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GRADUATE THESIS

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Supervisor: Mgr. Gabriela Klečková Ph.D.

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Prohlašuji, že jsem práci vypracoval samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 25.4. 2024   ……………………………

František Lejsek

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ABSTRACT

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The thesis deals with the utilization of process writing approach to writing in an English classroom. First, the thesis describes what the process writing approach is and what other approaches to writing are. Then it continues with the separate stages of the approach and the instruction needed to assign it. It includes a description of several activities which could be done in process writing oriented classes. The main goal of the thesis is to explore the practical impact on pupil's performances in action research done in real lessons. The action research was realized with 8th-grade pupils and consisted of six lessons which compared product based writing with process approach writing. Based on the research results, the conclusion is that some of the pupils' writing abilities in English improved when the process writing approach was implemented, especially of those who had the poorest results in the product based writing. The pupils found the used activities useful and it is concluded that Process writing approach is valuable.

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I.   INTRODUCTION

There are four language skills that every language teaching has to deal with: listening, reading, writing, and speaking. The utilization of these four in everyday lessons is the daily bread of every English teacher. English lessons around the world might have many differences, yet they all still build upon these four. Writing, specifically, deals with using symbols to record and communicate thoughts, ideas, or information. As Richards (2015) mentions, everybody is equipped with the understanding of their mother tongue; writing skills, however, do not come naturally with simple understanding, they are a product of school-based instruction and are difficult to acquire both in one's first and second language. Subsequently, even many native English speakers develop poor writing skills themselves. It is no surprise that people for whom English is their second language face many obstacles and difficulties in an attempt to improve their skills. Writing skills are often sidelined in English coursebooks, as listening, reading, and speaking take much of their space, yet they have to be addressed necessarily anyway, as they constitute an inseparable part of the language skills and are also anchored in the national curricular documents like RVP. The topic is very interesting due to the fact that it finds its utilization in everyday life and does not necessarily relate to English only; students can utilize their language skills across any other languages they speak. It is a very creative topic that makes the usage of imagination, critical thinking and training necessary in order to succeed. As teaching writing requires experience, the topic was deliberately chosen to be explored in the author's English lessons to improve this aspect of their own teaching practice.

The thesis deals with one of the approaches to teaching writing: the Process Approach. It explores writing in a manner which focuses not only on the product of it, but also on the process itself, attempts to make it transparent to the pupil and helps them master the process, to be able to present their own original thought in a manner which does not necessarily just follow a template. The main idea of the thesis dwells in comparing the results of product oriented writing and process oriented writing after a few lessons devoted to it, with the hypothesis that the students would outperform the former texts after the lessons devoted to the process approach. The theoretical part of the thesis briefly describes the main approaches to writing and compares them to the process writing approach. Then, it is explored to detail and is broken down into individual stages which have to follow one after another in order to teach writing well. It also mentions process writing instruction and describes activities used in the

practical part of the thesis further on. The methodical part first informs about the principles of action research, its difference from classical academic research and options of its utilization. Then, it expresses the plan of the research. Then, the results of the research and comments on it are shared, narrating the way it happened and pondering its results. Those are characterized in detail for each of the pupils who took part in it. Finally, the implications of the results are discussed and concluded.

II.   THEORETICAL BACKGROUND

The theoretical part of the thesis regarding process writing approach first deals with the history of approaches to writing in general and then focuses on the process approach itself. It divides the approach into several stages and provides commentary on its instruction. It also describes multiple activities inspired by or connected to the process approach.

History and overview of approaches to teaching writing

To understand the importance and extent of the process writing approach, it is necessary to know what preceded it and lead to its creation. Raimes (1983) recognizes six specific English Second Language (ESL) writing approaches that were deemed to be viable options at that time. She describes teaching writing rather as personal styles of doing it, none of them superior to the other.

The first approach she mentions is called the controlled-to-free approach. Dated mostly to the 1950s and 1960s, when the audio-lingual approach dominated ESL learning altogether, it is trying to teach writing sequentially; students first work with sentence exercises, then copy or manipulate paragraphs. As their compositions are strictly controlled, it is possible for students to write a lot yet make little to no errors. On the other hand, except for advanced students, their works lack fluency or originality, focusing rather on accuracy and following examples.

The second approach she mentions is the free-writing approach. It consists of assigning lots of free writing on given topics with minimal error correction. Designed for intermediate to proficient students, the emphasis is on content and fluency without worrying about form. The focus of writing is aimed at the audience and content. The approach is best introduced by giving students free writing exercises over and over so they get used to putting their thoughts on paper. Once they are used to it, such exercises can be a basis for other more focused writing tasks.

The third approach is called the paragraph-pattern approach. Rather than focusing on grammar or fluency of content, it highlights organization. Based on the principle that pupils from different cultures construct and organize their communication differently, they need to analyze and use particularly English way of doing it. Common exercises utilizing this approach include putting scrambled sentences into paragraph order, identifying general and specific statements, choosing or inventing topic sentences, and generally, inserting or deleting sentences.

The fourth approach Raimes mentions is the grammar-syntax-organization approach. Its core is written to be complex tasks that focus both on grammar with syntax and organization of the writing, highlighting both the purpose of writing and forms necessary to convey a message.

Another one mentioned is the communicative approach. Focused heavily on the purpose of writing and its audience, writers are lead to behave as in real life situations and ask themselves questions like "Why am I writing this?" or "Who will read it?" about whom they are addressing and why they are writing at all. Teachers utilizing this approach often extend the readership of a writing exercise to classmates or even beyond the classroom. Classmates are often given follow-up tasks to reply to the writing, for example, to make a comment, reply in another form, or shortly summarize the content. By setting a particular reader, the teacher is able to set the context for the writing; students should pick appropriate content, language, and level of formality. Some example exercises within this approach also require pupils to roleplay, pretending they are someone else and reply in compliance with the spirit of the discourse. Finally, she mentions the process approach, which is described in a more detailed fashion further below.

More recently, Richards (2015) recognizes only four practical approaches, and combining some of the older approaches and making them more general. Learners in the most of the first half of the twentieth century, Richards mentions, learned to control sentence patterns and grammar through oral practice and drills, while using the same strategies in writing. People of that era thought of writing skills as of developing linguistic and lexical knowledge, familiarity with syntactic patterns and knowledge of tools of cohesion used for combining sentences, that all to build blocks of text. It was seen as desirable to imitate a model composition given by a teacher to their students. For illustration, techniques such as dicto-comp or sentence combining were fairly common; the former standing for a passage of text being read by a teacher and reconstructed by students from memory, and the latter meaning activities that consist of combining two or more sentences into one complex single sentence. Another example is guided writing exercises – their purpose is for the students to manipulate or change model texts. Designed to minimize the chance of making mistakes, they were also easy to correct by teachers. To this day, this approach to teaching writing is still used in some non-native English countries, or rarely, even in the US.

As Richards (2015) goes on, a new approach was developed in the 1980s – the paragraph pattern approach, or, more generally, product-based approach. It focused on miscellaneous functional/organizational patterns for distinct individual writing categories like

classification, narration, description, cause and effect, definition, comparison/contrast, processes, and reports. Each of these given writing categories had its own writing pattern by which it could be distinguished. More specifically, teachers aimed at phenomena like paragraph unity, organizational strategies and the development of paragraphs by following the patterns. Some typical exercises were for example reordering deliberately disordered paragraphs, identifying irrelevant filler sentences in them, finding topic sentences in paragraphs, or writing topic sentences for paragraphs that had their topic sentences intentionally removed.

In the 1990s, the process writing was finally introduced. Since then, together with the product-based approach, they are commonly used in coursebooks, often with their features mixed-up and utilized together.

The process approach is also often used in accord with the most recent one – the discourse and genre approach, which focuses on ways in which English is used for particular purposes in particular contexts. The genres are deemed to be a set of generally accepted conventions behind writing done for specific purposes. The writing itself is viewed as a complex web of relations between writer, reader, and text. The approach focuses heavily on the social context for writing including work, school, personal writing or others, on the participants and communities existing in each context, and on purposes for which people write in the given situations in the first place. The participants are said to constitute a discourse community, the discourse in it constitutes a specific genre with its related use of texts or other forms of discourse. This approach is mostly used for teaching academic and professional writing, and, as mentioned before, is often used together with the process approach.

The process approach

The definition of process writing itself may vary from author to author and from context to context; we can still mention the core ideas, though. As opposed to many other approaches which are product-oriented, the process approach focuses mainly on the process of the writing itself. As Reis Alves (2008) mentions, this approach helps students focus on the process of creating text via various stages of generating ideas, drafting, revising and editing. Similarly, White and Arndt (1991) state that the process approach could be divided into various detailed composing stages like generating, focusing, framing, drafting, evaluating, and reviewing, leading to the creation of a final piece.

Richards (2015) goes into more detail, depicting the process writing approach as a new dimension of teaching writing introduced in the 1990s. Through the lens of this approach, writing is seen as a complex, recursive, and creative process which contains many similarities for both first and second language writers. To learn how to write, one must develop an efficient and effective composing process. In the beginning, composing processes and strategies of writers of various success were scrutinized and incorporated into the approach if deemed useful. There was a need for an approach that also addresses the means of creating a written discourse, not only the ends like the previous product-based approaches. Soon, it became a vast movement. Still, by many it was argued that the process writing model is suitable rather for intermediate and advanced level students, as good models of writing might be necessary for beginners in an ESL classroom.

To take the perspective of the advantages and disadvantages of the approach into account, Zu and Wang (2019) first summarize three advantages the process approach offers. The first advantage is, the process approach ensures a student-centered mode classroom. As being a teacher-centered classroom is an outdated concept, teachers should strive to make the class student-centered in order to better facilitate learning and original thought. The second advantage lies in students' better understanding of the writing process. However hard it may seem at first, instead of submitting the first draft as a final product as many beginner writers tend to do, students are led to think creatively, revise and improve their writing skills. Rather than aiming at exploring model examples of good writing pieces, they are led to understand how the process of accomplishing the task of writing a good piece successfully looks like. The third advantage is that the process writing approach regards writing as an interactive, communicative and collaborative activity; the result of their writing could be a more effective discourse if students keep in mind their audience as well instead of only the purpose of a text. Additionally, they might benefit greatly from the feedback given by either their teacher or their classmates aimed at their drafts and non-final products, helping with motivation and encouraging them in their work throughout the whole process.

On the other hand, Zu and Wang (2019) also mention a few limitations. It is very time-consuming to thoroughly go through the many overlapping writing sections like drafting, revising and planning. It may also influence the spontaneous improvisation ability of students, rendering them inflexible and dependent on the clear structure they need to create beforehand. Furthermore, the process approach mostly overlooks the language knowledge input part, which might lead to difficulties like a lack of vocabulary or unfamiliarity with common writing conventions.

Stages of the writing process
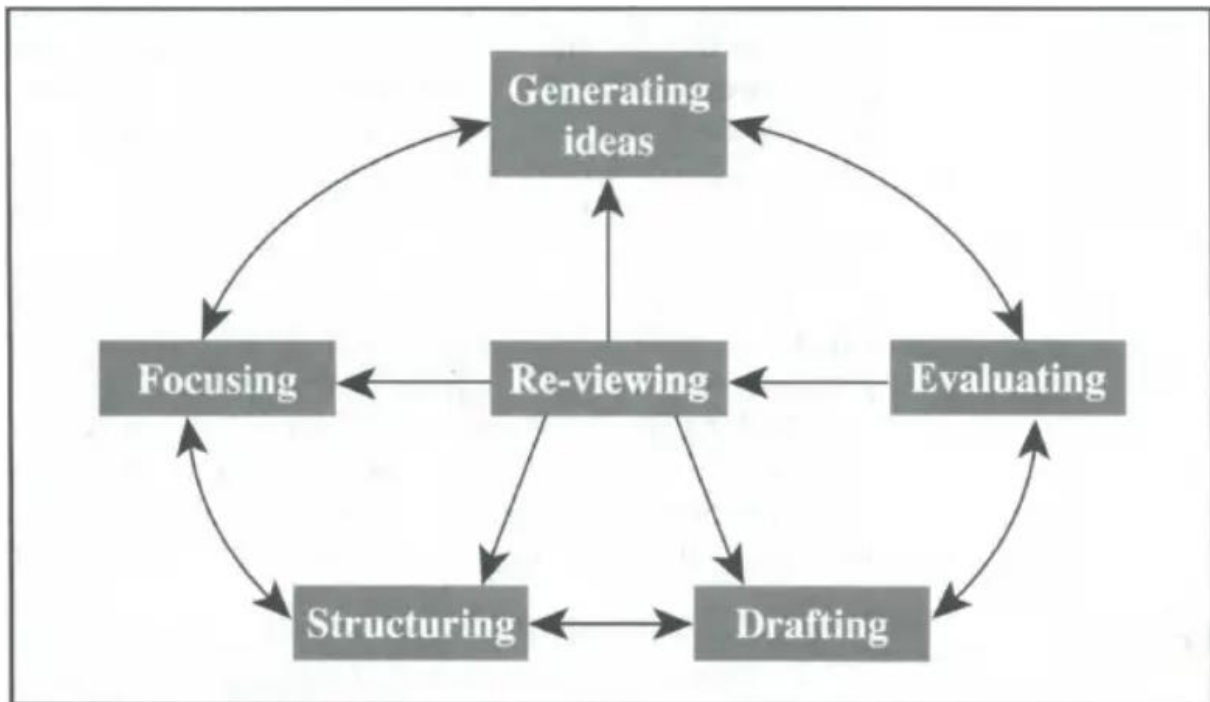
Figure 1–The writing process model (White and Arndt, 1991, p.11)

The process writing approach follows a distinct model of its subsequent stages, as can be seen in Figure 1, formulated by White and Arndt (1991). The first one is the stage of generating ideas. It is the first step necessary to begin the process of creation of a writing piece. Later during the process, however, it can take place too, as many techniques used to stimulate ideas might also be useful then. In order to generate ideas, one draws upon long-term memory, which consists of three main integral parts; first the episodic memory, enabling us to reminisce about past events, experiences and visual and auditory images. Second is the semantic memory, which serves the purpose of recalling information, ideas, attitudes and values. Finally, the unconscious memory deals with emotions and feelings. The extent of usage of these types of memory is depending on the kind of writing involved and its purpose. The specific techniques used to generate ideas could be further divided into guided and unguided discovery techniques. Guided discovery techniques involve providing a student with a set of given prompts (mostly questions); the unguided discovery techniques do not provide the students with anything – they generate the ideas themselves. A few specific techniques are for example brainstorming, using questions, making notes, using visuals or using role play or simulation.

The following stage, according to White and Arndt (1991), is about focusing. That means, focusing on finding what the writer has to tell the reader, as it is expected from the writer to convey some kind of specific idea, message or attitude. It can also happen that the

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author has to start writing first, having no clue what the central idea of their final writing piece would be. As they use insufficient words to convey imperfect meanings, they gradually change them into the right words for something they maybe did not know they were going to write about before. Concerning the center idea, readers also expect writers to clearly express an attitude toward the subject of their writing. Unless ambiguity is the goal, the viewpoint should be clear, be it approval, disapproval, belief, doubt, support, favor, neutrality or any other. The focusing stage aims at discovering main ideas, pondering the purpose and/or considering the audience.

