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**«ТӘУЕЛСІЗ ҚАЗАҚСТАН ӘЛЕМДІК
ҒЫЛЫМИ-ЗЕРТТЕУЛЕР КЕҢІСТІГІНДЕ»
ХАЛЫҚАРАЛЫҚ КОНФЕРЕНЦИЯ
МАТЕРИАЛДАРЫ**

**МАТЕРИАЛЫ
МЕЖДУНАРОДНОЙ КОНФЕРЕНЦИИ
«НЕЗАВИСИМЫЙ КАЗАХСТАН В МИРОВОМ
ПРОСТРАНСТВЕ НАУЧНЫХ
ИССЛЕДОВАНИЙ»**

**MATERIALS
OF INTERNATIONAL CONFERENCE
“INDEPENDENT KAZAKHSTAN IN THE
WORLD SPACE OF SCIENTIFIC RESEARCH”**





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Халықаралық конференция материалдарының жинағы тәуелсіз қазақстан әлемдік ғылыми зерттеулер кеңістігіне арналған. Конференцияның мақсаты – Тәуелсіз Қазақстанның гуманитарлық бағыттағы ғылыми-теориялық зерттеулері мен тұжырымдарын талқылау, даму қарқыны мен келешек бағдарын айқындау бойынша ғалымдардың және жаңадан зерттеушілердің ғылыми зерттеулерінің нәтижелерін әртүрлі тілдердің өзекті материалдары бойынша ұсынатын мақалалардан тұрады. Барлық мақалалар түпнұсқада берілген.

Сборник материалов Международной конференции посвящен независимый Казахстан в мировом пространстве научных исследований. Цель конференции – обсуждение научно-теоретических исследований и выводов по гуманитарному направлению независимого Казахстана, определение темпов и перспектив развития и включает статьи, в которых представлены результаты научных исследований ученых и начинающих исследователей по различным вопросам лингвистики на фактическом материале различных языков. Все статьи даны в авторской редакции.


The collection of materials of the International Conference is dedicated to independent Kazakhstan in the world space of scientific research. The purpose of the conference is to discuss scientific and theoretical research and conclusions on the humanitarian direction of independent Kazakhstan, determine the pace, prospects of development, and include articles that present the results of scientific research by scientists and novice researchers on various issues of linguistics on the factual material of different languages. All articles are given in the author's edition.

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7. <https://youtu.be/aY3u2y1WYdw>
8. <https://youtu.be/7dQmDI2LM8M>

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THE SIGNIFICANCE OF WRITING TASKS IN TEACHING FOREIGN LANGUAGES

Abstract

This article provides crucial information concerning the significance of writing skill and aims at describing how writing tasks are used to promote the development of students' language level. It conducts both theoretical and practical research on writing. In the main part, it highlights the importance of writing itself as an important skill; specifies the main characteristics of task-based writing in English language teaching (ELT) and explores approaches and tasks to implement in foreign language proficiency. Also, there was a revision on "Bloom's taxonomy" stairway. Moreover, mistakes correlation work is outlined to make it explicit for the learners. Practical part has centered on the effect of writing tasks on bachelor students' second language acquisition and the results of experiments done. This part consists of 2 experiments which were discussed during this study in order to achieve better outcomes.

Key words: writing tasks, Bloom's taxonomy, critical thinking, peer-editing, correction symbols.

Аннотация

Данная статья рассматривает о необходимости навыков письма и направлена на описание того, как письменные задания используются для развития языкового уровня учащихся. Работа включает в себя как теоретические, так и практические исследования письма. В основной части определяются основные характеристики письменной речи на основе заданий в обучении иностранным языкам и исследует подходы и задачи, которые необходимо реализовать при владении иностранным языком. Кроме того, была пересмотрена стадии "таксономии Блума". Более того, работа по корреляции ошибок прилагается, чтобы сделать ее понятной для учащихся. Практическая часть посвящена влиянию письменных заданий на усвоение второго языка студентами бакалавриата и результатам проведенных экспериментов. Эта часть состоит из 2 экспериментов и 1 анкеты, которые обсуждались в ходе этого исследования для достижения лучших результатов.

