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Анотація. У статті обґрунтовується важливість навчання студентів навичок академічного письма. Пропонуються деякі засоби навчання написання есе. Стаття простежує основні методологічні аспекти процесу організації написання есе.

Ключові слова: академічне письмо, есе, перед-письмові методи, стратегії навчання, послідовність, єдність, плагіат.

SOME WAYS TO TEACH STUDENTS ACADEMIC WRITING

Academic writing is considered to be an integral part of all ESP (English for Specific Purposes) courses. Writing facilitates learner's mobility and competitiveness in the job market.

Our students may be keen on contacting people in English-speaking countries on the Internet. They need to write letters, emails, or messages in English and in a business context.

Both teachers and students must have reasons to teach and learn English writing respectively: there is a set of skills we wish our students to develop, and we have to define these skills; students should be motivated, in other words they should be involved in in the writing task.

We have to decide which teaching strategies, exercises, or activities will help them develop these skills. And choosing a specific topic is very important for ensuring students' participation with enthusiasm.

Before starting we should think of the students' level, specific reasons for their writing (business correspondence, application letters, emails etc.), what we expect them to produce (a short email, business letter or an essay for an international exam).

Then a teacher chooses the appropriate writing activity. Business email writing is a skill that many students require these days as they apply for jobs in international or multinational companies, or plan to work for such companies in Ukraine.

These skills usually include requesting information, replying to emails, responding to problems or issues, formal or informal emails etc.

To introduce the task we have to provide them with a sample email to read. Then, for training, we set up a situation, e.g.: "Your colleague from another country has sent you a sample page for a new website design. You want to make the comment about it (The colors are too dark. It's difficult to read the text. It is necessary to change colors.) Write an email to your colleague. Follow one of the examples. Make the comment friendly and polite." It's important to teach students using the appropriate phrases. So they are presented Useful language for specific purposes.

Some students prepare for passing international exams, like the IELTS or the TOEFL, which require students to write essays that meet specific requirements.

As for the IELTS Writing test it has proved to be the most difficult part of the Academic test, with the average band scores being significantly lower than the average for listening, reading and speaking. That's why some writing strategies should be used to succeed in the test.

First of all, a test taker has to be informed about the exam and be strategic.

We should provide students with plenty of samples of the different types of written tasks they may be required.

Working over Writing Task 2 test takers should analyze the task properly and spend some time making notes; highlight or underline key words in the task to make sure that they focus on what they have to do; plan the answers; use paragraphs clearly; put one idea in each paragraph.

So, the essay has to be structured in a specific way. Introduction should outline the main points of your argument. The body of the essay should consist of a logical

sequence of the ideas and express the main point of the paragraph in the first sentence. The conclusion should provide a summary of the argument.

Candidates have to know that the elements of unity and coherence are necessary features of academic writing. Unity means that only one idea is discussed in the paragraph. The main idea is stated in the topic sentence of the paragraph, and then each supporting sentence develops that idea [1].

Coherence means that a paragraph is easy to read and understand because all supporting sentences are constructed in logical order and connected with the help of appropriate transition words. The movement from one sentence to the next must be logical and smooth. Each supporting idea should be discussed one after the other. Furthermore, the relationship between the ideas should be expressed by the right transition words or phrases [2, p. 103].

Test takers need to combine sentences using linking words ‘and, also, too, moreover, furthermore’ for additional information; ‘that is, in other words, in fact’ for clarification; ‘for example, for instance, such as’ for providing examples; ‘because, since, for this reason’ for causes; ‘consequently, as a result, therefore, thus’ for effect; ‘first, first of all, second, before, after, then, next, later, more important, finally’ for meaningful order [1, p. 47].

It’s also very important to manage time on IELTS Writing Tasks. One needs to spend a few minutes planning, making jotting notes or a brief outline before you write and checking the essay at the end paying attention to spelling, grammar and punctuation. The key to getting better at time management on IELTS is practice.

Completing lots of IELTS-style practice tests will help everybody develop his English skills and get a high score.

The department of foreign languages of our university (Tavria state agrotechnological university) proposes the students of all specialties to participate in the yearly contest to write the best essay on some topics. The topics proposed are “How have English classes in TSATU helped me to become a successful person?”, “What event (activity, acquaintance, accomplishment etc.) in your student's life in TSATU has become the most significant one for you and why?”, “How do you

understand the following quotation: “A country's competitiveness starts not on the factory floor or in the engineering lab. It starts in the classroom (Lee Iacocca, CEO of Chrysler)”? Besides, our students are assigned to write different essays according to the curriculum; for example, “The house of my dream”, “The most important achievement in my life”, “What is ideal job for me?”, “Pros and cons of my future profession”, “Globalization of accountant role in modern society” (for future accountants), etc. [8]. The students consider that they have got rich experience for their future career due to learning writing essays.

