APPROACHES OF TEACHING COMPUTER-MEDIATED WRITTEN COMMUNICATION TO SECONDARY SCHOOL STUDENTS

Abstract. The necessity of teaching written online communication in secondary education institutions is proved. It is demonstrated that virtual communication can be a means of learning and a subject of learning. Three main approaches to teaching writing are considered. The works of scientists from around the world on the practical application of product, process and genre-based approaches to teaching writing are analysed. It is compared written tasks in text and picture-based formats. The product, genre-based and process approaches are compared in pairs. The advantages and disadvantages of product, process and genre-based approaches to teaching writing are described. The stages of teaching handwriting and virtual writing according to the product, process and genre-based approaches are shown. A multimodal approach to teaching any kind of writing is presented. A socio-cognitive approach to teaching traditional and virtual writing is presented. The prospects of using computer games of various genres in teaching offline and online writing are revealed. The development of video games as an analogy of the writing process is considered. The features of virtual communication and college syllabi in digital writing are reviewed. The need to include online writing and speaking in the syllabi of higher education institutions is emphasised. The application of the product approach to teaching virtual English written communication is demonstrated on the example of the Go Getter learning line. It is indicated that the product approach is best suited for CEFR levels A1 and A2. The application of genre-based and mixed methods of teaching online written communication is demonstrated on the example of the Focus second edition learning line. The general conclusion is made that the best result in teaching online written communication will be shown in a combination of product, process and genre-based approaches at different stages of English language learning.

Key words: writing, internet written communication, process approach, product approach, genre-based approach, New Ukrainian school.
Ken Hyland discusses the foreign language curriculum of Нові відомості. He identifies the main approaches to teaching writing. He identifies three approaches: the text-as-product approach, the process approach, and the genre approach. He concludes that the cognitive load on children would be greater if the task was presented in the form of a text. Personal and specific characteristics (time to write and pauses) were classified as process variables, while content, accuracy, formal aspects, spelling errors, and workload were classified as product variables. The researchers concluded that textual tasks had a significant effect on concentration, perseverance, writing time, and pausing time during the task – the process variables. Graphic tasks have a significant impact on accuracy and formal aspects of writing – product variables. Modern authentic materials for teaching English in Ukraine under the NUS programme include writing tasks in both text and image form. The teacher should take into account the results of this study to choose effective methods and strategies for conducting a writing lesson.

The study of Yu, Jiang, and Zhou examined the relationship between writing and Chinese students’ motivation and interest. Teaching writing as a product had a positive correlation with task management, planning, self-belief, and failure avoidance. A product approach can cause anxiety, self-sabotage, and withdrawal. Teaching writing as a process promotes student engagement in writing, but leaves the motivation to write unchanged. The genre-based approach to teaching writing compensates for the disadvantages of the product approach and increases motivation to write. However, for Ukrainian students, these results may differ due to cultural differences and the role of the teacher in the classroom. In addition, no similar research has been conducted for secondary school students. Due to the age of the students, the specifics of the teaching materials and the teacher's work, very different conclusions can be drawn about these approaches (Yu, Jiang, and Zhou, 2020).

The work of Kanto High School teachers explored the use of the genre approach to teach textual patterns and the relationship between written texts and the social context in which they are situated. Considering the difference between the product and genre approaches, scholars argue that both approaches focus on broader textual characteristics. However, the product approach helps to familiarise learners with text models only, and can help to simulate the structure of a text, while the genre approach develops a more flexible understanding of the general structures and ways in which genres interact. The genre approach focuses on ways of using rhetorical models and language to achieve social goals (Myszkow and Gordon, 2009). That is, when teaching students to write using the product approach, it is important to discuss with students the interaction of the genre they are learning with the social context.
Chieko Onozawa examines the history, advantages and disadvantages, and practical value of the process approach to teaching writing. A process approach to writing is one in which the focus is on the process that leads to the production of the text. In the product approach, on the other hand, the focus is on the end result, i.e. the text. In the process approach, the learner is the central figure, and the teacher should act as a facilitator, encouraging students to express their thoughts and feelings without shame and giving them sufficient time and opportunity to rethink and revise their writing. A typical sequence of writing in the process approach consists of three stages: prewriting, drafting and revising. Additional stages may include thinking, planning, editing, and evaluating. The advantages of the process approach are the opportunity to think while writing, to explore a topic through writing, and to focus on more different classroom activities. The disadvantages of the process approach are less attention to grammar and structure and the final result, excessive focus on one’s own experience, unrealistic due to repeated writing, and the threat of failing exams due to time constraints (Onozawa, 2010). However, many modern textbooks for learning English as a foreign language provide an opportunity to apply the process approach to teaching writing. This means that this approach is useful in teaching and the disadvantages can be levelled out by the creativity of modern teachers.