Ключевые слова: письменные задания, таксономия Блума, критическое мышление, парное редактирование, символы корректировки.

Андатпа



Берілген мақала жазу дағдысының маңыздылығына қатысты керекті ақпарат беруге және студенттердің тіл деңгейін дамытуға ықпал етуге бағытталған жазу тапсырмаларының тиімді қолданысын сипаттайды. Жазу дағдысын дамыту бойынша теориялық және практикалық зерттеулер жүргізілді. Ағылшын тілін оқытуда жазу дағдысын дамытуда негізделген тапсырмаларының негізгі сипаттамалары беріледі және шет тілін оқытуға енгізу тәсілдері мен тапсырмаларын зерттейді. Сондай-ақ, «Блум таксономиясы» баспалдақтарына қайта қарау жүргізілді. Сонымен қатар, студенттерге түсінікті болу үшін қателерді дұрыстау жұмысы да зерделенген. Практикалық бөлім бакалавриат студенттерінің екінші тілді меңгеруіне жазбаша тапсырмалардың берген әсері және жасалған эксперимент нәтижелерін қамтиды. Бұл бөлім жақсы нәтижелерге қол жеткізу үшін зерттеу барысында талқыланған мәселелерге сүйене отырып, 2 эксперимент пен 1 сауалнама жүргізілген.

Кілт сөздер: жазу тапсырмалары, Блум таксономиясы, сыни тұрғыдан ойлау, өзара өңдеу, түзету таңбалары.

The Introduction

Writing is a skill that has to be practiced and mastered to be used in a very clear way. In a modern era, writing competence plays a big role in daily opinions expressing, communication, and academic usage as well. [1, 1]. It can vary by the situation it is being used in. It can be either formal or informal, simple or complex and others. People of all intellectual levels and ages make use of writing. According to the requirements, it can be more complicated or easier the other way around. For instance, students are supposed to write a thesis, articles, papers – then even publish it. Also, they get in touch with others in written form every day. This is the main index of its importance.

The proficiency of any language is performed by using all the modalities. They are: reading, writing, speaking, and listening. They form a language only if they are integrated in one [2]. However, writing has been considered as the least important among all 4 skills. Also, Dixon et al and Hinkel say that it's proved to be difficult thing to train for the second language learners [3, 4]. In fact, if one of them is isolated, the language cannot be fully applied. It has been treated just as a tool of memorization and preserving informational patterns. Therefore, there has always been a lack of emphasis on it. The reason is that writing was used as an aid at improving other skills. Lately, second language pedagogy has changed towards a communicative approach, which requires the proficiency of all four kinds of modality. So, the teachers are now determined to teach students to write professionally.


Correction symbols

One of the main reasons for taking writing into account is that learners tend to have the same errors. In addition, they also don't like when someone shows their drawbacks directly. Making mistakes is a common thing for students. The point is to let students fix their mistakes on their own. There is a chance that after they get the reason for their mistakes, they won't make the same ones. When teachers want to give a hint, they can at least demonstrate where they made them. Afterwards, the teacher writes down symbols, which can explain the case shortly. The complexity of symbols' meanings is for the students' level. For example, these are the most used symbols: Sp (spelling), WW (wrong word), WO (wrong order), Gr (grammar), T (tense), P (Punctuation), and λ (word missing). Ex: *I have three sisters little*. The wrong part is "sisters little". There has to be a symbol WO. The corrected sentence would be "*I have three little sisters*". The symbols are easy to write, there isn't a mess as soon as it is easy to understand and correct them. Like this, it doesn't affect the learners' motivation. The act of checking for mistakes shouldn't take a long time. On the contrary, it can even inspire the students and make them want to correct them and be a better version of themselves. In that case, it will save time both for the teacher and friends.

The role of critical thinking in writing

Writing is the most frustrating skill to practice for students. Moreover, students who don't have an experience of thinking critically often face big writing problems. It seems that the most crucial





aspects of writing are vocabulary and right grammar. Although they play a big role, they cannot be more important than critical thinking, organization, and discourse. Moreover, writing competence covers more than just a skill of proper writing. As writing is an outcome of a writer's organized thoughts in written form, it is tightly related to his mindset and thinking way. Thus, the way the students think and write should be controlled from school age. It is relatively easier to be fixed or altered when they are in their teen ages. What we get from here is that writing constructs how a writer thinks.

