A study of the effects of the approaches to the teaching of writing on the efl instructors' preferences at universities[1]

Osman SABUNCUOĞLU[2]

Abstract

There are several ways to approach writing in the classroom and there is no best way to teach writing skills. Many learners cannot produce language although writing is a productive and active skill. Being reluctant, unconfident and unmotivated, they do not want to write in a foreign language. There are a number of traditional and current approaches to student writing. Writing-for-learning includes some form-focused and imitation-based approaches like guided, controlled and product-driven. However, writing-for-writing is directed at developing the students' writing skills as writers. This article aims to examine how teachers approach the teaching of writing at tertiary level and also determine teachers' preferences for which approach they use in the classroom and what type of writing teacher they are. A questionnaire in which seventy-one instructors teaching English at a variety of universities participated was conducted. This questionnaire including their preferences for teaching practices was analysed in SPSS. In the lights of the findings discovered, many teachers choose to integrate writing with other language skills. Skill integration is an increasingly popular approach to teaching writing. However, they have a negative attitude towards traditional approaches like teaching writing in isolation. There is a growing interest in the number of teachers who are in favour of writing as a creative, cooperative and integrated skill. Teachers can teach English best as an integrated mode, so content-based and task-based teaching methods are proposed as communication involves the integration of all language skills.

Key words: Approach, integrated, creativity, cooperative, task-based.

Yazma becerisinin öğretimi ile ilgili yaklaşımların üniversitelerdeki İngilizce öğretmenlerinin tercihleri üzerindeki etkileri

Öz

Yazma becerisinin öğretimiyle ilgili birçok yaklaşım bulunmaktadır, fakat hiç bir yöntem mükemmel görülmemektedir. Yazma aktif ve üretim içeren bir beceri olmasına karşın, birçok öğrenci bu beceride arzu edilen kazanımlara ulaşamamaktadır. Öğrencinin özgüven, ilgi ve motivasyonu yeterli olmadığı için yazmaya karşı negatif bir tutuma sahiptir. Yazma becerisiyle ilgili geleneksel ve güncel birçok yöntem bulunmaktadır. Geleneksel bakış açısı yazma becerisini dil bilgisi uygulamayı içermektedir. Günümüzde yaygın olarak kullanılan öğretim metodu yaratıcılık, işbirliği ve dil becerilerini birbirine bağlamaya dayanmaktadır. Bu makalenin amacı öğretmenlerin yazma becerisine nasıl yaklaştığını ve yazma becerisinin nasıl öğretildiğini belirlemektir. Araştırma yöntemi olarak çeşitli üniversitelerde

Adres	Address1
Kırklareli Üniversitesi, Fen Edebiyat Fakültesi, Türk Dili ve Edebiyatı Bölümü, Kayalı Kampüsü-Kırklareli/TÜRKİYE	Kırklareli University, Faculty of Arts and Sciences, Department of Turkish Language and Literature, Kayalı Campus-Kırklareli/TURKEY
e-posta: editor@rumelide.com	**e-mail:** editor@rumelide.com

124 / *RumeliDE* Journal of Language and Literature Studies 2018. Special Issue 5 (December)

A study of the effects of the approaches to the teaching of writing on the efl instructors' preferences at universities / O. Sabuncuoğlu (p. 123-137)

görev yapan yetmiş bir İngilizce öğretim görevlisinin katıldığı bir anket uygulandı. Elde edilen bilgiler SPPS programında analiz edildi. Elde edilen bilgiler ışığında öğretmenlerin birçoğunun yazma becerisini diğer dil becerileriyle bir bütün olarak gördüğü anlaşılmaktadır. Bu yaklaşım öğretmenlerin dil sınıfında yaygın olarak kullandığı bir yöntemdir. Öte yandan, birçok öğretmenin geleneksel anlayışa karşı negatif bir tutum geliştirdiği görülmektedir. Öğrencilerin yazma alışkanlıklarını daha iyi hale getirebilmek için iletişim ve etkileşim yoluyla dil öğretmek çözüm olabilir. Bu yüzden, yabancı bir dilde iletişim kurmak tüm dil becerilerinin entegrasyonunu içermesinden dolayı, içerik temelli ve göreve odaklı yabancı dil öğretim yöntemleri önerilmektedir.

Anahtar kelimeler: Yaklaşım, bütünleştirme, yaratıcı, işbirliği, içerik temelli.

1. Introduction

Some language courses have an integrated approach to teaching writing. A person who reads well, but cannot write English, has a serious handicap in academic system as some degree of ability in all skills is a virtual necessity. Evidence suggests that approaches to the teaching of writing are among the most important factors for promoting writing as a skill (Harmer, 2010). Producing a coherent, fluent, well developed and extended piece of writing might be the most difficult to do in language learning when teachers consider all language skills.

Data from several studies suggest that students cannot or do not want to write. This may be because they lack confidence or they may find it boring or they have nothing to say (Byrne, 1988). Teachers need to engage them in the learning process and make them like writing so that writing can become a normal part of classroom life and students can achieve success. Therefore, if students acquire a writing habit, they will be enthusiastically involved in writing (Harmer, 2007).

Although writing is a significant part of communication, it is often viewed as the forgotten skill in some language programmes. Writing receives the least attention because teachers do not prioritise it as much as other language skills. However, it is widely argued that teachers need to aim for a balanced focus on language skills (Richards, 2013).

Language skills do not also maintain a good balance. The second language curriculum stresses the balanced development of listening, speaking, reading and writing (Richards, 2014). Productive skills are not emphasized. Writing is a productive and active skill; however, students cannot develop their active language knowledge and produce language or output. In other words, students spend a lot of time studying English, but they cannot succeed in productive skills.

