

## TEACHING OF THE ENGLISH ACADEMIC WRITING WITH THE AIM TO DEVELOP STUDENTS CREATIVE COMMUNICATIVE SKILLS

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**Purpose.** The article discusses the main peculiarities of the methodology of writing in English (practical, academic and creative writing). **Methodology.** Theoretical general scientific methods of abstraction, generalization and formalization, analysis, synthesis, systematization, classification and description were used in the research in order to study and analyze the main principles of writing in English, define the main steps of academic essay, its requirements and give practical recommendations for academic writing teaching improvement. **Findings.** It has been defined that the process of creative writing skills development consists of three stages (receptive, receptive-reproductive and productive) and is based on the following principles: integrity of writing teaching; combining educational methods; using different types of exercises according to the characteristic; wide implementation of information/computer technologies; getting all necessary explanations by students; using various methods; combining students cooperative and individual teaching; implementation of the task-based approach; introduction of special types of educational activity; consideration and rational usage of the main methodological approaches; consideration in the method itself genres of texts. The structure (the introductory paragraph, the body and the concluding paragraph) and the main requirements to the academic essay have been analyzed. As writing is a continuous process of thinking, organizing, re-thinking and re-organizing, there are seven main steps in the academic essay writing process: assessing the assignment, generating ideas, organizing ideas, writing the first draft, revising, editing and publishing. **Originality.** Special attention is paid to teaching of practical writing, taking into consideration the main methodological approaches to writing teaching: text, genre and procedure, that corresponds to the modern requirements of future profession. **Practical value.** The complex of exercises for teaching academic writing is proposed. **Conclusions.** The necessity to introduce modern technologies in the process of academic writing teaching is explained and proved. It is a good stimulator of linguistic competence development, accompanied by considerable enlargement of vocabulary and improvement of grammatical correctness of speech, evident progress in the ability to express personal viewpoints in a foreign language

**Key words:** practical, academic, creative writing, the main principles, general statement, thesis-statement, topical sentence, supporting sentence, concluding sentence, explicit and implicit connections.

## НАВЧАННЯ АНГЛОМОВНОМУ АКАДЕМІЧНОМУ ПИСЬМУ З МЕТОЮ РОЗВИТКУ ТВОРЧИХ КОМУНІКАТИВНИХ НАВИЧОК СТУДЕНТІВ

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Розглянуто особливості методики навчання англomовного письма (практичного, академічного та креативного). Визначено основні принципи навчання, проаналізовано структуру та основні вимоги до академічного есе. Розглянуто та охарактеризовано основні етапи його написання (оцінка, генерування ідей, організація ідей, написання чорнового варіанту, перегляд, редагування та публікація). Доведено доцільність застосування текстового, жанрового та процесуального методичного підходу до навчання письма з метою підвищення ефективності навчання та формування професійної компетентності майбутніх перекладачів. Запропоновано та проаналізовано комплекс вправ на відпрацювання навиків творчого академічного письма. Підкреслено важливість застосування новітніх інформаційних технологій в процесі навчання як стимулятора розвитку лінгвістичної компетенції, розширення словникового запасу, підвищення граматичної правильності мовлення, вміння висловлювати власну думку іноземною мовою.

**Ключові слова:** практичне, академічне, креативне письмо, основні принципи, загальне речення, речення-теза, тематичне речення, обґрунтовуюче речення, підсумовуюче речення, імпліцитний та експліцитний зв'язок.

**PROBLEM STATEMENT.** When a state is in the process of incipience and defining the directions of its future development in such spheres as politics, economy and culture, we can observe appearance of new and enlargement of already existing contacts among its citizens and citizens of other countries. This is the process currently observed in Ukraine. Due to active integration of our state to Europe and enlargement of business and political relations with other world countries, recently the number of written contacts by traditional and modern electronic means of communication has increased significantly. However, as the experience of communication with entrepreneurs, trainees and students shows, having rather good communicative skills,

they have certain difficulties in writing. That's why, especially due to Ukraine's joining the Bologna Process, teaching of foreign language writing as communicative activity is rather topical at the moment.

Modern educational technologies and informatization of our society requires corresponding changes in the methodology of foreign language teaching. New methodological developments, manuals, textbooks which show the main issues of English academic writing teaching methodology for higher educational establishments' students, differences between Ukrainian and English academic writing, define the main aims and content of English academic writing teaching in the Ukrainian language and non-language higher educa-

tional establishments. [5, 60]. Currently, in particular, the interactive teaching methodology of writing that provides applying of computer technologies is rather topical.

