



IMPLEMENTING PROCESS-ORIENTED APPROACH IN TEACHING “WRITING TO B1” LEVEL STUDENTS

Sultanov Khayrullo¹

English Teacher of Department of English Phonetics, Andijan State University, Andijan, Uzbekistan

Rakhmatova Zulfiya²

English Teacher of Department of English Phonetics, Andijan State University, Andijan, Uzbekistan

ABSTRACT

The present study aimed at identifying difficulties of the B1 level students in the academic writing process and find out effective solution to teaching writing through implementing process-oriented approach. Implementing process/modeling approach based on process-oriented approach in classes was used to widen the students' writing skills, enhance their achievement and understanding in writing section.

KEY WORDS: *process, skill, writing, materials, video, equipment, topic, activity, learner, lesson, questionnaire.*

INTRODUCTION

Productive skills are considered difficult linguistic skills than perceptive. However, writing, one of the productive skills is the most challenge to acquire. In order to produce from little messages to a piece of work writer needs to pass some time to generating ideas and put it into paper. That process is called Writing process.

The academic writing process is the main part of writing skill that appears motivation to learn Writing. The learners carry out various activities in each stage of writing and this leads to facilitate their compositions. Furthermore, writing process helps them learn to write and it is considered as developmental process that helps students to write as professional authors do; for instance, choosing their own topics and titles, generating (brainstorming, making a list, drawing a mind map) ideas, and writing from their own experiences or observations.

The main reason of choosing this topic is that most students have difficulties and misunderstandings while producing a piece of writing. When we observed several classes, we felt sure that the student did not enjoy writing; because, they found it difficult to write and preferred discussion to writing. In this article, we present a large number of approaches that used in writing process and a variety of activities to utilize a guide book for the students and future investigators who might have difficulties in finding interesting ideas and essential sources that designing lesson plan and

organizing activities for writing paragraphs in the writing process is the best solution for the problem.

MATERIALS AND METHODS

The researchers are wished to give teaching materials and equipment taken from different sources to use for the study. The selected materials include pre and post questionnaires, tests, videos, handouts, rating scales. The students are presented video, which is taken the internet to involve students to the topic of the lesson. Each lesson plan includes different handouts are organized at least seven for each lesson selected from books and the sources of the internet that contain game, a range of activities for brainstorming, mind-mapping, prewriting, revising and drills.

Before and after the experiment study students are given pre and post tests for comparing the results of background knowledge and new one. In order to evaluate written assignments the researcher uses the way, which is for grading compositions. As the equipment of the study, we plan to utilize a computer, speakers, a flash driver, and classroom tools during the classes.

The purpose of utilizing the questionnaires is to determine the reason lack of interest in learning writing and finding out the difficulties of the students on producing a piece of writing. We intended to make the students write a short composition during the



writing process in the class instead of giving them as home assignment.

After choosing process/modeling approach among other approach of the writing process, we decided to carry out our experiment work of the

research paper at Andijan State University. We had started to observe the freshmen of group № 101 in order to identify their level, the methods which their teacher used in class from January 15, 2020.

List of Group № 101

No	Student's name	Native language	Group	Age	Teacher
1	Xolboyeva Hafiza	Uzbek	101	20	Mrs. Zulfiya
2	Qurbonova Madina	Uzbek	101	20	Mrs. Zulfiya
3	Sulaymanova Sarvinoz	Tajik	101	22	Mrs. Zulfiya
4	A'zamova Moxiro'y	Uzbek	101	19	Mrs. Zulfiya
5	Matyoqubova Nafosat	Uzbek	101	21	Mrs. Zulfiya
6	Keldibekova Go'zal	Uzbek	101	24	Mrs. Zulfiya
7	Izzatullayeva Sevara	Uzbek	101	20	Mrs. Zulfiya
8	Axmatov Jamshid	Uzbek	101	22	Mrs. Zulfiya
9	Rejapov Abdushukur	Uzbek	101	20	Mrs. Zulfiya
10	Xalimbekov Saidakbar	Uzbek	101	21	Mrs. Zulfiya
11	Ergashev Sardor	Uzbek	101	21	Mrs. Zulfiya
12	Qodirov Ma'ruf	Uzbek	101	20	Mrs. Zulfiya
13	Fayzullayeva Zulfiya	Uzbek	101	20	Mrs. Zulfiya
14	Sherjanova Mardona	Kazakh	101	19	Mrs. Zulfiya
15	Xazratova Hilola	Tajik	101	20	Mrs. Zulfiya