Getting the assignment the students should understand it answering some questions:

- What should you do?
- What is the purpose of the essay?
- What will you learn?
- What is important about the topic?
- What do you think the reader would want to know?
- What did you do to plan before you began writing?
- What happened while you were actually writing? [5, p. 19]

Taking into consideration that writing is a continuous process that ends with well-organized ideas on paper – that is, it starts at the beginning and goes through some steps in a specific order; the students have to be taught all these steps. Then he should explain the nature and purpose of each step of the academic writing process [7, p. 14].

Teaching prewriting techniques is very important in the essay writing process. The students should write the topic at the top of the paper and then make a list of each idea that comes into his mind about the topic (listing). They may use words as well as phrases or sentences. They also may draw a “balloon” and write the topic into it (it’s a center balloon), then make balloons around the center one and write down as many ideas on the topic as they can into the balloons (clustering). The students may use another way of prewriting: writing as much as they can about the topic until they run out of ideas (free writing). The students don’t have to worry about spelling or grammar. While rereading they should circle the main ideas to be developed [3].

One of the most significant steps in essay writing is brainstorming. It is the art of thinking critically to discover original, hidden insights about the topic [2]. Brainstorming technique is aimed at defining the problem, exploring the evidence, identifying assumptions, doing some research, etc.

I usually choose the prewriting technique which works best for my students.

After they looked through the ideas they generated, and highlighted the most useful, students prepare an outline. The outline allows the students to think beforehand what they're going to write so that when they do write it, if they've done their planning right, they won't have to do as much rewriting. When they construct their outline, they should keep it brief. The titles, headings, and points in the outline should be about one line each [6]. As students say, outline helps preventing from being disordered.

Gathering information is an important part of academic writing. Information may come from three sources: facts the students know, facts they find from reading and facts they discover for themselves. Some pieces of advice will be of great help for them: as they read about the topic, they should keep a piece of paper and pen handy to write down interesting quotations they find; make sure they write down the source and transcribe quotations accurately; with print sources, they might put a checkmark beside interesting passages and write questions or other thoughts in the margins as well [2, p. 17].

As the students research the topic, they will naturally be analyzing the arguments of different authors. When analyzing an argument of any text, or creating one of their own, they should first identify the main claim and then locate all the reasons for it.

After researching, analyzing, and brainstorming we have to revise that an informal essay consists of three main parts: the introduction, the body and the conclusion, and we discuss the main points concerning the structure of an essay.

After discussing the structure of an essay students should decide what information is important, what they will put first, second, third. They may number the information in their notes in order they will write about it (a “planned” outline). Then the students write their first drafts.

To improve the content and organization of the paragraphs they give their essays to their classmates for evaluation. So they are proposed to fill in the evaluation checklists while reading one another's essays.

Having analyzed evaluation checklists and discussed them with other members of their class the students reread their essays paying attention to the content and organization of the paragraphs, looking for spelling, grammar, and punctuation mistakes. They edit and rewrite their essays [2].

Responding to student writing by the teacher plays a great role in the successful implementation of process writing. It is appropriate between drafting and revising. We can do it in oral or in written form (in the margin, between sentences, or at the end of the essay). Responses have to be text-specific in the form of helpful suggestions concerning the essay organization, topic sentences and supporting ones, the style and linking words, citation and references, etc.

While reading my students' drafts I usually analyze the organization, the strengths and weaknesses of essays, the main ideas, the ideas which need further development, clearness of writing, etc. The most difficult is to teach students to start body paragraphs with a clear topic sentence and develop this sentence using supporting ones in each paragraph. I often ask students to rewrite their essays without their first drafts, or read each other's essays aloud in class. Therefore, they have the possibility to rethink what they have written. I think revision becomes more motivating [8].

I think it's very important to teach students avoiding plagiarism. We teach them the ways of paraphrasing and quoting from original texts. D. Pecorari argues that universities should avoid placing responsibility for academic writing solely with students and look at how we can teach our way out of the problem [4, p. 34].

There are three main ways to integrate quotations into your essay: direct quotation, paraphrase, and mixed quotation. Students should usually paraphrase the material, and only directly quote it or give a mixed quotation when the phrasing of the quotation is interesting, memorable or catchy.

At the end of an assignment students should give a list of all the sources they have referred to. Their reference list must provide full and accurate details, as it is the

means by which the reader can follow up their sources. They have to make sure that every text reference appears in the reference list [3].

We can have them write about anything that interests them, and writing has to become a regular activity. I think writing is necessary for all students in higher education. Academic writing teaching has to be one of the priority tasks in the process of studying foreign languages in modern society. Writing is a good way to stimulate students' learning and critical thinking, and to generate their competitiveness [8].

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ВІДОМОСТІ ПРО АВТОРА

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