Recently peculiarities of foreign language writing teaching as a type of communicative activity are actively studied (researches of Tarnoplsky O. [3, 3], Kozhushko S. [3, 3], Yahontova T. [6], Beresneva A. [7], Aristova N. [2] and others).

The importance of foreign language communication skills development for training of future foreign language teachers is reflected in scientific researches of Vasylieva E. [7], Glazunova T. [2], Kryvchukova H. [6], Pinska O. [5] and others.

Nevertheless, peculiarities of practical writing teaching (the term introduced by Tarnopolsky O.) [4, 195] are still insufficiently clarified.

That's why this article is devoted to the studying of foreign language writing teaching peculiarities, moreover special attention is paid to academic writing as acquiring this type of communicative activity will help students in many aspects of their future job performance: taking international exams in foreign language, for example, Cambridge FCE or CAE, TOEFL, writing research works, articles or projects, that will promote their professional development.

**EXPERIMENTAL PART AND RESULTS OBTAINED.** The method of verbal competence formation depends greatly on the genre types of texts, writing of which must be mastered by students [1, 60]. Preferably there is a need to master practical writing. Practical types of writing, predetermined by practical needs of their future profession and personal needs, include business (official) correspondence, informal (friendly) correspondence, writing of business documents (applications, contracts, agreements), note-taking, annotating, summary-writing. Students, and especially future interpreters and translators, must learn to compose different text types, that will help them both in the process of studying and their further professional development, will enable their successful participation in professional conferences, seminars, submitting reports, essays, reviews etc. [2, 61].

To academic writing belong all types of students' written works, which help them to master writing as a creative productive type of communicative activity but have no serious practical importance from the professional viewpoint [2, 61]. However, such activity considerably increases the effectiveness of study, as in this case a student writes on his own, that actively develops his ability of creative thinking and productive writing. It is based on motion, visual, verbal-motion and auditory analyzers. Thanks to this academic writing plays also the fixing role. It is defined that academic writing promotes procedural motivation and performs more important role than other types of writing in the process of communicative activity development [3, 16].

The process of creative writing skills development consists of three stages: receptive, receptive-reproductive and productive [6, 18] and is based on the following principles:

1) a principle of integrity of writing teaching with teaching of other types of communicative activity;

2) a principle of combining educational methods for writing technique development with methods aimed at obtaining writing skills as a type of communicative activity;

3) a principle of using different according to the characteristic communicative – non-communicative types of exercises for solving various tasks in the process of writing teaching;

4) a principle of rational combination of exercises with different level of controllability;

5) a principle of wide implementation of information/computer technologies in teaching both writing technique and writing as a type of communicative activity;

6) a principle of getting by students all necessary explanations about the format of the written text, its structure, composition, compositional parts, means of expressing their points of view, realization of unity, logical and verbal text connection;

7) a principle of using various methods that help students to generate and logically compose their ideas for writing different types of written texts;

8) a principle of combining students cooperative and individual teaching;

9) a principle of implementation of the task-based approach;

10) a principle of introduction of special types of educational activity for development of students high motivation in obtaining abilities and skills in English writing;

11) a principle of consideration and rational usage of the main methodological approaches to writing teaching: text, genre and procedure;

12) a principle of consideration in the method itself genres of texts, writing of which students are mastering [4, 59].

Creative writing is an important type of the academic one. It is such type of work, when students write in a foreign language basing only on their own experience and imagination [2, 62]. Narrations, essays, plays, poems etc can be the examples of creative writing results.

Writing is a continuous process of thinking, organizing, re-thinking and re-organizing. Writing is not a finished product. Writing involves a number of steps or activities. All writers go through the same process, whether they are writing a short letter to a friend or a dissertation for a doctorate degree.

There are seven main steps in the academic essay writing process [1, 34]:

1. Assessing the assignment.

This step in the process involves determining what is to be written, for whom, and where to get the information needed. Consideration must be given to the audience and the purpose of the composition. The audience will set the tone (style or manner of expression) and vocabulary use. The tone may be serious, humorous, personal, impersonal, formal, or informal. The purpose of the composition will determine the rhetorical form used. A persuasive essay is written in one way and an expository essay in another. Information for the assignment may come from a variety of sources – your own experiences or background knowledge (which

may include your opinions and feelings) or from extended research of a specific topic with information gathered from a library or the Internet. In addition, one must also think about how long the composition needs to be, when it needs to be completed, and for academic papers, the format to be used [1, 37].

