Пакулова Т. В.

APPROACHES TO TEACHING A SECOND LANGUAGE WRITING

В статті репрезентовано різні підходи до навчання іноземної писемної мови та проаналізовано труднощі у навчанні академічного письма.

One of the often voiced complaints of university professors today is that teaching students lack the necessary academic writing skills that are considered to be a prerequisite for higher education. In case of a foreign language writing skills the situation is more complex, as some students have neither acquired the necessary language nor the necessary academic writing skills.

This article presents different approaches to the teaching of second language writing and deals with the topic of teaching content in academic writing.

The earliest works in the teaching of second language writing were based on the notion of controlled or guided composition. Later teachers began to feel that controlled composition was not enough. This led to teaching writing different types of texts such as descriptions, narratives, definitions, exemplification, classification, comparison and contrast, cause and effect, generalizations.

The process approach that followed was not appreciated by all the teachers saying that it didn't serve the needs of a particular writing task. The teachers questioned if the process approach really prepared students for the demands of writing in particular settings. This led to the necessity of differentiating between different genres of writing the students needed to succeed in academic and professional settings.

The genre approach to teaching writing focuses on teaching particular genres the students should observe. This might include a focus on language and discourse features of the text, as well as the context in which the text is produced. One of the ways of summarizing a genre-based approach is through Richards and Rodgers' notions of 'approach', 'design' and 'procedure' [4, p.21]. 'Approach' refers to the theory of language and language learning which underlines the particular approach or methodology. 'Design' includes the objectives, organization and content, kinds of teaching and learning activities, teacher and learner roles and the role of instructional materials. 'Procedure' describes the actual classroom techniques and practices that might be employed within the particular method or approach.

One of the most important pros for a genre-based approach is that language occurs in particular cultural and social contexts and can be understood only in relation to these contexts. So, speakers and writers use particular genres to fulfill certain social functions and to achieve certain goals within particular social and cultural contexts. The aims and objectives of genre-based approach are to enable learners to use genres which are important for them to be able to participate in and have access to. A genre-based syllabus presupposes making up a list of genres learners need to acquire, including relevant discourse and language level features and contextual information in relation to them.

Taking together both genre and process approaches J. Flowerdew says that we cannot predict the range of genres our students may need in time. The teachers need help learners see how they can go about discovering what differs one genre from another one, how the same genre may vary, as well as what the particular expectations of the writing they are engaged in might actually be [1, p.305-316].

One more important step in teaching writing is what is called 'critical perspective' on second language writing. A critical perspective on teaching writing explores such issues as identity and how it is reflected in texts. This perspective, going far beyond description and explanation of texts, aims at unpacking relationships and identities as a way of helping students make choice in their writing that reflect who they are and what they want to be.

Very close to a critical perspective on teaching writing is the academic literacies perspective on teaching writing. An academic literacies perspective sees learning to write as learning to acquire a set of linguistic practices which are based on a number of discourses, identities and values [3, p. 157-

172; 5, p. 5-22]. Here students learn to switch practices between one setting and another, learning to understand why they are doing this and what each position implies.

As many teachers have observed there is no such thing as the one-size-fits-all academic essay that can be written in all areas of study. The scholars recognize the difficulty our students experience when teachers train them to act as researchers as a way of helping them write texts that consider the institutional and audience expectations of their particular fields of study. Students can be trained, they state, to unpack the knowledge and skills that are necessary for membership of their particular academic community. Teachers should give them the skills to ask questions of the text they are required to produce, of the context the text is located in, and the people who will be reading (and evaluating) their texts. Students may then decide to produce a text that fits in with these expectations, or they may write a text which challenges or indeed resists what is expected of them.