There are a variety of approaches to teaching writing as a skill. Teachers need to make a choice between them and decide whether they will support creativity or imitation, whether they will make writing a cooperative activity, whether they will see writing as a way to practise grammar they have taught, what kind of writing they want from students and whether they will help students build good writing habits.

This article aims to explore both traditional and current approaches to the teaching of writing. Teachers view writing as a language skill differently. These approaches will directly influence the way how writing is taught. This study will enable us to be aware of which approach they use, what kind of writing teacher they are and how they view the teaching of writing.

This study will probably give them a chance to evaluate their writing classes so that they will find a starting point for teaching writing better. Teacher learning is a life-long-process, so this questionnaire will raise their awareness of the issue. They will be able to reflect their learning on their students and will make writing a creative, cooperative and integrated skill. They will also help students build good writing habits.

Students spend plenty of time studying English at tertiary level to follow an English-medium instruction or a mandatory programme. However, some of them cannot produce language, so they cannot write confidently. The kind of writing teachers do in EFL classrooms has a big effect on what kind of writing teacher they are.

1.1. Language Skills

Teachers can think of language systems like phonology, lexis, grammar, function, and discourse as what they know, they also need to pay attention to what they do with language. Teachers commonly talk about four language skills: listening, speaking, reading and writing. These are the cornerstones of learning a language (See Figure 1).

Language Systems knowing	Language Skills doing
Phonology Lexis Grammar Function Discourse	**Productive:** Speaking Writing **Receptive:** Reading Listening

Figure 1: Language systems and skills (Scrivener, 2011)

Teachers usually evaluate learners' knowledge of English, talking about the way learners use language in terms of four skills. For this reason, learners need to be very good or competent users to communicate well in a foreign language.

With these four skills addressed equally while learning English, the learners can be assured of having good communication skills, a great necessity in today's competitive world. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability and most important, confidence.

1.2. Receptive and productive skills

Language skills relate to different aspects of using language; such as listening, reading, writing or speaking. As the mode is the medium of communication, which divides fundamentally into speech and writing, language skills can be categorised into two modes: listening and speaking in the spoken mode and reading and writing in the written mode. The second division is into the receptive skills of listening and reading and productive skills of speaking and writing (Harmer, 2007).

Receptive skills is a term widely used for listening and reading which are considered to be passive skills because learners do not need to produce language to do these, they receive and understand it (Harmer,

Adres
Kırklareli Üniversitesi, Fen Edebiyat Fakültesi, Türk Dili ve Edebiyatı
Bölümü, Kayalı Kampüsü-Kırklareli/TÜRKİYE
e-posta: editor@rumelide.com

Adress1
Kırklareli University, Faculty of Arts and Sciences, Department of
Turkish Language and Literature, Kayalı Campus-Kırklareli/TURKEY
e-mail: editor@rumelide.com

126 / *RumeliDE* Journal of Language and Literature Studies 2018. Special Issue 5 (December)

A study of the effects of the approaches to the teaching of writing on the efl instructors' preferences at universities / O. Sabuncuoğlu (p. 123-137)

2010). Receptive skills both provide learners with a lot of input and exposure to the target language. In contrast with receptive skills, productive skills is a term used for both writing and speaking; these are the active skills which enable learners to produce language themselves.

Harmer (2007) points out that receptive and productive skills can feed off each other in a variety of ways. What learners say or write is affected by what they hear and read. For this reason, the more they read and listen to comprehensible input, the more English they learn or acquire. Skills reinforce one another.

1.3. Importance of writing

Students need writing skills for specific reasons. To start with, it is a major form of communication in all walks of life. Secondly, writing allows learners to be creative and imaginative. It builds self-confidence and also creates better readers because reading and writing go hand in hand. Thirdly, writing helps students become successful in school and life. Besides this, it is a good way to meet student needs as it gives learners a chance to produce language. Finally, writing can be seen as a good variety.

1.4. Advantages of teaching writing

Teachers should consider the teaching of writing in the language classroom to be very important because writing can serve a number of pedagogical purposes. In the first place, writing allows students more opportunity for language processing – that is thinking about the language – whether they are involved in study or activation. In addition, the introduction and practice of some form of writing also enables teachers to provide for different styles and needs. For instance, some learners who do not enjoy learning through oral activities can benefit from writing a lot. Moreover, written work can provide the learners with concrete evidence that they are making progress in foreign language learning. Besides this, students can get exposed to the foreign language through more than one medium. Furthermore, writing can provide variety in classroom activities, serving as a break from oral work. It is a quieter and more relaxed time for students and teacher. Finally, writing can be an effective way of assessment (Byrne, 1988).

1.5. Why is writing difficult to learn?

Learning how to write in a second language is one of the most challenging aspects of second language learning for a number of reasons. Firstly, writing is a mental process involving generating ideas, thinking about how to present them effectively. Secondly, learners cannot express themselves well, create something original and impress the audience. Thirdly, linguistic side of language learning makes it difficult to learn because they need to produce language accurately unlike speech. Finally, learners must learn to write through a process of instruction which is a cognitive problem caused by writing. Writing is never easy and always a challenge as they need to produce language.