As White and Arndt (1991) describe, the next stage is structuring. Deliberate choices need to be made to succeed in conveying the message to readers far away from the writer both in time and space. Essentially, it is a matter of selecting factual and linguistic information and arranging, grouping and sequencing it so that the reader would be able to optimally receive it. A common mistake inexperienced writers often make is sticking rigorously to a structure they devised before making the first draft. Sometimes it might be more or less the same at the end as in the beginning, but more often than not, it is advisable to be flexible and adjust the structure. White and Arndt (1991) advise to ask ourselves specific questions during the process: "Why am I writing? What do I hope to achieve? Is there any idea I need to get across? Can I see how my other ideas relate to this idea? Am I expected by the reader to arrange the information in a certain way? Where in my text should I use or mention this idea? Should I comply with expectations or deviate from them?" and more. This stage could be aimed either at ordering information, experimenting with arrangements created beforehand or relating the structure to the core idea.

During the drafting stage, writers come up with their drafts. White and Arndt (1991) mention that activities done during this stage move the writing process from the pre-writing phase to the writing phase itself, even though some activities preceding this stage might have already produced some parts of the text. During the stage, writer creates a chunk of text. Fundamentally, it has to go through the write-revise-rewrite cycle at least once, optimally twice. That means, there would be 3 versions of the text, with the third being the final one. Of course, many more cycles of this particular process may be necessary in order to finish a more complex writing piece. To first show the process, drafting could also be done by the teacher, to display how it might look like and that it is a complex and difficult process even for them. Then, apart from trying to compose a catchy beginning and satisfactory ending, it is also important to keep the text flowing smoothly. Reaching that involves the skill of filling out a text that has been already written.

White and Arndt (1991) claim that it is necessary to bring our students to criticize themselves constructively during the process for the stage of evaluating to be effective. As the responsibility for assessing whether the text fulfills its intended goal shifts from teachers to students, they ought to claim greater responsibility for their performance and to analyze their work better in order to find out what might be wrong with it and how to fix it. Assessment of writing is also described further below in a chapter on its own.

Finally, White and Arndt (1991) share that the stage of re-writing is the necessary last step of the journey of writing a successful text. As the students already have the more or less final version of their writing, it remains to try to look at the text from different perspectives. All the activities in this section have the objective to both further develop critical abilities and also extend the repertoire of linguistic resources needed for writing. In the activities, we can check for example if the writing fits its context, if its connections are logical and make the text cohesive, whether the way the text is divided into smaller parts like paragraphs makes sense, if the main idea of the text is easily recognizable, if the style is coherent and adjusted to the topic or if there are any mistakes left.
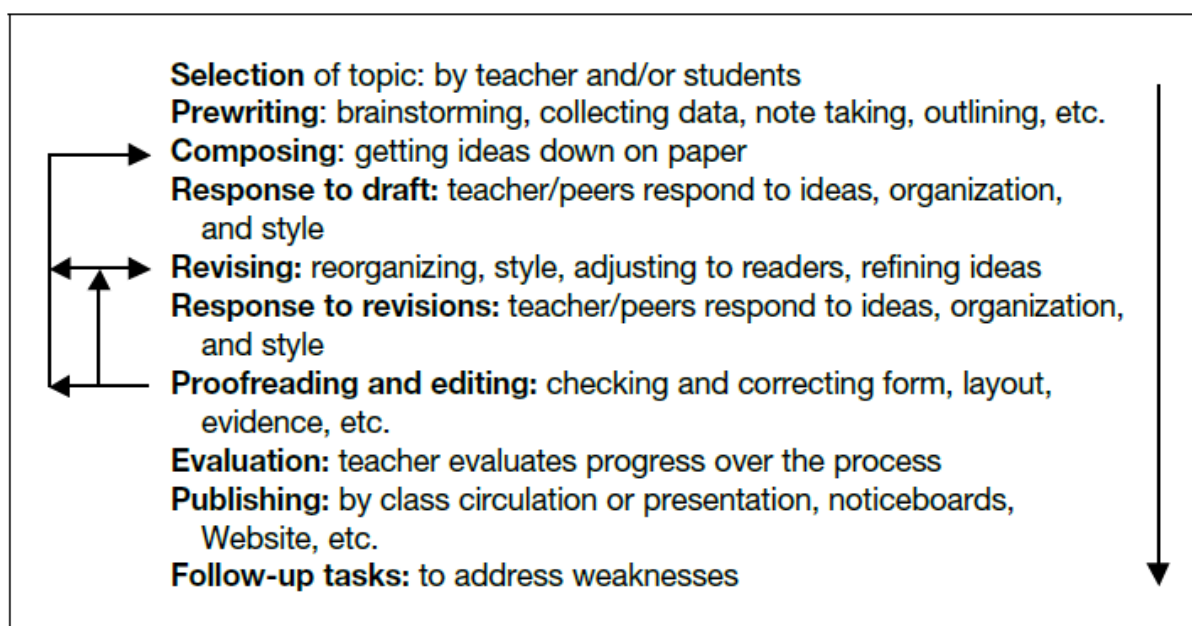
The writing process instruction

Figure 2 - A process model of writing instruction (Hyland, 2003, p.11)

The process approach has the writer as an independent producer of text, utilizing their basic cognitive processes and developing their ability to plan, define rhetorical problems, propose solutions and evaluate them. Hyland (2003) suggests the way teachers should lead their pupils during the writing process (see Figure 2). Building upon the original planning-writing-reviewing model from the 80s, planning, drafting, revising and editing do not happen in a linear step-by-step sequence, but rather recursively, interactively and often simultaneously. Everything the writer comes up with can be reviewed, evaluated and revised – before any extent of the final text is produced at all. As the time-consuming process goes on, the writer still jumps back and forth, obtaining more data, revising the structure to include new ideas or pieces of information and rewriting for intelligibility by the intended reader, possibly aided by peer feedback or teacher feedback. Throughout all this, the teacher is supposed to claim the role of a guide, leading their students through the process, avoiding an emphasis on form to help them develop strategies or methods for generating, drafting and perfecting ideas. This is achieved thanks to the prewriting stage when students generate ideas, brainstorm, create drafts etc. and eventually, get used to the process of doing so. The teachers' goal should be to make them aware of the processes they go through in the prewriting phase. A crucial thing the teacher needs to do well is the response they provide their students with during the various stages of the process; without it, students would not be able to effectively recognize and abstract the processes they are going through and their motivation would vanish. In the end, however, Hyland mentions that the process writing approach is still only

one part of quality writing teaching, as there is little evidence that the approach can do it all alone; apart from being equipped by the strategies of good writers, students also need to understand how texts are shaped by topic, audience, purpose, and cultural norms.

Process writing methods and activities

I describe here activities used in the action research presented further. They are in order of how they should follow one another during a writing process.

Relay race

As Indriani and Simarmata (2016) conclude, relay race is one of many games which can be utilized in English lessons to increase students' motivation. During a relay race, the class is divided into a few smaller teams, usually two or three, and each receives one chalk or marker. A column is prepared for each competing team on the board in the front of the classroom. Desks and chairs are moved out of the way and the class moves to the back of the room. Students are then lined up facing the board and once the teacher gives the command to start, first of the group runs to the board with their team's chalk or marker and writes one word or idea of a specific nature discussed beforehand; for example, Indriani and Simarmata worked with instructing the class to make a list of past forms of verbs. Then, the student runs back to his team and hands the chalk or marker to the next student in line, who can start running at that moment. After the time limit ends or after the space is filled and the teacher gives the instruction, the game ends and each team receives one point for a correct expression.

Asking questions

White and Arndt (1991) suggest using questions to collect ideas and thoughts governing what to write about in a specific text. They propose either working with students' own questions or providing them with a set of given questions. The former includes briefly introducing a topic to the students, letting them devise their own sets of questions which might be connected to the topic either in groups or alone, then picking some of the questions, sharing them with everybody involved and possibly discussing answers. The latter encompasses simply giving the students lists of questions which cover a topic from various angles and might ask even about things mostly irrelevant and only slightly connected to it, as they still might incentivize the students to think in an innovating manner and deliberate things from angles which would have been otherwise unexplored.

Guided discussion

Raimes (1983) describes guided discussion as a way to get students to talk about a topic and shift their focus toward specific aspects of it. It is imperative to set guidelines for them to think within. What ideas they come up with within those guidelines, however, are entirely up to them. The teacher helps the pupils navigate the discussion and offers help or additional questions or ideas should the discussion falter.

Brainstorming

White and Arndt (1991) describe brainstorming as an effective way to get ideas flowing; either individually or in a group, it is about thinking quickly and without any inhibition in order to produce as many ideas as possible regarding the given topic. It is advisable not to include censorship apart from filtering indecent or impolite ideas, as unorthodox or unconventional ideas are often found innovative and are needed for further progress. Brainstorming can be used for example to choose the topic, identify the reason or purpose for writing, developing the topic or the organization of ideas etc. It can be performed first by the teacher, to provide their pupils with ideas on how to do it the next time on their own. To do that, the teacher choses chooses the topic, gives reasons and associations which influence their choices, then brainstorms ideas regarding the chosen topic, possibly writing them on a board, and then inviting their students to join in. Later, when students brainstorm on their own, it is still done best in a group.

Published on the website of MUNI ARTS (2024), as a variant of brainstorming, brainwriting could be distinguished from brainstorming, the difference being that during brainwriting, the thoughts and ideas are written down, while during brainstorming, they are only said aloud. They also mention the role of a facilitator – a person who navigates the process; ensures everyone has the space to speak their mind, if generating ideas starts to stagnate they steer the course of discussion back to an interesting topic, and in the case of group brainwriting, they also write down the generated ideas, sorting them into thematic groups.

Mind mapping

As defined in the Writing Centre Learning Guide from The University of Adelaide (2014), a mind map involves writing down a central theme and thinking of new and related visually linked ideas and thoughts radiating from the center. Using this technique enables us

to map knowledge regarding a certain topic and to find connections between various ideas related to it. It can be used to show links between ideas, plan early stages of writing an essay by visualizing all the aspects of the topic, organize information and ideas or solve problems creatively. It is good to avoid being overly artistic unless the map is to be submitted, it is better to consider as many possibilities as possible. Also, it is good to leave some free space in the map, in case one returns to it later during writing and wants to explore further related ideas. Using colors is helpful, as differently colored links can connect differently colored topics; it is then easier not to make it all too confusing. Each color can also have its own meaning or degree of importance.

Outlining and text structuring

Raimes (1983) offers two basic types of outlines; an outline that the writer writes before writing the text and one that they make of what has already been written. Outlines that are developed before writing should be brief and made only as a follow-up to extensive discussion, reading, list-making, brainstorming, or other prewriting activities. It should be perceived as a device to guide the writer instead of being something to lock him into from which they cannot escape. As another option of an outline, the one devised after a part of the writing helps the author see what they have done and what further action is needed to make their meanings clearer to the reader. It also suggests new directions to point the piece of writing to. It is also recommended to analyze writing pieces by professional writers with the class to display clarity of organization even in a difficult piece. Many training exercises could be done regarding this topic. Once the students write their compositions, they should be encouraged to create statements like "my second paragraph is about…" or "My second paragraph says that…"

As described on the webpage of the University of Arizona Global Campus Writing Center (2023), an essay structure could be broken down into three main parts; introduction, body paragraphs and a conclusion. The introduction is the first few sentences or paragraphs; its purpose is to introduce a reader to the topic and present the main idea or argument. The body paragraphs make the most of the text; each focuses on one main idea. They can be seen as pieces of the overall work. Each of the paragraphs is organized logically and connects to the focal idea of the whole text. All of them need to develop the main idea and not go off topic. The conclusion is the last paragraph or statement at the end of the text. In it, the author summarizes the focus of it and reflects on the whole work, wrapping it up. White and Arndt (1991) use the words beginning, adding and ending instead. Before letting students create

their own outlines, it is advisable to use a scaffolding example, to show the students some effective examples.

Writing a draft

Writing the draft itself is the activity of devising the first version of the text. As the Trent University guide to Drafting the English Essay (2024) describes, keeping the reader in mind when writing is good. The content must be valid and have merit, so the writing must become clear. As the first rough draft is written, the ideas develop further, so it is advisable to leave the draft open to reviews and revisions. These further steps must take place, to refine the draft and make it clearer and more understandable to the reader.

Peer reviewing

As the guide of the University of Michigan to Using Peer Review to Improve Student Writing (2024) suggests, reading and commenting on one another's drafts can benefit the students. It can provide students with constructive feedback or advice, offer a bigger audience than the instructor and showcase other approaches other students have chosen to respond to the assignment. However, it has to be well managed, to ensure students take the task seriously and consider the feedback received by their peers. The review can be done in pairs, groups, or the whole class. In the smaller groups, it can range in size and in the choice of commenting format. Such strategies include for example commenting letters, overview and marginal comments or commenting forms. The comment letters analyze strengths and weaknesses of drafts and simply make suggestions for revision. The overview and marginal comments mean that the pupils write one or two paragraphs at the beginning or the end of the text and about what is working well and what needs an improvement, while making notes in the margins throughout the paper that direct the writer's attention toward specific instances of the described phenomena. Finally, the commenting forms are often used to prompt the reviewers to address some specific issues in their peers' texts, They can for example ask questions about how and why various elements of a writing are or are not working well. The texts could be read in class or at home on a course website, allowing the students to prepare comments ahead of time. The pupils could not be expected to read too much content through a lesson, maximal size of one group should be 3-4 pupils. While the students are reading and commenting on one another's texts, the teacher is advised to "float" between groups to oversee the whole process.

Rubric as an assessment tool

According to Stevens and Levi (2005), at its simplest, a rubric is a scoring tool which lays out specific expectations for an assignment. A rubric divides the assignment into several components and describes what acceptable and unacceptable levels of performance look like. A rubric consists of four main integral parts, which the teacher uses to set assignment parameters. Those parts include a task description, a scale which measures the level of achievement like grades or others, dimensions of the task which breaks skills or knowledge in the assignment down, and finally, descriptions of what each level of performance looks like. As time consuming as it seems to be the first time anyone is creating a rubric, it is a powerful tool which gets significantly easier to create over time and which saves many hours' time in its utilization in grading. A helpful suggestion is to take an already existing rubric and only transform it into what is needed at the moment. It can be very beneficial for all parties involved to create the rubric with the students. There are four major steps in creating a rubric; reflecting, listing, grouping and labeling, and application. The reflecting stage deals with thinking about what specifically is needed from pupils, for what reason is the assignment created, how it went the last time it was assigned and what our expectations are. The listing stage focuses on particular details of the task and the specific learning objectives which are hoped to be achieved in the end. Grouping and labeling stage governs organizing results of our previous reflections and grouping similar ideas to form the dimensions of the rubric. Finally, the application stage is all about crafting the final form of the rubric. Apart from saving time, rubrics are a good tool which makes us more aware of our individual teaching styles and methods, allows us to communicate our intentions and expectations and provides timely feedback to the students. Rubrics also encourage critical thinking and enable and improve communication.

