a grammatical concept that has been introduced. They ask students; for instance, to copy sentences or short passages or they assign sentences to drill grammatical concepts.

Raimes (1984) opines that teaching writing helps to reinforce the grammatical structures, idioms, vocabulary, etc., which are taught to learners. Teaching writing also helps the learners to be adventurous and creative.

3.4.2 Writing for Training

Writing for training is another purpose for teaching writing. Writing used for training initially presents students with patterns of linguistic and metaphorical forms that might be new to them. Students are given practice in using and operating these new patterns. When students do this kind of writing, they work with units of communication longer than the sentence. The aim of the training is manipulating of rhetorical and grammatical structures, especially through use or transformations. For example, students may be asked to transform a general statement like "Thermometers measure temperature" into a definition such as Thermometers are instruments which measure temperature. Alternatively, students can be given sentences in random order and asked to put them into the best order in an English paragraph.

3.4.3 Writing for Imitation

Here, teachers want their students to become familiar with rhetorical and syntactic forms by following carefully chosen models. For example:
• Students write a masterpiece according to given rules about content and organization.

• Students study a paragraph that is analyzed and then they write a piece with parallel organization.

• Students read an essay, such as one classifying attitudes toward capital, analyze its organizational pattern and write a correspondingly organized essay on a related topic such as a categorization of attitudes toward work or travel.

3.4.4 Writing for Communication

In writing for communication, the importance is placed on meeting students` needs both in gaining are in command of the conventions of written English and in obtaining opportunities for self-expression.

3.4.5 Writing for Fluency

Accuracy is a obligatory condition for articulateness and both need to be emphasized by the language teacher. At the early stages of writing skill, the teacher needs to propose writing activities. For instance, sentence completion, sentence joining, dictation and writing a paragraph based on a model to emphasize work on structure and vocabulary. That is accuracy in writing. On the other hand, as students' progress, the teacher should devise tasks to develop the students` ability to write continuous texts. The teacher should allocate tasks that generate fluency and facilitate students to become more confident in writing.

Harmer (2001, pp. 79-84) added three reasons for teaching writing to students of English as a foreign language: language development, learning style and writing as a skill.
• **Language development:** the process of writing is dissimilar from the process of speaking; the earlier helps us to learn as we go along. The intellectual activity of constructing proper written texts is part of the ongoing learning experiences.

• **Learning style:** some students are rapid at acquiring language just by looking and listening. Others may take longer time in producing language, therefore writing is more appropriate for those learners.

• **Writing as a skill:** the most necessary reason for teaching writing is that, it is a fundamental language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing conventions.

3.5 **Writing as a Complex Language Skill**

Writing is not easy to learn, as it requires careful attention while organizing ideas and producing meaning. The writer has to concentrate on these both the aspects.

Harold Rosen (1972) in Tricia Hedge (1988: 5) says,

“The writer is a lonely figure cut off from the stimulus and corrections of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too off the tone, of his voice and the aid of clues the environment provides. He is condemned to monologue, there is no one to help out, to fill the silences, put word in his mouth or make encouraging noises”.

That’s why; we can assume the complexity of writing skill for the writer.

G. Sujatha (2011) classifies the problems of writing skills into three parts. She affirms that writing requires some conscious mental effort it is not an easy or spontaneous activity but it is commonly a difficult activity for most people, both in the mother tongue and in a foreign language. The problems can be psychological, linguistic, and cognitive in nature.
Psychological problems: Speech is the natural and normal medium of communication for us. There is someone physically present when we speak a language and we can get some kind of feedback. Writing is a solitary activity and we are required to write on our own. There is no chance for interaction or feedback, we have to depend on linguistic resources of the language, and this makes the act of writing very difficult.

Linguistic problems: Oral communication is natural and is sustained through a process of interaction. It is spontaneous and we have little time to pay attention to organizing our sentence structure or to connecting our sentences. Ungrammatical sentences are also tolerated in speech. In writing, we have to keep the channel of communication open through our own effort, where we have to pay attention to the choice of sentence structure and also the way our sentences are linked together and sequenced.

Cognitive problems: We generally speak without much conscious effort because we talk about matters, which are of interest or relevance to us socially or professionally. Writing is learnt through a process of instruction, where we have to learn to organize our own ideas in such a way that a reader who is not present can understand them and perhaps by a reader who is not known to us. As writing is often imposed on us, it has a psychological effect which gives rise to a question in terms of content.

Producing a piece of writing obviously involves proficiency in a number of connected spheres. Byrne (1988) stresses the difficulty of writing and characterizes it not only to psychological problems, but also to linguistic and cognitive problems. It is not possible to produce a piece of writing without careful sentence structure and a mastery of the written form of the language, in addition to the good organization of ideas in order to convey a communicative message.
Leki (1992: 4) shares the same idea by seeing writing in the first language as the orchestration of countless skills and strategies and this can be applied in the second language-writing context.

