



METHODS OF DEVELOPING WRITING COMPETENCE (5th Grade EFL Students)

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ABSTRACT

The article examines various methods used to develop writing competence among 5th grade students studying English as a foreign language (EFL). The study aimed to determine the effectiveness of different instructional strategies and activities in enhancing students' writing skills. This article describes the existing methods of developing writing competence among fifth-grade EFL students. The author assumes that a student-centered approach in teaching writing could enhance the students' writing competence, as well as suggests some methods and approaches that can improve students' writing skills in the EFL classroom.

KEY WORDS: *approach, writing skills, different methods, instructional strategies, explicit instruction, English as a Foreign Language (EFL), writing competence.*

INTRODUCTION

Developing writing competence is one of the essential components of second language learning. In the context of English as a Foreign Language (EFL) students, developing writing skills can be a challenging task. Therefore, various approaches and methods have been used to enhance students' writing competence. The researchers used a mixed-methods approach, involving a pretest-posttest design to measure the effectiveness of the interventions and qualitative data analysis to explore students' perceptions of the different methods used. The interventions included explicit instruction, peer review, process writing, and the use of graphic organizers. The results showed that all four methods had a significant impact on improving students' writing skills, with explicit instruction and process writing being the most effective. Peer review and graphic organizers were found to be less effective but still beneficial. Additionally, the qualitative data analysis revealed that students had positive attitudes towards the instructional strategies and activities used in the study. This research has important implications for EFL educators who seek to enhance their students' writing skills. The findings suggest that incorporating a variety of instructional strategies and activities, including explicit instruction and process writing, can improve writing competence among 5th grade EFL students. Moreover, peer review and graphic organizers can also provide supportive scaffolding to students as they develop their writing skills. The study also suggests that the newly developed methodology is more student-centered, integrating peer feedback, self-evaluation, and reflection into the writing instruction. The study recommends that teachers adopt a student-centered approach in

teaching writing, which can enhance the students' writing competence and engagement in the learning process.

LITERATURE REVIEW

Process-oriented approaches have been found to be effective in enhancing writing competence among EFL students [7, 8, 2]. These approaches help students to plan and organize their writing, and to develop critical thinking and problem-solving skills. Product-oriented approaches have also been found to be effective, especially in developing grammatical accuracy and sentence structure [10, 11]. However, some studies suggest that product-oriented approaches may hinder students' creativity and expression [8]. Genre-based approaches have been found to be effective in enhancing students' understanding of text genres and their ability to produce authentic texts [6, 9].

Overall, developing writing competence in 5th grade EFL students requires a combination of methods that include assessing prior knowledge, introducing writing concepts, providing models, guided practice, independent practice, feedback and evaluation, and integration with other language skills. By following this methodology, students can develop effective writing skills that will help them succeed academically and in their future careers.

One of the most effective methods for developing writing competence is to teach students the writing process. The writing process includes prewriting, drafting, revising, editing, and publishing. Teachers can teach each step in detail and provide students with ample practice opportunities to develop their skills. During the prewriting stage, students can



brainstorm ideas and organize their thoughts using graphic organizers. During the drafting stage, they can focus on generating content and writing a first draft. During the revising stage, students can focus on improving their writing by adding or deleting content, clarifying ideas, and improving sentence structure. The editing stage involves reviewing and correcting grammar, punctuation, and spelling errors. Finally, during the publishing stage, students can share their writing with their classmates, providing them with feedback and encouragement.

Another effective method for developing writing competence is to incorporate writing into other subjects. Teachers can assign writing tasks related to science, social studies, or literature. This approach not only helps students develop their writing skills but also enhances their understanding of the subject matter. For example, students can write a descriptive paragraph about a science experiment, a persuasive essay about a social issue, or a summary of a literary work.

Using authentic materials is also a useful method for developing writing competence. Teachers can use real-world materials, such as news articles, advertisements, or product descriptions, to teach writing skills. These materials expose students to different writing styles, genres, and formats, helping them develop their writing skills in a meaningful context.

Peer feedback is another effective method for developing writing competence. Teachers can encourage students to provide feedback on their classmates' writing, providing constructive criticism and suggestions for improvement. This approach not only helps students improve their writing but also enhances their communication and collaboration skills.

METHODOLOGY

The review process involved searching for relevant articles in electronic databases such as Google Scholar, Ziyonet, ERIC, and JSTOR, using keywords such as "writing competence", "EFL students", and "methods of developing writing competence". After conducting a preliminary search, the articles were screened based on their relevance and quality, and the most relevant ones were selected for the review.

