INTEGRATED APPROACHES TO IMPROVE STUDENTS WRITING SKILLS FOR ENGLISH MAJOR STUDENTS

Thanatkun Tangpermpoon

ABSTRACT

Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers. To assist language instructors to improve learners’ writing competence and produce good writing, this article aims to present the combination of genre, product, and process approaches in a writing class. To better understand the topic, this paper will be divided into two main parts. The first section of this paper provides a brief literature review of each traditional writing approach including the strengths and drawbacks as well as an adaptated use of each. The second part includes the importance of using the integrated approaches for English major learners in the tertiary level.

FULL TEXT:

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Assumption University
Hua Mak Campus,
Ram Khamhaeng 24 Rd., Hua Mak,
Bang Kapi, Bangkok 10240, Thailand.

1. APPROACHES TO STUDENT WRITING

Process writing: Involves generating ideas, structuring or organizing those ideas, drafting, reviewing (checking context and content, focusing, connections, assessing impact, etc.), evaluating. It is a cycle that helps students write and improve their written production. While many teachers focus only on the product of a writing assignment, within the process approach, there is a focus on the process of writing. This means that the teacher discusses purpose and audience with the students as well as the processes of writing. The teacher helps students get started, using brainstorming or clustering, and the ... Improving students’ speaking skill through content –based instruction. (A Classroom Action Research in the Second Grade Students of Business English Department of CsV&TC, China in the Academic Year of 2010/2011). By LI HUI S890809216. This is to certify that I, Li Hui, alias Vivienne Lee who writes this thesis entitled IMPROVING STUDENTS’ SPEAKING SKILL THROUGH CONTENT-BASED INSTRUCTION (A Classroom Action Research for Students of Business English Department of CsV&TC, China in the Academic Year of 2010/2011). It is my original work, not plagiarized or made by others. Anything related to other’s works are written in the quotation, and the sources are listed on the Bibliography.