### 3.6 Characteristics of Writing

The following are the characteristics of writing according to Robert Barrass (2005).

#### Table-3.3 Characteristics of Writing as per Robert Barrass

<table>
<thead>
<tr>
<th>(a) Desirable</th>
<th>Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly expressed</td>
<td>Clear thinking</td>
</tr>
<tr>
<td>Spelling correct</td>
<td>Well educated</td>
</tr>
<tr>
<td>Punctuation and grammar good</td>
<td>Competent</td>
</tr>
<tr>
<td>Well presented</td>
<td>Well organized</td>
</tr>
<tr>
<td>Helpful</td>
<td>Considerate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Undesirable</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badly expressed</td>
<td>Inconsiderate</td>
</tr>
<tr>
<td>Spelling poor</td>
<td>Lazy</td>
</tr>
<tr>
<td>Punctuation and grammar poor</td>
<td>Careless</td>
</tr>
<tr>
<td>Badly presented</td>
<td>Incompetent</td>
</tr>
<tr>
<td>Handwriting illegible</td>
<td>Inconsiderate</td>
</tr>
</tbody>
</table>

- Nirmala (2013:36)

The following are the essential characteristics of a good piece of writing:

#### 3.6.1 Explanation: The intention of writing should be made clear. The title should be explained clearly. So writing should be instructive.
3.6.2 **Order:** A good piece of writing should be broken into separate steps, with each one step distinct and arranged in the exact order. Ideas should flow in an order to help the reader to comprehend the text.

3.6.3 **Clarity:** Each stage of writing should be absolute and carefully constructed. Unambiguous sentences lead to bewilderment and misunderstanding. Therefore, clarity is essential.

3.6.4 **Relevance:** Only the information needed to complete the task should be provided.

Relevant material to the title or question should be included.

3.6.5 **Simplicity:** Unnecessary words and pompous language could be confusing.

Therefore, simplicity in writing is essential.

3.6.6 **Completeness:** If an essential idea is omitted, meaning-making becomes difficult.

Careful attention is necessary to produce a clear and complete piece of writing.

3.6.7 **Accuracy:** A good piece of writing should help the reader by conveying information and ideas clearly and pleasurably, without mistakes. Sufficient explanation, the orderly presentation, simplicity and completeness contribute to accuracy in writing.

The table below shows the characteristics of a good piece of writing:
### Table 3.4 Characteristics of Scholarly Writing

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>To the subject, to the reader, and to the occasion showing an awareness of all sides of a question; maintaining a sense of proportion</td>
</tr>
<tr>
<td>Appropriateness</td>
<td></td>
</tr>
<tr>
<td>balance</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>In the use of numbers, names, abbreviations, spelling, punctuation, etc.</td>
</tr>
<tr>
<td>Completeness</td>
<td></td>
</tr>
<tr>
<td>consistency</td>
<td></td>
</tr>
<tr>
<td>control</td>
<td>Paying careful attention to arrangement, presentation and timing – so as to affect the reader in a chosen way</td>
</tr>
<tr>
<td>Explanation</td>
<td>Unbiased by preconceived ideas holding the reader’s attention with all conclusions based on evidence, not on unsupported opinion</td>
</tr>
<tr>
<td>Impartiality</td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td></td>
</tr>
<tr>
<td>objectivity</td>
<td></td>
</tr>
<tr>
<td>Order</td>
<td>convincing the reader by evidence and argument exact definition supported, as appropriate, by counting or by accurate measurement with no irrelevant material</td>
</tr>
<tr>
<td>Originality</td>
<td></td>
</tr>
<tr>
<td>Persuasiveness</td>
<td></td>
</tr>
<tr>
<td>precision</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>the quality of frankness, honesty</td>
</tr>
<tr>
<td>Simplicity</td>
<td>the quality of wholeness, coherence</td>
</tr>
<tr>
<td>Sincerity</td>
<td></td>
</tr>
<tr>
<td>unity</td>
<td></td>
</tr>
</tbody>
</table>

-Nirmala (2013:36)
3.7 Kinds of Writing

According to Nirmala (2013), the different kinds or types of writing are as follows:

Table-3.5 Kinds of Writing

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Descriptive</td>
<td>of objects, people, events, processes, institutions, arguments, etc.</td>
</tr>
<tr>
<td>b) Narrative</td>
<td>sequencing of events and happenings</td>
</tr>
<tr>
<td>c) Expository</td>
<td>giving an expose of a subject, setting it out for view - with definition, classification, examples etc.</td>
</tr>
<tr>
<td>d) Argumentative</td>
<td>taking a point of view and supporting it</td>
</tr>
</tbody>
</table>

- Nirmala (2013:44)

Further, Nirmala (2013) classifies forms of writing in following way:

The different forms of writing are letter writing, essay writing, summary writing, paragraph writing, journal writing, story writing, picture writing, etc.

