



## THE THEORIES OF WRITING AND PROCESS APPROACHES TO WRITING ACTIVITIES IN TESL

Md. Harun Rashid<sup>1</sup>, Wang Hui<sup>2</sup> Jahirul Islam<sup>3</sup>

<sup>1,2,3</sup>(Faculty of Modern language and communication, Universiti Putra Malaysia, Malaysia.)

Email: [harun.sh96@gmail.com](mailto:harun.sh96@gmail.com), Orchid: 0000-0003-2205-6649

Email: [vicky0176742521@gmail.com](mailto:vicky0176742521@gmail.com), Orchid: 0000-0003-0541-217

Email: [Jahirupm17@gmail.com](mailto:Jahirupm17@gmail.com), ORCID: 0000-0003-4451-150X

[doi.org/10.33329.joell.8.3.21.25](https://doi.org/10.33329.joell.8.3.21.25)

### ABSTRACT



Process has been an important and sometimes contentious concept in both first language (L1) and English as a Second Language/English as a Foreign Language (TESL) writing instruction. This article seeks to address this issue by defining process approaches and investigating their role in TESL writing instruction. The article begins by discussing three different definitions of process, demonstrating that the term is not the name of a writing theory, and then goes on to describe the two main elements of process writing pedagogies, awareness and intervention. The literature on writing is examined to demonstrate how process approaches have been accepted in TESL composition. Finally, this article discusses some issues that may arise when implementing process writing pedagogies in TESL writing instruction.

**Keywords:** *Theories of Writing, Process, Approaches, Writing Activities*



## 1. INTRODUCTION

Among the evidence and research, one remark, in particular, piqued my interest. According to his research, the distinctions between academic writing in a first and second language are often misunderstood and overstated (Schiller, J. (1989). He demonstrates in his study that, except for minor variations in genre, structure, and article development, L1 and L2 academic writing are quite similar. Stapleton's work may have convinced some, but I think he ignores the major distinctions in academic writing between L1 and L2. Stapleton's point of view is not one with which I agree. In my view, the differences between L1 and L2 academic writing are neither overstated nor exaggerated. There are many distinctions between L1 and L2 in academic writing. I'll categorize the variations into three groups: word, sentence, and paragraph. At the linguistic level, differences in word creation and word selection will be explored. The differences between sentence patterns and the sentence's topic will next be investigated at the sentence level. Finally, variations in writing subject selection, voice, organization, reader and writer responsibility, attitude toward quotation, excellent writing, and discourse community writing norms will be investigated (Chelala, S. 1981).

### 1. Identify an L1

Writing in a first language (L1) differs from the process of writing in a second language. Writers can transfer their writing skills from one language to another if they have grammatical proficiency in the second language. Native Language Identification (NLI) is the task of automatically identifying the native language (L1) of an individual based on their writing or speech in another language (L2). NLI works by identifying language use patterns common to specific speakers that share the same native language. This process is underpinned by the presupposition that an author's linguistic background will dispose them towards particular language production patterns in their learned languages, as influenced by their mother tongue. Predicting the native language has applications in different fields (Cook, M. (1988).

It can be used for authorship identification and forensic analysis (Gibbons, 2003), tracing linguistic influence in potentially multi-author texts and naturally supporting Second Language Acquisition research. It can also be used in educational applications such as developing grammatical error correction systems which can personalize their feedback and model performance to the native language of the user (Malmasi et al., 2017).

Base on related studies, most NLI research has concentrated on identifying an ESL (English as a Second Language) writer's native language. Still, NLI has also been proven to function in other languages (Malmasi and Dras, 2015). A recent trend in NLP research has been using voice transcripts (produced manually or through Automatic Speech Recognition) and audio characteristics for dialect identification (Malmasi et al., 2016). This job includes recognizing particular dialects of pluricentric languages such as Spanish or Arabic. 1 The combination of texts and acoustic characteristics also produced excellent results for dialect recognition, showing that integrating this information may enhance performance.

While there has been a surge in interest in such features, the usage of voice transcripts for NLI is not completely novel. The first NLI research used a Naive Bayes classifier to analyze native and non-native speakers' speech transcriptions, although with little data. However, this area of NLI study has received little attention, most likely owing to the high expense and difficulty of collecting and transcribing non-native speech. Following in the footsteps of the Computational Paralinguistic Challenge, the Computational Paralinguistic Challenge featured an NLI challenge based on the spoken answer utilizing raw audio. The NLI Shared integrates both methods by requiring each applicant to submit both a written answer (essay) and a spoken response (speech transcript and i-vector acoustic characteristics). The competition also allows for the fusion of all features, a new challenge that has never been attempted before. The fast development of deep learning techniques for natural language processing problems



was another motivator for this endeavor. There were many obstacles to utilizing deep learning for NLP in previous shared projects.

