APPROACHES TO THE TEACHING SECOND LANGUAGE WRITING AT TERTIARY LEVEL IN BANGLADESH PRIVATE UNIVERSITIES

Md. Kamrul Hasan[1]

บทคัดย่อ

ในปัจจุบันภาคพื้นเอเชียใต้ตระหนักถึงแนวคิดเกี่ยวกับการสอนการเขียนซึ่งริเริ่มและพัฒนาขึ้นในอเมริกาเหนือ เพื่อให้ทันสมัยมหาวิทยาลัยเอกชนที่มีชื่อเสียงหลายแห่งในบังคลาเทศได้นำแนวคิดดังกล่าวมาใช้เพื่อดูว่าแนวคิดนี้จะช่วยให้เกิดการเปลี่ยนแปลงและการบูรณาการเข้ากับสถานการณ์ปัจจุบันในบังคลาเทศได้หรือไม่ บทความทางวิชาการนี้ยังอ้างถึงการอภิปรายแนวคิดในการสอนการเขียนในปัจจุบันและแสดงถึงข้อดี-ข้อเสียของผลผลิต กระบวนการและแนวคิดต่างๆ ที่เกี่ยวกับการเขียนรวมทั้งเสนอแนวคิดแบบบูรณาการในการสอนการเขียนภาษาอังกฤษให้กับนักศึกษาในระดับมหาวิทยาลัย นอกจากนี้ยังเสนอปัญหาหลักที่เกี่ยวข้องกับการเขียนภาษาอังกฤษของผู้เรียนในมหาวิทยาลัยซึ่งหมายถึง ความสามารถในการใช้ภาษาอย่างถูกต้องจากรายงานจากการสังเกตและการศึกษานักศึกษาในระดับมหาวิทยาลัยซึ่งศึกษาวิชาเอกในสาขาต่างๆ ทำให้บทความทางวิชาการนี้สรุปได้ว่ามีแนวคิด 3 แนวคิดที่สามารถประกอบกันได้อย่างเหมาะสมที่สุดในการสอนนักศึกษาบังคลาเทศให้เขียนภาษาอังกฤษอย่างถูกต้อง

Abstract

Currently, the South-Asian regions have ardently felt the presence of approaches to writing instruction, initially introduced and developed in North-America. To keep pace with the times, the major Bangladeshi private universities have adopted these approaches to see whether the approaches will be appropriately feasible to have successful transmission and integration into the new backdrop of Bangladesh. Based on the discussion of current approaches to teaching writing, this paper showcases the strengths and weaknesses of the product, process, and genre approaches to writing and proposes an integrated one to teaching English writing to university students. It attempts to address the major problem related to University entrants' English writing: linguistic accuracy. Based on

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[1]Md. Kamrul Hasan holds an M Phil in (English Language Teaching) from University of Delhi, India. Currently, he is working as an Assistant Professor (English) in English Language Institute of United International University, Dhaka, Bangladesh.

an observational report and an interventional study of university students pursuing their majors in manifold disciplines, the paper further argues that the three approaches are complementary to be the best suited to serve Bangladeshi students learning to write correctly in English.

INTRODUCTION

The present national school and college curricula of Bangladesh have come a long way from the old-fashioned method of teaching, where students were taught their second language mainly by memorizing grammatical structures and isolated lexis. Under the current national school/college curriculum, Bangladeshi students of English have an opportunity to use English particularly in oral (communicative) or written communication, but the reality mirrors a different scenario altogether when we see the standard of English in students wishing to get admitted in different universities. In reality, the majority has acquired their English in a teacher-centered environment that discourages individual thought and creativity; thus, when they reach the more advanced stages of the their education (i.e. tertiary level), the universities, particularly private universities, face an uphill task to teach them writing skills and communicational skills to better equip them with their desired courses and degrees, like Bachelor of Business Administration (BBA), Bachelor of Economics, Masters of Business Administration (MBA), Department of Electrical, Electronic, Communication Engineering (EEE), Department of Computer Science and Engineering (CSE), etc. Now, different private universities have felt the urgency to intro-