3.7.1 Summary Writing

A summary is a concise account that contains the main points of a text. In a summary, first, the most important ideas are put, and then all the main ideas come in a rational order.

3.7.2 Essay Writing

An essay is a short fictional composition on a scrupulous theme or subject usually in prose and generally analytic.
3.7.3 Paragraph Writing

A paragraph is a write up on a short subject. A fusion of sentences explicates about one idea in detail. A good paragraph includes a topic sentence and detail sentences in a commonsensical order.

3.7.4 Journal Writing

Journal writing involves keeping a documentation of things that happened in one’s life. A journal can also have poems and stories that are written.

3.7.5 Poetry Writing

Poetry is formed by sounds and syllables composed in distinguishing and sometimes rhythmic ways.

3.7.6 Letter Writing

Letter writing is a talent. A well written letter is clear, simple and short. Letters are directly addressed to readers. Letter is the tool to convey the message informally and formally.

3.7.7 Story Writing

Story writing is a narration of an incident, a place; an imaginary character est. good story has a clear theme, characters, short time span, word count, a narrow subject line etc.

3.7.8 Picture Writing

Pictures are precious resources in the ESL classroom. Drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts and maps contribute a lot to learning, specially writing in the ESL classroom. Pictures are valuable as they help to
engender common vocabulary and common language forms. In addition, a single picture can be used for a range of activities like controlled compositions, sentence combining exercises, writing of dialogues, letters, reports, stories, essays etc.

According to Ann Raimes (1984), a whole series of connected activities can be generated from the source of one picture.

The Communicative Approach to language teaching demands the learners’ use of language in the classroom meaningfully. In order to increase learner’s motivation and use of language, and their involvement in learning, activities like group work, pair work, language games, information gap activities etc, can be organized based on picture writing.

Humanistic approaches to learning stress on the centrality and independence of the learner.

Maslow’s theory (1943) states that success is result of one’s constructive task where he or she gets pleasure. Therefore, in order to engross learners in the process of learning and to give those hands on knowledge of learning, materials / resources like pictures, charts, maps etc should be used in the classroom. Hence, pictures are of great use in the language-learning classroom. The uses of pictures are discussed in detail in the next section.

Hegde (1988) offers a more detailed breakdown under the six headings of personal, public, creative, social, study and institutional. She lists a number of writing activities.
Table 3.6 Hedge’s Classification of Writing

<table>
<thead>
<tr>
<th>Personal writing</th>
<th>Public writing</th>
<th>Creative writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diaries</td>
<td>Letter of enquiry</td>
<td>Poems</td>
</tr>
<tr>
<td>Journals</td>
<td>- Complaint</td>
<td>Stories</td>
</tr>
<tr>
<td>Shopping lists</td>
<td>- Request</td>
<td>Rhymes</td>
</tr>
<tr>
<td>Reminder for oneself</td>
<td>Form filling</td>
<td>Dramas</td>
</tr>
<tr>
<td>Addresses</td>
<td>Application</td>
<td>Songs</td>
</tr>
<tr>
<td>Recipes</td>
<td>(for membership)</td>
<td>Autobiographies</td>
</tr>
<tr>
<td><strong>Social writing</strong></td>
<td><strong>Study writing</strong></td>
<td><strong>Institutional writing</strong></td>
</tr>
<tr>
<td>Letters</td>
<td>Making notes</td>
<td>Agendas, minutes</td>
</tr>
<tr>
<td>Invitations</td>
<td>Taking notes</td>
<td>Memorandums, reports</td>
</tr>
<tr>
<td>Notes of condolence</td>
<td>Making a card</td>
<td>Reviews, contracts, business</td>
</tr>
<tr>
<td>- Of thanks</td>
<td>Summaries</td>
<td>Letters, public notices</td>
</tr>
<tr>
<td>- Of congratulations</td>
<td>Synopsis</td>
<td>Advertisements, posters</td>
</tr>
<tr>
<td>Cablegrams</td>
<td>Reviews</td>
<td>Instructions, speeches</td>
</tr>
<tr>
<td>Telephone messages</td>
<td>Reports of examinations</td>
<td>Applications, resumes</td>
</tr>
<tr>
<td>Instructions to friends</td>
<td></td>
<td>Specifications</td>
</tr>
<tr>
<td>1. To family</td>
<td>2. Workshops</td>
<td>Proposals</td>
</tr>
<tr>
<td></td>
<td>3. Visits</td>
<td>circulars</td>
</tr>
<tr>
<td></td>
<td>Essays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bibliographies</td>
<td></td>
</tr>
</tbody>
</table>