## 2. L2 ENGLISH WRITER

Writing is an important skill in the creation of language. Its importance grows when written in the English language, which is widely utilized for global information mediation. According to Hyland (2003), performance in language development is subject to growth in writing abilities. An influential ESL writer's work must be coherent, logical, well structured, engaging, and properly arranged, with a diverse vocabulary and knowledge of mechanical norms (Hall, 1988). However, writing is often seen as simply a component of teaching and studying grammar and syntax, which undervalues the nature and significance of writing and stunts its development.

As a result, the development of this skill attracts significant attention for its learning and instruction from the very beginning of language education; Nunan (1989) contends that writing is a difficult cognitive activity that needs the student to exert control over a variety of variables. These variables range from the writer's academic background to their interest in different psychological, linguistic, and cognitive issues (Haider, 2012).

## 3. PROCESS APPROACH

### A. Planning

In process writing, the teacher abandons assigning pupils a writing topic and receiving the finished output for revision while remaining uninvolved in the writing process. In other words, the process approach to teaching writing emphasizes the writing process rather than the ultimate output for the plan.

### B. Generating

The categorization system designed to account for observed variations in L1 and L2 writing comprised three main categories subsumed by numerous smaller ones. The first category, process, contained allusions to planning (ideation generation, goal setting, and organization), writing (conversion of ideas into written language), and reviewing (reading,

evaluating, and revising). The audience, paragraphs, directness, cultural references, formality, style, structure, and introductions are all included in the second category, rhetoric.

### C. Goal setting

The categorization system designed for topic recommendations for instructors is divided into four major areas. As in the other categorization systems, the first phase contains planning, writing, and editing references. The second, culture, encompasses all allusions to culture in general and directness and audience. The third main area, pedagogy, contains allusions to classroom issues, writing assignments, and extracurricular learning activities.

### D. Organizing

Language is the last significant category, including allusions to L1 and L2 comparisons, spoken vs. written form, grammar, vocabulary, and print-code standards. Two coders (the researcher and another experienced ESL professional with writing skills) independently evaluated the references in two randomly chosen student writings to test the reliability of the text analyses—consistently putting references into categories. There was complete agreement on the categorization of references for both discrepancies and recommendations for proper organization.

## 4. WRITING: TRANSCRIBE IDEAS INTO WRITTEN TEXT

Handwriting, capitalization and punctuation, spelling, vocabulary, word use, sentence and paragraph organization, production, overall quality, automaticity or fluency, and comprehending different kinds of written information are all considered components of written communication (text structure). We never worry about grammar when we write in Chinese. Our words, like the ink in my pen, flow freely. When writing in English, though, I typically start with Chinese phrases and then convert them into English using English grammar. It's true, especially when we're writing a lengthy-phrase or expressing a complex scenario. Even when we do it this way, we occasionally have difficulty



communicating our message. Grammar seems to be the sole weapon available to us while writing English essays. We wish we could ignore the grammar while writing in English like we do when writing in Chinese.

#### A. Reviewing

In reviewing, four respondents remarked on the distinctions between L1 and L2. When reviewing in the L2, he focuses more on spelling and grammar and, as a result, less on the organization than when writing in his L1. According to reports, variations in the meanings of words and phrases in the L1 and L2 made rewriting the L2 very difficult. The reasons for evaluating differed greatly between L1 and L2. The L1 would be concerned with style and text organization, while the L2 would be concerned with vocabulary and word order.

#### B. Reading

The final step in the academic reading process is reviewing. The other actions you took while reading—pre-reading, active reading, and summarizing—helped you remember the information. Reviewing it helps to keep it in place and ensures that it is available when you need it later.

#### C. Evaluating

Makes judgments about the value of ideas or materials for a given purpose in a given context. Presents and defends opinions by making judgments about information, the validity of ideas or quality of work based on a set of criteria. Compares and discriminates between ideas. It is essential to identify possible bias in the work of others, Distinguish between fact, fiction, and opinion, Develop and strengthen your ability to distinguish between relevant and irrelevant content, Draw cogent, well thought out conclusions.

