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TEACHING WRITING: PRODUCT VS PROCESS

In English as a Foreign Language (EFL) teaching, writing occupies a central place alongside reading, listening, and speaking, yet it is often underestimated in practice. For Ukrainian students, achieving at least the B2 level of proficiency, as defined by the Common European Framework of Reference for Languages, requires not only the ability to understand and produce oral discourse but also to create coherent written texts that demonstrate clarity of thought, logical structure, and appropriate register. However, teaching practice shows that many students struggle with writing: they cannot sufficiently develop and support ideas, lack skills in organizing paragraphs, confuse formal and informal styles, and are not always aware of ethical principles in using sources. These deficiencies point to the necessity of teaching writing not as a mere product but as a complex process that integrates several stages: pre-writing, drafting, revising, editing, and producing the final text. Writing as a process encourages students to analyze rhetorical situations, define the purpose of communication, consider the expectations of the target audience, and select strategies for effective argumentation. It also highlights the importance of academic integrity, paraphrasing, and citation practices that help avoid plagiarism. The process-oriented approach thus shifts the focus from imitation of model texts to the development of independent writing competence, supported by brainstorming, outlining, peer review, and feedback mechanisms. The article argues that systematic instruction in writing contributes to building student confidence, enhances their ability to engage in academic and professional communication, and ensures readiness for further study or participation in international exchange programs. Writing, therefore, must be deliberately taught, carefully practiced, and consistently assessed with transparent criteria that emphasize both content and form.

Key words: EFL, ELT, writing skills, teaching writing, writing as product, writing as process.

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РОЗВИТОК НАВИЧОК ПИСЬМА: ПРОДУКТ ЧИ ПРОЦЕС

Сучасні вимоги до підготовки випускників українських університетів визначають володіння іноземною мовою щонайменше на рівні B2 згідно із Загальноєвропейськими рекомендаціями з мовної освіти. Цей рівень передбачає сформованість умінь не лише в аудіюванні, читанні та говорінні, а й у письмі, яке виконує функцію ключового засобу навчання, оцінювання та академічної комунікації. Без системного розвитку писемного мовлення навчання іноземної мови втрачає цілісність і практичну результативність. Викладацький досвід свідчить, що значна частина студентів вищої школи не володіє необхідними навичками письма: вони мають труднощі з формулюванням і розгортанням ідей, недостатньо аргументують власні твердження, не вміють належним чином структурувати тексти, плутають офіційний та неофіційний реєстри, не завжди дотримуються принципів академічної доброчесності у використанні джерел. Це вказує на потребу цілеспрямованого навчання письму як процесу, що охоплює кілька послідовних етапів: підготовку та планування, написання чернетки, рецензування, редагування й створення остаточного варіанта. Саме процесуальний підхід формує вміння аналізувати риторичну ситуацію, визначати цільову аудиторію, добирати відповідні аргументи та приклади, коректно інтегрувати цитати й уникати плагіату. У статті визначено, що означає навчати письма як процесу, які конкретні аспекти й уміння потребують розвитку, а також запропоновано можливі напрями включення цих компонентів до навчальних програм і посібників, що можуть слугувати практичними орієнтирами для студентів у їхній письмовій діяльності.

Ключові слова: англійська мова як іноземна, викладання англійської мови, академічні навички, письмо як продукт, письмо як процес.

Introduction. Teaching any foreign language implies the development of four main speech skills – reading, listening, speaking, and writing. Writing seems to be the most difficult one in ELT. This is confirmed by the fact that the score for writing tasks, for example, of the IELTS international examination, is the lowest among the results for the other three skills. It is true for all countries, representatives of which have taken the

exam. The same is relevant for Ukraine, with the data for 2024 IELTS results being (<https://www.geeksforgoeks.org/ielts/average-ielts-score/>): Reading – 6.6; Listening – 7.7; Writing – 5.8; Speaking – 6.5.

Literature review. Educators are still discussing which of the skills is more important and which of them less, which is more difficult to learn, and how to teach this or that particular skill (Bilan,

Brown, Chernobryvets, Harmer, Murray, Scrivener, Tarnopolsky, etc.).

If university graduates should be proficient in at least one foreign language, be independent language users with the level of language proficiency not lower than B2 in terms of the *Common European Framework of Reference for Languages*, then it means that in the area of writing, students

- can write clear, detailed text on a wide range of subjects related to their interests;
- can write an essay or report, passing on information or giving reasons in support of or against a particular point of view;
- can write letters highlighting the personal significance of events and experiences (CEFR, 2001:27).

The low writing score means that students experience problems with writing, writing essays or reports, presenting reasons in support or against a point of view, and communicating successfully in writing, observing its formal or informal writing requirements.