Speaking about teaching content in academic writing teachers are supposed to prove that there exists acceptable writing behavior in regard to academic content. For most teachers, the term 'academic' implies: 1) student writing in response to an academic assignment, or 2) professional writing that trained 'academics' – teachers and researches – do. In the second sense 'academic writing' may be related to other kinds of writing that educated people do. But it is necessary to take into account the distinctions, because the teacher who is supposed to prepare students for the kinds of tasks they are likely to receive in other classes should distinguish between the characteristics of truly academic writing and characteristics of writing for other purposes. Academic writing presupposes a certain background reading, the student should be prepared to talk formally or off the cuff about the subject of the writing. The writing is to show careful attention to the objects of the study and reflective thought about them. Of course, standards for fellow professionals and for introductory students differ greatly, but even a first-year student will be penalized for shallow reading and for lack of careful thinking about the subject.

One more characteristic of academic writing is that senses and emotions must always be subject to control by reason. Of course, much depends on what the student is writing about, but the most common instruction by teachers in regard to the control by reason of emotion is to avoid 'impressionism': merely expressing feelings or opinions.

Finally, an academic writer should always remember about the intelligent reader (or the teacher who may take off 'points') who is looking for possible flaws in logic or interpretation, for gaps in research, who may object or disagree.

In sum, academic writing should be argumentative.

While the three standards for academic writing might appear simple, they are hard to teach and even to observe in any given piece of writing.

In the majority of circumstances in academic writing students are asked to present their ideas in the form of an essay. From the outside, an essay appears to possess three distinct parts, namely a beginning, middle, and an end, which we refer to in academic terms as the introduction, body, and conclusion. Within the essay, each of these parts performs a specific function, which students need to be made aware of if they are to conform to acceptable writing behavior. In addition to gaining a working understanding of the outer shape of an essay, students also need to acquire an inherent understanding of how the inner parts of an essay work. This means focusing learners' attention on the paragraph, which is considered to be the fundamental building block of the essay. The view, that paragraph work is needed, is supported by Grabe and Kaplan: "The development of organized and logical paragraphs cannot be assumed even for advanced writers … since this aspect of writing is often ignored or treated in a simple way at lower levels" [2, p.353]. It is therefore incumbent on teachers that more time should be spent on paragraphing, with greater attention paid to the various components of the paragraph, such as the topic sentence, supporting sentence, concluding sentence, details, examples, and transition words.

The common problems, the students face, being taught academic writing, can be grouped into four general areas: attitude, planning, writing, both at the paragraph and essay level, and evaluating.

The first problem that students have in the classroom, when it comes to academic writing, is that they are often self-defeated, self-critical, and easily distracted. They bring to the classroom an attitude that they cannot write well and that it is useless even to try. So, one of the most important roles of the teacher is to work on improving student attitudes toward writing in general, and their writing in particular.

Another problem that teachers regularly come across is an absence of planning; this includes both preplanning (idea generating) and planning (selection and ordering of ideas).

The third problem is the actual writing. For most learners, this is the area requiring the greatest amount of work, as in many cases, even if a student has some idea of what to write, he often struggles to get his ideas across effectively. To help avoid this difficulty, students need to learn to write with an awareness of audience.

The final problem that learners have difficulty with is self-evaluation. Here, students need to understand how language works at both the paragraph level and essay level and to develop a feeling for the language. They need to be provided with the necessary tools to be able to evaluate the strengths and weaknesses of the text, especially their own.

One more systemic approach to help learners produce acceptable content in academic writing that would be reasonable to advocate, is the use of colour-coding. It is based on 'top-down' approach presented by R. White and D. McGovern [6, p.13]. A colour-code for academic writing enables learners to clearly identify each part of the essay and paragraph and provides them with an effective tool with which to analyse an academic text. The colour codes may vary, but each structural part of the essay should be coloured differently, these are general introduction, general conclusion, the statement, concluding sentence in concluding paragraph, transition words, topic sentences, concluding sentences in body paragraphs, supporting sentences in body paragraphs, details, examples, etc. Having used different books on teaching academic writing, one can't but mention that they lack a consistent visual approach.