The work of a Palestinian scholar is devoted to the study of the effectiveness of the process approach in teaching writing at Birzeit University. The process approach helped students organise their ideas and edit their paragraphs (Abed, 2023). A similar study for students from Malaysia found similar results (Din, Swanto, Latip and Ismail, 2021). These studies confirm the usefulness of the process approach.

G. S. Mahdi, M. S. A. Al-Shlmani and A. a. J. Mohammed try to define the concepts of «product» and «process» and provide recommendations for teaching writing. They say that process writing emerged in response to the product approach. The researchers argue that the process approach to teaching writing is best used in both a full open model of teaching writing and a closed model of teaching writing (Mahdi, Al-Shlmani and Mohammed, 2022).

Blanka Klimova compares product and process approaches. The features of the process approach are: text as a resource for comparison, ideas as a starting point that requires more than one variant, focus on the purpose, theme, type of text, focus on the reader, collaboration with other colleagues, and focus on creativity. The features of the product approach are: imitation of a model text, the importance of organising ideas rather than the ideas themselves, one project, highlighting features, including controlled practice of these features, individual approach and emphasis on the final product (Klimova, 2014). In addition, a teacher can combine both approaches to teach writing. In this study, the combination of methods was not considered.

In contrasting product and process in English and Arabic classes in Oman, scholars say that the product approach to teaching writing is teacher-centred and requires students to write to only one person, the teacher.

In turn, the process approach to teaching writing is student-centred and pays special attention to different audiences (Al-Mahrooqi and Denman, 2015). The present study confirms the findings of Chieko Onozawa on the process approach.

Malaysian scholars review product, process, genre and multimodal approaches. The genre approach focuses on the linguistic features that are necessary to convey ideas to a particular audience, depending on the type of text. The advantages of the genre approach include familiarity with different types of texts and reduced anxiety due to the availability of relevant examples. However, this approach implies a low level of knowledge of syntax and rules for a specific audience, as well as an underestimation of creative and critical expression. Scholars believe that the genre approach is a continuation of the product approach. The paper provides various definitions of multimodality, for example: «The process of combining different semiotic resources to create and denote meaning». The authors believe that the advantages of the multimodal approach are different ways of communication. They conclude that a teacher should be able to use each approach separately and combine them with each other (Hussin and Aziz, 2022). A similar conclusion is drawn in the work of scientists from Saudi Arabia, which analyses approaches to teaching writing at King Khalid University (Siddiqui and others, 2023). From these studies, we can conclude that virtual communication as a special way of communication can serve as a means of teaching writing. However, the study of Hussin and Aziz omitted written Internet communication as a subject of study, and the study of Siddiqui and others did not consider virtual communication at all.

Chinese researchers investigate the impact of the process-genre approach to teaching argumentative writing on improving the writing skills of second language learners of English at university. The process-genre approach reveals the relationship between communicative goals and language forms of a particular genre as they go through a recursive process of prewriting, drafting, revision, editing and publishing. According to the results of the study, after the process-genre writing course, students in the main group scored higher in the final test. The process-genre approach contributed to improved knowledge of content, language and rhetoric (Yu Huang and Jun Zhang, 2019). That is, the combination of process and genre approaches can improve writing results in all aspects – content, organisation, vocabulary level, language use and mechanics.

Yin Ling Cheung describes writing competence, presents a historical overview of the process and genre approaches to teaching writing, and introduces the socio-cognitive approach to teaching writing. The socio-cognitive approach to teaching writing considers sociocultural processes, thought processes embedded in knowledge transformation and reader expectations. In the socio-cognitive approach, students need to understand the purpose of writing. In a writing class, knowledge should be transformed into writing. Coherence should be viewed in a broader sense, and the teacher should acknowledge that students will encounter writing problems and explain to students the complexity of writing and the reasons for them. This approach ensures that students understand the
macro-rhetorical purpose of writing a text of any genre (Cheung, 2016). That is, by understanding the readers' expectations, context and thought processes on the topic, students will be able to improve their work and understand the necessity of every linguistic detail in their writing.