The common feature of critical thinking and writing is including analyzing arguments, evidence, claim; making a guess (inductive and deductive reasoning), and to make conclusions or decisions on evaluated problems. In here, there is a problem and it's decided to believe or not. They both go through similar stages towards a result. Critical thinking is described as a person and claims, that they realize that regardless of how skilled they are as thinkers, they can always foster their analyzing skills and they will at times make errors at the beginning. It's supposed to mean that to provide a healthy way of thinking in society. Richard Paul and Linda Elder expressed their opinion on critical thinkers as well [5, 34-35]. It must be someone able to do deducing, analyze the material, feel the problem and solve the problem in a conscious way. We can consider it as an ability. This concept was mentioned by Robert Harris [6]. This means that this ability can be taught by improving thinking deeper. There are a lot of methods to foster it. One of them is by training creativity writing skills and using writing-to-learn activities and writing tasks.


As critical thinking is a part of creativity, they are tightly bonded. Nguyen Huynh Trang & Khau Hoang Anh noted that there are even sections of international tests that require thinking critically and doing in written form. SAT with "Critical reading", "Writing and language" can be examples for it [7]. Writing teaches students to organize and control their thoughts and opinions. Jenson says that there were plenty who could write, but they were poor at it. There is a phenomenon, called "writing crisis" first used by Jenson, which means that many people cannot write well even a long time of practice. It has to be always in process [8, 194-211]. Otherwise, it can be forgotten, the same as the foreign language without practice. Kellogg stated that thinking and writing are closely bonded [9, 639-648]. Being an expert in writing is an index writer's high level of thinking critically. Indah found that such a lever makes the writing process go easily and more beneficially [10, 229-236]. There is a big difference between someone who cannot write and someone who can publish their writing. The latter is stronger and the way he talks is more fixed and organized.

The writing proficiency by using Bloom's Taxonomy

There are six stages of Bloom's taxonomy through which the students can boost their writing skills and think critically [11]. This taxonomy can be considered as a result of learners' success. The six stages are Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Here we see the hierarchy and complexity of cognitive processes. The easiest stage is the first one: Remembering. The teacher gives a certain pattern of idea or question first. They try to recollect or remember what they learnt before. In order to remember, there has to be a clear picture of it in their mind, so that they can easily understand it. Then, the stages go up, getting harder. The third stage is applying, where they try to associate or give their own perception, their own context. After that, they are asked to analyze the material, evaluate and solve the problem. In writing, students go through these stages too. That's why writing can effectively improve the proficiency of the whole language. Especially for students who have difficulties with expressing their opinions and conveying the meaning, it would be a perfect guideline on their way to think critically and be more creative in dealing with problem-solving.

Write-to-learn activities tasks

Writing tasks are not only popular for developing your writing skills, but also for learning a language by writing modality. They are called "writing to learn". Regardless of the subject the



teacher is teaching, writing tasks always have a positive input. For teachers, writing-to-learn activities are perfectly comfortable to use in a class. The reason for that is time management. These tasks don't take a long time like some for boosting writing skills. On the contrary, they are not lengthy and have the most teaching potential. If you make it a class routine, the result is guaranteed in a short time. However, there are some tasks that extend over a whole semester and demand a wide variety of tasks in various formats and time limits.

Before we pick up the writing to learn activities, there is an important thing to take into account — to give it at an appropriate time. For instance, asking students to make a conclusion is a rough mistake. There are stages in the writing process. This approach is called a “process-based approach”. Although the stages are not what this study is focused on, time when to use every activity will be mentioned. Torild Homstad & Helga Thorson provided some activities [12]:

Freewriting. This is an activity that can be used at any suitable time but mostly teachers are determined to use it at the beginning of class or before writing. So, we can refer to this activity as a pre-writing activity. If it is used at the end of class, students are asked to write what they got from that session and make their own conclusion. Doing this activity at the beginning plays a role of brainstorming, warming up or used in order to have students' attention on the target lesson theme. The process is easy: students write non-stop for 5-10 minutes. One advantage of it is the freedom that it has. The students' works are not evaluated for grammatical accuracy. This activity aims at width of mindset, creative thinking and critical analysis.

