ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 2 | 2021
ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-00267

THE EFFECTIVENESS OF THE METHOD TALK FOR WRITING IN DEVELOPING WRITING SKILLS OF EFL STUDENTS

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ABSTRACT

This article primarily aims at outlining specific basic features of the almost recent concept in language teaching field which is developing writing skills through a method named ”Talk4 Writing”. Obviously true is that this is one of the latest innovations in language teaching policy that is totally well to apply, especially, for young learners whose main interests are met by the ways of teaching writing in it. It proposes teachers to make children extensively exposed to different text genres by talking at a more frequency. This familiarization is developed through an extended ‘talking the text’, mostly teacher-led sessions and independent approach of pupils’ to writing that specific type of a text.

Keywords: Writing, literature genres, early years, extended talking, vocabulary, EFL learners, language map.

INTRODUCTION

Talk for writing (Talk4writing) is a latest effective language teaching approach which focuses on extensive usage of talking for developing writing skills of EFL learners who can gain significant reinforcement in terms of competent writing. It is cultivated through teacher’s high commitment to make learners recognize language patterns better by talking for developing each text genre which can range from a simple fairytale to a high volume poem or story. Additionally, final outcome of this approach is sharing by learners who create their own pieces of writing with some alterations in the final paragraph of the text they have been exposed to write by an extensive talk conducted by the teacher, mainly, with gestures, movements and some acting along with the pictures on a language map.

METHODOLOGY

The origins of T4W go back to a ‘Storymaking’ teacher research project with a connection between storytelling and writing, developed by a core government Innovations Unit (DCSF, 2008a) and the Centre for British Teachers. Main characteristics covered Kendall Haven’s book *Story Proof*: *The Science Behind the Startling Power of Story* (Libraries Unlimited, 2007) and Taeschner’s research on the role of narrative as a strategy to develop language learning.

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T4W emphasizes on a continuous pursuit, through talk, of the thinking and creative phenomenon occurs in 'becoming a writer'. The following key set of principles are often observed in the notion of 'becoming a writer': writing for pleasure and to make it creative process, facilitating and enhancing; extensive reading, familiarizing with creative writing, and comprehending the fact of making good writing; being introduced with distinctive characteristics of various genres and text forms; deriving from reading to understand better writing patterns and resting upon its structure; being able to reinforce ideas and how to approach for writing; making sensible understanding during writing (regarding vocabulary, grammar and text structure); being aware of improving writing; and having a response to the critical remarks of others. Naturally, this is really helpful for developing writers for these processes to be investigated, through talk, in a guided learning environment.

RESULTS AND DISCUSSION

Main supportive argument on account of T4W is that oral practice of numerous texts in a wide range of genres can be a successful facilitator with regards to consolidating what has been taught and produce its written outcome. Repetitive structure of the lesson in T4W provides learners with the opportunity to recognize different textual patterns successfully (e.g identifying characters and setting) and more importantly sentence patterns, creating cohesion features and enhanced vocabulary in their own piece of writing. This transferable and collective output may become obvious when children have an effort to create something similar to that of orally practiced text.

From this above statement, it is evident that the process of developing writing skills through 'Talk4Writing' not only embeds language patterns but also it encourages EFL learners to be more critical and creative. Precisely, they become more proficient at transferring knowledge into written output without need on deep comprehension on all grammar rules and complex vocabulary storage. In other words, a primary school pupil can create his/her piece of writing subconsciously being less reliant on aforementioned factors after a thorough repeated oral talk during 'Talk4Writing' sessions. In addition to this, a language map often ready to use by the end of one particular story is the most powerful tool in consolidating and as an extra supplementary material for learners to recall easily what they have been taught through an extended talk since it depicts several images of setting in narrative by featuring vocabulary set learned through the session, also. Reflecting upon the significance of the study it is worthwhile to take an example of a pupil in primary

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school, in EFL context, who struggles with simple past tense immensely. This problem can find its solution having had enough instructional delivery through learning a range of texts orally which often leads EFL teachers to be appreciative for applying basic principles of the method since it is rather troublesome issue to embed the rules of past tense effectively in English as a foreign language context. Furthermore, it is also undeniable that one can barely face with an EFL learner who can apply a particular academic word within a context accurately and effortlessly. That is to say, although pupils have long focused on memorizing a word of a more complex academic content it is very likely that it comes with greatest hardship to use for them in a piece of writing in a right context. Thus, in this situation modern linguists tend to be more appreciative in accepting the view that 'Talk4Writing' can simplify this issue by exposing learners into the teaching process where teacher often guides pupils to a learning practice through an oral repetition of various texts along with emphasizing to its lexical resource. After which pupils can create their own writing by referring to the practice they have been guided as well as a handy use of language map developed over the entire oral talk conducted by the teacher. All in all, apart from being a powerful tool to embed language structures in the knowledge of EFL learners effectively, the method contributes to develop creative writing skills which occurs with pupils' completion of a narrative with a few added changes of their own to the end.

CONLSUSION

Drawing final conclusion, Talk for Writing (T4W) is a method presenting a new approach for teaching practices, putting stress on the wide usage of oral practice to facilitate children to be introduced with various text genres. For per genre, this recognition is consolidated via 'talking the text', shared and guided teaching and certainly, pupils' writing that particular text independently. Here, guided teaching plays an essential role in fostering writing skills in which continuous and constantly watching allows teachers to be aware on the way pupils are writing a text, in particular, the use of self-prompts, the coherence and cohesion of their transcription skills (grammatical order, handwriting and spelling) and whether they are able to edit themselves by re-reading and revising.

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