In conclusion, this chapter of the thesis describes the process writing approach as one of multiple other existing approaches, often being defined in contrast with them. It focuses on the process which the pupils have to undergo in order to find out how to write effectively and meaningfully and helps them understand it, in opposition to product writing which focuses on the final text produced by the pupils alone. The process writing approach has several stages to it, specifically the generating ideas, focusing, structuring, drafting, evaluating and re-viewing stage. There are also many miscellaneous activities or methods which teachers can implement into their lessons to help their pupils understand the writing process, some of which are mentioned here as well.

III.   METHODS

Research aims

As described in the theoretical part of the thesis, the process approach is often depicted as a very effective and modern way of teaching writing. My action research hypothesis was that, albeit much more time-consuming, process writing will help the pupils at every step with processing and constructing their texts and lead to more elaborate products, especially for those facing the biggest difficulties with English skills.

Research process and tools

I realized my action research with a class of 13 eighth graders. Unfortunately, some of them were missing during various parts of the research, so the number of pupils present to the whole process was only 8. It was a class of learners that I was well familiar with due to my teaching appointment at the school. There were basic two stages to the process. First, the students experienced a product writing task within one English lesson. Then, a few weeks later, they experienced the same assignment yet developed into a process writing task. After writing their first text, students completed a short survey (Appendix 2) and after finishing their second one, they responded to an enhanced version of the original survey (Appendix 3), examining and comparing their feelings about the writing process and the differences they perceived between the two.

Action research as a tool

The research used in this thesis is action research. It is a specific kind of research distinguished from other kinds of research by many factors. While it is a somewhat new tool in education, it has many utilization options. As Nezvalová (2003) suggests, it helps to introduce changes beneficial for pedagogical workers and also other participants in the educational process and leads to an increase in the quality of the provided education. It could be defined as a form of self-assessment of a pedagogical situation that strengthens the understanding of the situation and helps us find answers on how to improve it. Generally, teachers participating in the action research gather information, observe, ask themselves questions, and evaluate results, all connected to the research in the class. Thanks to that, they gain valuable knowledge and experience on how to improve their teaching practice.

It can be compared to and distinguished from classic academic research. Janík (2003) mentions many distinctions between those two. First, he describes the classic or academic research as one that aims at obtaining objective knowledge, the teachers and pupils both are subject to the research, and the researcher is attempting to ascertain or establish something. The academic research questions are derived from the purpose of the research and could not be changed during the research. The design of the research is also established beforehand and is not changeable. The sample of the subjects is representative and stays the same once chosen. The strategy of data collection is created before the research begins; the methods of its evaluation mostly involve statistical methods and inferential statistics. The language used is mostly scientific. The research results are usually generalized and objective, often available only after some time. Finally, the impact that academic research in the pedagogical sphere is that it can retroactively influence teacher behavior as a profession group and offers external experience to what they do and how.

As Janík (2003) compares, action research aims at gaining specific knowledge about one's own teaching practice with the goal of changing it for the better; the teacher strives to find out something specific and while their pupils are subject to the research, the teacher himself is the researcher. The research questions are derived from the needs of the individual teacher and could be changed during the duration of the research. While the design of the research is also stated beforehand, it gradually evolves according to the teacher's needs and could be miscellaneously changed. The sample of the subjects is non-representative, and could also be swapped. The way the data is collected ensues rather freely, in a non-dogmatic manner; they can be altered, too. Methods of data evaluation often involve data analysis or descriptive statistics. The language itself of the research is rather a language usually utilized among teachers than a strictly scientific one. Results of the research are immediately available to the teacher, very subjective and are applicable to the current situation. The impact of the research can be immediately efficient in influencing a specific behavior of the teacher, their experiences are self-gained and their conduct is autonomous.

The distinction from classic academic research in the research of this thesis is evident; the teacher was the perpetrator of it, the goal of it was to find a new better way of teaching writing, the research was changed in a few instances during its duration (for example, inventing a scaffolding text for assessing via criteria or extending the duration of the research with two more lessons), the sample of subjects being one class was non-representative and very subjective, the results of the process were subjective, not universally applicable and

immediately available to the teacher, and the impact of the research affected only the teacher's abilities.

Action research can be categorized in two main ways; it can be distinguished as pro-active, reactive or cooperative, and also as micro level, macro level and a middle level. Nezvalová (2003) describes the pro-active, reactive and cooperative distinction. In pro-active research, the action itself happens before the collection of information and its interpretation. The teacher first develops activities, tries them out and only then studies their effects. It inspires teachers to try new approaches. They can get inspired by their own past experiences, their colleagues' experiences or even the students' experiences. Such research involves a few core steps; trying out new approaches that might yield better results, collecting information and gathering reactions of students, evaluating gathered information, considering alternative approaches and trying them out. In reactive research, teachers collect information before attempting to innovate their teaching practice. This approach supposes that professionalism requires us to first understand a situation and only then act upon it. The steps this approach uses involve gathering information to diagnose a specific situation, establishing changes that would follow, attempting to implement new approaches and observing reactions and gathering information to diagnose the situation again, verifying the effectivity of previous steps. The cooperative action research supposes both the ability to do the pre-active or reactive research as well as social skills ensuring fruitful cooperation with other researchers. The results are presented and discussed, opening a new space for discussion about important matters regarding education. This kind of research can also help develop positive workplace relationships among teachers, parents, pupils and any other participants of the education process.

Janík (2003) distinguishes three main levels of where action research could be done: the macro level, the micro level, and the middle level. The macro level is the level of the overall educational policy. Action research on this level influences the education system as a whole. The research is wide, involving professionals from the sphere of educational policy as well as school principals and teachers. Together, they execute action research at schools to further develop the profile of education at the level of educational policy. The micro level is all about the action research of teaching of individual teachers in the classes they regularly teach. Its main goal is to introduce innovations in their teaching practice. Finally, the middle level is the level of a school. A team of teachers with the school director as their leader utilize the action research of their school in an attempt to define the school's profile.

The action research done in the practical part of this thesis was pro-active, as action preceded data collection, the plan was developed first and only then its effects were studied, and its interpretation and purpose was to try out a new approach to teaching writing with the vision of simple improvement and its further implementation into the teacher's teaching practice rather than to react to some situation or to cooperate with colleagues. It was also realized at the micro level, as the research only involved one class and its teacher, not the whole school or the whole educational system.

Teacher's diary as a research instrument

A pedagogical diary is a powerful instrument of action research. Janík (2003) describes it as a guide to the individual teacher's pedagogical thinking. It is the recollection of events of teacher's teaching practice. It can contain descriptive passages dealing with things like pupils' behavior, teacher's conduct, reconstructions of dialogs, arrangement of the class and others. It can also be comprised of interpreting passages like attempts to explain phenomena, considerations, speculations, ideas or theories. It can possess the form of teacher's own autobiography, it can be a tool of teacher's self-assessment and introspection and it could also have a therapeutic function.

Wiegerová and Lampertová (2013) explain the advantages and disadvantages of working with such a diary. There are many advantages. For example, working with a diary enables us to describe situations that are hard to handle in person, we have the option to return back to our statements later and reflect upon them, it can have a therapeutic effect, create better conditions for preventing distortion of statements as they are written by ourselves, provide the freedom of choice in to what extent is the diary to be written and how much it is necessary to be devoted to it, we can choose the form of the diary and the diary itself can minimize the feeling of research being involved all the time. On the other hand, there are also a few disadvantages; it can be quite time-consuming and disruptive due to the time required for frequent writing, the entries can be too brief in case of non-structured form of a diary, and the data might also be too complex or be disputable in interpretation in case no other methods or techniques are applied.

The teacher's diary was utilized while carrying out the practical part of this thesis. Its form was relatively free; it mostly comprised of notes written right after every lesson taught. These notes mostly dealt with the behavior of pupils, their reactions to work assigned to them and the overall mood in the classroom. It did not include interpretations or any conclusions, as

those are debated further in the thesis with the help of the notes from the diary. The notes from the diary were used in the first part of the results and commentaries part of the thesis, in the description of how the research took place.

The research plan

The research plan was devised in advance of the research itself. It was divided into two parts: one lesson for writing the first text and three more lessons for preparing for and creating the second one. The topic of the text was "Healthy lifestyle". It was chosen because it was talked about and dealt with in regular lessons at that time, so the pupils already knew the vocabulary connected to it and were familiar with many related concepts.

In the first part of the research, pupils wrote a text without any preparation, given only the assignment and its criteria. The second part of the research followed two weeks later. The time delay was included with the intention of letting the pupils forget a bit about the original text that they wrote, so they would not copy it from memory, but try to devise a new one instead. The plan for the three lessons attempted to fit all the stages of the process writing approach described in the theoretical part of the thesis; generating ideas, focusing, structuring, drafting, evaluating and re-viewing.

Lesson 1 plan

The plan for the initial lesson was to provide the students with the assignment, let them freely write what they could for the majority of the lesson, and give them the first short survey to fill in the last five minutes or so. For better understanding and clarity, both the assignment and the survey were written in Czech. The assignment was simply to write an English text about the topic of a healthy lifestyle. It also provided the students with a few optional areas of what they could possibly write about, like food, health care, harmful substances, sleeping, sports and their own experience with any of these or others. There were five criteria for the text; for it to have 100-150 words, to fittingly utilize present tenses, to follow the rules of correct spelling and punctuation, to have a logical structure with suitably sequenced sentences and to contain appropriate vocabulary for the topic and the subject of their writing. The survey included questions about their feelings while writing the text, about what they found to be easy or difficult in regards to it and about how they conducted the whole writing. Two questions were scale questions, the rest were short answer questions. The

first assignment can be accessed in Appendix 1 and the first survey as given to the pupils is available in Appendix 2.

Lesson 2 plan

After the period of time set to two weeks, the goal of a second lesson was to deal with the generating ideas, focusing and structuring stages of the writing process. Students were to be briefly told about the process that was about to take place for the next three lessons. Then, the generating ideas stage was planned to be covered by two initial activities; a relay race and group brainstorming. In the relay race, pupils were planned to be divided into teams of three to four members. Each team was planned to have a color assigned to them and would receive a marker of the corresponding color. Once a timer for three minutes would start running, first member of a team would run to the board in the front of the classroom, write one word anyhow related to the topic of healthy lifestyle on a part of the board that belongs to their team and run back to their team to send a teammate on their way. All members of the group would have to run before anyone could go in for the second time. After the three minutes, the teams were planned to stop and count their words, and whichever team would have the most, would emerge victorious. Then, the group brainstorming and discussion facilitated by the teacher were planned to ensue. First, all the words written on the board would be talked about. Students would attempt to connect several words into more general categories and try to think about how the separate ideas are related to the main topic of healthy lifestyle and what else could be said about them. Then, when all the options on the board would be exhausted, pupils would try to think of other areas of life which could be connected to the topic of healthy lifestyle. In case any difficulties would arise, the teacher was intended to suggest or lead the pupils to other ideas which had not been previously mentioned and would still be relevant to the topic. At the end of this activity, the teacher was supposed to provide the pupils with the assignment of the final product with criteria again, reading through it with the pupils.

Working further with the ideas and vocabulary generated in the generating ideas stage, it was planned to incentivize pupils to choose focal ideas they would like to convey in their texts in the focusing stage. Each provided with a clean sheet of paper, they are instructed to draw a mind map. From the center concept of healthy lifestyle, pupils are to choose three to five ideas or areas they would like to convey in their texts which are branching from the central idea, like for example healthy food, healthy sleeping schedule, hygiene, mental health, etc. After choosing these center ideas, pupils are supposed to further develop these ideas by providing them with vocabulary, grouping the words. These words are also visually branching

from the center ideas they are encompassed by, contributing into the web of the mind map and building a vast vocabulary reservoir. Along with anything the pupils come up with, they use the vocabulary and ideas from the first two activities.

The last activity of the lesson was devised to reach further into the structuring stage of process writing. While the pupils were simply brainstorming and pondering ideas and organizing them in a map before, they are led to order and organize them in a meaningful way to structure them for a text in this activity. On another sheet of paper, they are to create a graphic organizer of how the text might look like once it is written. They can use the focal ideas chosen in the mind map again, add an introduction and conclusion. As they were just connecting words before, now they think about how to convey ideas and what can be said about them. At each of their chosen center ideas they were to add a few such things. For example, on the topic of healthy food, they could think about what kinds of food are healthy and why or how, what can unhealthy eating do to us, what are some general rules to follow, or what they are handling well or could improve personally, instead of just mentioning individual connected words like apple or meat as in the mind map.

Lesson 3 plan

This lesson was dedicated to drafting, evaluating and re-viewing stages of the process writing approach. The drafting stage would come to effect as the pupils were to be instructed to write their first drafts of their texts. Not worrying too much about imperfections yet, they were to be incentivized to use the mind map for vocabulary and the structure for a smooth flow of presenting thought. They would still be writing a non-final version of the text, so was it to look a bit untidy, it would be fine as long as it would be readable and ready to be worked with.

Once the pupils would be finished with writing their drafts, they were prepared to move into the evaluating phase where peer-assessment awaits them. They would be divided into groups of three by the teacher, preferably into groups with mixed levels of language skills. Each pupil would receive a rubric which they would sign as well as their draft. It was planned to be used by their classmates to provide them with a commentary and evaluation of their draft. First, the class would go through the rubric together with the teacher and get familiar with it. The rubric was devised to be comprised of the five initial criteria being described to four different various degrees of their successful accomplishment, from very successful to very deficient, enabling the person assessing a text to give it one to four points in each category, from the minimum total of five to the maximum of twenty. Under the rubric,

there was also created a space for the pupils to comment on the reasons for their judgment of the text, be it constructive criticism, ideas on how to alter specific sections, or praise. Then, in the groups of three, they were planned to exchange their texts twice, read them through and attempt to assess them using the rubric, so everyone would have read two texts of their classmates and received two assessments from them in the end. The rubric can be found in the Appendix 4.

After filling out the rubrics and commenting on them, the original author of the draft would receive it back, right for the re-viewing stage to take place. There the author was planned to find out how their text would succeed in the eyes of their classmates and would read the additional comments written below the rubric. While still in the groups, it was prepared for the pupils to be given the option to discuss and ask questions about the comments and choices of their peers in regard to the draft.

Lesson 4 plan

In this lesson, the re-viewing stage was intended to be visited, before the pupils would write the final versions of their texts. It was planned to return back to the assessment rubrics and drafts from the previous lessons, to briefly read through them again and to note anything they would like to change in the final versions of their texts. Finally, they would begin writing the final versions of their texts. Once finished, they would submit them to the teacher and fill out a final survey. The survey was compiled to contain more questions than the first one. Some are the same, for example the choice questions about how hard it was to think of a structure of their texts and to what extent they think they managed to fulfill the criteria, or the short answer questions about what was difficult for them, in what they succeeded, what thoughts or ideas they had during the process or how was it for them to write a text in English in general. Question about how they conducted their work is omitted, as the process was planned to be guided and coordinated by the teacher this time. The additional questions were accompanied by a scale from one to five, dealing with the extent to which the activities helped the pupils with the construction of the text. Also, a question asking the pupils about whether the results of the second text ended up better than the first one and why was added. This survey is available in the Appendix 3.