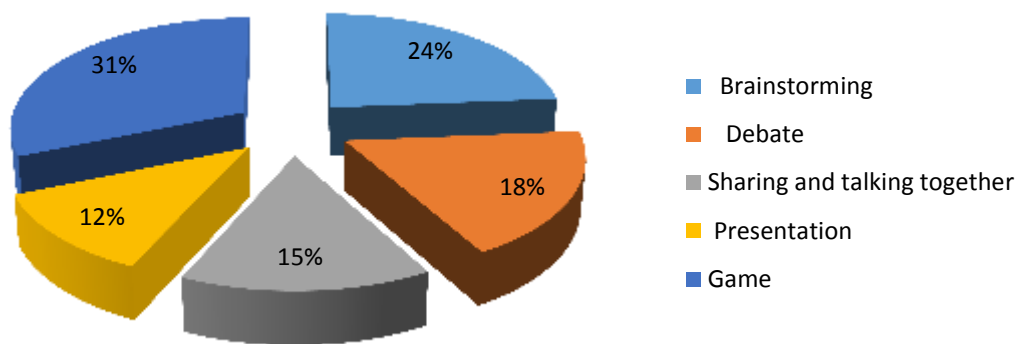


DISCUSSIONS AND RESULTS

The present article focuses on identifying the difficulties of the B1 level students which they face on producing a piece of work in the classes and determining the efficiency of the process/modeling approach by applying with a range of activities in teaching writing to B1 level students. During the

research, the investigators observed the classes of both groups, which they wished to choose as subjects of her study work. We prepared questions for those groups concerning the reason of learning Writing, the difficulties that they faced while writing a short composition and their views in acquiring "Writing" for making easy.

The percentage of the preferable activities



The result of questionnaire shows that 29 percent of the students come across the problem with the topic that given by teachers. They pointed out that some teachers would not fully explain the topic to the students. As a result, they would not understand the topic and think many things to write. In addition, thinking too much, about what to write made them have a headache. Besides, 33 out of 55 students stated that lack of teacher's attention to the works of the students happened in the class. For instance, some of the teachers do not give feedback to the students concerning their mistakes in their written work. As a result, students think that teacher do not check their written work; 33 percent of them have problem which are related to Vocabulary that they have lack of stock of words and synonyms of words in the second language; a large number of students (67 percent) have difficulties with the concentration when collecting or giving the ideas; The above diagram illustrates the percentage of preferable activities for the students After the researcher took questionnaire, she made up the list of the topics for the need assessments of the participants in order to design lesson plan.

CONCLUSION

The research has been intended to determine the difficulties of the B1 level students who faced during writing classes in the university and discover appropriate solution to teaching writing by applying the process/modeling approach. In order to implement this approach the researchers studied several scientists' approaches that used in teaching writing. During the investigating, several approaches the researches felt sure that those approaches connected each other and had comparable features and structures. For instance, the ways of teaching of the integrated approach and process/modeling approach are similar that train the learners by incorporating several skills. The researchers decided to experiment process/modeling approach which suggested by Professor D.A. Adeyemi at the University of South Africa; because his approach seemed the best solution to the problem which the students faced while they were writing a piece of work. As the researcher found out various difficulties of the students by organizing questionnaire and reflected the data in this paper, she made up lesson plans on the basis of questionnaire and the process/modelling approach. Concluding all the points, the researchers recommend to the teachers that process/modeling approach is



effective for the students (B1) those who begin learning to write.

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