- (Hedge 2000)

3.8 Components of Writing

Writing is the tangible expression of abstract notions, the concretization of deliberative ideas. Before one starts writing down a word, a phrase, or a sentence, he first thinks for it. Therefore, language shapes thought, and the latter is functionalized through the used skill either speaking via utterances or writing via the construction of written discourse. (Ouskourt 2008: 20).

Having a good knowledge of the parts of speech of the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires.

Brooks and Penn (1970: 20) state:
… For one thing, in writing, we must understand the structure of the Language, what
the parts of speech do, how the words relate to one another, what individual words
mean, the rules of grammar and punctuation.

Spelling is one of the features, which need to be taken in to account by students when dealing
with writing since it is an aspect many teachers in an English as a foreign language (E.F.L)
context focus on when evaluating students’ work. Many teachers judge their students
according to the spelling mistakes they make.

If the students manage to express their ideas and communicate them clearly, concisely and
understandably, it reflects the good mastery of the language. Such an objective is reached
only if much practice is done through lexical activities and grammatical exercises with a
focus on ideas and organizational skills the student is presented with so as to develop his/her
writing and manipulate the units of the language without any difficulty. Practice is obligatory
to enable the students to learn about the various parts of language try to synchronize in
action; the students need to set the machine in motion with the different parts active in

When the learner has the diverse parts of the language likewise grammar, vocabulary, ideas
organization and all what relates to the different structures, s/he needs to practise what has
been learnt continually and intensively. The learner should make use of the different rules as
well as function them together and exercise them again and again, because we believe that
writing and writing, then writing again teaches composing. (Ouskourt 2008: 21).

Applebee (1982) lists three areas of comprehension that a writer brings to a writing task.
There is knowledge of the topic, knowledge of the audience, particularly the extent to which
the writer relies on the reader sharing knowledge and finally there is knowledge of the conventions.

Collins and Gentner (1983: 51-52) focus on some constraints and see that:

Much of the difficulty of writing stems from the large number of constraints that must be satisfied at the same time. In expressing an idea the writer must consider at least four structural levels: overall text structure, paragraph structure, sentence structure, (syntax) and word structure ….

Bell and Barnaby (1984) pointed out that writing is a cognitive activity in which the writer is required to exhibit the mastery and control of a number of variables concurrently. At the sentence level, this includes control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation,

"A variable that is not important for those who use devices/machines such as typewriters and computers. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts". (Nunan 1989:36).

In other words, the achievement of writing requires an understanding as well as a thorough competency of all the aspects, which make up writing both at the sentence and at the discourse levels.

Writing is communicating a message in an appropriate manner and to achieve real communication of a message through the medium of writing calls for proper thinking and appropriate use of words; as Rivers (1978: 263) says.

“To write so that one is really communicating a message isolated in place and time, is an art requires consciously direct effort and deliberate choice in language”.

99
Producing a piece of writing apparently involves competence in a number of connected spheres. Byrne (1988) stresses the complexity of writing and attributes it not only to psychological problems, but also to linguistic and cognitive problems. It is not possible to produce a piece of writing without careful sentence structure and a mastery of the written form of the language, in addition to the good organization of ideas in order to convey a communicative message. Leki (1992: 4) shares the same idea by seeing writing in the first language (mother tongue) as the arrangement of countless skills and strategies and this can be applied in the second language (second language) writing context. These ideas are supported by Raimes (1983: 6) in the diagram that follows, where she shows what writers have to deal with when they produce a piece of writing. It is departing from the different features that a variety of approaches to the teaching of writing were developed.

Raimes describes the writing by chart in which the various aspects of writing are shown:

**Image-3.3 Aspects of Writing**

- (Raimes 1983: P.6)
As can be seen from the figure above, Raimes categorizes the components of writing as content, the writer’s process, audience, purpose, word choice, organization, mechanics, grammar and syntax. In order to communicate their ideas clearly, fluently and effectively, the students need to think about knowledge, abilities and the interests of their audience; i.e., the people they are writing for, the teacher in our case, as well as the purpose for which they writing. They also need to be aware of the value of writing several drafts and developing their ideas.

Raimes (op.cit:10) points out that:

A student who is given the time for the process to work, along with appropriate feedback from the readers such as the teacher or other students, will discover new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft.