Listmaking. This one is similar to free writing. It also can be used before the main task. As its name says, it requires the learners to make a list of words related to a specific topic. The topics can vary. The teacher tells the topic the list will be around. It boosts the vocabulary bank. Moreover, it might be used as a pre-test activity, where students write down a list of challenging questions and trade cards with each other and answer them. It gives them the atmosphere of the real exam.

Visuals. Regarding this activity, this is 100% during-task activity. Because it cannot be done without material given by the teacher. Students make a dialog, script, story, chain of events according to the material they covered. It can be a cartoon, a speech, movie or any other types of visual perception. This task helps them to translate their thoughts in native language into a target foreign language. This is a great way to develop one's language proficiency. They may not feel comfortable with this exercise on the first hand. However, step by step the way they express their opinion will change as well as the length of their writing and its quality. Practice makes practice. If it is a picture, they need to describe in detail what they can see in it.

Summaries. After the topic is discussed and covered, there is a last step to do — to summarize it. There is a great amount of summary types: summary of a story, texts, movies, speeches, and so on. The length and complexity of a summary firstly depends on the material being summarized and then on the level of a learner. Example, a story can be concluded in several sentences. If they are allowed, they can even summarize it on behalf of a character in a story. Then it will be more explicit and clearer. It cannot be addressed from someone's perspective. If it is a famous book or movie for example, the writer considers other reviews and adds his own opinion around that material. It is a good practice for critical thinking.

Findings and analyses.

In a practical part, the bachelor students of major “Two Foreign Languages” were given tasks to complete. To make it clear, we provided the tasks mentioned above. In total 2 experiments were done. The first experiment was a pre-writing task. It had continued for the whole week. And result of the 1st, 4th, and 7th days were included into the chart. The next task was peer editing, based on mistakes correcting only. The quantity of understudies in bunch is 14 (10 boys and 4 girls). The level needed for these undertakings is B1. The level of the class is B1. In this way, every one of the prerequisites were met.



Activity #2.

Type: A pre-task writing activity “Freewriting”

Aim: To help students in learning to think critically

Duration: 1 week (every day)

Procedure:

For the whole week, every single day the candidates had been given 10 minutes to write without any break until the teacher stopped them. The topics differed every time. We thought it would be great to start writing about the easiest thing ever, something that students of any levels would be comfortable with – about themselves.

First, they were said the topic and had 10 seconds only to prepare their brain for upcoming activity.

7 topics during the experiment:

1. Who am I?
2. A problem I have/The midnight chases.
3. The movie I have last seen.
4. Talk about the time you were really ill.
5. What do you think of your neighborhood?
6. Describe the most beautiful place I’ve ever seen.
7. How is the global warming affecting our planet?

The difficulty of the topics was rising day by day, so that students get adapted to write more quickly and fluently. The first day more than half of them didn’t know what to start with. The second day they began with “I didn’t know what to write, but I know I shouldn’t stop” or some sentences similar.

Here is the result of their progress within these 7 days:

Student The amount of words they wrote in 10 minutes (in words)

No	Day №1 (Who am I?)	Day №4 (Talk about the time you were really ill.)	Day №7 (How is the global warming affecting our planet?)	Percentage of student’s increase from Day №1 to Day №7
1	305	320	345	13%
2	288	305	327	14%
3	156	170	177	13%
4	354	366	372	5%
5	400	411	415	4%
6	364	355	359	-1%
7	336	341	349	4%



8	188	207	250	33%
9	115	131	155	35%
10	126	145	152	21%
11	154	180	188	23%
12	187	198	205	10%
13	154	175	181	17%
14	148	155	191	29%

