

INVESTIGATING THE PROBLEMS FACED BY THE TEACHERS IN DEVELOPING RUSSIAN WRITING SKILLS

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About Kazakhstan

- Located in Central Asia
- Population of more than 17 million people
- More than 100 ethnic groups

Status of Languages

The Constitution states:

- Kazakh is the state language in Kazakhstan
- In state institutions and local authorities Russian language is used on an equal basis with Kazakh language
- The State shall promote conditions for the study and development of languages of the people of Kazakhstan

Nazarbayev Intellectual Schools

development

monitoring

research

analysis

testing

introduction

implementation

Approaches to the Study of Language (L1)

The traditional approach (in public schools)

- the formation of knowledge of the language (phonetics, lexicology, grammar, syntax);
- insufficient attention to the development of writing skills;
- production of the content learned by rote.

Level of language proficiency is determined by the theoretical knowledge of the language (grammar indoor test).

Communicative approach (in NIS)

- development of language skills: listening, speaking, reading and writing.

Level of language proficiency is determined by listening, speaking, reading and writing (open tasks of listening, speaking, reading and writing).

What is the problem?

The external summative assessment of the Russian language (L1)
in Grade 11
(The average score of learners on writing section is 51,3%)

has shown

Teaching and learning difficulties in developing
writing skills

Results

component: writing

Russian (L1), Grade – 11, 2015

Task description	Assessed skill	Max. possible score	Average for NIS
Analyze the language, text style, conversational style.	Understanding the style and type of text, purpose, target audience, content and linguistic characteristics; the ability to interpret the text read of speech, commenting on and justifying the answer.	15	7,9
Write a narrative story	The ability to vividly describe the event, creating a certain mood effects in the transmission or in the description of the character; comply with the rules of narrative or descriptive writing; the ability to use a structure according to the instructions; literacy skills of writing.	25	13,7
Write a descriptive text		25	13,1
Write a letter	The ability to clearly express their thoughts, ideas, to argue, to write consistently, logically; use of a structure according to the instructions; respect the rules of argumentative or discursive writing; literacy skills of writing.	25	12,2
Write an article		25	12,3

Literature review

Difficulties in implementing the writing skills



can affect the overall child education (Champagne and Kouba, 1999 ; Hand and Prain, 2002 blue right-pointing triangle)



influence his/her self-esteem, as learners very often have to demonstrate through written work in different subjects what they know and are able to do



affects the possession of critical thinking skills (Kurfiss, and Association for the Study of Higher Education, 1988).

Literature review

- the students with developed reading skills are effective in writing skills, or vice versa, Loban (1963)
- knowledge obtained through reading transfer acquired knowledge in developing writing skills, Rubin&Hansen (1986)
- reading as well as writing are associated therewith language tools used for functional literacy development

Research Questions

- What kind of mistakes do students make in writing and what can cause those mistakes?
- Which negative factors related to teaching hinder the development of higher order writing skills?
- What areas teachers need support in?

Methods/methodology

Survey

Teachers' Reports
for Quarterly
Progress

Lesson
Observations

Analysis of Students
Writing Samples

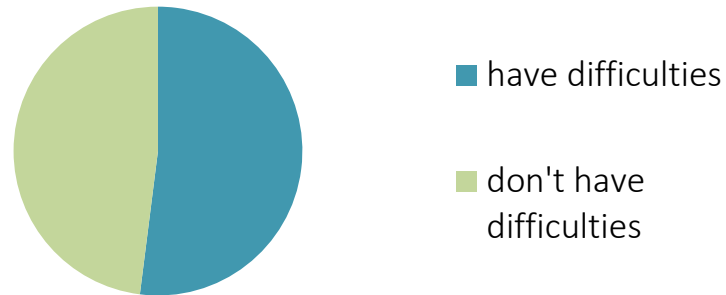
- Respondents were teachers and students of NIS