At present, there have appeared some extra problems in connection with writing. It is the appearance of artificial intelligence, AI. On the one hand, it helps significantly when people perform writing tasks: AI can write formal/informal letters, messages, present some kind of information in writing, etc. In this situation, it may not be necessary to waste time on teaching to develop students' writing skills: ChatGPT will do the job swiftly and effortlessly. Even in the past, in the AI-free world, writing created a headache: Giving writing home tasks means checking what students have written. That is time- and effort-consuming, especially when teachers' academic load is huge. Writing in the classroom takes a lot of valuable time, which could be spent on doing a lot of other useful things. Today, when students have to do writing tasks, they resort to AI, which often does the job for them. Perhaps, under such circumstances, the tendency may be to set the skill aside entirely. However, it may happen that students will participate in programs of academic exchange or international projects. They may go to study abroad. Without a proficient ability to express themselves in writing, students will not complete the course when examinations are usually held in written form. More than that, being Bachelor's Degree students, they should be trained to write their future Master's research, if and when they pursue their Master's Degree. Writ-

ing skills are needed and should be developed, at least, with the help of essay writing tasks.

In any case, teachers understand that in order to turn students into proficient foreign language users, they should be prepared to be proficient writers. Writing should be taught. Without writing, teaching a foreign language is the way to nowhere.

Some researchers compare writing to swimming. People learn to swim if there is somebody to teach them. The same refers to writing. People learn to write if somebody teaches them and if they are members of a literate society (E. Lenneberg, cited in Brown, 2000:334). It is not a mistake to say that writing is the most difficult language skill, even for native speakers. Writers should know what to write about and how to write about it. That means they are able to control various aspects of speech, such as content, the rhetorical situation, structural organization, vocabulary, grammar, etc. In the context of EFL, those who write should demonstrate a high level of proficiency employing these elements of a language which is not their native one.

In Ukraine, the approach to writing is traditionally focused on the **product**, with the assessment of the final product – the produced text, not on the stages of its creation. There is nothing wrong with the product approach because the goal of any writing is the final product – a message, a letter, a report. At the same time, it is the **process** approach which teaches students how to write and organize their writing.

The aim of this article is to define what it means to teach writing, to identify the specific aspects and skills that require development, and to outline how these components may be integrated into the syllabus and into a writing manual that could serve as a practical guide for students.

Methodology. The research is based on a qualitative analysis of teaching practices in English as a Foreign Language (EFL) classrooms at Ukrainian universities. It draws on classroom observations, teacher training experiences, and the examination of students' written work to identify recurrent difficulties in writing and effective strategies for overcoming them. The study also relies on a review of scholarly literature on product- and process-oriented approaches to writing instruction, which provided a theoretical framework for interpreting practical findings and formulating recommendations for syllabus design and writing manuals.

Discussion and the Research Results. The approach to writing as a **product** concentrates on

what to write about. It is often reduced to imitations of a model text. Teachers' attention and their feedback are focused mainly on grammar and spelling mistakes.

The situation was a bit changed when a writing task was included in the national school-leaving independent examination. Despite the fact that the structure, coherence, and cohesion were paid attention to by writers and assessors, it was product writing. However, the COVID pandemic and the war, following it, excluded writing from the school-leaving exam. That made writing neglected again. It is not wrong to say that there is no writing skills development in a number of schools and universities.

Nevertheless, step by step, the situation is changing: Ukrainian teachers take online and offline teacher professional development courses on academic writing, for example, Coursera courses or OPEN (Online Professional English Network) professional development courses and administered by teachers from western universities (OPEN courses are sponsored by the U.S. Department of State with funding provided by the U.S. Government); some Ukrainian teachers have studied at universities abroad. They understand that writing should be taught, taught as a **process**.

Several issues deserve attention and reflection when teaching writing as a process.

The process of writing can be divided into several stages. The first one is **pre-writing**. At this stage, students decide what to write about, the topic of their piece of writing, and its main ideas. Teachers' pre-writing strategies and activities may help introduce students to the topic and start writing. They activate students' prior knowledge and experience with questions, discussions, videos, etc. Special techniques taught to students may help them organize their ideas and design an outline of their future piece of writing. They are brainstorming, mind mapping, asking journalist questions «5 W's and 1 H», etc. (Babin *et al*, 2017:81–85).

This pre-writing stage makes it possible to formulate the thesis statement of writing – what the writer will write about and what s/he would like to say about it, topic sentences of the following supportive paragraphs in which the writer will put the ideas together and develop the topic thesis. Students gather ideas, form the working thesis, and get the outline of their piece of writing. Thus, they are ready for the second stage – **drafting**.

Whatever people present orally or write, they usually follow a particular organizational pattern which consists of three parts. **The introduction** gives the main point, thesis, what the piece of writing is about, and what the writer claims about it. **The body paragraphs** come after it and give the support and reasoning for the thesis statement, for what is presented in the introduction. It may be facts, examples, evidence, personal experience, and opinion, quotations from reliable sources, which are connected with the thesis statement and support it. The first sentence of each paragraph – the **topic sentence** – expresses the main idea of the paragraph. Topic sentences of the body paragraphs taken out present the outline of the whole piece of writing and express ideas that support the thesis statement.

In order to make the writing smooth and connected, to make it flow freely, the use of **transitional devices** should not be ignored, and not only “and,” “but,” “also,” which are the most popular with students.

The **conclusion** relates to the introduction and refers the reader to the thesis statement. “Conclusions have two jobs: Leave readers with something to think about and clarify why your topic matters to them and the larger community” (Babin *et al*, 2017:118). Nothing new appears in it.