1.6. Key Principles of writing

Firstly, teachers need to understand why students need to learn to write well in a foreign language. In a learner-centred curriculum the learners and their needs occupy centre stage (Nunan, 2013). For example, if there is a mismatch between learners' goals and those of teacher, students will never be satisfied with the course. Teachers' awareness of how a writing course fits into the curriculum is a fundamental issue. Do students practise writing to support oral skills or to master grammar? Secondly, teachers need to provide lots of opportunities for students to write. Learners need to learn to write by

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2018.13 (Aralık)/ **127**

Yazma becerisinin öğretimi ile ilgili yaklaşımların üniversitelerdeki İngilizce öğretmenlerinin tercihleri üzerindeki etkileri / O. Sabuncuoğlu (123-137. s.)

doing. Students can both speak and write well by practising hard. It is best to improve productive skills by having a lot of practice. Students also need to write a variety of genres. Sokolik agrees on the idea "any type of writing you find useful in your class should be practiced in class" (2003: 93). Thirdly, teachers can make feedback helpful and meaningful and encourage learners to self-check and peer review. Finally, learners need to be aware of what assessment and evaluation involve. It is significant that learners are aware of the criteria used for judging their written work. Learners should be involved in self-assessment and self-evaluation.

1.7. Approaches to teaching writing

The role of writing in everyday life has changed quite dramatically as a result of a number of approaches to the teaching of writing. There are both traditional and current approaches to student writing.

Traditional approaches to the teaching of writing mainly focus on writing-for-learning, which describes activities where students write in order to learn language better e.g. in order to reinforce something they have been studying (Harmer, 2014). Traditionally, the teaching of writing has been language-focused, i.e. copying models and correctness.

Firstly, form-focused techniques still dominate language teaching to support teaching grammar including drills and practice. Harmer (2014) says that teachers use writing as a practice tool to help students to practise and work with the language they have been studying. A good example of this is controlled writing and guided writing, both of which are teacher-centred, mechanical, form-focused and accuracy based. Raimes (1983) points out that controlled writing takes place when teachers supply them with a great deal of form. Guided writing is based on what the students have been learning about the writing process. This type of writing is usually seen as a good way to practise the grammatical item at the sentence level.

As a result of the emergence of paragraph-pattern approach to teaching writing, there is a shift from sentence to paragraph. This approach focuses on functional and organizational patterns such as narration, description and comparison / contrast (Richards, 2013). Instead of grammar or fluency of content, paragraph-pattern approach emphasizes organization. The focus of this approach is the organisation of paragraph including a topic sentence, supporting sentences and a concluding sentence. Among the common classroom activities are copying, imitating, reordering and developing the paragraph.

Thirdly, in a product-oriented classroom, learners spend much of their time studying, imitating and copying model texts the course book provides. Product-based approach is model-based, mechanical and harms the creativity of learners (Nunan, 2012).

In addition to some traditional approaches to the teaching of writing, there are also some current approaches to student writing. As a reaction to product approach, process approach in which learners spend a lot of time engaged in activities other than writing has been developed. In the process approach teachers see writing as a complex and creative process. There is a comparison between process approach and product approach as it is clearly seen in Table 1. In the teaching of writing, teachers can either focus on the product of that writing or on the writing process itself (Harmer, 2013).

Process writing	Product writing
text as a resource for comparison	imitate model text
ideas as starting point	organisation of ideas more important than ideas themselves
more than one draft	one draft
more global, focus on purpose, theme, text type, i.e., reader is emphasised	features highlighted including controlled practice of those features
collaborative	individual
emphasis on creative process	emphasis on end product

Table 1: A Comparison between Process Writing and Product Writing (Nunan, 2015)

A recent approach to teaching skills is that writing should be integrated with other language skills. More and more foreign language educators are emphasizing an integrated curriculum these days. In other words, skills should be taught in tandem so that meaningful and real communication can take place. The four language skills support each other and are found together in real-life language use. According to genre approach, writing is a social activity or social language in use. Teachers teach English in a real context. What to have students write will depend on which genres they need to write in or which genres will be useful to them. Therefore, teachers should decide which genres are important or engaging for students. Genre approach to writing has lots of benefits: explicitly links reading and writing, sees writing as a process, provides a model for learners, scaffolds writing and makes invisible features explicit to learners.

There are a lot of steps to take when using genre approach. The approach usually includes the following: familiarisation, controlled writing, guided writing and then free writing. Learners are given a text. They read and analyse it with the teacher. Pattern and linguistic features are identified. Learners and the teacher collaboratively construct the genre. Learners in groups use writing frames. Learners write individual genres.

Creative writing is a further approach to student writing. Gaffield-Vile thinks of creative writing as "a journey of self-discovery which can promote effective learning" (1998: 31). When teachers set up imaginative writing tasks in order that their students can be completely engaged, those students strive harder than usual to produce a greater variety of accurate and appropriate language. In language classes teachers and students can benefit from studying in a pair or in a group to make writing a cooperative activity.

Cooperative writing works well whether the focus is on the writing process. Writing in a group can be a motivating activity which includes research, discussion, peer evaluation and group pride in a group accomplishment (Harmer, 2010). While different cooperative learning models exist, the core element held in common is a focus on cooperative incentives rather than competition to promote learning. Although students work in a group and pursue common goals, they are usually assessed individually.

1.8. Integrated approach to language learning

Nunan defines integrated skills as "an approach to teaching and learning in which two or more of the four skills are integrated rather than taught separately in lessons or units of work" (2015, p.188). Johnson regards the main skills (listening, reading, speaking and writing) and the sub-skills (syntax, vocabulary and so on) as overlapping areas of competence. She says "The skill strand of the tapestry leads to optimal ESL communication when the skills are interwoven with each other during instruction." This is known as the integrated-skill approach. Skill integration can really work well as Hinkel (2006: 113) puts it "People use language skills not in isolation, but in tandem."