#### D. Revising

The term "revision" refers to the act of seeing (vision) something for the first time (re). Proofreading is not the only thing that revision entails. It entails going back over entire concepts to ensure that everything aligns with the document's goals. In other words, rather than being written once, a document is anticipated to go through several draughts. Use the

time to work on your paper and take pauses from writing when you have lots of time to revise. You may be able to return to your draught with a fresh perspective if you can forget about it for a day or two. Put your writing aside at least twice during the rewriting process: once during the first portion, when you are structuring your work, and once during the second part, polishing and paying attention to details.

### 5. RHETORIC

The study of how words are used to convince an audience is known as rhetoric. People who study rhetorical analysis look at how writing is put together to affect the reader effectively. On the other hand, rhetorical writing entails making deliberate decisions to improve the effectiveness of your writing. Composition and analysis can both benefit from an understanding of rhetorical contexts. "Before you start writing any text, you should first get a knowledge of your rhetorical situation," Johnson-Sheehan and Paine urge in their course *Writing Today* (12). The remainder of this guide will concentrate on comprehending the rhetorical predicament. You will be better equipped to produce writing that fulfills your audience's demands, fits the specific environment you write in and expresses your intended message and purpose once you understand how to recognize and analyze the features of rhetorical situations.

#### A. Audience

The respondents also noted variations in rhetorical concerns between L1 and L2 writing. Three topics addressed the differences in the impact of writing for L1 and L2 audiences. It was essential to communicate certain shared understandings with the L2 audience to offer relevant and realistic examples. When writing for an unknown audience, first language users felt they had the fewer content selection and presentation choices. As a result, L1 and L2 audiences have different expectations regarding the kinds of arguments and evidence.



### B. Paragraphs

To write successfully, we must understand the differences between audiences. For example, we stated, "I would be a successful student," in our application letter to the scholarship committee as part of English homework. Such a thing would never be spoken in Japan. A direct appeal has nearly the opposite effect. Three topics discussed the variations in paragraph construction between L1 and L2. Someone told us that he wrote lengthier paragraphs in his L1 than in his L2. The other two topics also discussed the differences between English and Chinese paragraphs. It compared the two, pointing out that while English paragraphs started with a subject phrase and went from effect to cause, Chinese paragraphs began with a topic sentence and moved from cause to effect.

### C. Cultural allusion

Allusion is a term and a literary device that refers to a person, place, thing, or idea with cultural, historical, literary, or political value to the reader or author briefly and indirectly. The noun being described is not specified; an allusion is a brief remark interpreted and comprehended based on the reader's supposed prior knowledge. The allusion is widely employed in literary analysis to connect and compare related ideas, people, events, and places. Allusion allows authors, poets, and storytellers to clearly and concisely convey complicated emotions, thoughts, and ideas by mentioning an idea or tale that the reader is familiar with allusion.

Allusion could be used to characterize and contextualize a literary work or work of art. By capitalizing on Greek mythology, biblical allusions, or cultural allusions with which that individual is familiar, allusions can be utilized to bring a reader, listener, or observer into a piece of art, tale, or even a film. Allusions can also serve as a cultural club or genre, outside of which specific text or ideas may not be fully interpretable. Allusions are frequently used in everyday discourse to convey ideas and opinions to others. Allusions might be too well-known persons, places, things, or ideas, or they can be to a person, place, thing, or idea that the person with

whom we are attempting to connect is familiar. The allusion is derived from the Latin words *allusion* and *allure*, which were first used in 1612.

### D. Formality

In writing, formality relates to how well you adhere to conventional English norms, how often you use slang or idioms, how objective you are about your subject, and how acquainted or intimate you believe you are with your readers. In general, writing is classified into four degrees of formality. Writers who use a formal tone do not reveal much personal information, and they do not make assumptions about or allude to the private lives of their audience members. Formal writing is impersonal and exact. Writers strictly adhere to Standard English rules: no idioms, contractions, or sentence fragments are used.

### E. Style

The writing style of a writer may be described as how they write. It is a literary technique used by a single author. It varies per author and is determined by syntax, word choice, and tone. It is also known as the "voice" that readers hear when they read a writer's work. In writing, there are four main literary styles. These styles differentiate the works of many writers from one another. The four types of writing styles are as follows: a. expository or argumentative style, b. descriptive style, c. persuasive style, and d. narrative style.