Here, researcher found an importance of feedback in the process of learning writing skill. It motivates students to revise his/her draft and starts writing second draft. It affects the student learning as its impact is psychological.

Therefore, there is no doubt that writing is a complex and strenuous activity which deserves continuous research. The processes of writing are so closely interwoven that finding the end of the thinking thread becomes difficult and the mastery of certain abilities and mechanical skills is quite difficult.

Heaton (1994:138) suggests the following aspects:

1. Grammatical skill- the ability to produce error free sentences.
2. Stylistic skills: the ability to influence sentences and employ language effectively.
3. Mechanical skills: the ability to use correctly these conventions peculiar to the written language, for example punctuation, spelling.

4. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Kress (1989: 46) put it as follows:

Command of social and political areas, the person who commands both the forms of writing and speech is therefore constructed in a fundamentally different way form the person who commands the forms of speech alone.

3.9 Approaches for Teaching Writing Skill- A Brief History

Before the 1960’s, writing was a neglected skill in the English as a second language (E.S.L) world. In the known earlier learning theories and particularly the behaviorist one, from which the audio-lingual method originated, it was argued that language is “primarily what is spoken and only secondarily what is written”. (Brooks and Richards, 1964:49). Therefore, it was assumed that speech had more importance and writing was not given much attention. When writing was first included in teaching curricula, it was viewed as a simple corroboration of “what students learned to say”. (Rivers, 1968:51).

It was only after the 1960’s, especially in the United States, that writing for academic purposes gained significance and was innermost to language learning. At that time, the Structuralism Approach still gave great importance to the teaching of writing, which consisted of practicing bits of language in sentence patterns, striving for grammatical protection. Leki (1992: 51).
3.9.1 The Controlled to Free-Approach

The Audio-lingual Approach ruled second and foreign language learning in the 1950’s and early 1960’s. A center was put on speech in that it was primary; writing was only used to support it and, the mastery of grammar and syntactic forms considered a great importance. Here, the students do not generate texts themselves, the only writing students do is to write grammar drills.

“The writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned”. (Leki 1991:8).

According to Raimes (1983), it is the approach that emphasizes three features-grammar, syntax and mechanics. The controlled to free approach is chronological; students deal with writing which takes the form of the following steps:

- Sentence exercises.
- Paragraphs to copy or manipulate grammatically (here the students carry some drills like those we saw in the third point relative to stages of development of the writing skill in this thesis. (see the guided writing stage p : 30)
- Controlled composition: A sort of exercise that encourages students to write with the help of the teacher who intervenes to correct the errors, and once the students reach a certain level of proficiency, they are encouraged to write free compositions. The controlled-to-free approach is an approach that stresses accuracy and not fluency.

3.9.2 The Free-writing Approach

This approach emphasizes on content and fluency. When the students are engaged in writing, they do not have to worry about form. Here, quality does not have place but only quantity is
given much preferences. Once the ideas are on paper, grammatical accuracy, organization and the rest will gradually follow. There is a concern for “audience” and “content” as important in this approach, especially since the free writings often rotate around subjects that the students are interested in, and those subjects then become the foundation for other more focused tasks.

(Raimes 1983:7) on the contrary to the controlled to free approach, the role of the teacher is not active but he has to be limited in his teaching. Every time he need not check the written materials but at some extent, he should guide the students.

3.9.3 The Paragraph Pattern Approach

It is the approach that insists organization of language rather than accuracy of grammar. Further it focuses on fluency of content. The approach is dealt with paragraph, sentences, supportive ideas, cohesion, and unity that are most important parts. The main concern of the students is imitating and analyzing the model paragraphs. The students can be given jumbled sentences to be ordered into a coherent paragraph, to identify general statements, to find out the topic sentence, or they interleaves or delete sentences.

3.9.4 The grammar – Syntax – Organization Approach

As it is indicated in the title, this approach makes use of writing tasks that lead the students to pay attention to organization and at the same time, work on grammar and syntax, which are also necessary to carry out the writing tasks. For example, when students write a set of instructions on how a machine operates, they need to go through the following organization/plan:

- The proper vocabulary.
- Instrumental forms of the verbs.
• An organizational plan based on chronology.
• Sequence words such as first, then, after that, finally.
• Sentence structures such as when, then. With this approach, the students see a connection between what they are trying to write and the forms in which they need to write.

