

# The Application of the Process-based Approach in the Teaching of EFL Writing

Ruijuan Zhang, Yirong Luo

Zhejiang Yuexiu University, Shaoxing Zhejiang, 312000

**Abstract:** This paper gives a detailed analysis of the application of the process approach in the teaching of EFL Writing, in which not only the key concepts of this teaching approach are stated, the specific implementation procedure of the approach in EFL Writing classroom is also illustrated. Furthermore, the advantages and disadvantages of using this approach in teaching practice has also been analyzed.

**Key Words:** The process teaching approach; Peer reviewing; Teaching activities

## 1. Introduction

Traditional English writing teaching focuses on teachers' one-way input of knowledge information and students' one-way output of writing process. In this model, teachers become the only readers and judges of students' compositions, and one-sided emphasis is placed on the accuracy of vocabulary and sentence patterns and technical skills (Wu Ronghui, He Gaoda, 2014). Students are deprived of their right to choose the way and content of learning and the over-dependence on teaching leads to the degradation of students' autonomous learning ability. Therefore, it has long been criticized. Under the background of "Internet Plus" era, educational experience advocates students' needs as the orientation and students' experience as the core to realize the transformation of teaching from indoctrination to interaction and learning from passivity to autonomy. Teachers and students learn from each other to form a learning community and the individual differences of students have attracted wide attention. In recent years, many scholars have begun to study the teaching methods of English writing, but the enlightenment and guiding significance of practice are not obvious. Contrasted to the final Product Approach, Process Approach focuses on the process of writing and represents a backlash against the product approach. It stresses the creativity of the individual writer, emphasizing the development of the good writing practice rather than the imitation of models and regards writing as a non-linear, recursive psychological cognitive process in planning, drafting, revising in which writer views each draft as a beginning for the next one. It is also a process of creative thinking and social interaction, where students are encouraged to communicate with teachers and peers, to share their drafts and get feedback from others, attaching great importance to the mining of ideological content and expression. Therefore, this paper attempts to focus on the application of the process approach in EFL writing class, which will not only help us to have a deeper understanding of the current use of the teaching methods of English writing but also provide a reference for the study of teaching strategies of English writing.

## 2. The Process Approach

The Process Approach began in the 1970s. It focuses on the writing process and the learner's language skills training, which regards the writing process as a psychological cognitive process, a thinking process and a social communication process. It is a students-oriented class, with the teacher playing the role of the instructor and monitor. Through the interaction between teachers and students, the students discuss and cooperate to improve the learner's writing ability and obtain a good writing process. The essence of the Process Approach is to make the language teaching real, the classroom socialization, and regard writing as a process: pre-writing, drafting, responding, revising and rewriting. The five stages interact with each other and should not be separated. Though it is time-consuming and causes classroom disorder, it is acceptable for students' writing obstacles can be easily detected.

## 3. The Specific Operation Process of the Process Approach in the EFL Writing Class

### 3.1 Preparation before writing activities

When implementing the process writing, teachers may come across some problems, such as students' lack of ability to cooperate, peers' unwilling to assist others, etc., so it is necessary to make some preparations before writing activities.

Firstly, teachers can divide the whole class into certain groups according to the ratings of their English performance test to avoid groups being dominated by academically stronger members of the class. Then they can ask each group to select a chairperson to co-ordinate writing sessions and facilitate discussion, a gatekeeper to make sure the quality of the discussion. The role of chairperson should be permanent and that of gatekeeper should rotate among the group for each writing session. Then the teacher will give a detailed explanation about the Process Writing, exemplifying the benefits that students can gain in it. Since most of the students were not used to cooperating in writing, the teacher should instruct them about some necessary skills, such as making sure everyone participated, being attentive when others talk, pointing out both good points and shortcomings in compositions, responding to the content and the form, and criticizing the draft, but not the person who wrote it.

### 3.2 Actual class presentation: the writing process in English classroom

In order to make the approach more manageable, the teacher should program in the process approach in his or her writing class such stages: prewriting, drafting, peer reviewing, redrafting, teachers' response and the final drafting.