Table 1. – The results of students' progress

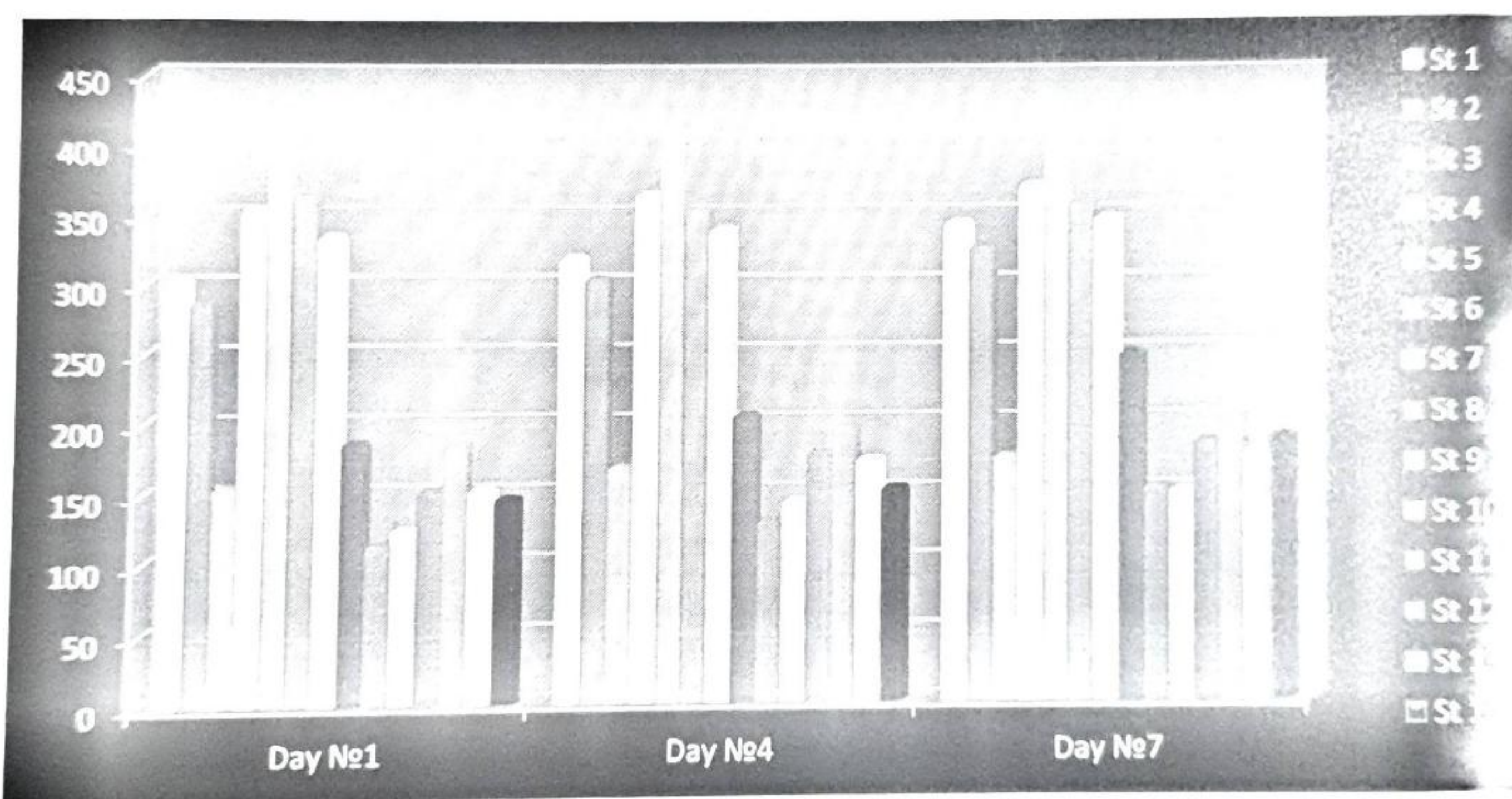


Figure 1. – The results of students' progress

The experiment result: Looking at the chart above, there was a significant upward trend within 7-day experiment. In each cell we see the amount of words written by the participants.

The first day, student № 5 showed the highest index (400 words). The last day of an experiment student № 5 was the biggest success (415 words = 4% increase). His level almost remained stable. The reason for his stability is that he developed his writing skills only, as his writing was already organized and he could think critically and fast even before the experiment.