duce effective approaches to writing instruction. Consequently, these institutions have varied approaches to teaching their students. Though the approaches in courses are approved by the University Grant Commission of Bangladesh, teaching academic writing to Bangladeshi EFL learners at the private university level can be a tricky task because some students are not fully committed to the approaches whereas the teachers are. Based on the discussion of current approaches to teaching writing, this paper showcases the strengths and weaknesses of product, process, and genre approaches to writing, and proposes an integrated method to teaching English writing to Bangladeshi university students. This paper deals with those learners who may not have the language skills or motivation to learn, and other problems related to University entrants' English writing. Since the course-study was conducted in Bangladesh, it will be considered exclusive to the Bangladeshi setting. Indeed, this study can successfully impart knowledge to other Asian university contexts. The underlying reasons for teaching academic writing to Bangladeshi students may be varied, but the techniques employed here can be used in other private universities in Bangladesh as the majority of the private or public universities face similar kinds of problems while teaching writing. It is a well known fact that reading and writing are still given more importance than speaking and listening in Bangladeshi secondary and higher than secondary levels. The communicative approach has been there for quite some time. This poses a problem for students when they enter university as they do not have the necessary skills to cope with writing courses that are parts of the univer-

sity curriculum. The majority of the students' grades depend on the expertise of their memorizing ability without internalizing the content. In fact, due to the great emphasis placed on writing and speaking at private universities in Bangladesh, the effective teaching approaches to writing need to be focused on in order to weed out those learners who are woefully unprepared for putting together a well-balanced piece of academic writing that conforms to the standard of international universities. The medium of the instruction of all private universities in Bangladesh is English, and they want to keep pace with the standard of Western universities. In fact, students who are to become fully proficient in the target language need to successfully acquire all four language skills, namely speaking, writing, listening and speaking (Brown, 2000).

THEORETICAL BACKGROUND

The importance of academic writing in English at private universities in Bangladesh is reflected in the increasingly frequent requirement for students to produce written exam answers, reports, and long papers. The present state of English writing instruction at tertiary levels in Asian countries shows a distinct marked impact on writing about theories and pedagogies developed in English-dominant countries. An array of new approaches to teaching writing have grown out of the North American context, such as the process approach, genre-based approach, and writing for academic purposes approach, started making their presence known in south-east Asian countries in the mid 80s and 90s. They have become

so prevalent worldwide that Cumming (2003) found 'writing processes' and 'genres' to be two major concepts in the conceptualizations of English writing curricula among 17 experienced writing instructions from Hong Kong, Thailand, Japan, and Quebec.

Oftentimes, the teachers teaching writing skills to EFL students at the tertiary level in non-English dominant Asian countries have to make some adjustments in order to make the teaching approaches accommodating for local needs and constraints of students when they adopt these new approaches to be effective. Bradley and Orleans (1989), Erbaugh (1990), Leki (2001), Muncie (2002), Sampson (1984), and Sapp (2001) suggested that when applying Western writing approaches for local use, writing teachers need to heighten their consciousness of the literary practices, educational tradition, student needs, and instructional constraints in the local context. Local adaptations of the Western imports have been reported from various locales. For example, Bradley and Orleans made technological and cultural adjustments when using peer-reviewing activities in classrooms in China and Japan.

In order to keep pace with the changing scenario due to the effect of globalization of Western/American writing theories and pedagogies, Bangladeshi private universities have been a major reservoir of the imported knowledge and intellectual products. The new North American approaches to teaching writing are also being introduced by Bangladeshi private universities. However, not much research has been put forward in the field.

Over the last 20 years, process and

product approaches have dominated teaching writing in the EFL classroom, but genre approaches advocated by Swales (1990), Tribble (1996), Gee (1997) have put their stronghold in the last ten years. Considering the earliest work in the teaching of writing, it was based on the notion of controlled or guided composition. Pincas (1982b) is one of the eminent adherents of product approaches, and she sees writing as being primarily about linguistic knowledge with distinct focus on the appropriate use of vocabulary, syntax, and cohesive devices. This approach to writing consists of four stages: familiarization, controlled writing, guided writing, and free writing. The aim of the familiarization stage is to make learners aware of certain features of a particular text whereas in the controlled and guided writing sections, the learners practice the skills with increasing freedom until they are ready for the free writing section, when they "use the writing skill as a part of a genuine activity such as a letter, story or essay" (Pincas, 1982a:22).