### 3.2.1 Pre-writing

Pre-writing is to generate ideas through invention activities. At this stage, the teacher encourage students to think broadly by organizing various activities, such as “group brain-storming”, “clustering”, “quick writing”, “wh-questions”, etc. to facilitate the writing tasks. The teacher can encourage students to talk in small groups about the theme, the structure even write down some useful phrases, sentences, etc. It mainly include quick writing and group planning. The major purpose of quick writing is to generate various ideas quickly . When students are doing quick writing, they can write down everything related to the given topic that comes to their minds and spontaneity is the priority.

Group planning is based on the previous quick writing to categorize students’ ideas , in which students would discuss the collected ideas in groups and plan how to categorize them with various symbols, such as circles, squares and triangles.

In these activities, the teacher acts as a guide, asking questions and making suggestions; engaging students in generating ideas and searching for information and organizing collaborative discussions so that students can be motivated to write.

### 3.2.2 The first draft

After prewriting, students begin to write their own drafts in limited time in class, not concerning about grammar errors, just focusing on the content. The teacher will not tell students what to write, but can encourage them to write it more specific or in-depth. Drafting involves writing down ideas, organizing them into a sequence, and providing the reader with a frame to understand these ideas. While writing the draft, students should make sure what they want to say and alter their initial plans because it’s rare that ideas and organization of the piece are fully formulated in a writer’s mind before drafting begins. Drafting can be collaborative work or free-writing.

### 3.2.3 Peer reviewing

Having finished their first drafts individually, students will work together to do the peer review, the central stage of the writing process, focusing on both the content and the plot arrangement. In this process, students become response groups for each other and they should work in small groups to comment upon their peers’ first drafts from different aspects, such as, grammar, discourse patterns, cohesion and coherence, exploring what they found most interesting, where they were confused, and so on. The purpose of reviewing is to get better organization or even a new theme, by presenting the whole work to the readers, which is considered to be helpful to foster the students’ sense of their audience and the potential readers. It is good to develop their abilities of analyzing and critical thinking. Anyway, Peer review takes patience---from both students and teachers. However, it will reduce students’ dependency on the teacher, encourage them to accept someone other than the teacher as their reader, and help them become aware of the need for producing reader-based texts. Some students may be skeptical about relying on each other for advice and worry that their response might be partly inadequate at the initial stage. However, students’ reviews will improve with enough practice. Their faith in the effectiveness of this technique will also increase once they have witnessed the improvement.

### 3.2.4 Revising: the second draft

There is no good writing, only re-writing . Revising involve sentence structure, grammar, lexis, spelling, etc., which has been given to them during the previous discussion. Students are required to revise their own writing individually according to the feedback from the peer reviews. In this stage, students will take into account partners’ suggestions, evaluate, accept or reject the suggestions, and try to discover new ways to improve their work. Due to the limited time, the students will finish the second drafts individually after class. If necessary, they can also work together to discuss the useful ways to improve their second drafts again. What matters is their recognition that revision is part of the ongoing cycle of writing and great ideas comes from revising.

### 3.2.5 Teacher’s feedback

Having finished rewriting the composition, the teacher should correct the writing meticulously on the level of lexis, discourse, and then grade the writing attentively so as to make the students be aware of their own advantages and weak points. Teacher’s feedback is an essential step in the writing process, because the quality of the feedback received from peers would not be the same as that received from the teacher. In order to make the process to be given the proper emphasis, teachers should respond to a draft at least once before it is turned in for final grading. By giving helpful suggestions before grading the final draft, they must be conscious of their roles in the process--from critic to helper.

### 3.2.6 The final draft

In this stage, students will rewrite their composition according to teacher’s feedback and get the final draft for teacher to grade. The final draft should reflect the sum of effort that has been made in the previous stages. They will spend time look backing and reflecting in their work from the beginning and get a sense of activeness.

## 4. The Advantages and Disadvantages of Using the Process Approach in EFL Writing Class

### 4.1. Advantages of Using the Process Approach in EFL Writing Class

Compared with the product approach, the process approach has its unique advantages, which can be seen clearly from the following aspects:

#### 4.1.1 Providing a positive, encouraging writing environment

The process approach calls for providing a positive, encouraging and collaborative writing environment. Students’ potentials are great and what they need is the atmosphere where they can exploit all these without pressure. Process writing as a process can remove students’ sense of anxiety and frustration about writing and enable them to write in a relaxing, pressure-free atmosphere.