3.9.5 The Communicative Approach

The purpose of the piece of writing the student produces and the audience is the two main points the Communicative Approach stresses. Student writers are encouraged to ask themselves two questions:

1. Why is writer writing this?
2. Who will interpret it?

Thus, in order, namely, the communicative function of the text can be divided "as it is intended to entertain, inform, Tutorial, convince, explain, and argue a case presented arguments, and so on. (Harris 1993) in this approach teachers try to increase the number of readers to other students in the class, not just read the play Who writes goal amusing do something with it, such as answering, rewrite otherwise, the summary the goal is not. readers outside the classroom can be specified, thus influencing the content, language and level of formality for the purpose of writing can be said to try to represent Communicate years with the reader (Grabe and Kaplan, 1996: 209) ... at last we can say that even in terms of the writing process, writing is an act of communication with years of use and targets.

3.9.6 The Process Approach

The new viewpoint in writing has begun to move away from emphasis on the written product to stress the process of writing. Students need to realize that what they first put down on
paper is not the final product but the commencement. How do I write? How do I get started?
Are the most important questions the student puts before falling into the activity of writing?
If students are given time to work on what they want to write, going from pre-writing activities to the final draft, then invariably new ideas, new sentences and new words will be discovered and can be included in the finished production.

We can say that implementing a Process Approach to writing does not at all indicate that we reject the other approaches. In fact, procedures from other approaches such as models approach, the free writing approach, can be used to help students become well-known with the different steps of their own writing processes. What students and teachers need to know is to have a focus in mind, the product.

Brown (1994:322) points out that “the product is after all, the ultimate goal; it is the reason that we go through the process of pre-writing, drafting, revising and editing”.

Table-3.7 Difference between the Product and Process Approach

<table>
<thead>
<tr>
<th>The Product Approach</th>
<th>The Process Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a traditional approach, in which students focus on the study of model texts. Accuracy is given priority and conversations are taken from the model. The following stages have been identified : 1- Model texts are read , and then features of the genre are highlighted … Students focus on where and how the writer employs these techniques. 2. This consists of controlled practice of the highlighted features, usually in isolation. 3. Organisation of ideas. This stage is very important. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as</td>
<td>This is the new trend teaching writing, in which priority is given to fluency. It is mainly based on the identification of the steps a writer goes through in his act of writing. He should be made aware of them so that he can gain control on them. These steps are : 1- Generating ideas by brainstorming and discussion. Students could be discussing qualities needed to do certain job, or giving reasons as to why people take drugs or gambling. The teacher remains in the background during this phase; only providing language support if required, so as not inhibiting students in the production of ideas.</td>
</tr>
<tr>
<td>2. Students extend ideas into note form, and judge quality and usefulness of ideas.</td>
<td></td>
</tr>
<tr>
<td>3. Students organize ideas into concepts map. This stage helps to make the (hierarchical) relationship of ideas more immediately obvious, which helps the students with their texts.</td>
<td></td>
</tr>
<tr>
<td>4. Students write the first draft. This is done in class and frequently in pairs or groups.</td>
<td></td>
</tr>
<tr>
<td>5. Drafts are exchanged, so that students become the readers of each other’s work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts.</td>
<td></td>
</tr>
<tr>
<td>6. Drafts are returned and improvements are made based upon peer feedback.</td>
<td></td>
</tr>
<tr>
<td>7. A final draft is written.</td>
<td></td>
</tr>
<tr>
<td>8. Students once again, exchange and read each others’ work and perhaps even write a response or reply.</td>
<td></td>
</tr>
</tbody>
</table>

- (Nemouchi, 2009:81-4).

### 3.9.7 The Genre Approach

The Genre Approach to teaching writing focuses, as the term suggests, on teaching particular genres that students need to control of to succeed in particular settings. This might include a spotlight on a language and discussion features of the texts as well as the background in which the text is produced. The student writer thus uses exacting genres to accomplish certain functions and to achieve certain goals within particular social and cultural contexts. The view of language that highlights a genre – based approach is that language is functional; that is, it is meant to serve functional purposes as Painter (1989:21) notes:
Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself.

In order to develop their writing skills, our students need also to understand that basic text structures help them as capital for presenting information and cooperating with others. Here, we would like to add that though the different writing approaches emphasize different elements in the teaching of writing skills, they serve in a way or another to be combined reasonably to meet the specific needs of the students.