### F. Organization

According to Kate Kiefer, The term "organization" usually refers to the significant elements of text structure. In reality, these aspects are sometimes codified, as in a standard lab report, through the regular use of headers. Sometimes, parts of the organization are only acknowledged informally, such as the thesis of an academic article. Most authors at the university, however, would agree that organization refers to the arrangement of ideas. The organization of ideas in writing is how they are conveyed. Organization typically refers to the central portions of a piece of writing, but it can also refer to how paragraphs and phrases are written. The flow of





writing influences how readers interpret concepts. Readers will quickly lose interest if the organization does not offer them the information they seek in a timely and ordered manner. Unorganized writing forces readers to look for the information they require.

## 6. LANGUAGE

One essential language function is to build "homophily" or a sense of commonality with one's readers. The foreign and unfamiliar language to the reader emphasizes the differences between writer and reader and makes the message difficult to understand.

### A. Sentence construction

In their simplest form, sentences need to be complete and have a Subject, Verb, and a complete idea to make sense. If not, you are left with what is called sentence fragments. Here is Kaplan's helpful illustration and explanation in a cartoon to convey the importance of avoiding sentence fragments.

### B. Print code conventions (spelling and capitalization)

Capitalization Like punctuation, capitalization helps communicate information. Every sentence's initial word is capitalized, indicating that a new sentence has started. Proper nouns – the name of a specific person, place, or thing – are capitalized to emphasize their distinction. At first sight, the rules of English capitalization seem straightforward. You're undoubtedly aware that proper nouns and the first word of each sentence should be capitalized. However, you should also (sometimes) capitalize the initial word of a quotation. There are several exceptions to the rule of not capitalizing after a colon. What should you do if you're unsure if something is a proper noun? Two topics believed that instructors should know the major variations in linguistic structure between English and their students' first languages and include these differences into their lessons. One topic recommended that instructors handle spoken vs. written English by giving their pupils a list of frequent phrases in both spoken and written versions.

## 7. CONCLUSION

The goal of the studies was to look at ESL students' writing difficulties, as well as the variables that stifle their ability to grow their writing skills and ideas for improving their writing abilities. As a result of the issues, variables, and recommendations examined in this studies, it can be stated that ESL learners encounter a variety of writing challenges, but that their writing abilities may be enhanced by understanding the causes of these problems. The study's findings may be applied to ESL students and English language instructors at the tertiary level education.

## 9. REFERENCES

- Chelala, S. (1981). The composing processes of two Spanish speakers and the coherence of their texts. *Dissertation Abstracts International*, 42(6), 2541A.
- Cook, M. (1988). The validity of the contrastive rhetoric hypothesis as it relates to Spanish-speaking advanced ESL students. *Dissertation Abstracts International*, 49(9), 2567A.
- Hall, C. (1987). Revision strategies in L1 and L2 writing tasks: A case study. *Dissertation Abstracts International*, 48(5), 1187A
- Hall, C. (1990). Managing the complexity of revising across languages. *TESOL Quarterly*, 24(1), 43-60.
- Moragne e Silva, M. (1989). A study of composing in a first and second language. *Texas Papers in Foreign Language Education*, 1(2), 132-151.
- Schiller, J. (1989). Writing in L1-writing in L2. Case studies of the composing processes of five adult Arabic speaking ESL writers. *Dissertation Abstracts International*, 50(9), 2883A.
- Haider, G. (2012). An insight into difficulties faced by Pakistani student writers: Implications for the teaching of writing. *Journal of Educational and Social Research*, 2 (3), 17{27.
- Hall, D. (1988). *Writing well*. Little, Brown and Company, Boston.
- Hyland, K. (2003). *Second language writing*. Ernst Klett Sprachen.
- Jacobs, & L, H. (1981). *Testing ESL composition: A practical approach*. English composition program. Newbury House, Masschautes.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press, United Kingdom.



- Gibbons. 2003. Forensic Linguistics: An Introduction to Language in the Justice System.
- Shervin Malmasi and Mark Dras. 2017. Native Language Identification using Stacked Generalization.
- Shervin Malmasi, Joel Tetreault, and Mark Dras. 2015. Oracle and Human Baselines for Native Language Identification. In Proceedings of the 10th BEA workshop. Page 172–178.
- Shervin Malmasi, Marcos Zampieri, Nikola Ljubešić, Preslav Nakov, Ahmed Ali, and Jörg Tiedemann. 2016. Discriminating between Similar Languages and Arabic Dialect Identification: A Report on the Third DSL Shared Task. In Proceedings of the Var- Dial Workshop. Osaka, Japan.
-