In her article, Teresa Dovey reflects on her teaching of English for academic purposes to Master's students at the department of IT. The paper concludes that the genre approach does not allow transferring relevant learning from task to task. In addition, familiarising students with the works of scholars does not sufficiently facilitate writing their own text based on sources. At first, the teacher followed the traditional genre approach, where students already know what they are going to write. As a result, students wrote some unstructured and incoherent fragments. Then, the researcher redesigned the exercises to focus on the processes that enable source-based writing. This resulted in improved coherence, organisation and consistency of the students' final work and solved the problem of «patchwriting» (Dovey, 2010). Thus, the best results in academic writing will be achieved by applying product and process approaches at different stages of learning each specific genre.

The work of the Omani scholar is dedicated to combining product and process approaches to teaching writing. The scholar says that the approach to teaching writing should be mixed, because the goal of the process should be the product: «Process without product would be aimless and a product without a process would be hollow». Due to the peculiarities of the English language, learners of English as a foreign language need to learn how to achieve the end result through the process of achieving it. The main stages of product writing instruction are familiarization, controlled writing, guided writing and free writing. The advantages of this approach are the provision of linguistic knowledge about texts, ease of assessment, correction and commentary, and the facilitation of teaching new forms. The disadvantages of this approach are: creating meaning, adding and correcting ideas, structuring, drafting, focusing, reviewing, and evaluation. These procedures form the 13 stages of writing: discussion, brainstorming, rapid writing, rough notes, preliminary self-assessment, structuring the text, first draft, peer assessment, conference, second draft, self-assessment / editing / proofreading, finished draft, final response to the draft. The advantages of this approach are: creating meaning, adding and deleting ideas, the possibility of checking and editing, and constant feedback. The disadvantages of this approach are the tendency to ignore content and form, the limited scope of writing in different genres, and the large amount of time involved (Khan and Bontha, 2015). That is, by giving students the task of writing a certain text, for example, at least 150 words, the teacher can combine the product and process approach at different stages of writing instruction by doing this task together with students.

The work of Ecuadorian scientists introduces a dual method of teaching writing at school. The scientists say that a product approach should be used with students who have a low level of language proficiency. Their method is to first introduce children to vocabulary and grammar, then do controlled writing. After that, use pictures or flashcards on the topic to generate ideas and written notes, then use the notes to write sentences similar to the model text, organise the information, make a first draft, correct mistakes with the teacher's help, and present. As a result, students' writing improved (Abata, Cando and Toscano, 2019). This approach is time-consuming and the teacher should be well prepared to use the dual method. This approach ensures the comprehensive development of children, as required by the NUS, but it requires more hours of foreign language at school to offset the time problem.

Rebekah Shultz Colby's research explores the prospects of using games of different genres in teaching writing. The scientist says that commercial video games include visual, sound, writing, spatial and kinesthetic modes. One of the reasons for not using games in teaching writing is the lack of educational materials, including online communication, on how to teach writing through games. Most often, teachers use games to teach rhetorical analysis, new media theory, and technical communications. The researcher says that the least studied is the use of games to facilitate the transfer of aspects of the writing process (Shultz Colby, 2017). That is, despite the processes of gamification of education, the use of games in teaching English writing is unexplored, not to mention virtual English-language communication.

Alice J. Robison sees the video game development process as analogous to the writing process. The scientist says that writing instruction should create a space where you can practice the skills you have acquired and assess your potential for problem solving (Robinson, 2008). In other words, this paper reassesses the role of the writing instructional system used by the teacher. Words, paragraphs, and grammar are the theoretical framework that provide the purpose, and writing instruction is the design that needs to be extracted from the abstraction. Theory and design need to inform each other and, in combination, produce the final product – the learner's writing.

Paul Stapleton and Pavlina Radia emphasise that writing has acquired a new dimension due to the development of ICT. They provide examples of ICTs that can help in teaching writing, emphasising that instructions on how to use these resources should be systematically included in writing instruction (Stapleton and Radia, 2009). Thus, this paper focuses on teaching «ordinary» writing with the help of immersive technologies.