<table>
<thead>
<tr>
<th>Process Approach</th>
<th>Genre Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is thinking process concerned with the act of writing.</td>
<td>Writing is a social activity concerned with the final product.</td>
</tr>
<tr>
<td>1- Emphasis on creative writer.</td>
<td>1- Emphasis on reader expectations and product.</td>
</tr>
<tr>
<td>2- Skills in using languages.</td>
<td>2- Knowledge about language.</td>
</tr>
<tr>
<td>3- How to product and link ideas.</td>
<td>3- Knowledge of the context in which writing happens.</td>
</tr>
<tr>
<td>4- Makes processes of writing transparent.</td>
<td>4- How to express social purposes effectively.</td>
</tr>
<tr>
<td>5- Provides basic for teaching.</td>
<td>5- Makes textual conversations transparent.</td>
</tr>
<tr>
<td>6- Assumes L1 and L2 writing similar.</td>
<td>6- Contextualizes writing for audiences and purposes.</td>
</tr>
<tr>
<td>7- Overlooks L2 language difficulties.</td>
<td>7- Requires rhetorical understanding of texts.</td>
</tr>
<tr>
<td>8- Insufficient attention to product.</td>
<td>8- Can lead to over attention to written skills needed to texts.</td>
</tr>
<tr>
<td>9- Assumes all writing uses the same processes.</td>
<td>- (Nemouchi, 2009:81-4).</td>
</tr>
</tbody>
</table>
3.9.8 The Modern Approach to Teaching Writing

The contemporary approach to the teaching of writing is based on both the Communicative Approach and the Process Approach; i.e., the combination of both of them. According to Chan (1986:56), it is based upon three assumptions which relate to cognitive and social strategies.

1. People write to exchange a few words with readers
2. People write to achieve certain purposes.
3. Writing is a multifaceted process.

So, writing is seen as a communicative act where the students / writers consider two crucial questions: for whom and why? They are asked to think of their audience and the purpose behind their writing; meaning is stressed rather than form. Writing is viewed as a process that goes through (into) three different stages: prewriting, composing and revising. These are methods that students are trained to use when writing.

What follows is an example of the process that good writers have been found to follow in writing (Raimes 1983:21).

- They recognize why they are writing.
- They categorize whom they are writing for.
- They congregate material through observing, brainstorming, making notes or lists, talking to others and reading.
- They prepare to go about the task and how to organize the material
- They write a draft.
- They read the draft critically in terms of its content.
They modify.

They prepare more drafts and a final revision.

They proofread the errors.

Zamel (1987) who did research on how students write or on the habits of eight E.S.L writers who were considered to be good writers, found that the research findings on native speakers of English generally applied to E.S.L learners. She reached the following conclusions.

1. Writers resolve meaning through writing. Writing is a development of extending and refining an preliminary idea.

2. Writers often go back over what they have written before moving on again. Writing is a recursive procedure.

3. The course of ideas of unprofessional writers is very often blocked by too much consideration to form.

3.10 Writing: Assessment and Evaluation

Davison and Dowson (1998, pp.140-144) discussed three kinds of writing evaluation which are self-evaluation, peer evaluation and teacher assessment.

- **Peer evaluation**: This kind of evaluation leads the learning process in to the fruitful direction. It is a response by the students on time or suddenly asked questions by the teacher. The students distribute their answers and convey remarks on major errors committed by their partners for the duration of the course of writing tasks. Here, students take care of their writing, as it has to be assessed by their friends. Therefore, they try to avoid mistakes as less as possible.
• **Self-evaluation:** It is mainly valuable when students produce especially sensitive or personal writing or when they use genres such as poetry. Writers, who are asked to disagree what they were trying to accomplish and to designate the foundation of their ideas, can provide a teacher with key administration as to what kind of response is appropriate. The self-evaluation forms are kind of objectification of the individual, and the teachers need to pay contemplation not only to the excellence of the work, but also the level to which the writer is able to seclusion them from the content in deciding how to respond.

• **Teacher assessment:** Teacher evaluation of writing should also draw notice to the issues indicated for peer and self-evaluation. Many teachers instigate their responses to writing with comments, which indicate their criticism to the way in which the piece has made connotation and may include touching responses as well as exploratory ones. Positive achievements should be identified and teachers should then objective a limited and convenient number of areas for further growth. The formative evaluation and evaluation of writing should take the form of a developmental dialogue between the teacher and students and among groups of students.

Richard (2003, pp.212-225) emphasized that the evaluation refers to the variety of ways used to collect information on a learner's language capability or achievement.

It is therefore an umbrella term, which includes such miscellaneous practices as once-only class tests, short essays, report writing portfolios or large-scale standardized examinations. In the classroom, any assessment can be formative or summative. Formative assessment is designed to identify a learner’s strengths and weaknesses to affect remedial action. Summative is concerned with "summing up" how much a student has learned at the end of the course.
3.11 The Role of the Teacher in Writing Lessons

Harmer (2004, pp. 41-42) discussed five tasks a teacher can do before, during and after student writing. They are:

1- **Demonstrating**: students should be aware of writing conferences and genre restraints in specific kinds of writing. Therefore, teachers have to be able to put these features into their consideration.

2- **Motivating**: teachers should inspire, assist and incite students to dig up ideas, create enthusiasm among them with the value of the task and convince them what fun it can be.