1.9. How to Integrate Four Skills.

As can be seen in Table 2, the first form of integration is within the same medium (either oral or written), from receptive to productive skills. The second kind is complex integration. This involves constructing a series of activities that use a variety of skills. However, it is important to make sure that one activity is closely linked thematically to the next one.

	Receptive Skill	**Productive Skill**
Oral Medium	listening	speaking
Written Medium	reading	writing

Table 2: How to Integrate Language Skills (Harmer, 2010)

1.10. Why Skill Integration?

There are some reasons for using an integrated-skills approach because in reality students rarely use English skills in isolation. First of all, the use of language for meaningful purposes requires the use of integrated language skills. Each skill can reinforce other skills. Learners learn to speak by what they hear; they learn to write by what they read. Besides this, integrated approach helps to build new knowledge and skills on to what students already know and can do. For example, if students can read a short story, this skill will help them to write their story. Integrating skills will also give teachers a chance to build in more variety into the lesson as the range of activities will be more broad. When teachers do a listening activity, students will be exposed to speaking, reading and writing. This can raise their motivation to learn English. Furthermore, the integration of language skills will enhance the students' all-round development of communicative competence and help them to work at the level of effective communication. It is also a good way for learners to be exposed to authentic language and involved in activities that are interesting and meaningful. Moreover, this approach will help students to improve their English more broadly for key exams which focus on students' ability to draw on all their knowledge of using English. Additionally, when planning or teaching a lesson, it is simple to provide opportunities for use in a number of different skills in order to allow students to engage with the language they see in a realistic way. Finally, teachers will be able to maximise opportunities for practice and personalisation of the language and topics in the classroom and track students' progress in multiple skills.

1.11. Two Forms of Integrated-Skill Instruction.

Oxford (2001) categorizes integrated-skill instruction into content-based instruction (CBI), content and language integrated learning (CLIL) and task-based language instruction (TBLI). CLIL emphasizes learning content through language while TBLI stresses doing tasks that require communicative language

Adres | **Adress1**
Kırklareli Üniversitesi, Fen Edebiyat Fakültesi, Türk Dili ve Edebiyatı | Kırklareli University, Faculty of Arts and Sciences, Department of
Bölümü, Kayalı Kampüsü-Kırklareli/TÜRKİYE | Turkish Language and Literature, Kayalı Campus-Kırklareli/TURKEY
e-posta: editor@rumelide.com | **e-mail:** editor@rumelide.com

130 / *RumeliDE* Journal of Language and Literature Studies 2018. Special Issue 5 (December)

A study of the effects of the approaches to the teaching of writing on the efl instructors' preferences at universities / O. Sabuncuoğlu (p. 123-137)

use. Both of these benefit from a diverse range of materials, textbooks and technologies in the ESL or EFL classroom (Oxford, 2001). Content-based language instruction puts a great premium upon mastering content through language; in other words, language is the medium to teach content, so content is primary and language is secondary.

CBI considers skill integration to be very important as Richards puts it, "Language use draws on integrated skills. CBI and CLIL view language use as involving several skills together. In a content-class, students are involved in activities linking the four language skills because this is how the skills are usually involved in the out-of-classroom world. Therefore, students may read and take notes, listen and write a summary or respond orally to things they have read or written. Teachers see grammar as a component of other skills rather than viewing grammar as a separate dimension of language (Richards, 2014: p.208). CBI integrates language teaching goals with subject matter instruction (See Figure 2).
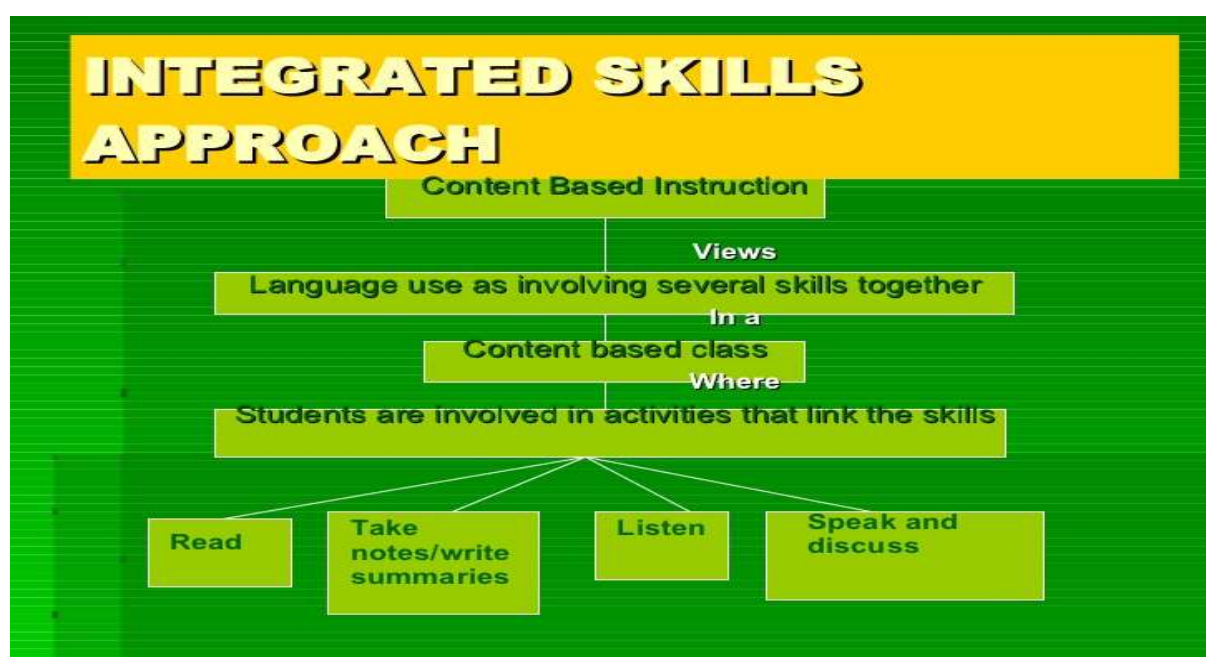

Figure 2: Content-Based Instruction and Skill Integration (Richards, 2012)

Topic or theme based courses provide a good basis for an integrated-skills approach as the topics provide coherence and continuity across skill areas and focus on the use of language in connected discourse rather than in isolated fragments. They try to integrate knowledge, language and thinking skills.