Data analysis process

All the collected data have been processed in the following manner: First, the action research took place; the teacher was writing notes in their diary and pupils were working on their texts. Then, the notes from the pedagogical diary and the individual experiences of the teacher were compiled to form the first part of the results and commentaries chapter. In it, there were captured the individual lessons in the way they happened in the reality of the teaching circumstances, in comparison to the plan devised beforehand. Then, to form the second part of results and commentaries, the individual data of the pupils' texts were pondered; they were described and evaluated through the lens of the assessment rubric which had been already used by the students themselves during the action research, the differences between their first and second final texts were described, and finally, the results of the first and second surveys were compared and commented on.

In summary, the methods described in this chapter involve action research done in a class of 8th graders. The action research is described as a subjective tool fit for the implementation of new techniques or approaches in one's teaching practice. Teacher's diary is deemed to be a tool for recording data during the process. Four lessons are planned to conclude the research, one involving product based writing and the three preparing the pupils for another text with the same topic with the help of the process writing approach.

IV.   RESULTS AND COMMENTARIES

Lessons

As mentioned before, one of the differences between academic research and action research is that action research can be changed or modified at any time of its duration to fit the needs or goals of the teacher. This is an especially notable distinction, as the research undergoes some changes during its duration indeed. In the following paragraphs, there are depicted the lessons as they happened in the progression of time, what changes were made in them and what was happening in the classroom the whole time, which is something that has been captured in brief notes in the free-form pedagogical diary the author has been keeping the whole time. The notes and general remarks about the classroom environment are of rather a subjective nature, the decision has been made, however, to include some of them anyway, as they can help depict the whole process in action, highlighting any unexpected difficulties or situations one can encounter during the implementation of such plan.

Lesson 1

The first lesson took place on the sixteenth of February 2024. The students were informed that a writing lesson would take place, but knew no further details. From the total of thirteen, there were ten students present. The overall atmosphere in the classroom was rather negative that day; it was one of the last lessons before the spring break, so the pupils were looking forward to that. At the beginning of the lesson, pupils were given two sheets of paper each, one for the final version and one for any notes or anything the pupils wanted to write before writing the final text, and a paper with the assignment and its criteria. First, the teacher read through them together with the pupils, so there would be no misunderstandings or misinterpretations. This took surprisingly longer than expected; some 12 minutes were spent explaining various things or answering questions.

Then, it was up to the pupils to begin working. At this point in time, the students could be divided into three groups. The first group of pupils started writing the final versions of the text outright. These were mostly the usually best performing students, confident in their ability to improvise and create the text on the go. The second part of students approached the task more carefully; writing drafts and asking individual questions to ensure their understanding of the assignment (the most frequent one being about whether some specific

area or thought could be included in the topic of a healthy lifestyle), a few of them considered their options for a while and only then started writing in a more organized manner. Finally, the last two students were not as successful as the rest at first. One of them, a pupil with special educational needs, also claimed they had a migraine after a few minutes, rendering it impossible to work at all that day. Respecting their needs, they were allowed to rest and incentivized to only try writing if they felt like it. The other students had a problem envisioning the extent of the work – a hundred words in English seemed scary to them. Only after some negotiation and convincing, partly by their peers, they commenced at least an attempt to work. Starting with a mind map in Czech, they barely managed to write a few sentences before the end of the lesson, but at least they put some effort into trying. The teacher's presumption at that moment was that these two students would benefit the most from the upcoming lessons.

Due to the fact that explaining the assignment and criteria took longer than expected, the time limit was extended to the duration of the whole lesson, leaving answering the survey to the break after for the students who needed the whole time. During the writing, a few students asked the teacher to have a few words translated into English. Those were mostly highly specific words like for example names of specific diets; in case they could not do without them, the words were translated for them. The overall mood in the classroom improved during the lesson, as most of the pupils probably realized it was not as much an impossible task as they thought at first. A few students finished in half of the available time, slightly discouraging a few slower students by being too easy-going about a task which was rather difficult for some of their classmates. At the end of the lesson, the students submitted their texts and finished the surveys.

A suggestion for further lessons arises from his lesson: making the available time more visible to individual pupils. On one hand, the teacher announced the remaining time a few times during the lesson, but some pupils had problems following it anyway, barely managing to finalize their text from their draft before the end of the lesson, as the clock on the wall was not working properly. Next time, it could be a good idea to showcase the remaining time on the interactive board.

Lesson 2

The second lesson took place on the fifth of March, more than two weeks after the first one. In the meantime, the first texts were crudely assessed and quickly shown to the pupils to find out about any major imperfections the texts might have had. As planned, the lesson began

with the relay race, among three groups of students. Sadly, five people of the total 13 were missing. On the other hand, the rest of the remaining eight pupils showed notable zeal and enthusiasm for the first activities, some even competitiveness. With the timer set to three minutes, each team ended up with fifteen words related to healthy lifestyle. The photos of the board with words are accessible in Appendix 5.

After the race, a discussion facilitated by the teacher began. While going through and talking about all the words the three teams wrote on the board, several categories they could be divided into were created, like healthy eating, fitness and sports, healthy drinking regime, free time activities and healthy sleeping schedule. In the upcoming discussion, a few more topics like mental health care, hygiene, relationships or substance abuse arose; the teacher wrote the ideas on the board, too. The teacher also made a mistake when a pupil suggested correcting the spelling of a few words on the board – confirming the double letter in the word fitness, but placing it unknowingly at a wrong place in the word. This mistake had been corrected only during the following lesson. The class was also very attentive during the discussion. One pupil even suggested a cross-curricular relationship, when they talked about various kinds of areas of health, which was something they had been going through in the school subject Výchova ke zdraví – Health education. A curious situation appeared when a pupil could not believe that the word protein in English encompasses all meats as well as proteins of another origin. Previously, they knew the word only in Czech with the meaning of whey protein powder.

After the discussion, it already became clear that there would be more time than three lessons required. In the last 10 minutes, pupils started creating their mind maps, but were nowhere near finished when the lesson ended. The pupil with special educational needs also worked to their best ability, actually creating the map faster than most of their classmates.

Lesson 3

The third lesson took place on the seventh of March. One of the five missing pupils returned back, so there a total of ten were present. The lesson was dedicated to finishing mind maps and devising structures or outlines of their texts, falling behind the plan, which originally meant to start the lesson with the outline of the text already finished. This way, the scheme of the second lesson was split into two. Before working further, pupils received the assignment with the criteria of the final text, which was all the same as the first time they wrote a text about the topic of healthy lifestyle, except for that the maximum of words was

extended from 150 to 200, not to unnecessarily limit pupils who want to express themselves more broadly while not requiring additional time to do that.

The two pupils who struggled during the first lesson the most were struggling again. What helped was to suggest them to sort of atomize the steps they needed to take in order to finish what had been assigned to them. That means that they only focused on one small thing at the time, gradually building the whole mind map and outline. Some other students needed the teacher to affirm that what they were doing was fine – it was – but they had no certainty. Apart from these minor issues, the lesson was successful. After the pupils created their mind maps, they were also provided with scaffolding of how the outline might look like visually; a few images were searched on the internet and shown to the class. At the end of it, all the pupils had the mind map long finished and most of them were giving final touches to the outlines of the texts.

Lesson 4

The lesson began with the majority of pupils with their outlines finished; only a handful of them needed a few minutes to finish them. The main goal of the lesson was to devise a draft of the text. The lesson passed relatively smoothly. The pupil with special educational needs came to the agreement with the teacher that they would only have to write 50-100 words instead of the full number. After this event, they began working almost frantically, in order to be done with the assignment as soon as possible. A few of the other pupils were also frequently asking the teacher if what they were doing was alright. In such cases of need for desperate approval, the teacher led them to look at the criteria and decide for themselves if the work they are doing is good. Some pupils were finished rather quickly, but others needed the whole duration of the lesson to create their drafts. As the draft was the only thing taking place in the whole lesson, the scheme of the second lesson was also split in two, with the research ending up with a total of 1+5 lessons.

Lesson 5

Before going into the lesson, it became apparent that there is a need for a scaffolding example for the usage of the assessing rubric. It was therefore invented with the help of the ChatGPT chatbot online. There have been numerous mistakes in the present tenses, spelling and punctuation, but on the other hand, the text had a sufficient word count, structure and vocabulary. It can be seen in Appendix 6. As most of the pupils had their drafts at hand, they were divided into three groups of three by the teacher, with one person still finishing their

draft. First, they were supposed to read the sample text. After reading it, the task was to assess it with the help of the rubric, as if they were assessing a draft of a classmate. After a while, they were ordered to share their opinions and form one universal assessment that all of them in the group would agree with. All three groups judged the sample text nearly identically, giving it all four points for word count, three points for correct usage of present tenses as a few mistakes appeared in the text, one to two points for correct punctuation and spelling, as there were numerous mistakes in this category, four points each in the category of structure and text cohesion, and finally three to four points in the category of vocabulary, as one group argued that some words have been repeated in the text and a more elaborate vocabulary could be used. Initially, their reactions to the sample text were notable; some pupils laughed, some pupils frowned upon the obvious mistakes in it, stating that it even hurts to read it, and some were oblivious to the fact that the mistakes are in the text intentionally and asked the teacher about who wrote it with concern. After going through with the sample text, pupils read and assessed one another's texts in the groups. Some of them still required a bit of help. Especially pupils who were reading drafts of classmates who had superior English skills to theirs, they had no idea what to tell them except that it was good. After some consideration, this activity did not happen in a very effective manner, as some students did not benefit from it at all and some mistakes were left unnoticed and made it through to the final texts anyway, like for example avoiding repetition of certain words which appeared frequently in the draft and replacing some instances with their synonyms.

Lesson 6

The sixth lesson was all about writing the final version of the text. Three pupils who were previously absent also came to school. They obviously did not start writing what their classmates already dedicated four lessons to from scratch; they helped to assess the draft of the last pupil who was delayed with it during the previous lesson instead. During the lesson, everyone managed to finish their final text with the help of their peers' assessments and comments from the last lesson and submitted them to the teacher. Afterwards, they filled out the second survey.

Generally, the first lesson went according to the plan, except for that it took longer than expected to answer all questions regarding the assignment, so the filling of the survey was postponed until after the lesson itself, and also some pupils had trouble following the remaining time, so making it more transparent would be advisable. The biggest difference

from the original plan in the further lessons was that the activities took substantially longer than expected as well, extending the duration of the research by two whole lessons.

Pupils' texts and surveys

Pupil A

As shown in Figure 3 – Pupil A performance, the pupil performed well in fulfilling the criteria of vocabulary, text structure and cohesion and the utilization of present tenses in both of their texts. Their texts had vast repertoire of vocabulary that was relevant to the topic they wrote about. They had a clear structure which enabled the text to flow smoothly and for the ideas and topics to follow one another logically. The use of the present tenses was also without problems; it was utilized in a natural manner and fit the texts well. There were two rather problematic criteria for the pupil though; the word count and the spelling and punctuation. In their first text written during the product oriented writing lesson, they exceeded the allowed limit of 150 words by eleven. This resulted in a loss of one point. The pupil fixed the issue in the text written after the process writing oriented lessons and received all four points in regards to this criterion. This was, however, the only improvement or progress shown by the pupil. The criterion of spelling and punctuation was problematic in both their texts. The main issues were capitalizing letters and excessive apostrophes in places where they did not belong. For example, letters at the beginnings of sentences or the personal pronoun "I" were left uncapitalized, or many plural forms of nouns were written with an apostrophe which would belong there only in case it was possessive instead of plural, like "ear's, mask's or scrub's (ears, masks or scrubs)". Along with a few rather minor spelling mistakes, this resulted in a loss of two points in both of the texts. The pupil did not show any improvement in this area during the process, even with the inclusion of the peer writing activity, questioning its efficiency in this particular case. They gained 17 and 18 points out of the possible 20 for fulfilling the criteria in their respective texts. In conclusion, the pupil saw only minor improvement during the process writing oriented lessons, with a performance fulfilling most of the criteria but not improving the most deficient area.
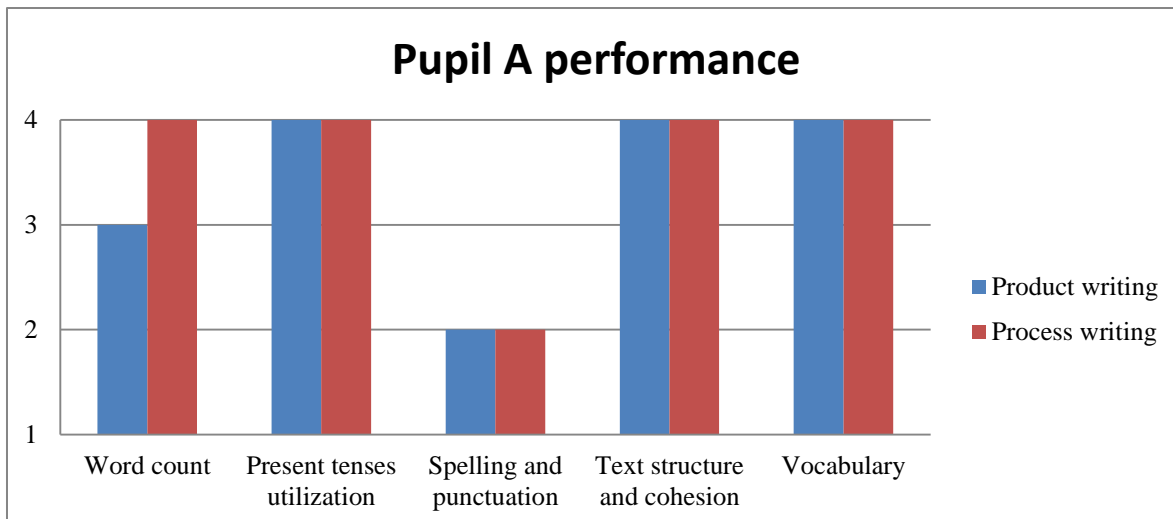
Pupil A performance

Figure 3 – Pupil A performance

In comparison of the two surveys, the pupil A seemed more confident about their abilities in the second one. The first question about the structure was left unanswered in the original survey, but in the second one, the pupil chose the option of that it was alright. The answers to the second question shifted toward higher confidence in fulfilling criteria, as in the first survey the pupil answered that they thought they fulfilled the criteria "not so much" and in the second survey "partially". To the question about how they felt about writing a text in English they originally replied that they "felt proficient in English", while in the second survey that they "were not writing the text for the first time, yet expected it to have some mistakes in it". In the question about their general feelings during writing in first survey they responded that "the writing helped them think about themselves and that they lead a healthy lifestyle indeed". In the second survey, they responded that they "didn't know". The two questions about what was the most difficult and easy thing for them were unanswered in the first survey, while in the second one, the pupil explained that the most difficult thing for them was "probably grammar" and the thing they thought they were the most successful at was "explaining what were the most important things about hygiene". The first additional question was about in case they were to write a similar text again whether they would use some of the exercises or techniques done during the process writing oriented lessons. They responded that "probably". In the last question about whether they thought the second text ended up being better than the first one they answered that "yes, because they found it entertaining". In the graph below, data about pupil's perception of the usefulness of separate activities during the process writing approach oriented lessons are presented; graded as in school grades, 5 is the worst or the least useful, and 1 is the most useful. They thought that draft writing and mind map writing were the least useful ones, the peer reviews and relay race