#### 2. Generating ideas.

Brainstorming, clustering, and free writing activities can be used to help the writer develop ideas. Discussion of the topic with classmates or doing limited research in a library may also be used to aid the writer at this step. Keep in mind that if only a paragraph is being written, the topic must be narrowed sufficiently so the topic is not too broad [1, 38].

#### 3. Organizing your ideas.

Before writing the first words in any assignment, one must decide on the most logical way to present the information. Depending on the topic, this may include chronological order, order of importance, comparison, or cause and effect organization. Outlining is one method to use when organizing your paper. When outlining, first determine the main topic and list it. After the main topic is listed, supporting ideas are listed under the main topic. When outlining, complete sentences do not need to be used, instead use short phrases. Another method to use to organize your thoughts is a tree diagram. A tree diagram is a more visual format than an outline. In a tree diagram, place the main idea at the top of the page and use lines to connect the supporting ideas to the main point [1, 40].

#### 4. Writing the first draft.

The first draft is written after your ideas are generated and organized through the use of an outline or tree diagram. It is important to consider your first attempt at the assignment as a draft, and not the finished product. During the drafting stage, the focus should be to put the ideas down on paper quickly and not worry about grammar, spelling, etc. Once the first draft is complete, it must be critically reviewed and analyzed to identify grammar, spelling, and punctuation errors in the editing stage. In addition, the writer should ensure that the organization and flow of ideas throughout the paper is smooth, logical, and easily understood by the reader. Start by writing the topic sentence and then develop supporting sentences, following the logical order developed in the outline. Ideas that were not in the outline, but that occurred to you while writing the draft, can be inserted where needed to improve the composition. If you draw a blank while looking for a particular word or phrase, leave it blank and fill it in later [1, 41].

#### 5. Revising.

Revision may be done immediately after the drafting stage. Some writers put the work aside and come back to it later. This allows them to attack it with a fresher perspective. Revision involves adding or eliminating material and reorganizing it by moving sentences around so the paragraph is more logical and understandable. During the revision, your concern should be only content and organization, not grammar, spelling, or punctuation.

It is important to make sure that the organization of your paper is complete before worrying about how to revise sentences. Many students spend

much time revising sentences, only to find out later that, because of a change in the organization of the paper, that the sentence they so laboriously worked on is deleted [1, 43].

There are several questions that can be asked during the revision stage that can help the writer improve the material:

Have you achieved your stated purpose?

Have you said what you wanted to say?

What is the topic?

Is there a topic sentence and does it have a central focus?

Does the paragraph have unity and only talk about only one topic?

Are there any irrelevant sentences that do not support the topic sentence? If there are, eliminate them.

Is enough detail included in the supporting sentences to make the ideas clear?

Are sufficient and appropriate transition signals used so the paper is logical and coherent and easily understood by the reader?

Is there a conclusion? Does it need one?

#### 6. Editing.

In reality, editing takes place all the time when writing. In the editing stage the focus is on checking spelling, grammar, punctuation, vocabulary, sentence structure, and page layout. When editing, check the following points:

1). Spelling: defining whether the reader uses American or British English, remembering that there are spelling differences between some American and British English words, being consistent and don't use both British and English spelling in the same work;

2). Punctuation: checking a period, question mark, or exclamation mark at the end of each sentence, ending and closing quotation marks, the appropriate usage of commas, colons, and semi-colons to separate dependent and independent clauses;

3). Grammar: checking subject-verb agreement in all sentences, appropriate implementation of number agreement of nouns, pronouns, and possessives, usage of sentence fragments, correct usage of verb tenses;

4). Vocabulary: checking the correspondence of the words used and the meanings they express, avoiding unnecessary repetition, remembering that using the same word over and over again results in boredom for the reader;

5). Sentence structure: rewriting some sentences, using a different structure, to make them more easily understood by the reader;

6). Page layout: making the composition visually appealing, intending new paragraphs, providing a space separating paragraphs, if a block design paragraph form is used.

#### 7. Publishing.

In this stage the final copy of the composition is completed; the one that will be submitted for review. In most instances the final product should be done on a computer or typed. Hand written compositions may be difficult to read because of the differences in the quality of handwriting among individuals. Computers or word processing program should ideally be used on all written assignments. Some people may resist this idea

if they have limited typing skills, but in the long run, it could save time and effort. Revisions and editing of the composition are so much easier on a computer or word processor. Typing mistakes are easily corrected, and even revisions of whole sentences, paragraphs, or sections are simple and fast. In addition, most word processing programs nowadays have not only spell checkers, which alert the writer to misspelled words, but also have grammatical functions that advise the writer of possible problems with grammar and sentence structure. For a novice English writer, a processing program is an indispensable tool [1, 45].