The most appealing fact about the colour-coding system is that it generates clear results. The students like the system, can understand it, can see the use in it. It allows us to more clearly see the relationship between sentences, as colour-coding breaks up each homogeneous block of symbols into manageable pieces of text.

So, colour-coding provides students with a tool to assess their own work. As a result, they start planning more carefully, because they can see the plan in their essay; they start writing more confidently, as they understand how the parts relate to each other better; they self-evaluate more effectively, as they know what to look for; and, finally, their attitude to academic writing improves significantly.

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В статье представлены различные подходы к обучению письму на иностранном языке и проанализированы трудности при обучении академическому письму.

The article presents different approaches to the teaching of second language writing and deals with the difficulties of teaching content in academic writing.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ СПРЯМОВАНОСТІ МАЙБУТНЬОГО ІНЖЕНЕРА В ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

У статті розглядаються і аналізуються форми і методи особистісно-орієнтованого навчання, що сприяють формуванню професійної спрямованості студентів інженерних спеціальностей.

Постановка проблеми. Головною метою вищої інженерної освіти в Україні є створення умов для розвитку та самореалізації кожної особистості з навичками до творчої діяльності та безперервної освіти впродовж усього життя. У відповідності з цим виникає потреба у вирішенні проблеми – сформувати необхідні умови для того, щоб майбутній інженер був носієм високих духовних загальнолюдських цінностей, в основі яких є пріоритетність гуманізму, моральності, повне розкриття творчого потенціалу особистості, реалізація здібностей і талантів.

Професійна діяльність включає активний особистісно-професійний розвиток, невід'ємною складовою якого є розвиток професійної спрямованості особистості фахівця. Високий рівень професійної спрямованості забезпечує відповідність до вимог професії, що в наш час соціально-економічних перетворень швидко змінюються та ускладнюються. Виникає потреба в фахівцях, що вирізняються сформованістю професійних принципів, поглядів, переконань, інтересів, бажань та мотивів діяльності.

Поставлене завдання вимагає від вищої школи організації пошуку педагогічних шляхів підвищення ефективності професійної спрямованості особистості студентів, визначення шляхів його постійного формування протягом усього періоду навчання в ВНЗ.

Особливістю сучасної освіти є її гуманітарно-особистісна спрямованість, коли важливе місце відводиться розвитку та духовно-культурному розвитку особистості. Суттєвою складовою культурного процесу є освоєння цінностей світової культури, що вимагає вивчення іноземних мов. Зміни у ставленні до вивчення іноземної мови пов'язане також з процесами глобалізації, інтеграцією України в європейський простір, поверненням до гуманітарних цінностей. У таких умовах знання іноземної мови дає можливість розширення міжкультурних комунікацій, а отже, і є необхідною умовою професійного становлення майбутніх фахівців.

Отже, актуальність даної проблеми полягає у вирішенні суперечності між необхідністю формування професійної спрямованості майбутніх інженерів у процесі вивчення іноземної мови та недостатнім дослідженням відповідних умов у педагогічній теорії та практиці.

Аналіз останніх досліджень і публікацій. Проблемі виховання професіоналів у процесі навчання іноземної мови присвячені роботи О.Л.Бердичевського, Л.К.Гейхман та І.С.Клейман, О.І.Горбуненко, Г.О.Китайгородської, Н.В.Пуставалової. Коло питань, порушене зазначеними авторами, досить широке, проте проблема формування професійної спрямованості майбутнього інженера досі залишається невисвітленою.

Формулювання цілей статті. Завданням даної статті є визначити необхідні умови, форми і методи аудиторної та самостійної роботи з іноземної мови, які забезпечують формування професійної спрямованості студентів інженерних спеціальностей.

Проблемі професійної спрямованості у педагогіці та психології присвячено чимало досліджень провідних вчених: А.О.Вербицького, Н.В.Кузьміної, А.П.Сейтешева,