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were somewhere in between and discussing vocabulary and topics and outline writing were the most useful ones. They did not think that any of the activities were useful to the maximum extent or not at all. Generally, they thought that at least some of the activities were useful, were skeptical about the fulfillment of the criteria in their texts and still thought they had mistakes in their second text.
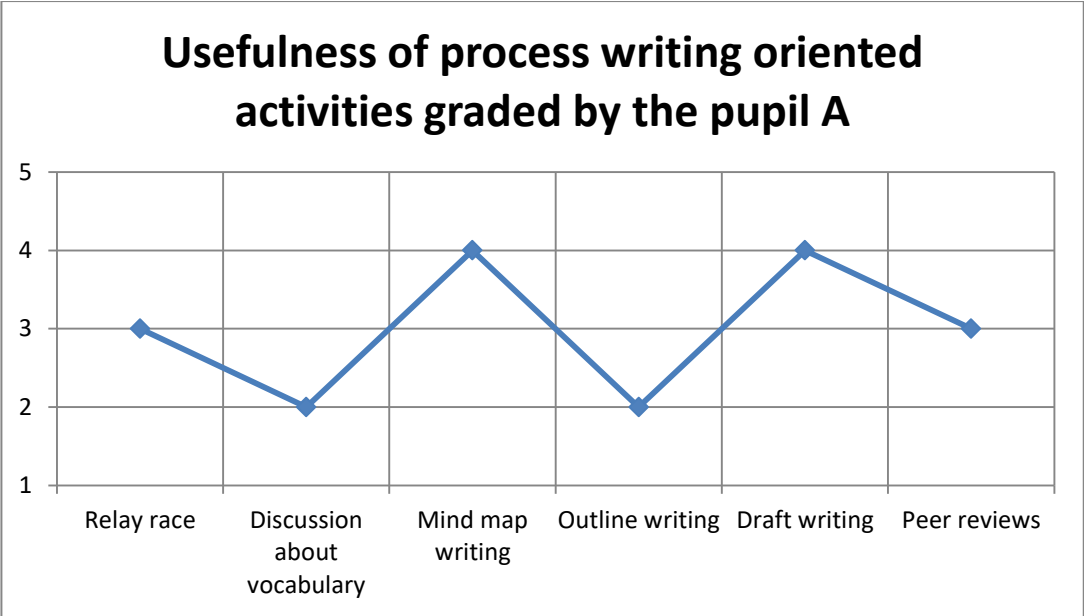

Figure 4 - Usefulness of process writing oriented activities graded by the pupil A

Pupil B

The Figure 5 shows a significant progress in their writing was made by pupil B during the process writing oriented education. The first text written by them was of a poor quality; it was too short, contained many mistakes and was not cohesive. On the other hand, the second text was better by a great deal than the first one. The word count of 37 words was not enough to gain any amount of points, getting the text the minimum of one point in this category. As the first text was too short, the second one was also slightly deficient in extent, but only by 15 words, which made it more than two times longer than the first one, leading to the deduction of only one point. Present tenses were utilized well in both texts, being a matter which the pupil had no problem with in the first place. The spellings of words lead to deduction of points in both texts again, 2 in the first text and 1 in the second one. Many incorrect word forms like "sould, souln't or my self" (should, shouldn't or myself") were present in the first texts text, while the second contained fewer mistakes, mostly in forms of articles or choosing proper verb forms like "an part of or strengthtens" (a part of, strengthens). The text structure of the first text was nearly non-existent; it was just a few arbitrarily aligned sentences about

the topic, not connected by any means. The second text showed a huge improvement. Having a short introduction and ending, it described various matters connected to the topic of healthy lifestyle in a more or less organized manner, with just a few sentences being connected illogically. The first text received a minimum of 1 point only, while the second lost only one point here. Finally, the vocabulary also improved. While used the vocabulary was fitting the topic, a few words denoting general things were repeatedly used in the first text on multiple occasions, leading to deduction of one point. The vocabulary was broader in the second text and the author managed to avoid excessive repetition of words. The text got all 4 points for this. Generally, the author improved in all possible areas except for present tenses utilization, which had no room for improvement in the first place, as it was good both times. The biggest improvement happened within the word count and text structure and cohesion categories.
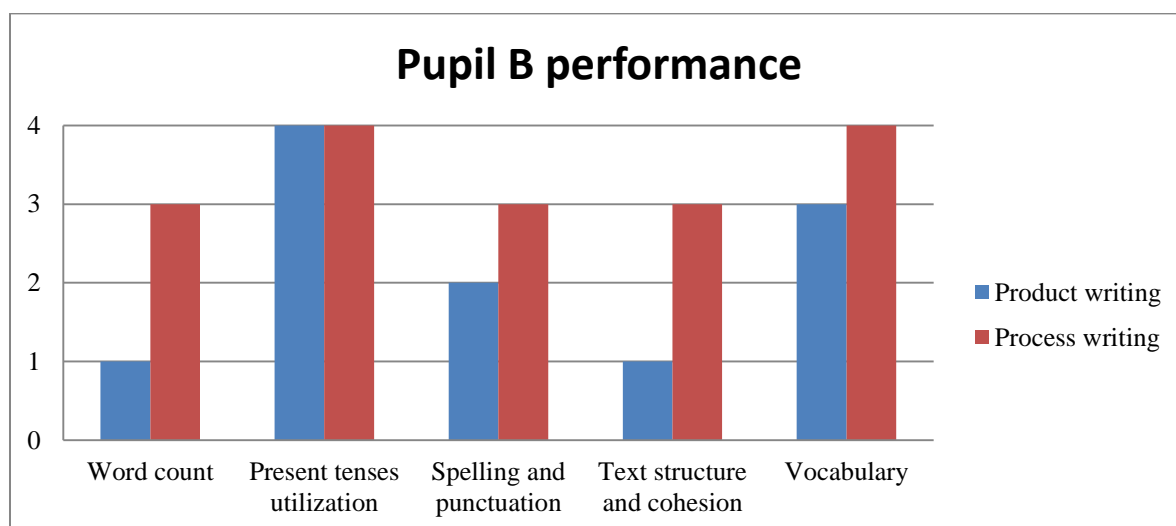

Figure 5 – Pupil B performance

The results of the surveys filled by pupil B made it evident that they were very anxious about their English writing skills and did not believe in themselves. It also showed, however, that they acknowledged some improvement after the process writing lessons. The invention of the structure of the text was "very hard" for them in the first text and only "difficult" in the second one. Both times they thought that they did manage to fulfill the criteria "not at all". In both surveys, they also answered that writing a text in English was "terrible" for them and that they had no other specific thoughts about it. They thought that they managed "nothing" well in both their texts and that everything was complicated for them, the "content invention and their vocabulary" during writing the second text specifically. In the additional questions in the second survey they acknowledged that their second text must be better than the first one, if only because it had more words. They mentioned that if they were to write a similar text again, they would probably not use any of the techniques used during the previous lessons,

while rating them all 3 out of 5 except for peer reviews, which they marked with 2, deciding they found it more beneficent to them than the other activities. All in all, pupil 2 was really skeptical about their performance, they thought they did not write the texts correctly, but still appreciated the activities done for their improvement and acknowledged at least some change for the better. Their texts received 11 and 17 points respectively, which signals a significant improvement.
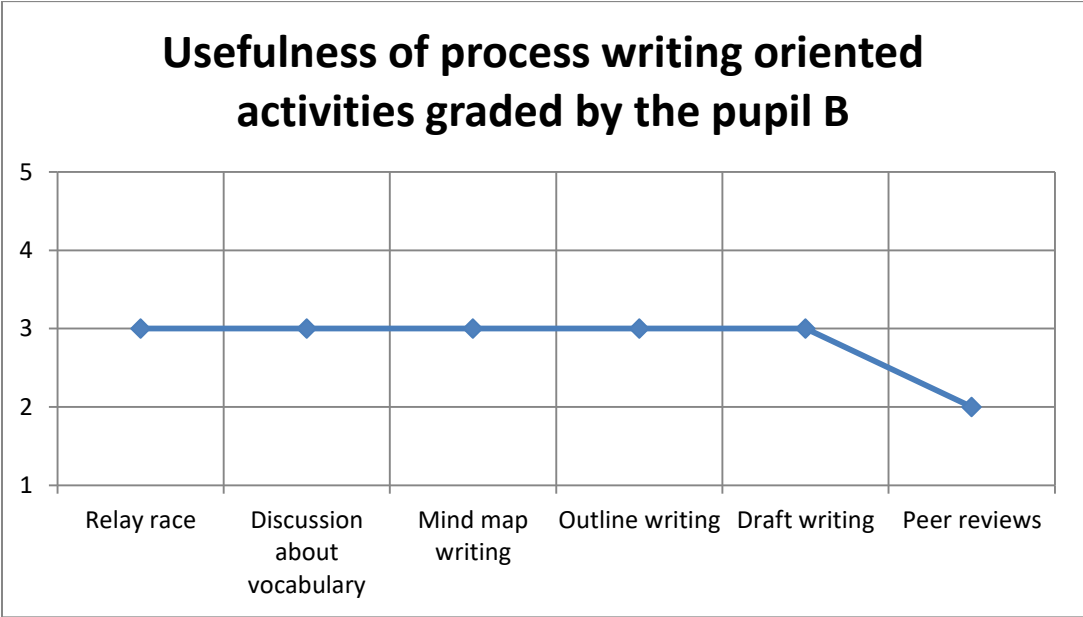

Figure 6 - Usefulness of process writing oriented activities graded by the pupil B

Pupil C

As discernible from Figure 7, the pupil C happened to make texts with the same amount of points. Both texts were fairly similar in their structure and in the kinds of mistakes in them as well. On one hand, there were a few areas which the pupil covered impeccably. The length of the text was satisfactory in both cases, earning four points. The vocabulary used in both of them was also adequate, describing the topic well and displaying author's knowledge of it, earning four points in this category, too. The present tenses were utilized well in the first text, while in the second one, there were some defects in it; they comprised of the third person –s missing and misplacing "is" and "are" in places where the other of the two should have been. While it was only one kind of mistake in it, it was present in numerous places through the text and resulted in a deduction of one point. In contrast to this decrease in points, the second text gained one more point in the category of text structure and cohesion. It was put together better than the first one, which lacked some introduction or ending,

providing the reader with only a few topics without an underlying structure holding them together. The separate parts were still well put together, but had no cohesiveness with the others. This led to a deduction of one point in the first text. Finally, the most problematic area for the pupil was the spelling and punctuation category. Both texts contained many mistakes in word forms like confusing to and too, or words like "helthy, importan, mutch, sleap or enyout" (healthy, important, much, sleep or enough) were simply spelled in a wrong manner. Some commas or periods were also missing from the sentences. These defects caused a deduction of two points in both texts. In conclusion, both texts ended up with seventeen points out of twenty. While the pupil 3 created a better structure of their second text, they displayed more inadequacies in the utilization of the present tenses, with mistakes that hadn't had a possibility to occur in the first texts because of the way it did not address in the third person as the second text. This means that they improved the structuring area of their writing, while not necessarily becoming worse at using present tenses, but only displaying imperfections that were not discoverable in the first text. They improved a little in spelling of a few words which were spelled correctly in the second text, but many other mistakes occurred in this category anyway.
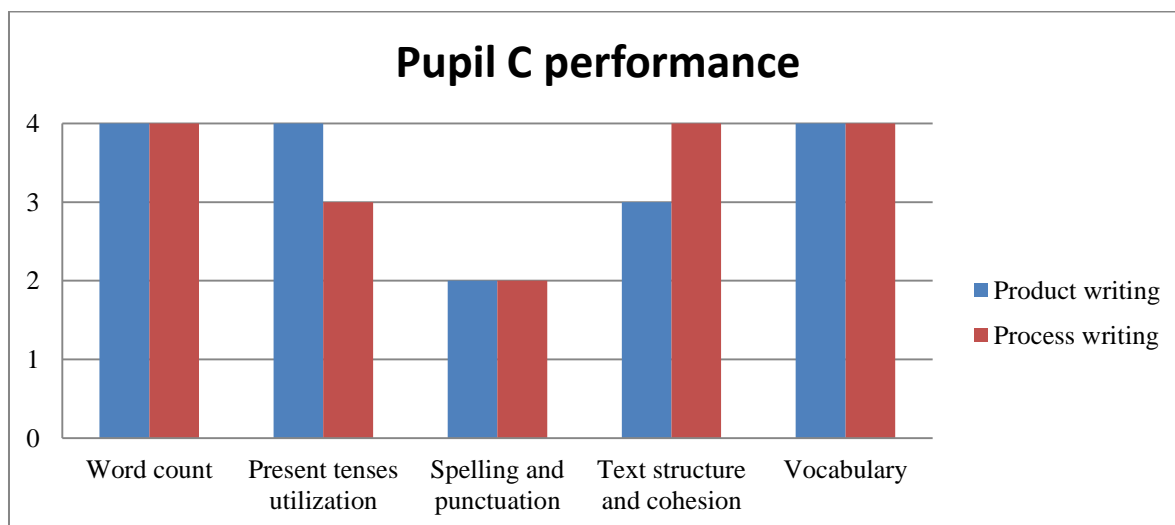