#### 4.1.2 Enabling students to be aware of their own writing process and boosting their confidence in writing

The process approach divides the process of writing into several recursive steps, which enables students to aware their own writing process, and understand that the steps in the process of writing are not successive but recursive. Process writing make it easier for students to do one task at a time, and will boost their confidence in writing. Students are sometimes good at diagnosing what is weak in their essays, or in their classmates' essays, but they are uncertain about how to remedy these weaknesses. Peer reviews allow students to collaborate in groups. By working together, students give more accurate and developed comments because they can negotiate ideas with each other. Collaboration also enables them to feel more confident about the feedback they are giving their classmates.

What's more, when revising and redrafting their own compositions, students can find mistakes in writing and have a deeper impression upon these mistakes. This will prevent them from making the same mistakes and improve students' writing abilities more effectively than the way of keeping on writing new compositions.

#### 4.1.3 Improving the four skills of listening, speaking, reading and writing

By using this approach, students become the central role of writing activities. Teachers become the instructors and helpers, guiding students to become the main body of writing classroom learning. Students actively participate in the writing process. They can get a lot of clear and effective information in the writing activities designed by teachers, and truly play their own initiative to write and become the real master of writing activities. Besides, they will also improve their skills of listening, speaking and reading ability at the same time, since from pre-writing to the final draft, the students must discuss either in pairs or in groups, read their partners' compositions, express their own opinions or listen to their peers' suggestions.

#### 4.1.4 Increasing general cooperative competence

Cooperation is essential in process writing. While brainstorming, they form groups expressing their own ideas, drawing on the collective wisdom, absorbing all useful ideas and learning from others' strong points to offset their own weaknesses. After discussion, they finish their own drafts individually first, then trade their papers to read and give the suggestions. All these activities can promote interaction and cooperation among the students.

Of course, no approach can solve all problems. The process approach has its own limitations which will be discussed in the following.

#### 4.2 Disadvantages of Using the Process Approach in EFL Writing Class

First, the Process Approach is time-consuming. Because of the large and regimented classrooms, it's not easy to manage all the activities, especially when students are not familiar with how to review their peers' work. Groups react differently to peer review, some are eager, some reluctant. Some groups work well, while others just simply to read their drafts aloud to each other and discuss what was said. This requires that teachers be flexible and organize the classroom teaching skillfully enough to gain time.

Second, the Process Approach, with the pre-assumption that students have good command of the basic constructing skills, is not quite suitable to beginners. Peer evaluation requires students' good command of English. To make make sure that students can learn from each other, they should be trained to be good evaluators beforehand so as to correct each others' writings quickly and properly.

Third, it ignores the directive function of sample analysis. Without adequate training of composing drafts, and a clear concept of genre knowledge as well as some specific language knowledge, the students may feel too difficult to write.

## Conclusion

The essay demonstrates that Process Approach is an effective means to improve the teaching of EFL writing as a process, which not only enables students to grasp the basic writing skills, but also develops students' competence of thought, interaction and cooperation. Therefore, it is a good approach that second language teachers can attempt to adopt.

## Bibliography

- [1] Shu Lan The Application of Process Approach in English Writing Teaching [J] Campus English, 2020 (44): 2
- [2] Lei Fang, Xue Jing The Application of Cooperative Learning and Process Approach in College English Writing Teaching [J] Journal of Chongqing Jiaotong University: Social Science Edition, 2004, 004 (003): 119-121
- [3] Jiang Bingsheng. A further study of the "process writing approach" in English writing teaching [[J]. Xi'an Foreign Languages Institute, 2003, (4) .
- [4] Liu Yan Research on the application of the process approach based on evaluation theory in senior high school English writing teaching [D] Dalian: Liaoning Normal University, 2017.
- [5] Tribble, C. Writing. [M] Oxford: Oxford University Press, 1996.
- [6] Zheng, H.C The Application of Process-oriented Writing [J]. Teaching English in China, 2003, (6):84-87.
- [7] He Jisheng, Wang Jiayun Introduction to "Process Exercises" [J] Foreign Language Teaching Theory and Practice, 1996,35-38.
- [8] Li Jinhong The enlightenment of foreign mainstream writing theory on foreign language writing teaching in China [J] Foreign Language Teaching Abroad, 2006 (2): 41-46.
- [9] Li Sen An important measure to improve the teaching of English writing: the process approach [J] Foreign Language Circle, 2000 (1): 19-23.
- [10] Li Xiaoyue Research on teaching methods of junior high school English writing from the perspective of core literacy [J] Talent, 2020 (03): 170.
- [11] Lin Yingying Problems in the teaching of English writing in junior middle schools and their improvement strategies [J] English teacher, 2020, 20 (07): 34 - 40+43.