The work of American scholars focuses on the peculiarities of writing in virtual space, as well as the opportunities provided by virtual space for teaching and assessing writing. Virtual conversations are a source of dialogue creation. Ideas for writing are formed as a result of social interaction through complex dialogues or polylogues, and the quality of interaction depends on the preferences and learning style of the participants, the type of task, the role of the teacher, etc. Writing in this case is not a single statement of a person (Zheng and Warschauer, 2017). Thus, this paper focuses on computer-mediated
communication as a learning tool. Although, according to the NUS model foreign language curriculum, the teacher should not only use virtual communication as a teaching tool, but also teach students online communication.

Sam Hamilton analyses digital writing syllabi in colleges. The author considers virtual writing to be an integral part of digital literacy. The scientist says that most courses require students to create and analyze digital texts, as well as write a group project (Hamilton, 2019). In this paper, the author talks more about strategies for teaching the use of modern ICTs, and virtual communication is one of the components of such learning. However, the study does not consider online communication as a language skill that needs to be developed.

I. Elola and A. Oskoz emphasise the need to include the aspect of virtual communication in second language curricula. The researchers argue that with the rapid spread of ICTs, the approach to teaching writing needs to be more complex. That is, this study shows that virtual written communication, including in a foreign language, should be considered as a separate language skill that combines writing, speaking and digital literacy (Elola and Oskoz, 2017).

Thus, most of researches are devoted to product, process and genre approaches to teaching writing, as well as to comparing these approaches. In some studies, virtual communication is presented as a diverse means of learning. However, work of I. Elola and A. Oskoz and the NUS model foreign language curriculum show that students of basic secondary education should learn to interact online.

**Aim.** The purpose of this study is to analyze writing lessons and online writing tasks in the Go Getter series of Students’ Books for grades 5–7 of lower-secondary schools and Focus 2, Focus 3 second edition for grades 8–9 of upper-secondary schools, as well as to present practical cases of applying product, process and genre approaches to teaching virtual English written communication to secondary school students.

**Results and discussion.** Let’s look at a virtual writing task on the MyEnglishLab platform from the Go Getter 1 textbook for Grade 5 (Bright, 2018). Similar tasks in the Pearson series of textbooks should be graded by the teacher. This will allow each student to receive feedback from the teacher in a convenient format.

Exercise 5 in *Figure 2* is a model text. Thus, a product approach to teaching writing is used in this case. Instead of explaining all the features of the text to students, the teacher can ask students the following questions: what is the text about – a girl named Jen; what information do they see here besides the name – Jen's nationality and about Jen's best friend. Next, the teacher can draw attention to the usage of Capital letters for names and nationalities in the text by asking what students see that is special about the Capital letters. The teacher can then ask where else they see the Capital letter – at the beginning of a sentence – and compare this with the Ukrainian language. By asking students to circle all the Capital letters in the text, the teacher will be doing activity 6 in *Figure 2*.

In this way, students will see that in English, unlike Ukrainian, nationalities are capitalised. Thus, the teacher will use the eliciting technique and reduce Teacher Talking Time. Using a product approach, the teacher will not be constantly in the centre of attention, as noted in Al-Mahrooqi and Denman’s research. Exercise 7 can be used as a stage of controlled or guided writing. Here, the teacher will definitely pay attention to the forms of the verb to be. The task in *Figure 1* is free writing, the purpose of which is to introduce other people.
It is worth noting that the entire series of Go Getter books has a similar structure of writing lessons. In addition, Go Getter 1, 2, 3 are designed to study and consolidate CEFR levels A1 and A2. This confirms the conclusion of Ecuadorian scientists about the priority of the product method for learners with lower language proficiency. Virtual written communication in this case becomes the subject of study. And students in this case will be able to write not only to the teacher, as Al-Mahrooqi and Denman argued.

Consider a virtual writing task from the Focus 2 second edition textbook (Brayshaw, 2020).

Figure 3 shows that the purpose of this task is to write a complaint letter. Since a complaint is one of the genres of writing, it is better to use the genre approach to teaching writing in this case.