Figure 7 - Pupil C performance

The comparison of the two surveys shows that pupil C felt normal, as they already had some experience writing texts in English, except for that during the first lesson, they "felt a bit stressed about the time limit set for the work". During the first lesson, they had problems figuring out "what to write about and how", while during the second writing, they had no problems at all. They also mentioned that the difficulty of creating a structure shifted from being difficult to being alright and that they managed to fulfill the criteria mostly instead of their answer "partially" they chose the first time. In the additional questions in the second

survey they wrote that they would probably use some of the methods used during the lessons should the need arise and that they felt that the second text was better because they had the space to prepare for writing it. As Figure 8 displays, the pupil thought the outline and draft writing were the most useful activities, followed by peer reviews, relay race and vocabulary discussion with the 2 mark, and lastly, the mind map writing not being deemed as the most crucial, but not being completely useless either. Generally, they thought that the activities benefited them during the writing process, with two of them being particularly helpful. The pupils showed awareness of their improvement due to the fact that they had more time for everything and that most of the activities helped them in some way.
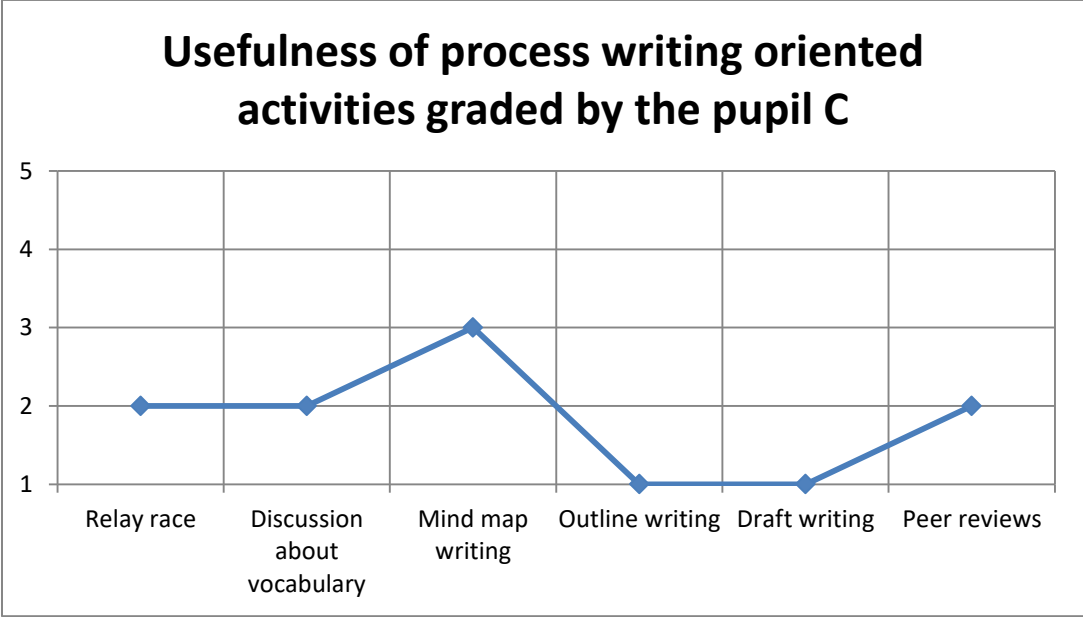

Figure 8 - Usefulness of process writing oriented activities graded by the pupil C

Pupil D

Figure 9 portrays both of the texts of pupil D as excellent, except for the word count in the first text. The only thing the pupil paid no attention to was the limit of words they should not exceed. They did so by 92 words, which caused them to lose all possible points in the criterion of the word count. They fixed the issue in the second text, where they fit the word count perfectly. Apart from this issue, there were a few isolated mistakes scattered in both texts, but they were so infrequent that they did not cause the texts to lose any more points. The present tenses usage was flawless, the spelling and punctuation criterion had one period missing, and a few words with a spelling mistake like "recomend or imune" (recommend or immune). Isolated rare mistakes still allow for the full maximum of four points, so four were granted indeed. The text organization was done very well in both texts, with suitably

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connected sentences and topics. The second text also introduced a question at the beginning of it which the text attempts to answer. The topics were logically divided and organized. The vocabulary in both texts was vast and rich, showing pupil's knowledge of many advanced expressions like specific phrasal verbs or others which are not usually taught at the elementary school. Four points were granted for this last criterion. Ultimately, there was little the pupil could have perfected apart from the word count which was taken care of excellently. Seemingly, the additional exercises and activities offered little new for this pupil, except for the option to look back at their text and realize it is too long for what they were assigned to do.
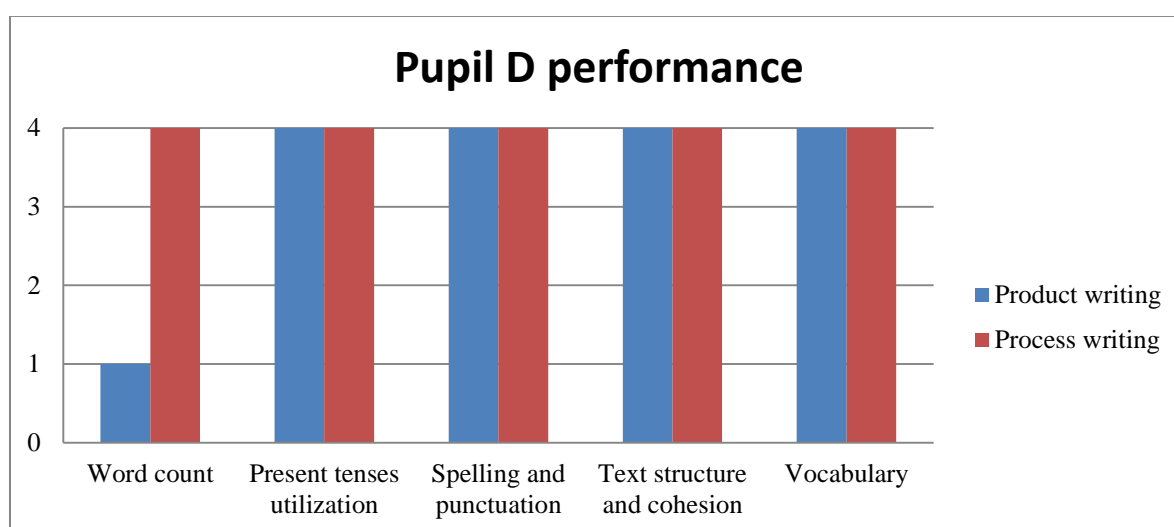

Figure 9 - Pupil D performance

The comparison of the two surveys makes evident that pupil D felt about their English writing abilities already and that this feeling grew even a little bit stronger during the process writing oriented lessons. They answered that writing a text in English was "fine" for them both times. They claimed their feelings were "alright" and "chill" during the first and second writing. The pupil thought that there was nothing difficult for them the first time and that it was hard for them to "erase enough words so they would fit the limit" the second time. They did not know what they excelled the most both the first and second time at. In the additional questions in the second survey, they claimed that they thought the second text was better because it had the right amount of words. They also wrote that were they supposed to write a similar text again, they would probably use some of the exercises, but not all of them, as that would seem "excessive for them". The pupil wrote that it was "alright" for them to come up with a structure of their text both times and that they managed to fulfill the criteria "mostly" both times as well. Finally, as Figure 10 below implies, the pupil found the discussion about vocabulary and draft writing to be the most helpful activities, followed by outline writing with

the mark 2 and relay race, mind mapping and peer reviews with a 3. In summary, the pupil D thought the process writing inspired activities were mostly useful. They thought they did more or less decent job and acknowledged that they knowingly fixed the biggest mistake of the first text – the word count – and that it was the most difficult thing for them the second time they were writing the text.
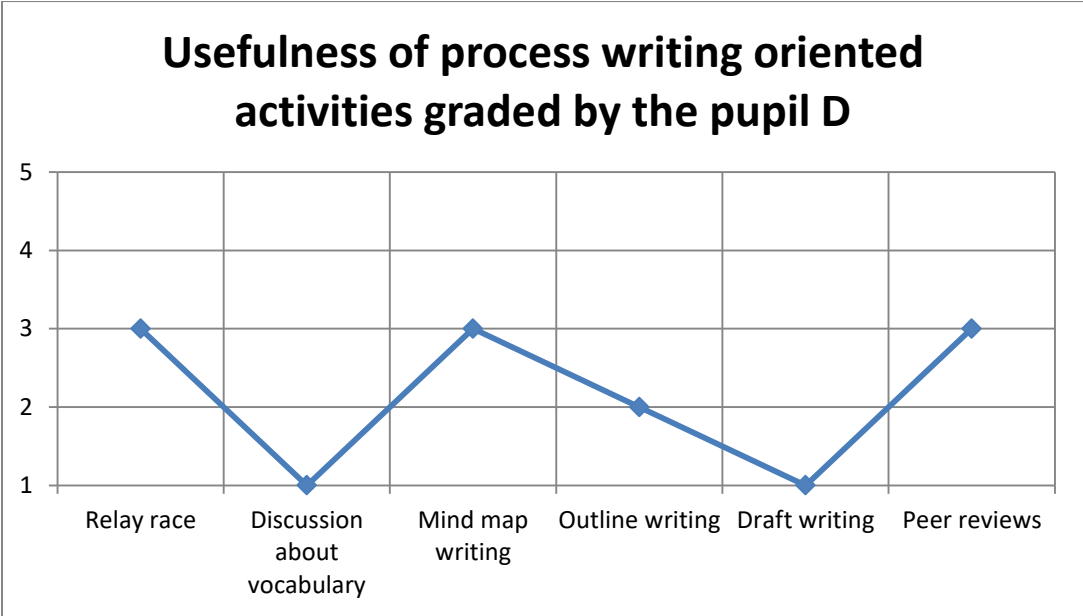

Figure 10 - Usefulness of process writing oriented activities graded by the pupil D

Pupil E

The pupil E was present at all lessons except for the last one, where the pupils were finishing their final versions of their texts and given the second surveys to fill. In this case, they have managed to create the final version of the text in the lesson before the last one, so there are both texts available to compare, only no second survey was filled. The pupil went over the allowed word count in their first text, by an amount of 28 words which caused a deduction of 2 points. They kept an eye out on this criterion while writing their second text, so they fixed the issue. The usage of present tenses was flawless in the first text, while there were some deficiencies in the second one, mostly stemming from picking the present simple instead of suitable present continuous tense in a sentence and vice versa. They lost one point thanks to this. It does not necessarily mean the student got worse, though; they just had not much space in their first text to display this issue. Their spelling and punctuation were excellent in both texts, earning them full four points. They managed to fulfill the structure and cohesion criterion well too, so they got full points here as well. Their text was logical, had a suitable beginning and then listed several things related to the topic in an organized manner. Finally, their vocabulary was impeccable in both texts; they were eloquent in its delivery and

described the topic well. In the end, the pupil had not much space for improvement except for the word count, which is a rather technical matter, either. They wrote two quality texts with some minuscule mistakes.
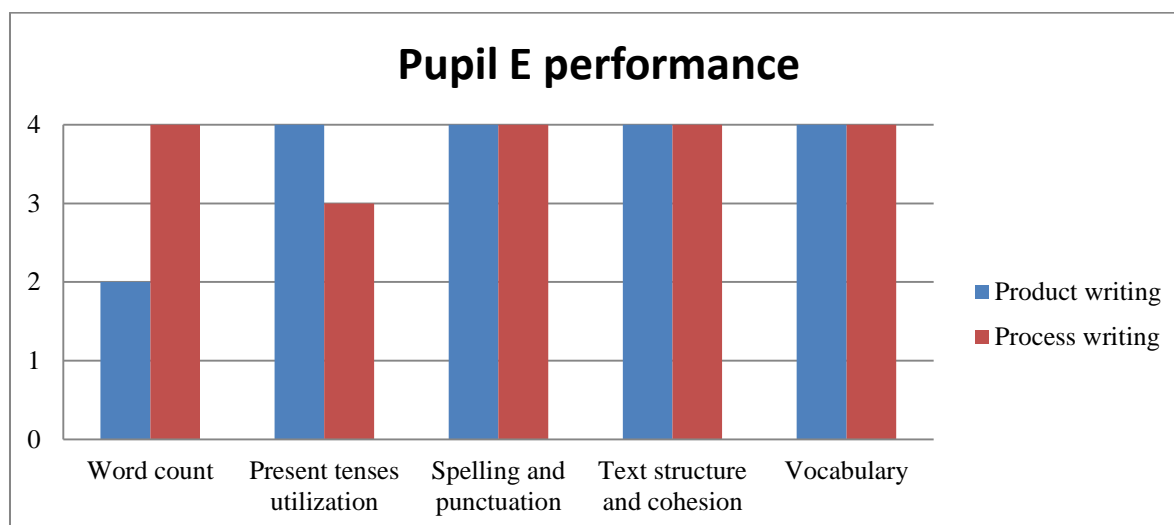

Figure 11 - Pupil E performance

As mentioned before, there is no second survey filled by this student due to their absence from the last lesson. Their first survey could at least be looked at too, as it offers some insight into how they felt they did. They found out that writing a text in English was "surprisingly quite alright" for them. They did not share much about their specific thoughts or feelings, as they wrote they were "only focusing on the writing". They mentioned that they first wrote a draft and only then reworked it into a final version of the first text. The pupil answered that the thing they were the best at was "coming up with things" to write about and that the most problematic thing for them was to avoid repeating the word "that". They decided that inventing the structure of the text was "alright" and that they managed to comply with the criteria "partially". In the end, they wrote two successful texts, acknowledged that writing an English text was more alright for them than they expected and showed awareness of an issue which might have led to a deduction of points in case they did not spot and fix it.

Pupils F - L

There were two additional groups of pupils who were due to various circumstances present only at some parts of the research. The pupils F, G, H and I participated in the product writing lesson while missing during the most of the process writing oriented lessons and pupils J, K and L participated in those lessons, but not in the initial product writing. The pupils F, G, H and I who wrote the initial product based texts also filled out the first surveys, while the pupils J, K and L who participated in the further lessons and wrote the second text

also filled the second survey. They cannot be deliberated to the fullest as there is nothing to compare their texts to, but the results of their surveys can still offer some insight into their opinions, experiences and feelings regarding the lessons and the writing process.

First, the pupils F, G, H and I had the thing in common that they all thought they managed to fulfill the criteria assigned to them in the first assignment "mostly" or even as the pupil H answered, "fully". However, they differed in how difficult they found it to devise an outline or the structure of what they were instructed to write about. Pupils F and I thought that the difficulty was "alright", pupil G thought it was "difficult" and pupil H concluded it was "easy". Pupils F, G and I were exploring their own experiences with the healthy lifestyle, while pupil H took a rather broader approach. They also commented on it in the surveys, as they mentioned one of the things which they managed to do the best was "describing their own day or relationship with the healthy lifestyle". Pupils F and I reflected that some problems they encountered while writing was their knowledge of vocabulary, or rather a lack of thereof. The pupils G and I also felt that it was difficult to conceptualize the way they would proceed to write the text – at first, they had no clue what to write about or how, so they had to take some time to think or ask whether their ideas were acceptable during the lesson. On the contrary, pupil H felt they had no problem writing the text whatsoever. They estimated that they managed to fulfill the criteria fully, inventing the structure of the text felt "easy" and they managed to do everything as well as they possibly could. In conclusion, the four students were more or less sure they managed to fulfill criteria at least satisfactorily, some had difficulties with vocabulary or text structuring and others were confident about their abilities and performance generally.