The theme-based model integrates the language skills into the study of a theme (for example, urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as "change"). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme (Richards, 2014).

Another mode of skill integration is task-based instruction (TBI) in which students participate in communicative tasks in ESL or EFL. TBI makes the performance of meaningful tasks central to the learning process. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating or interacting in authentic language while attention

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2018.13 (Aralık)/ **131**

Yazma becerisinin öğretimi ile ilgili yaklaşımların üniversitelerdeki İngilizce öğretmenlerinin tercihleri üzerindeki etkileri / O. Sabuncuoğlu (123-137. s.)

is principally paid to meaning rather than form (Nunan, 1989). Language skills are usually integrated with one another.

As it is shown in Figure 3, Willis suggests three basic stages: Pre-task, the Task cycle and Language focus. In pre-task, students either read or listen to a text after warm-up or lead-in involving speaking. Before they complete a task, they work in a pair. The task is to have students write about their profile. Finally, students focus on grammar and the teacher gives feedback on learner errors.
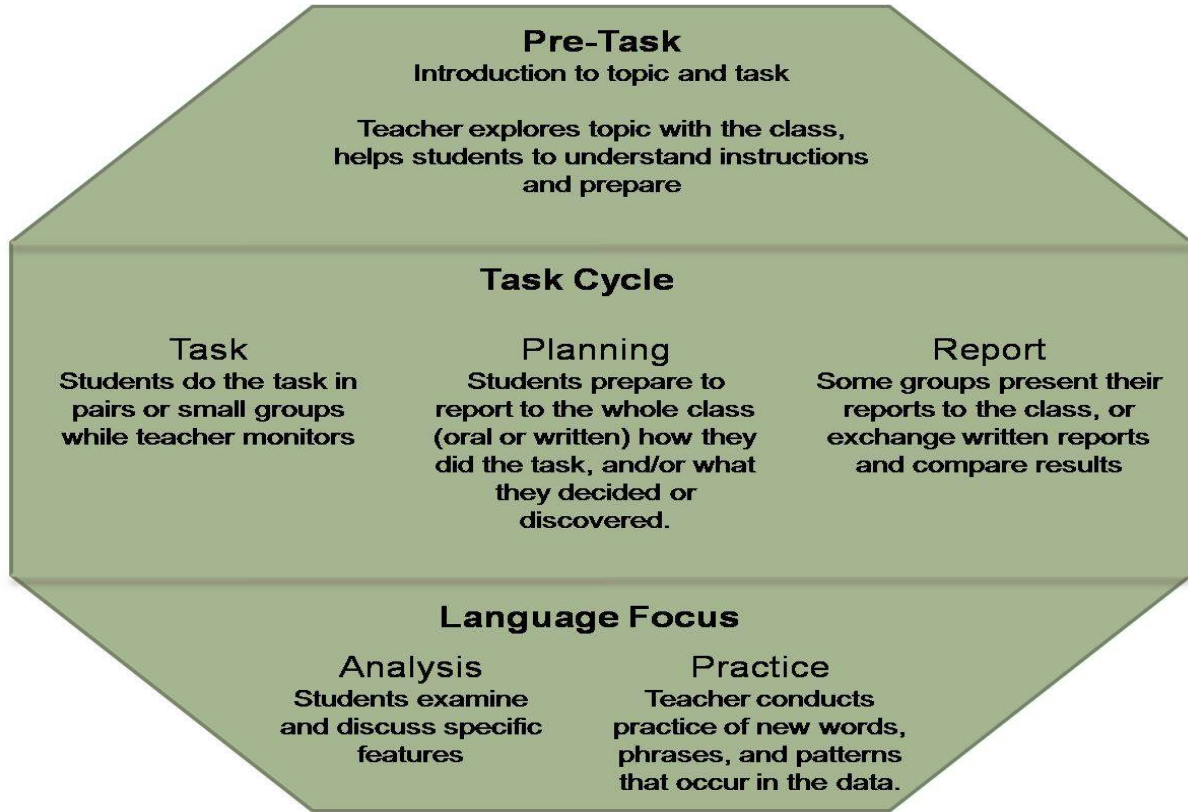

Figure 3: Task-Based Language Teaching and Skill Integration (Willis, 1994)

1.12. Ways to integrate language skills

In order to integrate the language skills in ESL/ EFL instruction, teachers should consider taking these steps:

1. learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination)

2. reflect on their current approach and evaluate the extent to which the skills are integrated

3. choose instructional materials, textbooks and technologies that promote the integration of listening, reading, speaking and writing as well as the associated skills of syntax, vocabulary and so on

4. even if a given course is labelled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks

Adres | **Adress1**
Kırklareli Üniversitesi, Fen Edebiyat Fakültesi, Türk Dili ve Edebiyatı | Kırklareli University, Faculty of Arts and Sciences, Department of
Bölümü, Kayalı Kampüsü-Kırklareli/TÜRKİYE | Turkish Language and Literature, Kayalı Campus-Kırklareli/TURKEY
e-posta: editor@rumelide.com | **e-mail:** editor@rumelide.com

5. teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills (Oxford, 2001).