3- **Supporting**: teachers need to be helpful in writing lessons and help students to conquer difficulties that students face in writing.

4- **Responding**: teachers should respond to the content and construction of a piece of writing supportively and make propositions for its improvement.

5- **Evaluating**: when evaluating students` writing, teachers can indicate the positive points, the mistakes that students made and may award grades.

3.12 Writing and Other Skills-LSRW Connection

Writing is not an isolated skill but four-language skills work together to enhance the development of each other: speaking, listening, reading and writing. Listening and reading are the receptive skills, and speaking and writing are the productive skills. According to Johnson (2008), language skills develop each other; i.e. the development of individual language skills improves the development of others. For example, listening and hearing other people use language enhances one’s ability to speak, reading helps students become better writers, and writing helps in developing phonic knowledge and enhances reading fluency.
3.12.1 Writing and Speaking

Both writing and speaking are clearly productive actions in that they create language outcomes just as listening and reading are both passive actions. When it comes to communication, Kress (1989; in Tribble, 1996: 12) sees that speaking and writing are harmonizing skills and emphasizes, “the person who commands both the forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone.” However, the physical act of speaking and writing are very different. What follows is a summary of some differences between writing and speaking as seen by Brown (1994):

- Performance: oral language is transitory, must be processed in real time, while written language is permanent and can be read, and re-read as often one likes.
- Production time: writers generally have more time to prepare, revise and revise their words before they are finalized, while speakers have a little or no time to do this.
- Distance: between the writer and the reader in both time and space eliminates much of the shared context that is present between speaker and listener in face to face contact and this necessitates greater explicitness from the part of the writer.
- Orthography: in writing carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (for example: stress, intonation, pitch, volume, pressing).
- Complexity: written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (repetition of nouns and verbs).
- Formality: because of the social and cultural uses of which writing is ordinarily put, writing tends to be more formal than speaking.
• **Vocabulary:** Written texts tend to contain a wider variety of words, and lower frequency words, than oral speech.

Harmer (2004: 7-10) makes the difference between writing and speaking in terms of time and space of communication, participants, process, organization, language, signs symbols and product. However, he sees that in some contexts, these differences between writing and speaking fade away. For example, the use of written language in text messaging and internet chatting seems to be more like speech than written discourse where speakers seem to be speaking while using written words. As another example, is the degree to which a formal speech follows the rules of writing in terms of structure, organization, and use of language; such types of speech seem to be more writing rather than speaking.

### 3.12.2 Writing and Reading

From a historical point of view, reading was more emphasized than writing in education. In Britain, for example, in the eighteenth and nineteenth centuries, reading took the primary attention in education before writing, and this is because as Foggart (1993; in Tribble, 1996: 11) states: “it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology; writing on the other hand, assumes the giving of instructions and the formation of views about society.” In an industrialized society, reading is a survival skill which enables you to react to range of social demands (reading is a pervasive requirement: looking at an alarm clock, glancing at the newspaper, or checking the departures board). Writing, in contrast, is a less necessary skill but one which can lead to more proactive roles.

When looking at the nature of writing and reading, it seems that the two skills are separate in that reading is a passive activity and that writing is a productive one; still, these two language
skills are complementary and can be closely developed. As it is seen by Johnson (2008: 7), the apparent relationship between the preceding skills is that reading helps students become better writers. Through reading, students have incidental contact with the rules of grammar, so they develop a sense for the structure of the language and grammar and increase their vocabulary. Therefore, Reading in the writing classroom is understood as the appropriate input for acquisition of writing skills because it is generally assumed “that reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred” Eisterhold (1990: 88).

The nature of this reading-writing link, though not well-defined is often thought to be like Krashen’s notion. Krashen (1984: in Eisterhold, 1990: 88) claims that the development of writing ability occurs via comprehensible input with a low affective filter. He theorizes that writing competence derives from large amounts of self-motivated reading for interest and/or pleasure.

The evidence that there is an existing relationship between reading and writing is the results of the correlation study carried by Stotsky (1983) that came out with the following results:

1- There are correlations between reading achievement and writing ability. Better writers tend to be better readers.

2- There are correlations between writing quality and reading experience. Better writers read more than poorer writers.

3- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers (ibid).
3.13 Conclusion

Thus, this chapter gives a full account of writing skill. To command over the writing skill, one must know the matter deeply so that he/she may not present ideas in an organized way. Researcher took the help of reference books, articles, and dissertations to explain the writing skill in details including his own views on the writing skill. The chapter has been prepared in a lieu to stating so many researches. Teacher and student should work collaboratively to accomplish the goal mastering over English writing skill. This chapter can be helpful in understanding of the basics and fundamental aspects of the writing skill.