The pupils J, K and L provided some further insight in their surveys filled after the Process Writing oriented lesson and text writing. Of the three, the pupil J found inventing the content and creating the text to be the hardest. They responded that the text structuring was "very hard" for them. Pupil K also had some difficulties at first, but as they mentioned themselves, they dedicated some of their free time at home to thinking about it and preparing for the writing themselves at home, so they became quite confident eventually. In an attempt to identify their greatest weakness, they answered that it was probably their grammar, in opposition to their strength in punctuation and structuring. Pupil L could not identify any difficulties or weak spots as well as things they excelled at. They just thought that writing the text was fine, nothing really bothered them and they also believed that they mostly fulfilled the criteria. The three pupils also had differing opinions about the usefulness of the activities done during the lessons. As Figures 12, 13 and 14 show, the pupils J and K thought more

highly of them, in contrast to pupil L who found most of them to be near to useless. The pupil J thought the relay race, discussion about vocabulary and writing a draft were the most helpful activities, followed by creating the structure of the text with mark 2 and mind map writing and peer reviews with a 3. Pupil K thought that mind mapping, outline writing, draft writing and peer reviews were all activities which helped them to a great extent. Discussion about vocabulary and relay race were also pretty useful according to them, only not as much as the other four. Finally, pupil L thought that the discussion about vocabulary and connected topics was the most useful activity. The preceding relay race and final peer reviews were deemed to be at least partly useful by the pupil as well, while the mind mapping and outline writing were thought to be not much of use to them. They thought that draft writing was a generally redundant activity and they could do without it. In the case of this specific pupil, it might as well be true, as their draft and final version of the text were almost identical. In conclusion, the pupil I managed to write a great text and deemed some of the activities to be useless for them as they could probably write the same text without them. The negativity of their evaluation could be probably explained by their thorough preparations done by themselves at home.
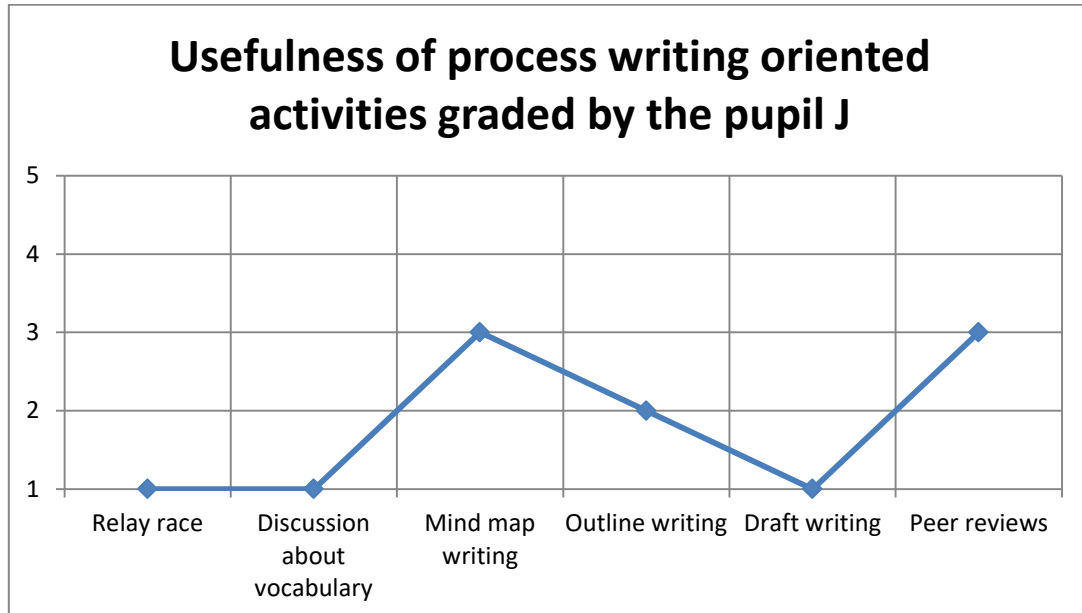

Figure 12 - Usefulness of process writing oriented activities graded by the pupil J
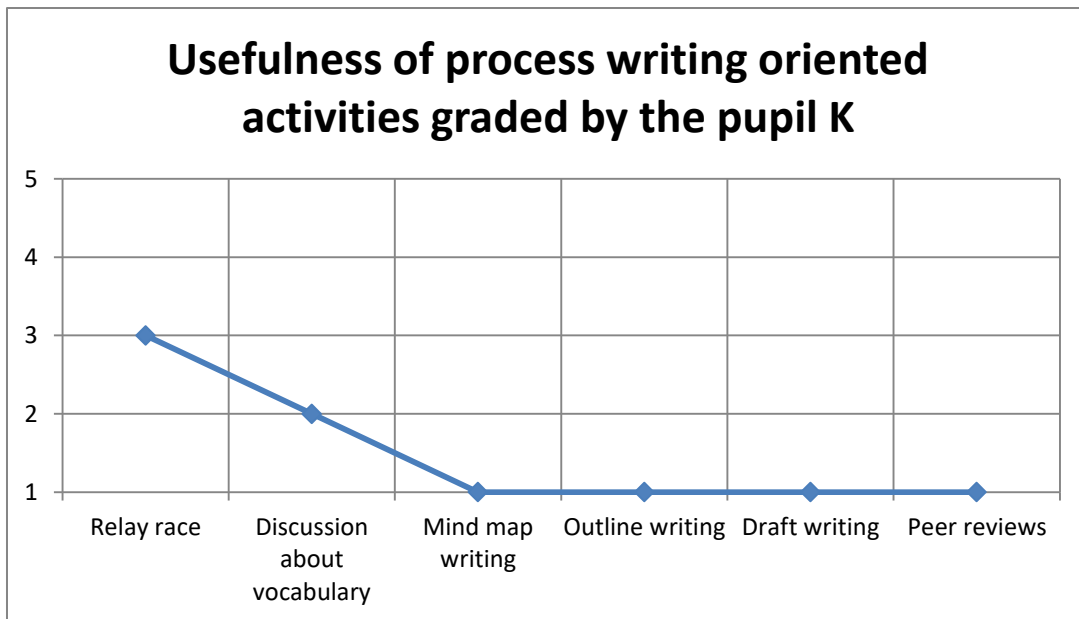
Figure 13 - Usefulness of process writing oriented activities graded by the pupil K
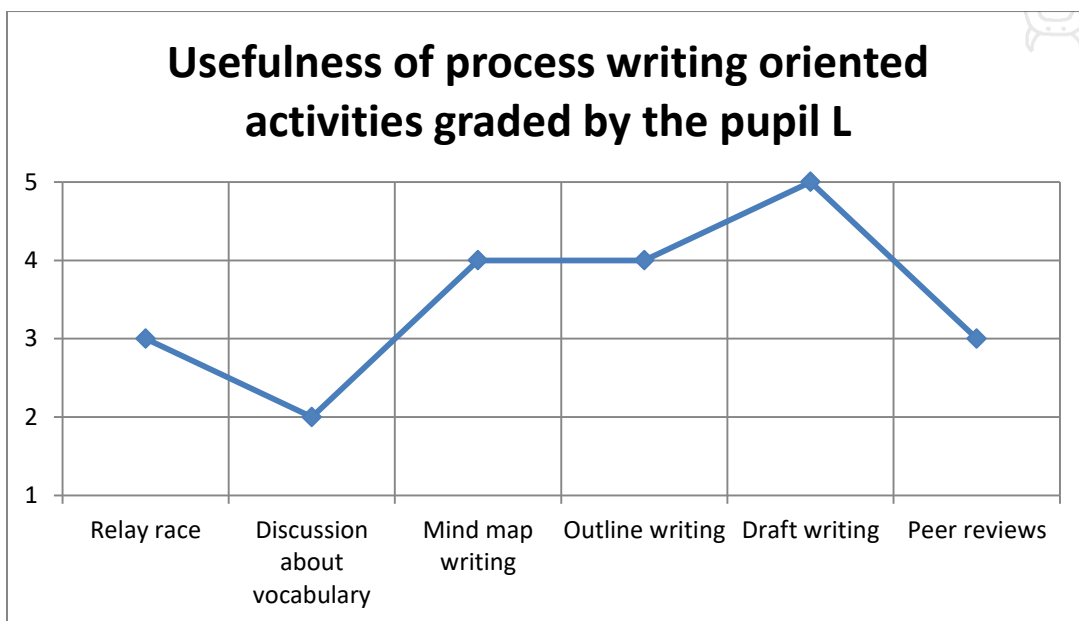

Figure 14 - Usefulness of process writing oriented activities graded by the pupil L

Summary

To return to the research hypothesis which claimed that the process writing approach oriented lessons would improve the texts of the pupils; it can be concluded that they helped to improve the texts of the majority of the pupils who participated in them. Pupil B, who performed the worst of the pupils with their first text, saw a major improvement in most of the criteria; others still achieved minor improvements in at least some of them. The occasional decline in performance in a specific criterion was concluded to be incidental, as for example pupils C or E encountered various phenomena in their second texts which they did not deal

with in their first texts. Many pupils answered in their surveys that they mostly managed to fulfill the assigned criteria, which was a good estimation, as that was usually the case indeed. Many pupils also confronted the difficulty of inventing an outline of their text written in the product based writing lesson. The answers to the corresponding question in second survey usually displayed some shift toward it being easier than in the first text. Some pupils showed that they found writing in English effortless, others had no special thoughts about it, and some, as for example pupil B, wrote that they were stressed by it. The most common things mentioned to be the greatest difficulties by the pupils were the vocabulary and thinking about the content they would write about.

What was surprising, the pupils had very different opinions about which activities were helpful and which were not. The most common activity marked as very helpful was writing the draft of the text. On the other hand, the pupils A and L marked it as the least useful of all the activities. Generally, it was very rare for the pupils to mark an activity with the mark 5 which meant that it was useless. Most of them deemed the activities to be useful to a certain extent, with spikes usually toward better marks, not the worse.

Very disappointing was the matter of conducting peer reviews. Even with the scaffolding offered by providing the pupils with a prop text to which all of them had to respond first before attempting to read the works of their peers, they still were quite clueless about how to deal with them. Many of them had only evaluated the criteria saying that all was perfect and that they thought the person wrote it perfectly, blinded by their perceptions of their classmates' abilities, rather than focusing on the text in depth and trying to find its imperfections by themselves. It was during this activity where it was expected that some mistakes of the students like pupil A or pupil C who had otherwise almost perfect first texts would be mended by their peers; it did not happen. The reviews therefore often left near to no impact on the final versions of the texts.

Also, the action research proved to be a useful tool for practical purposes of introducing new methods, tools or approaches in one's own lessons, experimenting with them, finding what works, and what does not. It helped to implement the Process Writing approach into the teaching practice and offered many options which the classic academic research would not, like the freedom of being able to improve and change it during its own duration or small scale to operate on, as the results were subjective and it was more about trying out new approach rather than yielding objective implications.

V.   IMPLICATIONS, LIMITATIONS AND SUGGESTIONS

The implications of this thesis are practical. Drawing from the experience from the practical part of the thesis, they bring suggestions on how to implement the process writing approach into one's teaching practice effectively.

Pedagogical implications

First, it is necessary to be generous with the time planned for the process writing oriented activities. The research showed that three lessons filled with intensive program could be stretched as much as to five lessons. It is therefore crucial to have a sufficient time plan, especially when doing this for the first time. The initial lesson where the pupils wrote the first text was also delayed by the longer than expected time needed to explain the assignment and respond to various questions regarding it. Another thing which teachers should not underestimate is the preparation of the materials required to create optimal lessons. The topic should be pondered with great care, to fit the curriculum, the circumstances of the specific class and its proficiency and progress in English so far and also to fall into their zone of proximal development, not to be something too easy or too alienated for them. Another thing which should not be underestimated is the required constant surveillance which needs to be done by the teacher to ensure everyone is doing what they should be doing and doing it the right way. The most problematic area for this was the peer reviews activity, where it is really imperative that pupils focus on the texts. Generally, should anyone carry out lessons inspired by the process writing approach, they should customize it to fit the needs of their pupils and the curriculum they are following. Should such a situation arise again, it might also be a good idea to make the texts anonymous and assign them in a random manner, so the reviewing pupil would not take the perceived level of English skills of the writer into consideration.

Limitations

The biggest limitation the research faces is its subjectivity. As action research is by its nature subjective and specific to the reality of one given environment, we cannot draw any general conclusions from its results. The limited information it offers is very useful to the context of the one specific class, not necessarily applicable to others, however. The data are very subjective, as most of the questions in the surveys enabled the pupils to express their feelings and opinions in their own words, rather than providing them with scales or questions

which could be easily quantifiable. That would also not support the idea of action research, which behaves this way intentionally to maximize the impact on teaching in the specific class. Other unforeseen circumstances or problems might arise should the process writing be introduced anywhere else. During the research, the reality of school attendance of the pupils was also limiting. With the already small extent of one class, many of them were missing from school at various stages of the research, rendering their work incomplete and therefore useless for the purposes of the research. Only a part of the students managed to attend to all the lessons to prove to be a describable part of it. The rest simply had not produced sufficient materials to be compared and pondered in the results.

Suggestions for further research

While the thesis focuses on the process writing approach, as mentioned in the theoretical part of it, there are many more other approaches which perceive writing skills from different perspectives. It could be valuable to conduct research with the other approaches. Another thing which could be beneficial for the process writing use could be for example larger scale studies which would take proper academic research tools and statistics into place, to be able to tell whether Process Writing would be valuable on a large scale to the general needs of teachers and promoted for example for the needs of the curriculum. Other action research could also be performed with the same or other methods and activities; the action research really provides only a picture of the reality of the specific place where it was done.

VI.   CONCLUSION

The focus of the thesis was on the practical utilization of the Process Writing approach to writing in an 8th grade class at elementary school. Based on the theoretical part of the thesis where the Process Approach was described to detail, a series of lessons was planned and performed by the author, which resulted in two texts written by the pupils; the first text written during the first lesson as a result of product based approach and a second text as a result of Process Writing approach preceded with the lessons containing activities preparing the pupils for it. The format of the research was chosen to be action research, in contrast with the most common academic research. The following part of the thesis deals with the author's perception of how the lessons happened and the results of the comparison of the two texts written by the pupils plus and of the two surveys they were given to fill out after they finished writing both of the respective texts.

The hypothesis that the Process Writing oriented lessons would help pupils improve their writing skills was confirmed, as it was concluded that the lessons did so. The pupils who benefited the most were the ones who had the most difficulties writing the first text, while the pupils who experienced little to no obstacles in the first text saw only minor or even no improvement. It was explained by the nature of the peer reviewing activity, in which the pupils who perceive their peers' language skills to be far greater than theirs bring little to no benefit to them.

Some challenges included the time needed to finish the whole research, which was severely underestimated by the teacher. It was also bothersome that the group of optimal research subjects kept decreasing in size, as many pupils were absent from one or more lessons and therefore did not manage to keep up with the rest of the class and finish both their texts.

Both texts offered the teacher a great insight into what areas individual pupils need to focus on for further improvement of their writing skills; it was most often the area of spelling and grammar with specific examples mentioned. The criterion of the assignment which was most commonly improved during the Process Writing lessons was the length of the text.

Surveys filled by students showed that most of the students felt neutral or positive emotions during writing and that all activities or stages of the research were perceived as useful, with a few individual exceptions. The activity which most pupils marked as the most useful was the writing of a draft, which allowed them to look back at the first versions of their

texts and prepare them for a peer reading activity, before writing and submitting the final versions of their works.

The thesis offers an example of how Process Approach oriented teaching could look like, provides some materials that could be used in further its implementation and mentions some tips about how to conduct the lessons successfully and what to avoid in them.