Process approaches share some core features even though there are many different process approaches to writing (Hedge, 1993; White & Arndt, 1991). According to Tribble (1996), process approaches stress "writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text" (p.37). Learning to write through the process approach means dealing predominantly with linguistic skills such as planning and drafting and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure.

At the heart of the process approach is the view that writing is a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983, p.165). There are different views of the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting/planning; composing; revising; and editing. As depicted in Figure 1, the stages are neither sequential nor orderly.
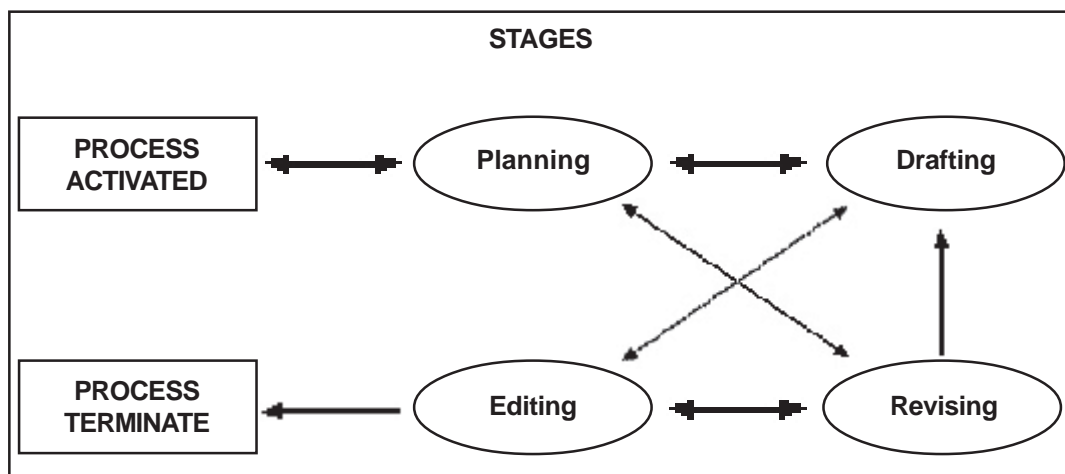

Figure 1: The Writing Process

Writing in this view is essentially learnt, not a reproduction of the teacher's examples. The teacher's role is to be non-directive and facilitating, assisting writers to express their own meanings through an encouraging and co-operative environment with minimal interference.

Seow (2002) mentions that Krashen (1984:17) is of the following opinion, "many good writers employ a recursive, non-linear approach ------ writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages". The idea behind it is not really to dissociate writing from its product and to merely lead students through the various stages of the writing process, but "to construct process-oriented writing instruction that will affect performance" (Freedman, Dyson, Flower, & Chafe, 1987:13).

Seow (2002) mentions that process writing, as a classroom activity, incorporates the four basic writing stages: (1) planning; (2) drafting (writing); (3) revising (redrafting); and (4) editing. Three other stages are externally imposed on students by the teacher, namely responding (sharing), evaluating, and post-writing. Badger and White (2000) relate that a typical prewriting/planning example activity in the process approach would be for learners to brainstorm on the topic of houses. They add that at the composing/drafting stage, the students would select and structure the result of the brainstorming session to provide a plan of a description of a house. This would guide the first draft. After a discussion with the teacher, learners might revise the first draft while working individually or in groups. Finally, the learners would edit or proof-read the written text. In process approaches, the teacher primarily facilitates the learners' writing by providing input. In a nutshell, we can summarize that process approaches see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills.