1.13. Implications of Integrating

Teachers are required to learn different ways to integrate language skills in the classroom and evaluate the extent to which the skills are integrated. They are accountable to go for the instructional materials, textbooks, and technologies that promote the integration of four language skills and the components of language, namely syntax, vocabulary, and so on (Oxford, 2001).

2. Method

2.1. Research method

A questionnaire in which seventy-one EFL instructors teaching English at universities participated was conducted to explore their preferences for approaches to the teaching of writing in EFL classrooms as it is a commonly used method of collecting information about a population of interest. The questionnaire included seven closed-ended questions about the approaches to the teaching of writing as can be seen in Appendix 1. The respondents were expected to choose their preferences for one of the approaches they used in the EFL classroom.

2.2. Sampling

The questionnaire was given to a random sample of instructors teaching writing in order to collect data. Random sampling is a technique in which a subgroup of the population is selected to answer the survey questions; the information can be generalized to the entire population of interest.

All of the participants were EFL instructors teaching English at various universities. The number of EFL instructors who participated in this research were seventy-one: 38 (Sehir University), 23 (Fatih Sultan Mehmet Vakıf University) and 11 (Gelişim University). Nearly eighty-five percent of participants were female and fifteen percent of respondents were male. The age group of participants ranged from 25 to 36.

2.3 Research Questions

1. Which traditional or current approaches to the teaching of writing do they prefer?

2. How do their preferences for teaching writing affect student achievement?

3. Findings

As can be seen in Table 3, over fifty percent of participants said they chose to use integrated approach to the teaching of writing. This suggests that writing is rarely done in isolation and that language use draws on integrated skills. Communication involves the integration of different language skills.

Yazma becerisinin öğretimi ile ilgili yaklaşımların üniversitelerdeki İngilizce öğretmenlerinin tercihleri üzerindeki etkileri / O. Sabuncuoğlu (123-137. s.)

Methods	Frequency (f)	Percent (%)
Integrated approach	39	54,9
Product writing	1	1,4
Process writing	8	11,3
Cooperative writing	5	7,0
Writing-for-learning	7	9,9
Creative writing	11	15,5
Total	71	100,0

Table 3: Percentage and Number of Preferences for the Teaching of Writing

Nine participants thought of writing as form- focused or language-focused or producing correct language which is implied by the fact that some teachers still consider writing to be a good way to practise the grammatical items they have learned (See Figure 4).
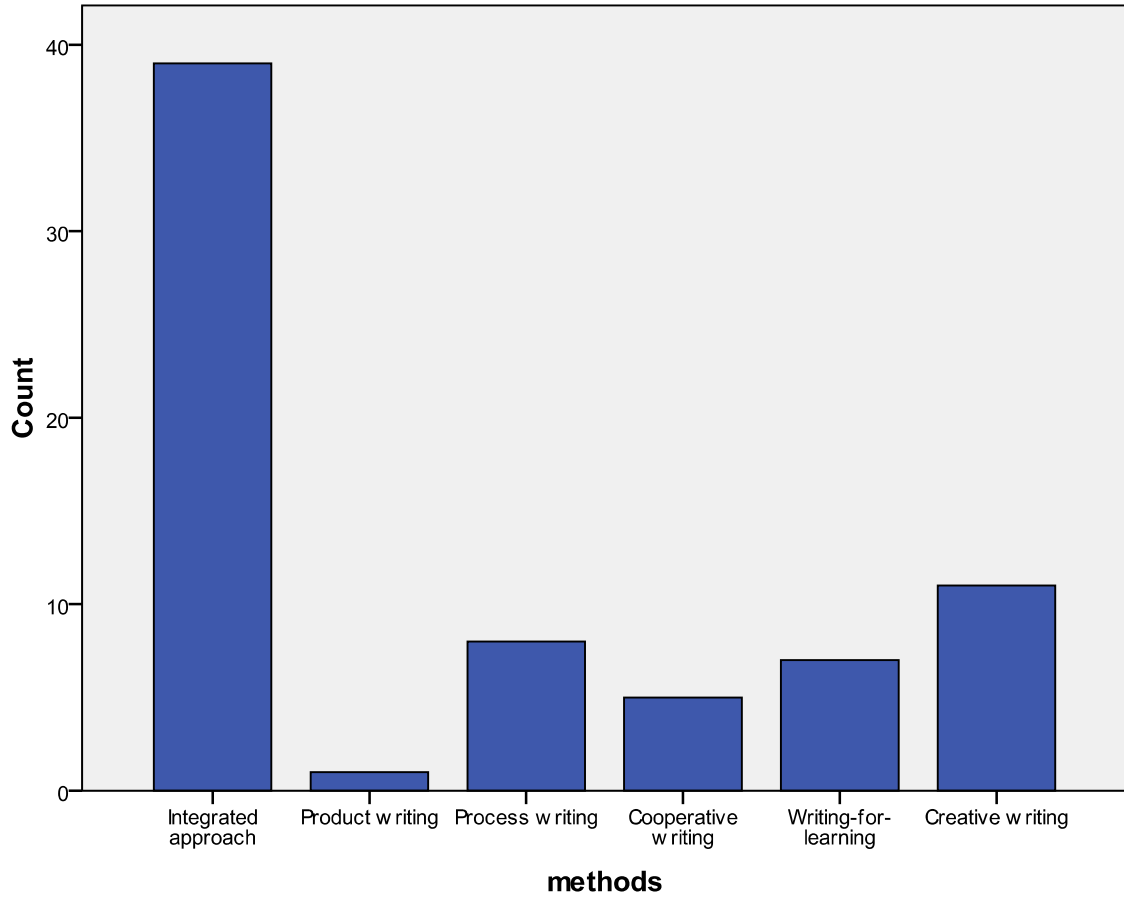
134 / *RumeliDE* Journal of Language and Literature Studies 2018. Special Issue 5 (December)