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VIII. APPENDICES

Appendix 1 – Assignment 1

ZADÁNÍ PRÁCE:

Napiš anglicky text na téma "Healthy lifestyle". Můžeš psát o různých vlivech na zdravý životní styl jako například zdravé/ nezdravé jídlo, péče o své zdraví, škodlivé látky, spánek, sport, a o svých zkušenostech a myšlenkách, které se jich týkají. Také můžeš psát o tom, jak bys chtěl, aby tvůj ideální zdravý životní styl vypadal, co dělá tobě nebo lidem ve tvém okolí problémy, nebo o tom, co ti jde dobře.

Kritéria práce:
- <u>100-150</u> slov (přibližně 15 jednodušších vět pro spodní hranici).
- Použití přítomného času.
- Správný pravopis a interpunkce.
- Věty na sebe navazují, uspořádání textu je logické a dává smysl.
- Vhodný výběr slovní zásoby týkající se zdravého životního stylu.

Appendix 2 – Survey 1

OTÁZKY PO NAPSÁNÍ:

Zakroužkuj:
Bylo pro tebe těžké vymyslet strukturu práce?   velmi těžké / obtížné / šlo to / jednoduché
Jak se ti podle tebe podařilo splnit zadání?   úplně / z většiny / částečně / moc ne / vůbec

Odpověz:
Jaké pro tebe bylo psát text v angličtině?

Jaké jsi při psaní měl pocity a myšlenky?

Jak jsi při práci postupoval?

Co se ti nejlépe v práci dařilo?

Co ti dělalo problémy?

Zakroužkuj:

Bylo pro tebe těžké vymyslet strukturu práce?   velmi těžké / obtížné / šlo to / jednoduché

Jak se ti podle tebe podařilo splnit zadání?   úplně / z většiny / částečně / moc ne / vůbec

Ohodnoť na škále 1 – (nejužitečnější) 5 (nejzbytečnější) do jaké míry ti aktivity při psaní textu pomohly.

Psaní slovíček na tabuli 1 – 2 – 3 – 4 - 5

Diskuze o slovíčkách na tabuli 1 – 2 – 3 – 4 - 5

Psaní myšlenkové mapy 1 – 2 – 3 – 4 - 5

Sestavování struktury textu 1 – 2 – 3 – 4 - 5

Psaní verze nanečisto 1 – 2 – 3 – 4 - 5

Hodnocení a komentáře od spolužáků 1 – 2 – 3 – 4 - 5

Odpověz:

Kdybys teď měl(a) za úkol napsat další podobný text na podobné téma, použil(a) bys některou z výše zmíněných technik?

Jaké pro tebe bylo psát text v angličtině?

Jaké jsi při psaní měl pocity a myšlenky?

Jak jsi při práci postupoval?

Co se ti nejlépe v práci dařilo?

Co ti dělalo problémy?

Myslíš, že se ti dnešní práce povedla více, než ta původní? Proč?

Appendix 4 – Scoring rubric

	4	3	2	1
Rozsah (počet slov):	100 až 200 slov	Těsně mimo rozsah (+- až 15)	Znatelně méně nebo více (+- až 30)	Příliš málo nebo moc (+- více než 30)
Tvary přítomného času:	V textu jsou použity správné tvary přítomného času. Chyby jsou ojedinělé.	V textu je využit přítomný čas, chyby se vyskytují na několika místech.	Text je napsán v přítomném čase, jeho tvary jsou často neúplné nebo chybné.	V textu je přítomný čas použit jen místy, jeho tvary většinou nejsou ve správné formě.
Pravopis a interpunkce:	Slova jsou napsaná pravopisně správně, v souvětích i jednoduchých větách je interpunkce s ojedinělými chybami.	Vzácné nedokonalosti ve tvarech slov, v interpunkci jsou příležitostné chyby.	Některá slova jsou napsána ve špatném tvaru, v interpunkci jsou občas chyby.	Mnoho slov je napsáno špatně, v interpunkci je hodně chyb.
Uspořádání textu:	Text má logickou strukturu, přirozeně plyne, věty na sebe vhodně navazují.	Text má strukturu, která text drží dohromady, věty na sebe většinou logicky navazují.	Text má velmi omezenou strukturu, některé věty na sebe nenavazují smysluplně.	Text nemá strukturu, věty na sebe navazují nahodile, nesmyslně.
Slovní zásoba, vztah k tématu:	V textu jsou vhodně použita četná slovíčka související s tématem zdravý životní styl, text ho plně popisuje.	V textu je použita vhodná slovní zásoba, chybná slova se vyskytují výjimečně, text se většinově týká zdravého životního stylu.	Některá slova chybí/jsou chybná, text místy nesouvisí s tématem zdravý životní styl.	Slovní zásoba v textu je neúplná, chybná, nesouvisí s tématem zdravý životní styl.

Komentář navíc: Co se vám na této konkrétní práci líbilo, co se autorovi povedlo, nebo s čím naopak nesouhlasíte nebo byste napsali jinak:

Appendix 5 – Photos of the board with vocabulary
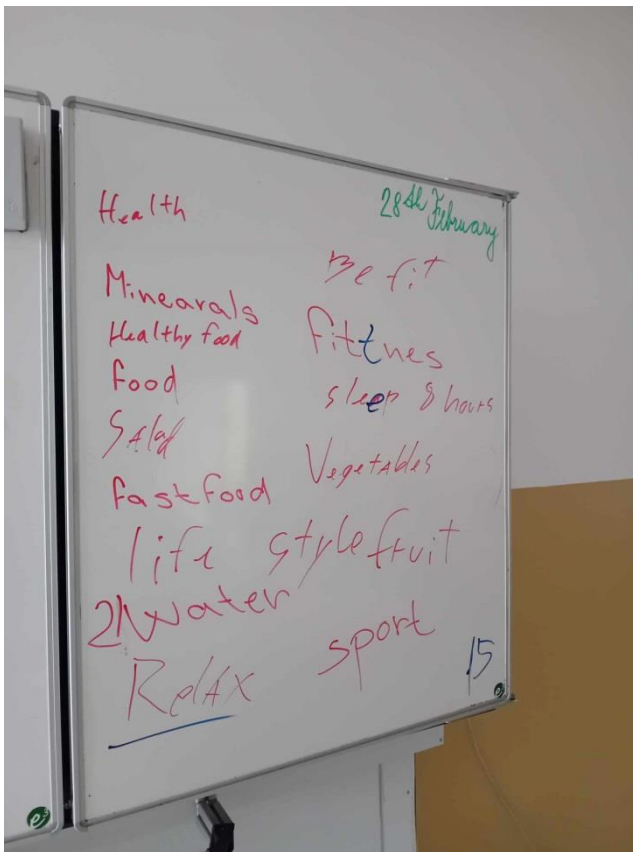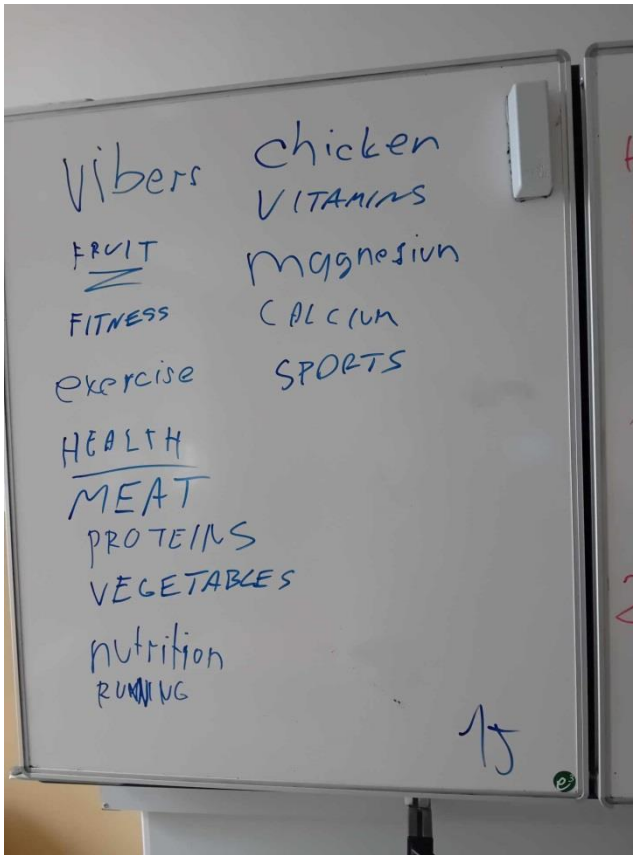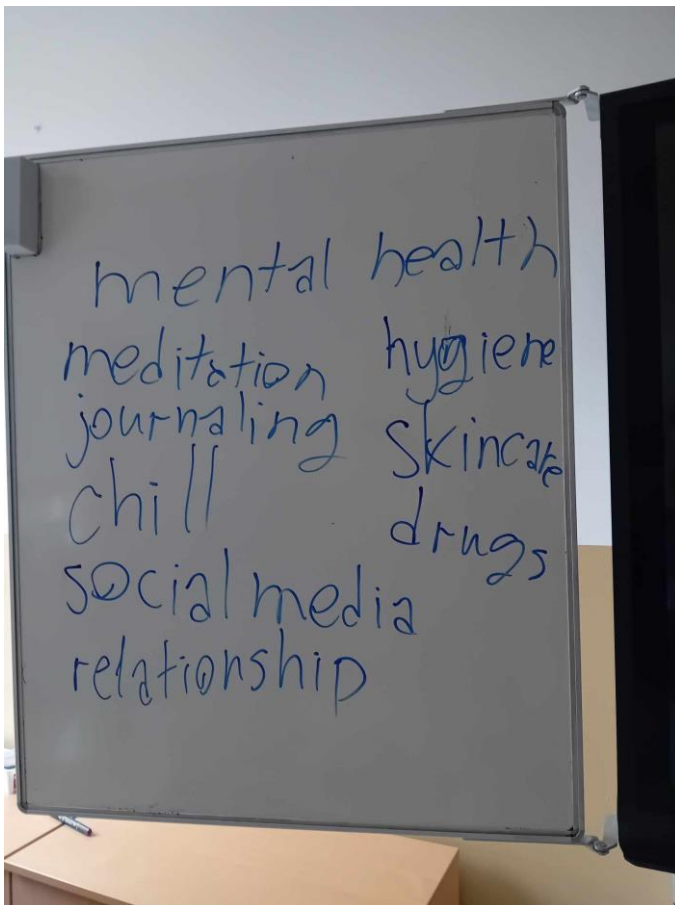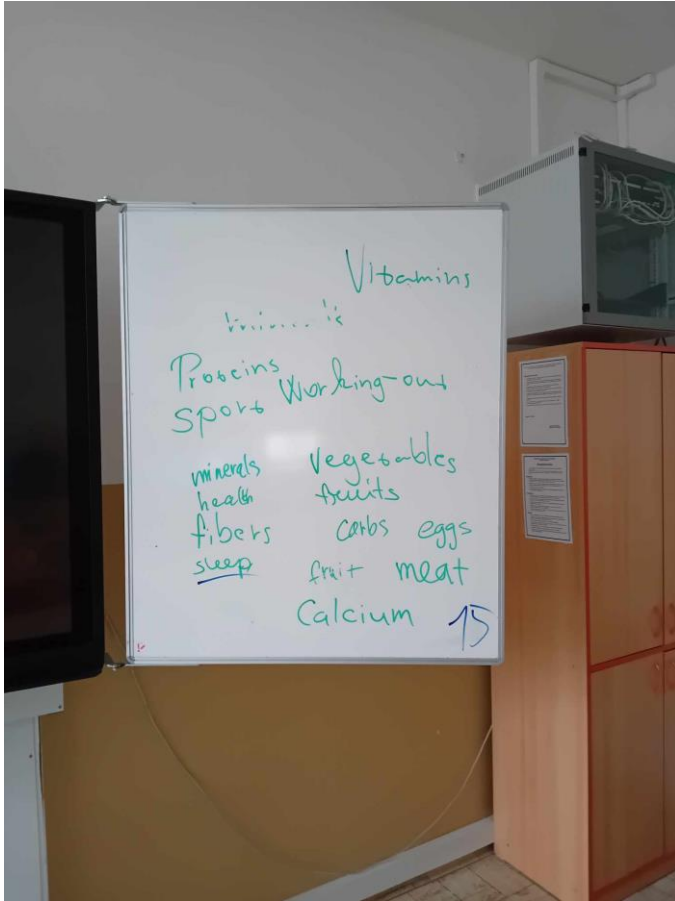
"The Importance of a Helthy Lifestile"

A helthy lifestile is important for everyone, no matter your age or bekground. Eating the rite foods, such as fruits and vegetables, is essential for our bodies to stay stronk and function well. Additionally, drinking water instead of sugary drinks is helps to maintain our helth. Regular exercise is be the key; walking, playing sports or dancing helps to keep our bodies fit and our minds sharp Also, getting enough sleep each night are be vital for our bodys to rest

In conclusion, adopting a helthy lifestile is not be only beneficial for our physical well-being but also for our mental and emotional helth. By making simple changes to our daily habits, such as eating nutritious foods, staying active, and prioritizing sleep, we can all enjoy a happier and more fulfilling life So let's go on the journey to a helthy lifestile togetr

IX.   SUMMARY IN CZECH

Diplomová práce se zabývá problematikou procesového psaní ve výuce angličtiny. Procesové psaní je jedním z přístupů, kterými se dá výuka psaní pojmout. Zaměřuje se na uvědomování si principů a postupů, které lze při psaní využívat. Využívá mnohých aktivit pomáhajících žákům ke zkvalitnění jejich jazykových dovedností. Formou zvolenou k provedení výzkumu je akční výzkum, který se subjektivně zaměřuje na individuální školní situaci a jeho cílem je vyzkoušet nové přístupy nebo techniky ve výuce. V praktické části práce je popsán výzkum na žácích 8. třídy. Nejprve je popsána realita výzkumu v kontrastu s plánem, čerpající z poznámek z učitelského deníku a autorovy vlastní zkušenosti. Práce pokračuje srovnáváním kvality textů napsaných po výuce inspirované procesovým psaním a textů, které byly napsány pouze jako izolovaný produkt zadání v jedné hodině. Dále práce srovnává názory a pocity žáků, které se týkají jednotlivých aktivit. Výsledky ukázaly, že hodiny věnované aktivitám inspirovaným procesovým psaním byly přínosné a většině žáků pomohly zlepšit jejich texty. Z vyhodnocení dotazníků se dá dále usoudit, že i sami žáci považovali aktivity za přínosné a užitečné. Práce s texty a jejich vyhodnocování dále přinesly praktická zjištění o tom, v čem se jednotliví žáci zlepšili, co už uměli výborně před výzkumem a na čem ještě potřebují pracovat. Největší změnou oproti plánu byl ovšem časový rozsah. V realitě se plán na tři vyučovací hodiny inspirované procesovým psaním protáhl na pět. Na závěr práce shledává procesové psaní užitečným nástrojem, který žákům přináší mnoho nových dovedností a zjištění.