Genre refers to abstract, socially recognized ways of using language. In this approach, language is seen as embedded in (and constitutive of) social realities since it is through recurrent use of conventionalized forms that individuals develop relationships, establish communities, and get things done. Genre theorists, therefore, locate participant relationships at the heart of language use. They assume that every successful text will display the writer's awareness of its context. The genre approach to teaching writing has taken place in different ways in different parts of the world. For example, in Britain and the United States, teachers have been mostly concerned with teaching international students in English medium universities. Genre-based classrooms in Australia, on the other hand, have had a rather different ideological focus. Genre approaches are relatively new to the professionals of ELT; moreover, there are such strong similarities with the product approach that, in some ways, the genre approach is considered to be an extension of the product approach. Keeping the likeness of product approach in mind, we see that the genre approach maintains writing as predominantly linguistic focus but unlike the product approach, the adherents of the genre approach emphasize that writing varies with the social context in which it is produced. So, we have

a range of kinds of writing such as sales letters, research articles, and reports linked with different situations (Flowerdew, 1993). For genre analysts, the central aspect of the situation is purpose. Different kinds of writing, or genres, such as, letters of apology, recipes, or law reports are used to carry out different purposes.

Cope and Kalantzis (1993) mention a wheel model of genre literacy. This wheel has three phases: modeling the target genre, where learners are exposed to examples of the genre they have to produce; the construction of a text by learners and the teacher; and finally, the independent construction of texts by learners. In theory, the cycle can be repeated when necessary, but it would seem that each phase appears only once.

The similarities and differences among these three approaches can be presented as being opposed to each other. Thus, Gee (1997) says that the process approach generally represented a reaction against the product-based approach whereas the genre approach represented a reaction to the so-called progressivist curriculum (p.25). Similarly, Kamler (1995) criticizes the genre approach because of "its narrow focus on language and text and its lack of attention to the instructional and disciplinary contexts in which texts are constructed" (p.9). It is customary to identify three broad, overlapping schools of genre theory (Hyon, 1996; Johns 2002). The New rhetoric approach, influenced by post-structuralism, rhetoric and first language composition, studies genre "as the motivated, functional relationship between text type and rhetorical situation" (Coe, 2002, p.195). A third orientation, i.e. *the functional systemicists method*, is based on Halliday's (1994) Systemic Functional Linguistics (SFL). Known as in the US the "Sydney School" (Hyon, 1996; Johns, 2002), this model of genre stresses the purposeful, interactive, and sequential character of different genres and the ways language is systematically linked to context through patterns of lexico-grammatical and rhetorical features.

The three different definitions by the scholars, namely James R. Martin, John M. Swales and Vijay K. Bhatia, about the nature of genres have given rise to alternative systems of genre analysis. The linguist, James R. Martin (1992) and his colleagues, Kay & Dudley-Evans (1998), have developed what is termed as the Functional Systemicists method (or Sydney School). Martin points out that speakers use language to accomplish culturally goal oriented tasks and in doing so are obliged to use genres. Thus, when shopping, a shopper converses with a sales person in a particular genre to achieve his/her purchase.

The followers of Swales (1990; 2004) and Bhatia (1993) as cited in Holland and Lewis 2000, p.76) propound what they call the English for Specific or Academic Purposes (ESP/EAP) method. Swales (1990) defines genre as a social or communicative event, and claims that there has to be a relationship between the purpose accomplished by the genre and the schematic structure of the genre, the text and language employed. However Bhatia (2004) finds that it focuses on discourse within the academic community and on the genre characteristics, conventions and constraints that are recognized and understood by its professional members.

To sum up, from a genre perspective,

writing is not an abstract activity, but a social practice. Drawing together genre and process approaches, Flowerdew (1993) and Badger and White (2000) argue for a procedure which focuses on the process of learning about, and acquiring genres, rather than one which focuses solely on the end product, or specific variety of genre.

In an integrated approach to teaching academic writing, Heffernan (2006) demonstrates that upon returning from an eight month stay in Vancouver, the students showed a dramatic improvement in their writing abilities. In connection with genre student writing, H ttner (2008) mentions that for students to fully develop their abilities as writers, the objectives set in individual classes must reflect students' communicative purposes, rather than those of expert writers, and for that reason specific student writing models are needed.