From December till May 2016

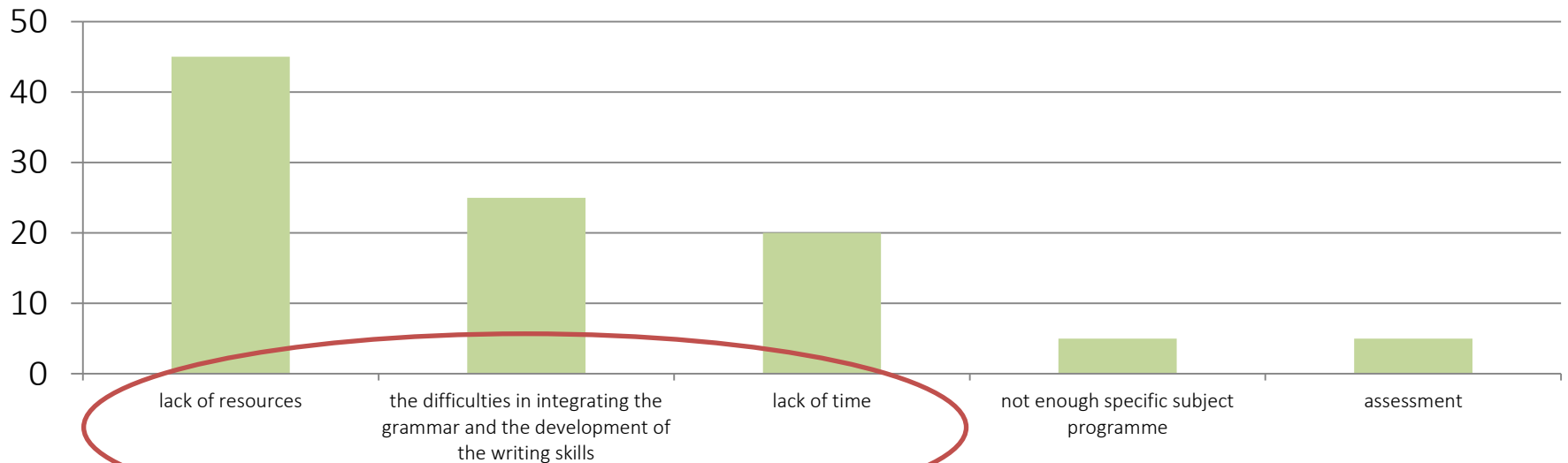
1. Official reports of the 20 schools for 2nd quarter of 2016
2. «Survey Monkey» (51 teachers)
3. Anonymous survey of teachers (15 teachers)
4. Analysis of 9 students' written works

Results (quarterly reports)

Schools mentioned the problems associated with the development of students' writing skills

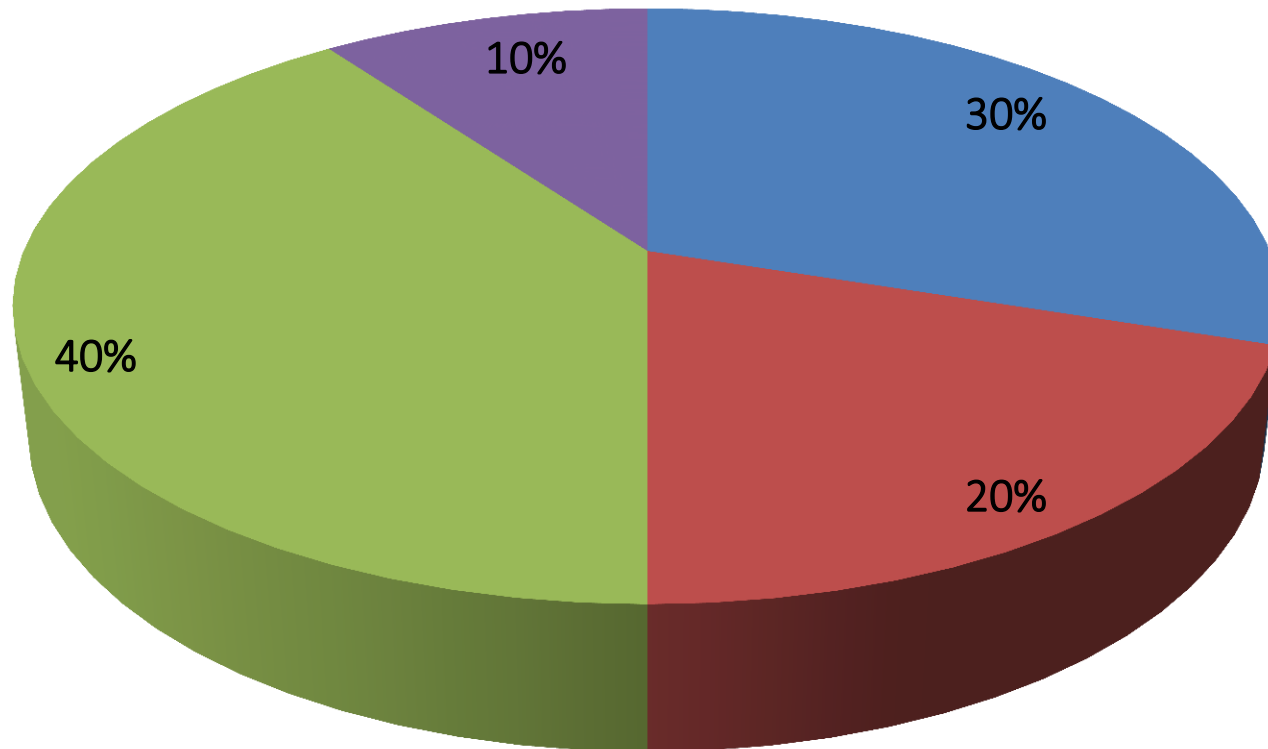


Factors that potentially hinder the development of writing skills (%)



