

How to Use Process Writing Approach in High school Writing Teaching

Chenxi Hu

China West Normal University, Nanchong, 637000, China

Abstract

Process Writing Approach emphasizes the whole process of writing namely pre-writing, drafting, revising and sharing. Compared with traditional writing approach, Process Writing Approach focuses more on thinking and discussion before writing as well as revising and sharing with others after writing. This paper explores how to make full use of Process Writing Approach to bring students' initiative into full play and let them gradually derive pleasure from English writing and thus really reaches the aim of improving students' ability to write in English.

Keywords

Process Writing Approach; English Teaching; Writing Teaching.

1. Introduction

In the new period of quality education guided by core competencies, English curriculum embodies the unity of instrumental and humanistic qualities, emphasizing the comprehensive development of students' key abilities and cultural awareness. Writing is a direct reflection of students' comprehensive English literacy and plays a crucial role in the teaching system of the English subject. For a long time, result based teaching has been the mainstream method in high school English writing. Although it provides directional guidance for the development of students' writing abilities, it lacks the extension of thinking and creative abilities in the writing process. In this context, the process writing approach has gradually received attention, highlighting the subject status of students, in order to guide them to learn how to accurately locate the writing direction, enrich writing content, change writing methods, and achieve the essential improvement of writing literacy.

2. The Process Writing Approach

In the mid-1970s, language teachers and researchers proposed the concept of process writing approach. Due to the realization that the ready-made writing approach provides very little information on the needs of students, researchers have begun to explore the thinking patterns of writers in the writing process. This has led to the emergence of a new perspective that writing is not a linear process, but a spiral upward process, which means that writing is not just about writing itself, but also includes dynamic activities such as conceptualization and revision. The process approach theory assumes that writing is not only a synthesis of lexical, syntactic, and semantic structures, but also a creative activity in which the creator reflects their comprehensive knowledge of cognitive, social, and cultural aspects through creation.

The most influential process method theory was proposed by Flower and Hays. They analyzed the psychological activities of the subjects during the writing process and found that the traditional writing method of linear process, namely pre-writing, drafting, and editing, did not truly reflect the writer's creative process. They believe that when writers write, they will experience a series of different thought processes, which include the following three aspects:

conception, translation, and inspection. Conception includes the generation of ideas, setting goals, and organizing ideas.

These pioneers who advocated the process approach approached writing activities from a completely different perspective, focusing on how to complete the process of writing, rather than just paying attention to the completed work itself.

3. The Stages of Process Writing Approach in High School Writing Teaching

3.1. Pre Writing

Including: warm-up driven, scenario creation, test question analysis, requirement interpretation, problem driven, outline organization. In the preparation stage, it is necessary to activate students' language and content schemas, stimulate their enthusiasm for learning (Wen Qiufang, Sun Shuguang, 2020), clarify writing requirements, and stimulate their inspiration and writing ideas.

3.2. Drafting

In order to better promote the effective application of process writing in high school English writing teaching, teachers need to guide students to construct writing frameworks by editing drafts based on their English writing process. Express the ideas in appropriate sentences, add transitional language to make the writing coherent, and connect sentences in logical order.

3.3. Peer Review

After completing the initial draft, the teacher organizes students to conduct peer evaluations during class based on specific evaluation criteria, allows students to provide evaluations and suggestions from different dimensions to each other.

English writing teaching is an important component of English teaching. In traditional English teaching, it is easy to overlook the English writing part and focus on students' mastery of words and sentence structures, resulting in weaker English writing abilities. English is a language skill that tests students' overall abilities. It is precisely because of the traditional passive learning method that students become pale when discussing essays, resulting in empty and boring content, lack of focus, and chaotic organization. Teachers also find it difficult to understand the meaning expressed in students' English essays. By applying the process writing approach and guiding students to focus on the writing process rather than the writing outcome, students can master writing skills and methods during the writing process, thereby improving their English writing ability.