METHODOLOGY

A Specific Example

There are 90 students involved in the course Composition and Communication Skills (English-II) at United International University, an upcoming private university in Bangladesh. I have been teaching here for more than four years; I teach Basic English (English-I) and Composition and Communication Skills (English-II) for first year students of BBA as well as for students of Science and Engineering – their compulsory courses in the very beginning of their semesters. After completing Basic English, the students are subject to take English-II. The latter course, English-II is designed to improve their writing skills, and spoken English. The course is based mainly on structure and classification of paragraph writing, its genres and essay writing and report or memo writing as well. Along with this, the students also learn summary/precis writing, C.V. writing, and job application letter writing. The whole course is exercise based and designed to involve the students in both learning communicative language and performing communicative activities. There are two different corpuses of vocabulary employed here to cater to BBA and Science and Engineering students.

My Students

My nineteen to twenty years old students are friendly and generally willing to try activities. While a few have had some previous exposure to English, either through visiting or living in an English speaking country or studying in an English-medium schools, the majority have learned it during their Bangladeshi public/private college (higher secondary) education. Though their education has been learned through a communicative approach, the reality is that the students are taught in a teacher-centered environment. Teacher centered environments emphasize rote learning of grammar rules, structures, and isolated lexis. They provide little opportunity for the students to learn and use conversation or communicative activities; consequently, when the students arrive at university, they tend to be indifferent about expressing themselves in English even when they have the knowledge to do so.

The stated goal of this course is to prepare students to have the ability to write correct, error free compositions that can

stand up to the scrutiny of the standards set by the authority at UIU. The course runs twice a week for 90 minutes over a twenty-week semester. At the end of the semester, the students are asked to write an academic research/report paper which follows an expository writing model which includes a thesis statement in the introductory paragraph, followed by paragraphs that start with topic sentences, and examples that support the thesis, which are then followed by a logical conclusion. Lastly, students are taught how to support their arguments by using correct referencing conventions.

Structure of the Class

Some of the most important elements of academic writing (whether paragraph or essay or report/research writing) revolve around choosing a thesis and using a format that includes having unity, support and coherence. These are usually new terms for those students who are getting admitted into universities in Bangladesh. The course described here uses methods that ensure learners will remember how to properly structure their paragraphs/essays.

EVALUATION, RESULTS & DISCUSSION

Following the product approach, each English-II class was introduced the example topic, "Changes in the Family" from the course book, "English Skills with Readings" by John Langan (2002). They were asked to familiarize themselves with the content of the book provided. At the controlled stage, they produced some simple sentences about

their family from the sample in the book. Then, the learners were given a guided writing assignment which was based on the content. At the stage of free writing, the students were to write a description of their own family and the changes that have happened in recent years. This product approach was done in the very beginning of the semester as they are, more or less, very much acquainted with this teacher-centered environment where the learners are not vocal. While using the product approach, a students' attention focuses on adhering to and duplicating models in the correct language. Typically, students in the classes studied model texts and attempted various exercises aimed towards drawing attention to relevant features of a text. This approach did not help them in producing a good composition given in the exam as they failed to internalize the structure and showcase their ability to write effectively the structure of the composition in their answer scripts. English writing is still taught in the current traditional approach, focusing on correct form rather than helping the students develop thoughts. As the students are habituated to this traditional approach, they were not very active in cooperating with the different tasks/approaches we wanted to implement in the classes. This approach continued for more than 25 days until the students had their first Mid-Term evaluation.

The second chapter of the mentioned book is titled "The Writing Process" and gives the students a complete idea of the process approach. After the Mid-Term-1, I asked the students in each English-II class to go through the whole chapter in order to understand and produce a write up based on the topic, "My Responsibilities towards

Others in My Home". The students were well-acquainted with prewriting techniques such as free writing, making a list, clustering and preparing a scratch outline. They then were given the responsibilities of writing a first draft, revising, and editing. Students were also asked to select a topic that was of interest to them, follow the process approach at home and submit their respective topics as home tasks after two classes. It was noticed that most of them did not follow the approach we were keen to teach whereas doing the same exercise in the classrooms and monitoring them for writing a short paragraph brought a good result. The time constraints of class and following the process approach in the class are not to be neglected. Under the process approach home assignment, the students recoiled back to their old fashioned paragraph writing without providing the structure of a paragraph, namely topic sentence, supporting details and a conclusion. Substantial time was spent correcting them, and it was even found that at the end of the semester, some students forgot to write topic sentences of paragraphs. They even gave two or three paragraphs when they were asked to write only one paragraph in spite of varying help from other sources.