Organizing information is also very important step in the process of academic essay writing. Many topics are very broad or too general and may be difficult to write about effectively in a short composition. In these cases it is important to narrow the topic so it can be covered effectively and interestingly in a short composition. For example, the topic sports, is very broad and could cover countless games, events, or activities. This topic could be narrowed further to sports in the United States; however this topic is still too broad to write about in a short composition. It could be further narrowed to professional basketball in America. This limited topic is much more manageable to write about in a short composition. Of course, it could be narrowed even more to salaries of professional basketball players, or cities with professional basketball teams in them, or the economic benefits of professional basketball teams on small businesses, or professional basketball teams and its effect on community pride [1, 47].

The academic essay consists of three main parts: the introductory paragraph, the body and the concluding paragraph, following to which is obligatory.

It is necessary to explain to the students that the introductory part is usually started with general statements, with the help of which the author introduces to the reader the topic and the main aim of which is to attract reader's attention and interest. So, writing them it is necessary to realize clearly who is your future audience and what exactly can focus their attention.

The other and, perhaps, the most important element of the introduction is the thesis statement, which carries the main idea of the whole essay and reflects author's attitude to the announced subject or problem. That's why while writing it is necessary to analyze in details whether everything you are going to tell is clarified in it or, vice versa, maybe you have mentioned something that will not be covered at great length in the work.

The body usually consists of several paragraphs, although sometimes it can be only one. It is the biggest part of the essay, because here the ideas announced in the thesis statement are revealed and motivated. The paragraph must be written and structured in the following way: topic sentence, supporting sentence concluding sentence.

The logical order and connection between paragraphs is of special importance. The logical order is ensured with the help of following to the order of ideas which were presented in the thesis statement, while the logical connection is reached thanks to implicit and explicit logical connections. They are called implicit when the topic sentence of the following paragraph

logically continues the idea of the concluding sentence of the previous one. The connection is explicit when the topic sentence of the new paragraph begins with the words and linking phrases such as: on the contrary, nevertheless, on the other hand, however, yet etc.

The final part of an essay is called the conclusion, where the resume, conclusive commentary and evaluation of everything said in the body is given [7, 29].

However, before attempting to write on any subject it is necessary to develop and organize your ideas and thoughts. Without proper organization the writing may be disconnected, unclear, confusing and difficult for the reader to understand. There are three common techniques that can be used to help you organize and develop your ideas. These activities are the following:

- brainstorming;
- clustering;
- free writing [1, 30].

Brainstorming is the technique of listing any and all ideas that occur to the writer about a topic. Not all the ideas listed will be used in the final product. Once they are all listed, some will be deleted or modified. Ideas that do not relate well or specifically to the purpose of the paragraph may need to be deleted. Some ideas may be changed so that the ideas being presented flow more logically and smoothly.

Suppose that there is an assignment to write about hobbies and interests of modern youth. What ideas could be incorporated into a well-written paragraph? Listed below are some ideas generated from a brainstorming session for hobbies and interests: are fun, develop a team-work attitude among students, develop the body and mind, develop cooperative behavior, provide non-academic activities for students, could be dangerous, opportunities to develop new friendships, are expensive, take time away from studying, may develop students self confidence and self image and so on. The ideas listed above include both positive and negative aspects of modern hobbies. Using all these ideas would result in a poorly written paragraph because the topic would be too broad for a single paragraph. Some of the ideas indicate positive aspects and some of the ideas relate to more negative aspects. A couple of the ideas seem to be about the same thing, and one of the items listed may be irrelevant. The topic needs to be narrowed and organized a little more for a well-written paragraph. One could either write about the positive aspects or the negative aspects, but not both. So, students can get the task to separate the above items into either positive or negative aspects, they can also add ideas of their own not listed. Then they have to write a paragraph on either the positive or negative aspects of modern hobbies and interests based on the ideas they listed above.

Clustering is another method that can be used to help organize thoughts about a topic. Clustering is very similar to brainstorming in that ideas about the topic are put down on paper. In clustering, the main topic is written within a circle in the middle of the page. Related ideas or thoughts are placed in other circles around the main topic and connected to the topic by lines. If there are lots of bubbles in the cluster, students need to

decide what to write about and eliminate the items not specifically relevant to the topic. They may have enough ideas or material for a couple of more paragraphs [1, 32]. The following activities can be proposed to students: positive aspects of modern hobbies are developed on the picture, the related ideas are connected together, if other ideas occur to them, they have to include them in the spaces provided. This activity allows to write a well-organized paragraph about benefits of modern hobbies with the help of above ideas generated in the cluster diagram.