3.4. Revision

After class, students revise their compositions based on feedback and evaluation, striving for accuracy in details and finalizing the final draft.

The writing process is the process of thinking, and students will more or less integrate their personal thoughts and emotions into their thinking. By setting the writing mood in middle school English teaching and using teaching situations, students can broaden their thinking and clarify their writing ideas. The process writing approach pays more attention to the writing process of students, no longer teaching writing skills through traditional teaching methods, but combining the writing process with writing skills, allowing students to independently explore writing skills during the writing process and form writing characteristics with strong personal characteristics. Teachers help students divide their writing content, set artistic conception, and use multimedia teaching equipment to present abstract writing artistic conception to students in concrete forms, guiding them to integrate and feel emotions, so that students can better express their emotions in English writing.

3.5. Sharing

Students will share their compositions by reading aloud within the group in class, and then choose the best to participate in class sharing. Finally, the teacher will provide targeted feedback.

Summary is an important measure for reflecting on the writing process, which is beneficial for students to engage in secondary creation and repair, and can further improve the quality of their English writing. So, by actively summarizing the writing process in English writing teaching, guiding students to achieve secondary creation and revision, it is more conducive to students strengthening themselves.

4. Notes on the Application of Process Writing Method in High School English Writing Teaching

4.1. Teachers Should do a Good Job of Lesson Preparation

Effective lesson preparation is an essential and important teaching measure in high school English teaching, and it also has a crucial impact on the effective application of process writing in English teaching. In order to better ensure the effective application of process writing, teachers need to do a good job in lesson preparation, and emphasize the writing process of students in lesson preparation, dividing the writing process into different stages, Enable students to experience the joy of English writing in every process of writing, so that their English compositions can be as informative and thoughtful as our daily conversations. Moreover, the core lies in providing correct guidance to students in the writing process. Teachers inspire students to think through effective lesson preparation, reasonable teaching questions, and teaching tasks. Based on this, students can develop a strong interest in learning English writing, which continuously sublimates into an inexhaustible driving force for active learning.

4.2. Respect Individual Differences among Students

Every student is an individual, and there will inevitably be certain learning differences among students, which are caused by their personalized development and cannot be eliminated. In order to better ensure that the process writing teaching method is applied to students, teachers first need to respect the personalized differences of students and give them sufficient writing time. Guide students to freely express themselves, rather than limiting their writing ideas to a certain range and hindering their learning and thinking.

5. Conclusion

The application of process writing approach in organizing middle school English writing teaching is a future development trend, which is greatly beneficial for the long-term development of students' writing abilities. Therefore, teachers should analyze the educational advantages of process writing methods, explore classroom teaching entry points tailored to local conditions, make teaching guidance meet the diverse needs of students, help students break through writing bottlenecks, and promote personalized development of writing abilities.

References

- [1] Brown H D: Principles of language learning and teaching[M]. Foreign language teaching and research press, 2002.
- [2] Douglas, W: 1967. On teaching the process of writing [A]. In A. Frazier (Ed.). New Directions in Elementary English [C]. Urbana: National Council of Teachers of English, 183–195.

- [3] Wang Tao: A Preliminary Exploration of the Application of Process Writing Method in Middle School English Writing Teaching [J] Test Questions and Research, 2023, (25): 52-54.
- [4] Wu Wei: Focusing on Process Experience and Active English Thinking - Teaching Middle School English Writing Based on Process Writing Approach [J] Basic Education Forum, 2023, (13): 10-11.
- [5] Li Tiancai: The Application of Process Writing Method in Middle School English Writing Teaching [J] Test Questions and Research, 2023, (19): 103-105.
- [6] Zheng Mingying: The Application of Process Writing Method in English Writing Teaching [J] Journal of Beijing Institute of Technology (Social Sciences Edition), 2004, (S1): 68-70.
- [7] Hu Xinxin: Process writing method and its application [J] Foreign Language and Foreign Language Teaching, 2003, (09): 59-60.