This process approach was employed for more than 25 days, and then the students appeared in their Mid-Term-2 examination. In the time between their two Mid-Terms, the students were taught about the structure of a paragraph and classification of paragraphs in detail. After two Mid-Terms, the students faced their semester final examination. The syllabus of their semester final examination consists of the writing of job application, C.V. writing, memo writing, and essay writing. In classes, following genre approach, the students examined authentic descriptions of a C.V. write-up, job application in order apply for a job now as a part timer or when they get their majors. Special attention to the two genres of text materials for business, science and engineering students was given. They were to maintain the social context they were in for a job application as well as résumé writing. With varying degrees of help, the students produced a partial or full draft text. Finally, working on their own, they produced complete texts reflecting the social context and the language of the original description of job application or C.V. writing, which was corrected with due attention. In order to follow written and spoken genres, I asked students to write a set of procedures or instructions for accomplishing a task. First, I issued several sample sets of instructions (how to help students speak in English, to make a cup of tea, etc.) and had the class discuss them emphasizing their genre characteristics and structure, most notably, their step-by-step sequential format, and stressing particularly the consequences of departing from the sequential format. The students responded positively and their feedback was appreciative.

The students had this approach employed in the class for more than one month and then they sat for their final examination for evaluation. I incorporated product-process approach in a classroom in the following ways:

1) Guided Brainstorming had been adopted where we supplied major ideas/points and asked the students to organize sub-points to support them in the brainstorming session on

High Price of Product: Prevention & Solution. The main ideas were: Impact on a Society, Causes, and Prevention. The following diagram (Figure 2) was done by one of the groups of students.

2) The top down approach in the organization of ideas had also been adopted in which we had given a text and asked the students to extract the important ideas/points on which it was written.

3) The use of guided questions played a pivotal role in the class.

4) We also discussed some aspects of model text in the light of style, e.g. the use of certain language structure in a writing indicating level of formality, such as the use of "Sincerely Yours" and "Truly Yours" in our classes. This made students realize that these were not to be imitated randomly, but to be used as per situation.

5) We discussed in the classes the difference between an essay of level 10 and level 12 to clarify the importance of writer's and reader's identity.

When we followed the product approach in the classes, processing skills, such as, planning a text, did not get adequate attention, thus, the knowledge and skills that learners would bring to the classrooms were undervalued.

We know, in process classrooms, students are not provided explicit teaching in the structure of target text types. On the other hand, they are expected to discover appropriate forms in the process of writing itself,
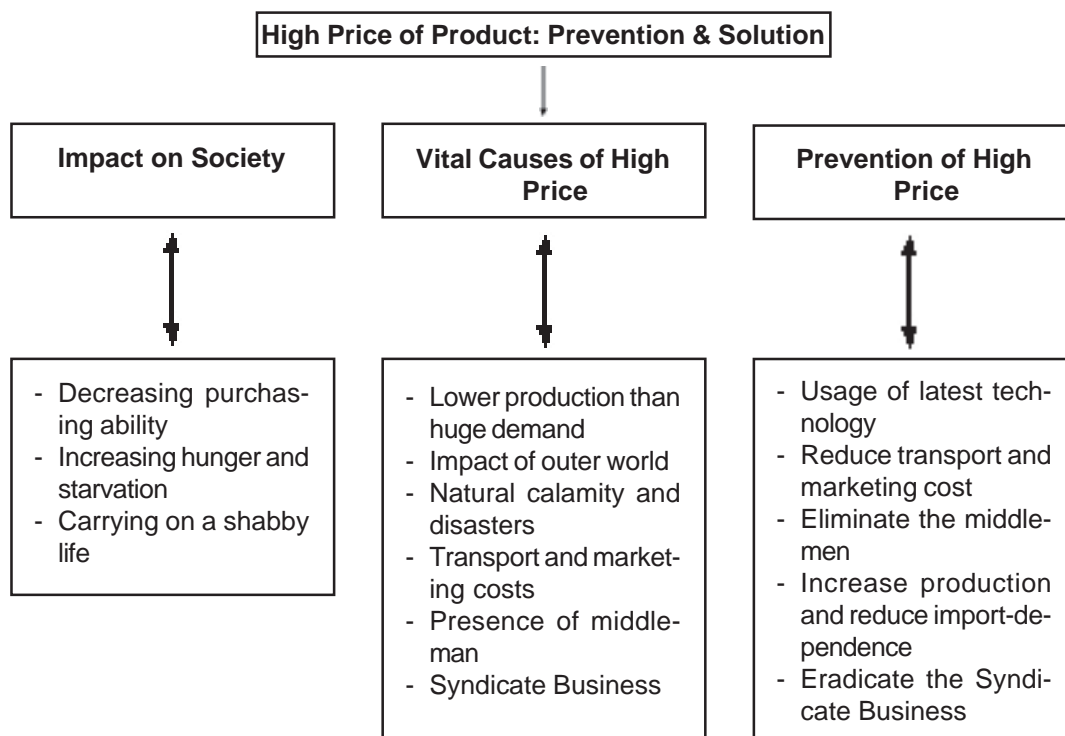