A study of the effects of the approaches to the teaching of writing on the efl instructors' preferences at universities / O. Sabuncuoğlu (p. 123-137)

Figure 4: Number of Participants Choosing an Approach to Writing

None of the respondents preferred to teach writing separately or in isolation. This shows that they want students to develop their productive skills or communicative competence through four language skills. Although eight EFL instructors were in favour of process approach to teaching writing, only one participant chose product approach. This indicates that some teachers encourage creativity and cooperation and see writing as a process other than writing and that nearly all colleagues are against model-based instruction involving imitating or copying the model text and harming creativity. As it is shown in Figure 5, writing is a creative process which is shown by the fact that nearly sixteen percent of the respondents said they thought of writing as a creative process. Therefore, creativity should be encouraged by teachers. On the whole, writing should be seen as a journey to self-discovery
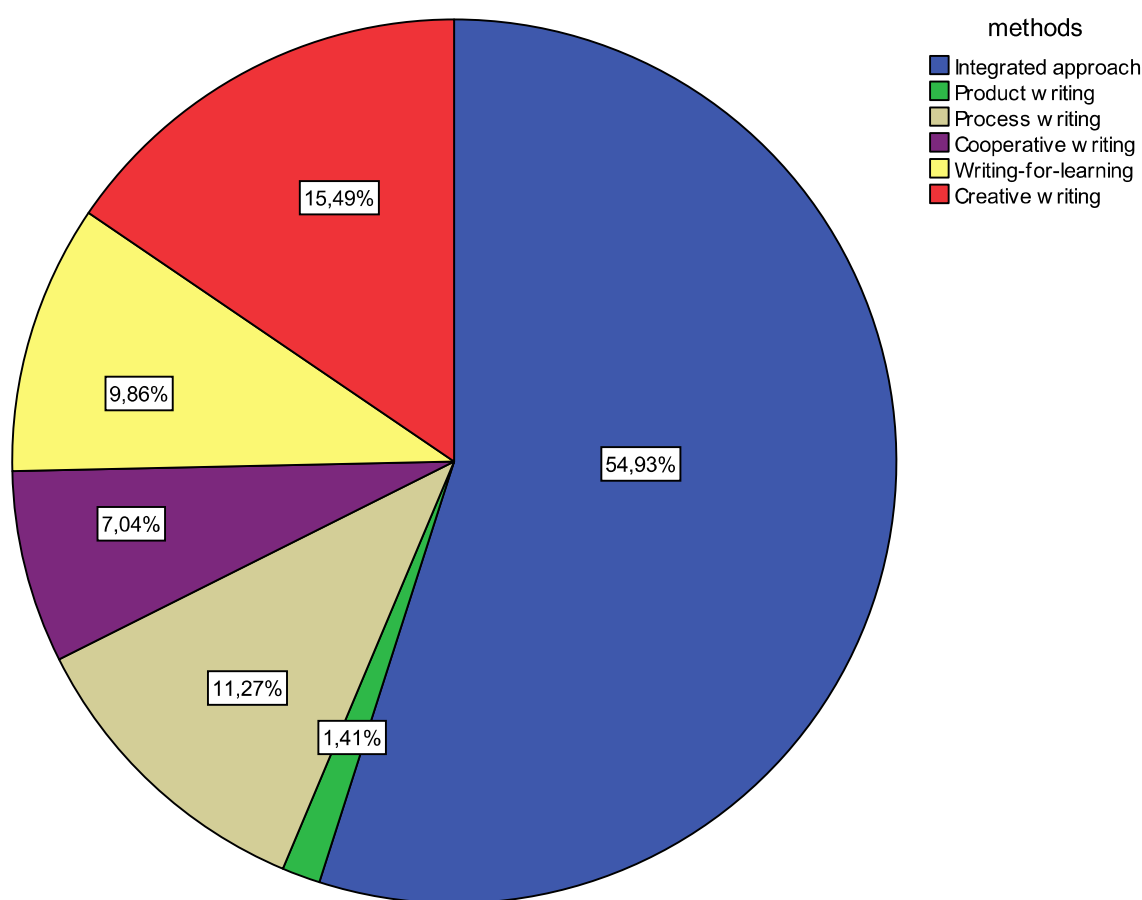
Figure 5: Percentage of Preferences for the Teaching of Writing

4. Discussion

The kind of writing EFL instructors do in the class can directly influence what kind of teacher they are. The number of teachers choosing to integrate writing with other skills is promising. Learners learn best when teachers teach language skills in an integrated mode. However, many students are reluctant to write or speak in class. This shows that learners are not actively involved in the learning process, do not make decisions about learning and do not take responsibility for learning. They need to develop

Adres
Kırklareli Üniversitesi, Fen Edebiyat Fakültesi, Türk Dili ve Edebiyatı
Bölümü, Kayalı Kampüsü-Kırklareli/TÜRKİYE
e-posta: editor@rumelide.com

Adress
Kırklareli University, Faculty of Arts and Sciences, Department of
Turkish Language and Literature, Kayalı Campus-Kırklareli/TURKEY
e-mail: editor@rumelide.com

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2018.13 (Aralık)/ **135**

Yazma becerisinin öğretimi ile ilgili yaklaşımların üniversitelerdeki İngilizce öğretmenlerinin tercihleri üzerindeki etkileri / O. Sabuncuoğlu (123-137. s.)

communication and interaction in the classroom as well as the use of language skills. Teachers need to keep learners engaged in the learning process.