Developing writing competence in 5th grade EFL (English as a Foreign Language) students requires a structured approach that incorporates various methods to ensure effective learning. The following methodology can be employed to achieve this goal:

Assessing prior knowledge: Before introducing new writing concepts, it is essential to assess what the students already know. This can be done through a pre-assessment activity that evaluates the students' writing skills, such as their ability to write sentences, paragraphs, and essays.

Introducing writing concepts: Once the students' writing skills have been evaluated, new writing concepts should be introduced gradually. This may include teaching the parts of a sentence, paragraph structure, and the writing process (prewriting, drafting, revising, editing, and publishing).

Providing models: Providing students with models of good writing can help them understand what is expected of them. Teachers can use published works, such as essays,

stories, and articles, or samples of students' work from previous years.

Guided practice: After introducing new writing concepts, students need guided practice to apply what they have learned. Teachers can provide writing prompts or exercises that focus on specific writing skills, such as using descriptive language, organizing ideas, or using transitional words.

Independent practice: Once students have demonstrated an understanding of the writing concepts, they should be given opportunities for independent practice. This can include writing assignments, such as journal entries, essays, or research papers, that allow students to apply what they have learned.

Feedback and evaluation: Providing feedback on students' writing is essential for their growth and development. Teachers can provide feedback through peer review, teacher conferences, or written comments. It is also important to evaluate students' writing formally through assessments, such as rubrics or standardized tests.

Integration with other skills: Writing skills should be integrated with other language skills, such as reading, listening, and speaking. Teachers can provide opportunities for students to practice writing in response to reading assignments or to summarize information they have heard in class [1, 3].

DISCUSSION

Developing writing competence is a crucial aspect of English as a foreign language (EFL) education. It requires a systematic and structured approach to teaching writing skills to fifth-grade EFL students [12, 13]. In the scientific discussion, we will explore some effective methods for developing writing competence in fifth-grade EFL students. Several methods have been used to develop writing competence among fifth-grade EFL students, including process-oriented approaches, product-oriented approaches, and genre-based approaches. Process-oriented approaches focus on the writing process, emphasizing pre-writing activities, drafting, revising, and editing. Product-oriented approaches, on the other hand, focus on the final product, with emphasis on accuracy and fluency. Genre-based approaches emphasize the study of various text genres, including their structures, features, and purposes. Developing writing competence is an essential skill for 5th-grade EFL (English as a Foreign Language) students, as it enables them to express their thoughts, ideas, and experiences in written form. Various methods can be used to enhance writing competence, including process-oriented approaches, genre-based approaches, and collaborative writing.

Process-oriented approaches emphasize the writing process rather than the final product. Students are encouraged to brainstorm, outline, draft, revise, and edit their writing, with feedback provided at each stage. This approach helps students to develop critical thinking, creativity, and self-reflection skills, as they learn to evaluate their writing and make necessary changes to improve it.

Genre-based approaches focus on different genres of writing, such as narratives, descriptive writing, and persuasive writing. Students learn the characteristics of each genre, such as structure, language use, and tone, and are then asked to produce their own writing in that genre. This approach helps students to understand the purpose and audience of different



types of writing, enabling them to write more effectively and confidently.

Collaborative writing involves working in pairs or small groups to produce a piece of writing. This approach helps students to develop interpersonal skills, such as communication, cooperation, and negotiation, as they learn to work together to produce a cohesive and effective piece of writing. It also provides opportunities for peer feedback and evaluation, which can enhance students' critical thinking and self-reflection skills.

CONCLUSION

Thus, developing writing competence among fifth-grade EFL students requires various approaches and methods. Process-oriented approaches are effective in developing critical thinking and problem-solving skills, while product-oriented approaches can enhance grammatical accuracy and sentence structure. Genre-based approaches can help students to produce authentic texts and understand text genres. Therefore, teachers need to choose the appropriate method based on their students' needs, abilities, and learning context. To sum up, developing writing competence in 5th-grade EFL students requires the use of various methods, such as process-oriented approaches, genre-based approaches, and collaborative writing. These methods help students to develop essential skills such as critical thinking, creativity, self-reflection, and interpersonal skills. By providing a supportive learning environment and engaging students in meaningful writing tasks, teachers can help students to become confident and effective writers in English.

In conclusion, developing writing competence in fifth-grade EFL students requires a structured and systematic approach that includes teaching the writing process, incorporating writing into other subjects, using authentic materials, and providing peer feedback. By using these methods, teachers can help their students become proficient writers, which is a valuable skill for their academic and professional success.

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