
APPROACHES TO WRITING AND THE ANALYSIS OF PRODUCT AND PROCESS APPROACHES TO TEACH WRITING

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Abstract: A method various person to person and subject to subject but approach is not. There are some approaches to provide a simple but solid overview of many of the most prevalent approaches to teaching second language writing. Nowadays teachers are not really using just one of these approaches. Much the homework-based writing assignments will be in the process approach tradition and we will be touching on the others in different exercises in class and may be at home. The idea is that no single approach is to be taken as optimal and many should be used, obviously depending on the situation.

This research provides a detailed description of process and process approaches to writing. It is imperative to provide an account of what 'process' approach is and what process approach is and their different stages as these approaches were followed to a greater extent in the intervention program. To understand these approaches we first look t how is differs from 'product' approach and process approach that prevails in most writing classrooms.

Key words: approach, readable, structuring, evaluating, reviewing

Introduction: A philosophy, an article of faith – something that one believe, but can necessary prove. Approach literally means “coming near” Approach brings us near to the symbol of language an approach is axiomatic ,a method is procedural a technique is a device for getting the result aimed at it is a particular trick used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach is well.

An approach is a matter of principles and derived from artificial study of nature of language and others.

A method various person to person and subject to subject but approach is not. There are some approaches to provide a simple but solid overview of many of the most prevalent approaches to teaching second language writing. Nowadays teachers are not really using just one of these approaches. Much the homework-based writing assignments will be in the process approach tradition and we will be touching on the others in different exercises in class and may be at home. The idea is that no single approach is to be taken as optimal and many should be used, obviously depending on the situation.

Product and process Approaches to writing: This research provides a detailed description of 'process' approach to writing. It is imperative to provide an account of what 'process' approach is and its different stages as this approach was followed to a greater extent in the intervention program. To understand this approach we first look t how is differs from 'product' approach that prevails in most writing classrooms.

Product Approach: David Numan (1989) very clearly defines what a product approach is, when he

says, “the product approach to writing focuses on the end result of the act of composition i.e. the letter, report, essay and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable grammatically correct and obeys discourse conventions relating to main points and supporting details. The focus in class will be on copying and imitation carrying out sentences expansions from cue words and developing sentences and paragraphs from models of various sorts.

Brooks and Grundy (1998) remarks, “Some teachers ask their students to produce a series of products and hope that constant repetition aided by careful marking and assessment will result eventually in acceptable product”.

In a product approach, focus is on form and structure of writing rather than on how writers create writing. As the focus is mainly on ability to produce correct texts or 'products', this approach is referred to as the product approach. In product approach, the product is preconceived. In a typical product-centered approach all the writing will converge towards a pre-defined goal, with a model text presented to focus on comprehensives and text manipulation activities. In this approach neither the model text nor the activities based on it show how the writer actually composed it.

Unlike process approach where the teacher is an organizer, facilitator, respondent, in a product approach the teacher is a 'linguistic judge'. That is, he/she judges the final product focusing on its linguistic aspects without guiding students at every stage of writing.

Process Approach:

The shift from product to process: The major

change that has come about in the teaching of writing in the last three decades or so is the shift in focus from the written product to the writing process. It was in the 70's that researchers started thinking about the actual processes involved in writing-the different processes that the writer engages in before the final evolution of the text. Mora-Flores (2009, p.2) opines that 'our goal as teachers of writing is to develop the writer. We want students to understand what it means to be a writer - what it means to take an idea and, through careful planning and ongoing decision - making , turn it into a story, a poem an essay, or a text.'

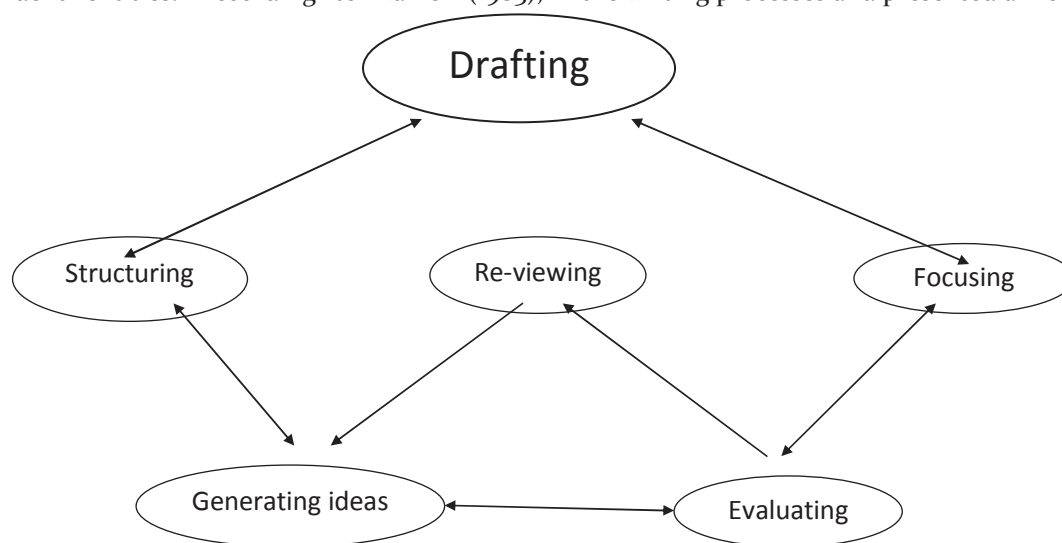
Emig's (1971) landmark L1 researches 'The Composing Process to Twelfth Graders' was the first major study to respond to the shift in composition orientation from product to process. Historically the impetus for the process writing movement was a desire to eradicate restraint and narrowness of traditional approaches to teaching writing. What differentiates process-focused approach from product centered is the outcome of writing i.e. product is not pre-conceived. Writing is not a linear process of gathering information, outlining, and writing but it involves many different stages - generating ideas, planning , writing , evaluating and re-writing- which are not independent entities. According to Zamel (1983),