A number of other issues come out and are connected with what students should know and thus be taught to do. One of them is the **rhetorical situation**, which students should keep in mind. It influences and determines the content of writing and the language used. The rhetorical situation includes the **target audience** and the **purpose** of writing, such as telling a story, presenting a description, explaining, convincing, etc. Unfortunately, it happens that some students do not feel the **registers**, formal vs informal, either in their everyday life and/or in communication. Some exercises and tasks on distinguishing registers and identifying purposes may be executed at the pre-writing stage.

It may happen that, when presenting facts, examples, and evidence, students may have to resort to **outside sources** to make their writing more reliable and believable. In this case, they should stick to academic integrity and know that plagiarism will be punished this or that way. Unfortunately, it may not be as severe as in Western universities, where plagiarism may lead to expulsion from the university. Academic integrity means the

ability to annotate, paraphrase, and quote according to particular styles and formats. According to university requirements, it may be MLA (Modern Language Association) or APA (American Psychological Association) (<https://pitt.libguides.com/citationhelp>), which students are informed about even before the pre-writing stage. Exercises aimed at annotating and paraphrasing will help a lot, for example, by analyzing other texts deeply. Students may be asked to explain them in their own words, to underline or highlight key words and key points, to write notes in the margins, to write questions in the text, or to write summaries. Summaries, paraphrases, and quotations all need ethical citation.

When the first draft is ready, it is submitted for the teacher's **review and feedback**; after getting the teacher's feedback, **editing** comes for changes if required, proofreading, and correction. It is important to understand that at the stage of drafting, global issues are solved, such as ideas, content, and meaning. Local issues at the sentence level, connected with vocabulary, grammar, and spelling are done when editing (Gadich, M. & E. Zickle, 2017:54). Researchers underline that it is important to understand that revising the first draft deals with strengths and weaknesses of the piece of writing, its logic, organization, deleting some irrelevant details, presenting more evidence, etc. Revising and final editing are different things, different stages of the process of writing. When revising, you

have the opportunity to 're-see' your paper, to look closely and deeply at it to make sure that it is making sense, that it flows, that it is meeting the core assignment requirements, to re-envision what the paper can be. You still have time to make major changes, such as providing additions or deleting entire sections. ... Revision is the process whereby on-going adjustments and changes are made to create a well balanced and well structured final product of the essay. During the revision stages of an essay, one is expected to take heed of suggestions that the instructor, peer, and writing tutors have made to help develop and solidify ideas while also paying attention to writing style and structure. ... Only after you have drafted, received feedback, revised, redrafted, received more feedback, revised, redrafted... you are ready to polish the paper up and hand it in (Gadich, M. & E. Zickle, 2017:58, 63).

Hopkins *et al.* (Hopkins, 2022) recommend a number of ways in which writers can provide spe-

cific details to develop their ideas on a topic and attract the reader's attention. Among them are **authority citation, emotional appeal, and presenting definitions**.

Reading and writing are closely connected. As a rule, reading precedes writing to get ideas, arguments, opinions, examples, etc. Thus, it is important to evaluate sources, choosing reliable ones to confirm ideas and to refer to when presenting arguments. In the era of propaganda, spreading fakes, often created with the help of AI, is popular (Tsapro, 2025). Regretfully, there are lots of AI tools to create fakes, but very few to reveal them. That is why students should know how to choose and evaluate sources for credibility, for example, with the help of the **CRAAP Test** (Blakeslee, 2004). It recommends that students check publications for:

- **C– Currency** (it has been published recently)
- **R– Relevance** (it related to the topic)
- **A– Authority** (its author has experience and knowledge in the field)
- **A– Accuracy** (it presents credible evidence and support for what it states)
- **P– Purpose** (the author's purpose is appropriate for an academic text).

The most vivid things that indicate a fake are the absence of sources and the extreme emotionality of the text.

The teacher's review of the piece of writing is presented in the form of **feedback**. Its aim is to encourage students to improve the draft of their writing before it is submitted for a grade. It may be done in writing or orally; it may be done in the form of peer-assessment at a writer's workshop (Mott-Smith *et al.*, 2020:47) or in a writing conference (Harris, 1986; Sperling, 1991), when a teacher meets individual students or a small group of students to discuss their writing and give feedback (Ferris & Hedgcock, 2013).

The final grade should be made in accordance with a particular **rubric** (what will be assessed and how), transparent and objective, which students are informed about beforehand. It is like a road map to achieve success with writing a good text.

Conclusion. Writing is not the only goal of teaching English as a foreign language at Ukrainian universities, but it is an essential and equal component alongside listening, reading, and speaking. It cannot be ignored, since effective communication in academic and professional settings requires students to be able to express their thoughts in

writing. A well-structured text does not appear on its own; it is the result of a process that includes planning, drafting, revising, and editing. For this reason, writing should be taught as a process, with attention to both content and form. Only then can students gradually develop confidence in express-

ing ideas, structuring arguments, and following the principles of academic integrity.

Further studies could focus on how writing skills develop over time, from school to university, and how consistent instruction affects student outcomes.

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