On the Application of Process Writing Approach to Senior English Writing Teaching

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Abstract: Writing is one of the main ways for students to output language, and it provides students chances to express their own ideas and communicate with their friends and teachers.And many English teachers in senior high school always use Product Writing Approach to teach English writing. Product Writing Approach pays great attention to the accuracy of the final products but ignores the process. The students' writing ability are not developed and can't meet the new standard of English curriculum.

Keywords: Knowledge;Systematic;English Writing Teaching

Introduction

Knowledge is a process, not a product. Because the students don't learn writing by having knowledge poured into their heads, one of the most significant goals of writing classes is to make the students be able to understand that writing is a process, to develop a process which works well for them, and to enable them to vary that process when necessary.

1. The Analysis of Status of Senior English Writing Teaching

1.1 The Teaching Objectives of Senior English Writing Teaching

Language skills are an important part of language learning. Language skills include listening, speaking, reading, seeing and writing skills. Listening, reading and seeing are comprehensive skills, while speaking and writing are expressive skills.

1.2 The Status of Senior English Writing Teaching

1.2.1 The Status of Senior English Teachers' Writing Teaching

First of all, high school English teachers do not pay attention to writing teaching.

Secondly, the high school English teachers don't pay attention to process guidance..

Thirdly, the high school English writing class is lack of teacher-student interaction.

All in all, this teaching model has some shortages: The topics are chosen by the English teacher, which makes students lack interest in writing; The teacher simply presents the requirements and templates and doesn't guide students to discuss to gain ideas and form writing ideas; The evaluation process is also completely finished by the teacher, which lacks communication between the teacher and students or among students so that there are no opportunities for students to learn from each other.

1.2.2 The Status of Senior Students English Writing Learning

Firstly, high school students lack interest in writing. Due to previous bad English writing learning habits, many high school students show a lack of interest and confidence in English writing. Many students hate English writing because they don't know how to write in English.

Secondly, the high school students lack writing skills. Many high school students are reluctant to train writing in English systematically and comprehensively because they think writing is a boring and difficult task.[1]

2. The Application of Process Writing Approach to Senior English Writing Teaching

2.1 Pre-writing

2.1.1 Creating a motivation to write

(1) Introduction. To make the writing teaching effective in senior English class, it is the most basic task for the teacher to motivate

students to write.

(2) Advantages. Traditional Product Writing Approach only focuses on the clarity and the structure while students' writing interests and real writing situations are ignored.[2]

2.1.2 Mapping

(1) Introduction. Brainstorming encourages students to think freely and put down all possible ideas while mapping helps students organize these ideas[3].

(2) Teaching Case. During the brainstorming, students have written some information about the festivals they have experienced. The teacher invites some students to share their ideas, then asks students try to categorize their ideas.

(3) Advantages. Through mapping students can select their ideas and put them together in a coherent or a logical way. What's more, students can do freewriting and make a detailed outlining according to their mappings.

2.1.3 Freewriting

(1) Introduction. Freewriting refers to giving students several time to start writing freely about the topic following mapping. Students usually have 10 to 15 minutes to write down their ideas as quickly as possible.

(2) Teaching Case. The teacher gives students 10 minutes to write their festival experiences freely according to their mappings. And the teacher tells students can use some useful expressions in the passage to help them write.

(3) Advantages. Traditional Product Writing Approach only focuses on the final products that must be correct in grammar, spelling and choice of word.

2.1.4 Outlining

(1) Introduction. After students have gathered a lot of ideas which come from their mind or from their classmates or group members. Students need to write a more detailed outline which includes the main structure and the most important points of the article.

(2) Teaching Case. The teacher gets students to look at the organization of the diary entry again. Then, the teacher asks students to try to write their outlines according to their mappings and freewriting. At last, the teacher presents the example and asks students to revise their outlines.

(3) Advantages. There are many advantages to write a detailed outline before writing. In fact, an outline is the main framework of a composition including the opening paragraph, the body paragraphs and the closing paragraph. Students can think of how to arrange the content to reduce errors in writing.