Figure2: The Incorporation of Product-Process Approach

gleaning the knowledge from unanalyzed samples. The result of the application of process approach in the class showed a somewhat monolithic pattern of writing. Whatever the different patterns of paragraph writing were sought from the students, half of the students out of the total produced the same sort of pattern of content of what was being written under the process approach. While writing the paragraph, many students ignored the context in which the writing exercise, "My Responsibilities towards Others at Home" asked for, as the students regarded all writing as being produced by the same set of processes. They gave insufficient importance to the kind of texts they produced and why such texts were produced. Under the process approach employed in the classes, the students were offered insufficient input, particularly in terms of linguistic knowledge.

While following the genre approach in the classes, the students undervalued the skills needed to produce a text and saw themselves as being passive. While following the process approach, some students found difficulties with academic writing behavior that deviates from their own cultural expectations. To reinforce the point, we see that American and Western European views on plagiarism seemed strange to students from Bangladeshis academic writing culture. Under genre approach, we were forced to impose our ideas on students by offering the model; therefore, substituted their own ideas for what those students originally attempted to express. Clearly, this kind of feedback militates against students' need for autonomy and guidance in developing responsibility for editing, correcting, and proofreading their own papers. Even when we did

interfere with students' editing or proofreading, we saw that they failed to come to terms with the correct form of grammar, spelling or sentence construction as they were originally weak writers, so they needed extra assistance from the teachers concerned, and also they did not authenticate their peers' judgment by checking and reviewing. Traditional feedback procedures were required to help students on aspects of writing which were difficult to master, such as organizing and creating a cohesive text; as a result, in selecting a 'representative' text, texts that exhibited poor organization and cohesion difficulties were chosen first. Shortly, attention progressed to concerns in register or word choice. A number of the students (either Business or Engineering) of private universities failed to maintain a contemporary understanding of the relevant issues at hand. An approach like genre approach fell flat and provided as much insight as the product approach. We know that adopting a genre approach implies both that students will need a base of knowledge in order to write something knowledgeable and meaningful, and at least some reading will be needed; thus, in universities, we need to provide supplementary reading materials, available subject tutors, and the opportunity to work with both the students and teachers.

We faced challenges in guiding the students toward topics that also lined up with their interests. The learners in this course had difficulty deciding on a topic and thesis statement that was limited, unified and exact, narrowing the thesis statements, choosing support statements and examples, and using the correct methods of paraphrasing, summarizing, quoting and even referencing.