The third method that can be used to develop ideas for a topic is free writing. Free writing is simply writing down ideas that occur to you as quickly as you can, without regard to the final organization of the ideas. An important point about free writing is not to stop writing. If you get stuck with one idea, move on quickly to another. Students should not spend too much time worrying about grammar, sentence structure, or organization when free-writing. The important thing is just to write. Organization and correction come later [1, 32].

The following complex of exercises can be used for mastering of creative writing skills. It provides the application of modern computer technologies and is oriented at foreign communication teaching in the process of such communication and with the help of it. The topic of the essay is Fathers' Role In Bringing Up Children.

At the first stage of preparation students are proposed the number of photographs, which depict parents and children. They are also explained that they have to watch some videos and read some texts on the announced topic. Working in small groups of three, students discuss the pictures, express their viewpoints and ideas, answer the questions (What are the negative effects of fathers' not taking any part in bringing children up if there are any? What are the negative effects, if there are any, if the father is absent from the family and only the mother takes all care of children?). They have 15 minutes to complete the task.

After that, having summarized oral conclusions made in their small groups, one representative has to present the results of their discussion to the class, other students can make some additions if they want.

Watching and reading is the next stage of students work. They are proposed to watch a video about the importance of father's participation in bringing up a child. Then they discuss it, share their points of view, prove and motivate them. After that they read some texts, that are the examples of essays on the same topic written by the students of previous years, discuss them, compare their standpoints with the outlook of the problem by the authors, find similarities and differences, define with what they agree or not.

While team-writing students have to generate their ideas and conclusions they made in the result of pictures, texts and videos discussion and prepare the plan and a draft of the essay (150-180 words). This activity is performed till the end of the lesson.

As home-assignment students, using the material they got in the result of their class work and having done the additional survey at home, have to write an essay on father's role in bringing up a child in the fami-

ly. Special attention should be paid to the necessity of following the academic essay structure, logical connection and composition [7, 162].

**CONCLUSIONS.** Taking into consideration the above mentioned information, we can confirm that written work plays the important role in further development of students' abilities and skills. The implementation of this activity has a number of advantages. Writing, academic in particular, is a good stimulator of linguistic competence development. It is accompanied by considerable enlargement of vocabulary and improvement of grammatical correctness of speech, evident progress in the ability to express personal viewpoints in a foreign language. It is explained first of all by the fact that in the process of their compositions preparation, students have to work a lot on their own with reference books, dictionaries, perform the research work in order to find the adequate verbal means and information, that will enable them to impart their ideas as profound and informative as possible. The fact that this development is made on students own initiative is extremely important, as they feel the need of self-improvement.

So, in order to reach the aim of high quality specialists preparation, whose knowledge and skills correspond to the modern society requirements, it is necessary to use not only the traditional forms of practical writing, because the academic writing is also of great weight. Moreover, it is advisable also to apply modern computer technologies, that make the process of study more interesting and productive.

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**ОБУЧЕНИЕ АНГЛОЯЗЫЧНОМУ АКАДЕМИЧЕСКОМУ ПИСЬМУ  
С ЦЕЛЬЮ РАЗВИТИЯ ТВОРЧЕСКИХ КОММУНИКАТИВНЫХ НАВЫКОВ СТУДЕНТОВ**

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Рассмотрены особенности методики обучения англоязычному письму (практическому, академическому и креативному). Определены основные принципы обучения, проанализировано структуру и основные требования к академическому эссе. Рассмотрены и охарактеризованы основные этапы его написания (оценка, генерирование идей, организация идей, написание чернового варианта, пересмотр, редактирование и публикация). Доказана целесообразность применения текстового, жанрового и процессуального методического подхода к обучению письму с целью повышения эффективности обучения и формирования профессиональной компетентности будущих переводчиков. Предложен и проанализирован комплекс упражнений для отработки навыков творческого академического письма. Подчеркнута важность использования современных информационных технологий в процессе обучения в качестве стимулятора развития лингвистической компетентности, развития словарного запаса, повышения грамматической правильности речи, умения выражать собственное мнение на иностранном языке.

**Ключевые слова:** практическое, академическое, креативное письмо, основные принципы, общее предложение, предложение-тезис, тематическое предложение, сумирующее предложение, имплицитная и эксплицитная связь.

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