“composing is a non-linear, exploratory and generative process where by writers discover and reformulate their ideas as they attempt to approximate meaning”.

Composing means expressing ideas and conveying meaning. Composing means thinking. When student compose, thinking and writing should go together - the very act of writing has creative function. Writing helps us find out what we want to say.

The process approach is essentially a writing dominated approach where the students should be allowed to choose their own topics, use personal experience to write about what concern them or respond to some shared classroom experience which might be a piece of expository writing or a work of literature.

What is process writing?: Writing is not just transcribing language into written symbols - it is a thinking process. White and Arndt (1991, p.3) say, “ it is a form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning , goal setting , monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meanings.” They had visualized their perception of the writing processes and presented a model.



This model shows how writers dart back and forth one process to another and there is interaction among the different processes such that some processes occur simultaneously with one influencing another.

At this juncture, it is imperative to have a look at **Process Writing Chart** developed by Mora-Flores (2009, p.5).

Process Writing Chart

Prewriting	Selecting topics Generating ideas Quick write “mini-drafts” about personal experiences Draw or sketch an experience Setting a purpose for writing Identifying audience Identifying genre and its elements Organizing ideas(graphic organizers) Revising ideas on graphic organizers Exploring mentor texts to generate ideas for writing Exploring mentor texts to analyze discourse and text structure Note-taking Researching and collecting information
Drafting	Free-flow of ideas: trying out written language Identifying structure and purpose as you write: Scaffold the draft to understand the structure one paragraph at a time. Peer discussion: reading for clarity along the way Peer discussion: crafting leads and conclusions along the way Applying elements of genre
Revising	Revising ideas for purpose, clarity, and effectiveness Adding information (details, examples, dialogue, facts) Adding descriptors (adjectives, adverbs, prepositional phrases) Adding sensory details Deleting repetition of ideas, words, phrases Substituting words(adjectives, repetitive function words, adverbs, pronouns, proper nouns, synonyms) Rearranging ideas with a focus on clarity and discourses(sequence, order of ideas, order of sentences, order of paragraphs) Adding an introduction, subheadings, closings/conclusion The language of general transition words, cue words, forms of language
Editing	Spelling Verb tenses Sentence structure Grammar, usage, and mechanics
Publishing	How will you share your writing with the world? Selecting a medium for publishing

Mora-Flores (2009, p.5) described in detail the five stages of the writing process: prewriting, drafting, revising, editing, and publishing. She further says As writers we rarely proceed through piece in such a finite, linear fashion. We jump around from drafting to revising , then back to drafting, then edit a bit, going back to revision, stopping along the way to ask for help from friends or family. Students grow as writers as they draft and re draft as they tackle and solve revision problems. They will plan, draft, revise, and edit more than once on their way toward publication.

She further says

The stages of writing process explain my perspective on what can be taught at different stages of writing process. We take English language students through the process of writing with ongoing support from

their teachers and peers. At every stage in the process students can respond to each others’ ideas, styles, and mechanics.

Brooks and Grundy (1990) agree that one cannot write without having something meaningful to convey, without knowing and researching an audience, without being aware of appropriate register and variety. Hence a writing classroom should set up for collaborative group work which will provide for a readership and an opportunity for rewriting so as to enable the accurate expression of he intended meaning.

Teaching students by looking at what they have written is one of the reasons for the failure of teaching writing. We have to see how the writer writes and why he/she writes so. What goes on behind the act of writing is to be understood. So

writing should be taught as process but not as product.

Thus we have seen the differences between the product and process approaches to writing and it is also clear how the emphasis shifted from product approach to process approach due to research and developments in teaching writing.

Conclusion: An attempt was made to provide a background to the present study. In this overview of product and process approach their uses and

proceedings and its main branches were discussed in detail. An elaborate account of Product approach and process approach to writing was given in the last section of the chapter as these concepts had significant relevance to the present study. All the concepts discussed in this chapter not only formed the theoretical underpinnings for this study but also helped the researcher gain insights into concepts discussed in this chapter.

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