Unfortunately, the student № 9 could write 115 words in total in his first try, which was the lowest score among the whole class. It is very low for bachelor student to write in 10 minutes. When we asked him to explain, he claimed that it was unfamiliar for him, so he didn't know what to write. However, step by step he was doing way better. By the end, he hit the record in percentage, having it improved up to 35%. In his case, he had both his critical thinking and writing skills boosted.

Like a student №5, other students (№ 4, 6, 7) didn't have much increase, but it doesn't mean that this method was not effective. On the contrary, having the same result is a good thing. Topic 1 & topic 7 aren't comparable. The latter is a lot much difficult than the first one. Thus, having one score



the first day and similar on the most challenging step (the 7th days) is a great outcome. It means that the student can easily deal with all kinds of problems, writing topics in this case. If we have this kind of outcome in just a week, we can get really a high mark by practicing it.

Activity #3.

Type: A peer editing

Aim: To teach the learners do peer-editing.

Procedure:

1. In 25-minute limited time, all 14 participants wrote a composition on a topic they practiced before, called "Describe the most beautiful place I've ever seen".
2. Then when the time was out, they are divided into 7 pairs. After they all found their partners, they swapped their answers with their partners.
3. Then, they all were given the same checklist for each. This checklist had questions related only to mistakes they knew how to correct. Because then they were taught only 10 correcting symbols that are mentioned in this study. It was a guide to checking the partner's mistakes, take notes, and make comments. They weren't allowed to correct the mistakes. They had to point what kind of mistake that was, that's it.
4. After 15 minutes, the students were given their own works and looking at the comments, they had to correct the mistakes on their own. Then the checklist together with students' compositions were gathered.


The Peer-Editing Checklist:

What to edit the composition for?	YES	NO	Comments (No correction)
1. Were there spelling errors?			
2. Were there wrong words used?			
3. Was there a wrong word order?			
4. Were there moments where the grammar was used in a wrong way?			
5. Were there moments with inappropriate tense usage?			
6. Were there wrong punctuation marks put?			
7. Can you see words missing in a sentence?			
8. Other mistakes			

Result:

All 14 students completed the worksheets and made comments on their partners' mistakes. Judging from the work they did, there were a lot of mistakes. However, they were not serious, but minor. The students we called experts in writing proficiently made mistakes as well. Mistakes made the most were "WW" and "WM". The reasons are because students had a lack of experience in writing and they missed articles a lot, respectively. It leads to an outcome of more need for practice and practice.





The main point was that students correct their mistakes by themselves. It is a good brainstorming for them, as they had to find out the problem and fix it. In this way, there is a lower likelihood for them to make the same error next time.

Moreover, it is useful for someone checking it too. When you have to find mistakes in another person's work, you go through all the stages of Bloom's taxonomy, for it forces you to make a full analysis of it.

Conclusion:

Writing has been the most difficult skill to practice and master for a long time. However, in order to succeed in language proficiency, it is necessary to know all the modalities in an exact level. Thus, we chose the topic of writing as an aid in teaching foreign languages to bachelor students. Respectively the practical-part-experiments also were done with their help. Compared to other skills, mistakes are noticed clearly and took into account in writing. So, it is very crucial to be able to see your own errors and realize the way how to correct them. One easy way to do it is to use symbols. It is also hard to motivate the learners to write on their free will, especially when teachers point to their mistakes. Therefore, it works much more effectively when the students are inspired to correct themselves. It boosts their thinking way as well. That's why it is said that critical, creative thinking are closely bonded with writing. Due to it, training writing can lead to be ability to think, analyze faster and think. There is a special taxonomy, called after Bloom (Bloom's taxonomy), which perfectly fits this way and guides towards ideal problem solving. To train this writing skill, we provided 4 writing-to-learn tasks to do with students. Moreover, we did them with bachelor students of a major "Two foreign languages" and did some experiments. The results of the practical part were satisfying. By work done, we can assume that the activities we conducted in this study are working and effective. So teachers can freely use with other bachelor students, who want to be an expertise in a foreign language and improve their writing skills at the same time in a unique way.

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