

Analysis of Process Approach on Teaching Writing for Chinese Language Credit Exam Takers in Grades 7-12

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We are all familiar with the definition of writing, which is the activity or skill of composing text for the purpose of communicating ideas through a variety of forms including prose and poetry; the way that one uses the written word to express one's ideas or opinions. Writing itself is a systematic, creative cognitive process involved with reflecting about the world, expressing one's feelings, and imparting information by applying language symbols. Usually the whole writing processes includes three procedures: collecting information, forming ideas, and expressing those ideas. As a teacher, I have been using the process approach, the most popular Western teaching method adopted by Communicative Language Teaching (CLT), for teaching Chinese-American students writing skills in Chinese.

This paper will be presented in three different parts. Part One will analyze the overall effectiveness of applying this process approach, which is indicated by the quality of writing practice, where group discussions stay relevant to the topic and uncontrollable factors are kept to a minimum so as not to create an interference. Part Two will examine frequently appearing errors by Chinese-American students who prepare for this Credit Exam for World Languages in Chinese, and investigate why these errors transpire and how to mitigate their occurrence. Part Three will aim to show how to use the process approach in order to improve students' writing skills by using various teaching content, different practice methods, and related teaching skills. For instance, having students read sample writings can measure their reading comprehension levels, seeing how well they understand what they read by providing feedback about the information they just read.