A number of teachers usually view writing as a creative and cooperative activity, so they are in favour of writing for writing. Creativity will help learners to learn to develop their high-order thinking skills. Writing as a cooperative activity can help them to interact with one another and minimise the affective filter or anxiety in the class as it is a barrier to learning. The teacher should act as a group process manager who manages the patterns of interaction especially working in a group.

Some teachers still view writing as a good way to practise the grammatical item at the sentence level, e.g. writing 3 sentences by using "going to future". Being accuracy or form-focused, this activity makes no sense for learners as it is mechanical but not meaningful. Teachers often expect students to imitate or copy the text they have provided. This can cripple the creativity of learners and dictate them to use the key words given to write a biography of a famous person.

5. Conclusion

There is no best way to teach writing. The respondents who participated in the questionnaire chose their own way of teaching writing. Teachers' preferences usually depend on a number of factors: departmental policy, learners' needs, teacher's philosophy and beliefs about teaching writing. Writing is a productive and active skill, so they should allow learners to produce and use language. Teachers should help students build good writing habits and foster learner autonomy. i.e. learning how to learn. Student-centred instruction can promote active learner involvement and motivate them to learn well. To make writing a productive and active skill, students need to interact with another like in task-based language teaching. To complete a task, learners need to listen or read, work in a pair, talk about themselves and finally a speaking or writing task should be the learning outcome.

References

Byrne, D. (1988), Teaching Writing Skills. New Edition. London: Longman.

Gaffield-Vile, N. (1998), Creative Writing in the ELT Classroom, Modern English Teacher, 7 (3).

Harmer, J. (2007), The Practice of English Language Teaching, London: Pearson.

Harmer, J. (2010), How to Teach English, Essex: Pearson.

Hinkel, E. (2006), Current Perspectives in Teaching the Four Skills, TESOL Quarterly, 40 (1).

Nunan, D. (2013), Learner Centred English Instruction: Selected Works of David Nunan, New York: Routledge.

Nunan, D. (2015), Teaching English to Speakers of Other Languages, Routledge: New York.

Oxford, R. (2001), Integrated Skills in the ESL/EFL Classroom, Journal of TESOL France, Volume 8 (2).

Raimes, A. (1983), Techniques in Teaching Writing, Oxford: Oxford University Press.

Richards, J. C. (2012), The Cambridge Guide to Pedagogy and Practice in Language Teaching, New York: Cambridge University Press.

Richards, J. C. (2013), Key Issues in Language Teaching, London: Cambridge University Press.

Richards, J. C. (2014), Approaches and Methods in Language Teaching, Third Edition, London: Cambridge University Press.

Scrivener, J. (2011), Learning Teaching, Third Edition, London: MacMillan.

136 / *RumeliDE* Journal of Language and Literature Studies 2018. Special Issue 5 (December)

A study of the effects of the approaches to the teaching of writing on the efl instructors' preferences at universities / O. Sabuncuoğlu (p. 123-137)

Sokolik, M. (2003), Exploring Skills: Writing. In D. Nunan (Ed.), Practical English Language Teaching (pp. 87–108). Singapore: McGraw-Hill.

Willis, J. (1994), Task-Based Language Learning as an Alternative to PPP, The Teacher Trainer 8 (1).

Appendix 1

Dear Colleague,

I am doing research into approaches to the teaching of writing, so I would like to determine EFL instructors' preferences and attitudes towards how to teach writing and what sort of writing teacher they are. I would be grateful if you could complete the following questionnaire.

I would like to thank you in advance.

Asst. Prof. Dr. Osman Sabuncuoglu

İstanbul Aydın University

Education Faculty

English Language Teacher Education

_____

Which of the following approaches to teaching writing do you prefer?

Please circle the best choice which matches your teaching philosophy.

- I prefer to integrate writing with other language skills. (Integrated approach)
- I like to teach writing separately or in isolation. (Segregated or discreet writing)
- I want my students to imitate or copy the model text the course book provides. (Product writing)
- I like to engage my students in activities other than writing. (Process writing)
- I encourage my students to write cooperatively in a group. (Cooperative writing)
- I mainly teach writing for language practice (Writing-for-learning)
- I am in favour of creative writing to promote effective learning. (Creative writing)

Adres	Adress
Kırklareli Üniversitesi, Fen Edebiyat Fakültesi, Türk Dili ve Edebiyatı Bölümü, Kayalı Kampüsü-Kırklareli/TÜRKİYE **e-posta:** editor@rumelide.com	Kırklareli University, Faculty of Arts and Sciences, Department of Turkish Language and Literature, Kayalı Campus-Kırklareli/TURKEY **e-mail:** editor@rumelide.com

APPENDIX 2

	Question	Number of participants: 71
1	I prefer to integrate writing with other language skills. (Integrated approach)	39
2	I like to teach writing separately or in isolation. (Segregated or discreet writing)	0
3	I want my students to imitate or copy the model text the course book provides. (Product writing)	1
4	I like to engage my students in activities other than writing. (Process writing)	8
5	I encourage my students to write cooperatively in a group. (Cooperative writing)	5
6	I mainly teach writing for language practice (Writing-for-learning)	7
7	I am in favour of creative writing to promote effective learning. (Creative writing)	11