Consider the lesson that precedes the virtual writing task in Figure 3.
Activity 2 in Figure 4 shows a text that is not a formal complaint, and Activity 3 shows the features of the formal complaint genre.

To analyze the peculiarities of writing complaints, the teacher can first assign students the role of managers of a company, institution, etc. After that, teacher can discuss with the students the inevitability of complaints from customers and ask them what kind of complaint they would expect to see if a similar situation occurs. Most likely, students will mention the politeness and details of the problem. Teacher can then go through the text in Activity 2 with the learners and find out what is wrong with this complaint (progressively looking at the characteristics of complaints in Activity 3) and whether they would be pleased to read this from customers. This will give the students a chance to reflect on the topic, understand the importance of the introduction in writing complaints and the context of such situations. After that, teacher can tell the students that the correct complaint in Activity 4 is a model text in the complaint genre and, using the eliciting technique repeatedly, step by step analyze the linguistic features (they are written in Activity 5) of complaints using the example of Activity 4. After that, consolidate these features with the help of Exercise 6 as a stage of controlled writing. Exercise 7, as in Go Getter, can be used as a guided writing activity. The online writing task in Figure 3 is a free writing task that the teacher can set as homework and then provide quality content and language feedback to each student in private comments and to all students in class.

Let's have a look at a virtual writing task from the Focus 3 second edition (Brayshaw, 2020). This textbook is designed for B1/B1+ level, which means that writing instruction should be increasingly student-centred. The vocabulary topic that precedes the online writing task is «It's just a game». The topic of the writing lesson is writing stories with a simple linear sequence. That is, in the task in Figure 5, students have to write a story about how sport pushes human boundaries, using appropriate grammar.
In Figure 6, Exercise 2, there is a model text about snowboarding, but the task in Figure 5 does not hint that you need to write about sports. This lesson can be split into two. In the first lesson, the teacher can review the structure, vocabulary and grammatical features of the text in Exercise 2. Then, they can reinforce the features with activities 7 and 9. This will be a product approach to teaching writing. The second lesson will be devoted to writing the story itself.

The teacher can use the online writing task in Figure 5 to apply the process approach to teaching writing. The first step is to ask students the question: «How can you push your limits?» and use group discussion and brainstorming to generate and record (on a real or online whiteboard) a variety of ideas, including trying a new sport. Next, the teacher can draw attention to the points that need to be included in the story and give students time to quickly write an outline and sketch for each paragraph. The students then do a preliminary self-assessment of their plan and outline with the teacher. The teacher then gives the students a chance to write their first draft. At the end of the lesson, a conference can be held on the first draft, the teacher can remind students of what was covered in the first lesson, point out their mistakes or what is missing (words, phrases, grammatical structures), and the second project, which will be the final one for students, is the work of secondary school students on the MyEnglishLab platform in Figure 5. This lesson plan is similar to the one proposed in Khan & Bontha research, but slightly narrower. If there is enough time in the lesson, the teacher can expand the stages of the lesson. Another option is to write a second draft in Word and send it to the teacher, or to write and send a second draft in the messenger, and then the third attempt will be the final project in MEL.

Thus, the focus of the blended writing method is not on the teacher, but on the student. Secondary students are constantly involved in writing. Communication and creativity are at the forefront. This can help students develop confidence in themselves and their writing abilities. Some students will simply model the text in Activity 2 in Figure 6 (it's a result of usage of the product approach), while others will go further and come up with their own unique story and reduce their mistakes (it's a result of usage of the process approach).

Conclusions. The main approaches to teaching «traditional» handwriting are product, process and genre, which can be combined with each other. The same approaches can be used to teach online written communication. This paper presents three examples of product, process and genre approaches to teaching virtual English written communication. The first example from Go Getter 1 is a possible variant of the product approach with the learner in the centre of attention. The second example from Focus 2 second edition is a genre-based approach with the learner as the central figure, and the example from Focus 3 second edition is a combination of product and process approaches to teaching virtual English writing, where Teacher Talking Time is limited as much as possible.

Research perspectives. This paper does not provide examples of applying only the process approach and mixing genre and process approaches, as well as the results of applied research, which is a prospect for
further researches. In addition, it is necessary to answer the question whether, for example, product-process and process-product methods differ from each other. If so, in what way and what are the features of each of these methods.

REFERENCES


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