2.2 While-writing-Drafting

2.2.1 Introduction

Students have gained enough ideas through the preparation stages and formed the structure and train of thought for writing. It is obvious that students have cleared away some writing obstacles.

2.2.2 Teaching Case

The teacher gives students 15 minutes to write their first draft based on their outlining, mapping and freewriting. If some students don't finish their writings in the class, the teacher gives more time to students to write after class.

2.2.3 Advantages

In the process of drafting, students write a complete essay by arranging ideas from their own outlining, mapping or brainstorming in a logical and coherent way. It is beneficial to cultivate students' ability of expression and logical thinking.

2.3 Post-writing

2.3.1 Editing

(1) Introduction. After students finish their first drafts, they could come to the editing stag. Students should read through their writings and check the logic development of the writing and the validity of the ideas.

(2) Teaching Case. Firstly, the teacher asks students to read their first drafts to check the clarity of ideas or the logic developments of their opinions and check the errors in spelling, choice of words, grammar and punctuation and do self-correction to correct the unreasonable parts. After doing self-editing, the teacher asks students to exchange their drafts to do peer editing and presents a worksheet which can provide a standard for peer editing.

(3) Advantages. Editing is the most characteristic procedure in Process Writing Approach, which is a process for students to improve themselves or improve each other.

2.3.2 Revising

(1) Introduction. After editing, no matter self-editing or peer editing, it helps students to check their writings to find some errors or illogical parts. At the revising stage the teacher should guide students to improve their writings in both organization and contents

based on the self-editing or peer editing.

(2) Teaching Case. First of all, the teacher asks students to revise their writings independently; secondly, the teacher gets students to discuss and choose which suggestions given by their partners are reasonable and which are not, then give students some time to do revising to delete some illogical parts and add some new ideas to make their writings better in content and language; thirdly, the teacher is able to encourage students to write a second or a third draft and they can submit the best draft.

(3) Advantages. Compared with the traditional writing approaches, the revising in Process Writing Approach allows students to revise and improve their writings and gives students an opportunity to find problems and solve them, and in the process of revising, students can develop their writing skills.

2.3.3 Proofreading

(1) Introduction. Before handing in the final draft, it is essential for students to proofread their drafts. At this stage, the teacher needs to guide students to read their drafts again carefully to check whether there are any errors in spelling, grammar, punctuation or capitalization or not.

(2) Teaching Case. The teacher gets students to read their writings carefully again and check and correct some errors in spelling, grammar, punctuation and choice of word.

(3) Advantages. Proofreading in Process Writing Approach is different from the teacher correction in traditional teaching approaches.

2.3.4 Conferencing

(1) Introduction. Usually, conferencing refers to a private meeting between the teacher and each individual student. But there are a large number of students in a class, so it is not easy for the teacher to talk face to face with every student in class.

(2)Teaching Case. The teacher makes a class conference to analyze the common questions and choose some students to share their festival experiences which are good in structure, content and language.

(3) Advantages. The conferencing gives students a chance to share their writings so that they can improve their interest and confidence in writing.

2.4 Teaching Suggestions

2.4.1 Motivating Students to Write

Most students when learning English think writing is the most difficult part. They don't know how to organize their composition in English logic, and they don't have any ideas to write.

2.4.2 Optimizing the Procedures in Teaching

Due to Process Writing Approach focuses on the stages and procedures of writing teaching, it highlights the collaboration between group members and advocates repeated revisions to improve writing skills.

2.4.3 Optimizing Peer Editing

Peer editing actually is the basic performance of cooperative learning and a process for the author and editors to improve together.

3. Conclusion

At present, due to the arduous tasks of high school English teaching and the limited class time, many English teachers ignored writing teaching. Most high school students just do the papers, and ignore what is the real meaning of learning English. Therefore, they have great shortcoming in language output, and they dare not open mouth to speak and use hands to write. However, with the development of China, there are more and more opportunities to communicate in English, and high school English teachers and students should pay more attention to develop writing skills.

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