# Analysis on the development of children's picture books in Guangxi Minority Literature

Shuang Sun

Animation and Digital Media System, School of Design, Guangxi Normal University, Guilin, Guangxi, 541000

**Abstract:** under the background of vigorously improving China's cultural soft power, how to fully tap the cultural value of ethnic minorities and promote the development of children's literature picture books has become an important issue for many picture book creators. Guangxi is home to a number of ethnic minorities with colorful ethnic cultures, which provide rich materials for the creation and development of picture books. This paper analyzes the development value of Guangxi minority literature children's picture books, analyzes the development and compilation of picture books market, summarizes the development problems of picture books, and discusses effective development measures, so as to better play the educational function of minority culture and provide scientific creation ideas for picture book creators.

**Key words:** Guangxi; Ethnic minorities; Picture books for children; Development status

## 1 The development value of children's picture books of Guangxi Minority Literature

### 1. transmit the generalized ocean spirit

Based on the characteristics of coastal location, Guangxi ethnic minorities have produced a wealth of generalized national stories, which can have a positive impact on children's spiritual growth from the aspects of behavior, instinct and self-evaluation. Among the main national stories in Guangxi, the narrative based on the marine spirit occupies an important position, such as the classic marine myth "the king of Zhenhai", which has a large number of social role prototypes. This literary image has been integrated into various folk stories and has been given different role characters by people. Through the use of minority literature and the development of children's picture books, the creators can convert folk story materials into picture books or pictures to vividly show the pioneering spirit of the role, better convey the generalized marine spirit to the public, and reflect the relationship between the role and nature.

### 2. show the cultural characteristics of mountain soil

In Guangxi national story literature, there are diversified mountain humanities. From the perspective of graphic symbols, the dress symbols of different ethnic minorities reflect different aesthetic logic and show unique artistic characteristics. Such as blue, black, green, white and red, which are most loved by the Zhuang and Jing people, and show the aesthetic characteristics of people advocating harmony and reverence for nature. In the national story, the lotus fairy with simple and kind character is mainly white, which virtually conveys the quality of perseverance, courage and purity. In the Zhuang people, according to myths and legends, the frog is regarded as the child of the king of thunder, showing a unique humanistic understanding of the frog image. In areas close to national boundaries, people still talk about the heroic literary stories of frogs. By making full use of national story literature, creators can refine advanced graphic symbols, integrate the Aesthetic Logic and interests of ethnic minorities into picture books, and better show the cultural characteristics of ethnic minorities to the public.

[12]Liu Yan Research on the Application of the Process Approach Based on Evaluation Theory in the Teaching of English Writing in Senior High Schools [D]. Dalian: Liaoning Normal University two thousand and seventeen.

[13]Liu Shunfang Problems and solutions in junior high school English writing teaching [J] New Curriculum Research, 2019 (25): 127-128.

[14]Liu Danhong, Xu Guoqin A Study on the Application of Prefabricated Chunks in the Teaching of College English Process Writing [J] Journal of Heilongjiang University of Education, 2017 (6): 3

[15]Yan Ruofang Research on the Application of Process Approach in College English Writing Teaching [J] Education Theory and Practice, 2018 (6): 54-55.

This paper is one of the product of the following three research projects.

1.The Application of the Blended Teaching Approach Based on the Cloud Class Platform in English Grammar ---the Online-offline Blended Teaching Reform Project in Zhejiang Yuexiu University ( 2019, Project No. JGH1903).

2.Research on the Cultivation of Critical Thinking Ability in the Course of Integrated English Based on the Blended Teaching Model---Shaoxing Higher Education Teaching Reform Project in 2020 (Project No. : SXSJG202003)

3.The Construction of High-quality Online Open Course of the Integrated English2 in Zhejiang Yuexiu University in 2015.