Following the James's (1993) exercise, our class was presented with an information-structuring exercise in which, the students, arranged into four groups, evaluated the significance of a text's component parts as a part of preparation for a special subject essay. All students, presented with the same idea, were then given time to study, discuss, and ask questions. Assured that everyone understood the relevant information, we began the task. Subsequently, the groups were asked to select and then present their findings to the class as a whole; each group then voted for the best presentation. Having discussed the relative merits of the chosen presentation, as a class, individuals then wrote an introduction and conclusion for the text. In order to address the issue, we consider that at the end of the course, students would be able to demonstrate a clear improvement on their abilities to produce a good write up if we follow an integrated approach to teaching English writing to Bangladeshi university students, with specific needs and goals of their learners and courses in mind.

Our discussion is not to say that ELT practitioners should faithfully reject one approach in favor of the other, but a combination/integration of these mentioned approaches would reward teacher and students with the best of these approaches.

CONCLUSION

In a process approach, teachers do students no service to suggest, even implicitly, that the 'product' is not important whereas students in any private universities in Bangladesh are more concerned about their grades as in this country students will be judged on their product regardless of the process they utilized to achieve it. The product is more readily produced when the directives of how to produce it are made explicit. Key principles which originated in L1 classrooms, such as personal voice, peer review, critical thinking, and textual ownership tacitly incorporate an ideology of individualism which the students had trouble accessing. For example, in a peer-review section, the students did not incorporate/identify their own mistakes for their peers while checking their various write-ups given in the classrooms. From a social perspective (genre approach), writers' choices are always context-dependent, motivated by variations in a social activity, in writer-reader relations, and by constraints on the progress of the interaction; as a result, following the process approach, teachers cannot expect weak students to improve simply by equipping them with the strategies of good writers. Instead, we need to explore ways of scaffolding students' learning and using knowledge of language to guide them towards a conscious understanding of target genres and the ways language creates meanings in context, appropriate engagement, convincing arguments, effective persuasion, and creative expression do not depend on mastery of universal processes, but vary from one community context to the next. We recommend that an effective methodology for writing needs to incorporate the insights of product, process, and genre approaches to writing instruction in private universities in Bangladesh. One way of doing this is to start with one approach and adapt techniques to it. For example, one problem in the process approach is the lack of input,

so we suggest techniques, such as group work, where input is provided by other learners, and conferencing, and where input is provided on a one-to-one basis by the teacher. This is quite feasible in the context we mentioned so far, as our university provides counseling hours tantamount to class hours and 25-30 students in a classroom. One of the central insights of the genre analysis is that writing is embedded in a social situation, so that a piece of writing is meant to achieve a particular purpose which comes out of a particular situation.

In the writing classroom, we recommend teachers need to replicate the situation as closely as possible and then provide sufficient support for learners to identify the purpose and other aspects of the social context, so learners who want to be a business executives or work in the bank or be engineers will need to consider their objective or tune their information accordingly. Then, drawing on their knowledge of vocabulary, grammar, and organization, the students can use and be taught the skills appropriate to the genre, such as redrafting and proof-reading, to produce a job application or C.V., which reflects the social contexts they are in. The development of writing will vary between different groups of learners because they are at different stages of their writing development. Learners who know a lot about the production to a particular genre, and are skilled in it, might need little or no input. Some groups of learners may lack knowledge of what type of language is appropriate to a particular audience. In this case, the learners need some kind of input in terms of, say, the language appropriate for a particular audience, or the skills in deciding who the potential audience may be.

What input is needed will depend on their particular group of learners. Learners can carry out one element in a process genre, and then compare their texts or skills in text production with their teacher's version (given in the class) of this. On the basis of this comparison, they or the teachers will then decide if they need further input or knowledge or skills. Learners required input about the skills needed for writing. We found direct instruction on skills effective in this case and an alternative was provided accompanied by a commentary to explain the mental processes that underlined the exercise of the skill. For example, we explained why they had chosen to include certain information about their C.V. and left out other information. On the basis of the information, and looking at the pros and cons of three approaches to writing instruction, we recommend that in a situation like Bangladeshi private universities, where we face a new challenge to teach less-motivated students with a different or negative outlook, an English writing class needs to have an approach to writing informed by a synthesis of product, process, and genre view. The blend of product, process, and genre approach sustains writing as a series of stages leading from a particular situation to a text with the teachers facilitating learners' progress by enabling socially appropriate and suitable input of knowledge and skills.

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