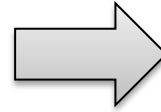
The challenges in teaching writing skills

- spelling, punctuation, grammar
- structure
- writing the texts of the different genres and styles
- using the different figures of speech

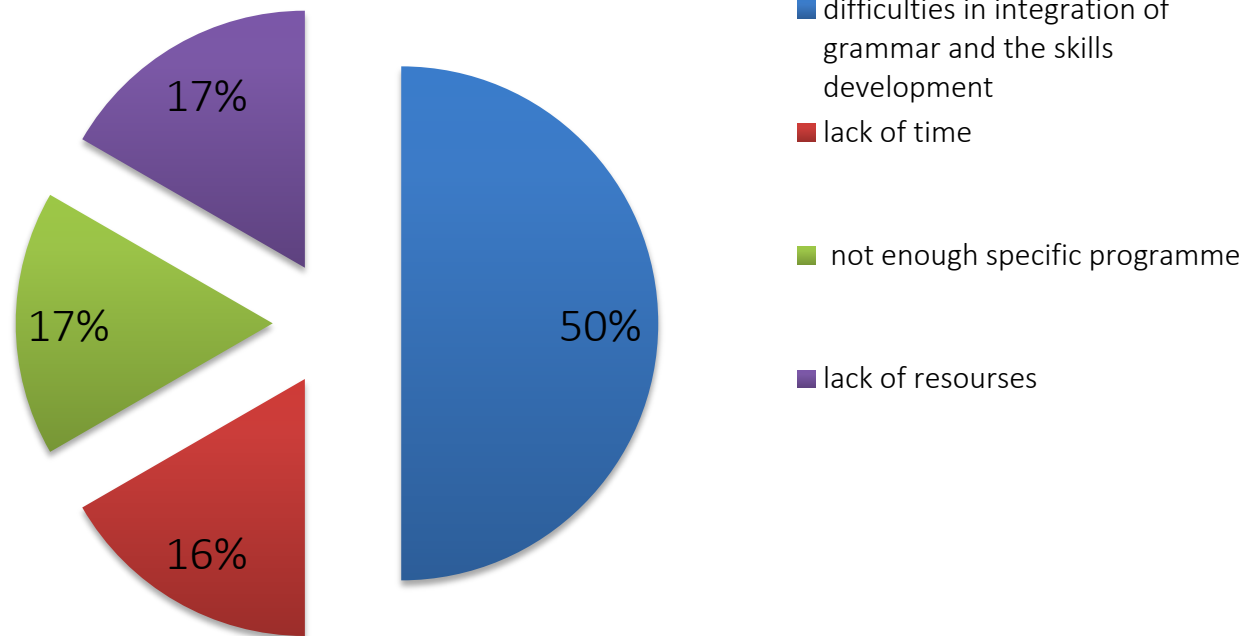


Survey Results

Do you face any difficulties in teaching grammar at the Russian language lessons?



93%
of teachers responded positively



“Survey Monkey” Results

The factors, that potentially hinder the development of writing

Lack of resources - 40%

Lack of experience and
knowledge - 15%

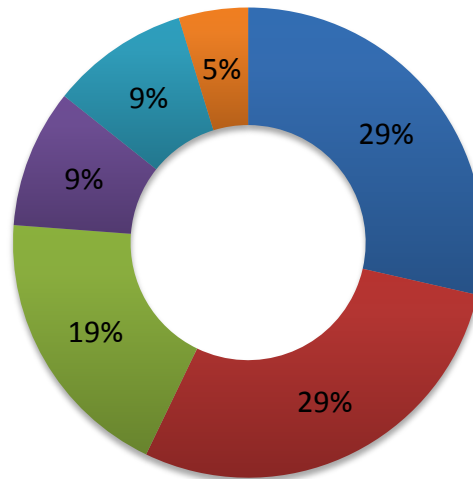
Lack of time – 20%

insufficient learning
objectives of grammar,
spelling and punctuation -
15%

Students, who come to
Grade 7 NIS, have poorly
developed writing skills -
10%

Results (Analysis of written works)

- mismatch of genre and style
- spelling, punctuation, grammar
- lack of connectors
- weak arguments
- structure
- backtrack from the topic



Written works of internal summative assessment were analyzed. The students were asked to write report, article or essay.

60% of the teachers do not notice the difference between these genres and provide non-constructive feedback.

Research findings

Factors negatively affecting students' writing skills:

- Lack of confidence in application of the communicative approach in teaching language

For example:

- a) to design tasks that follow the format of pre-reading activities, while-reading activities and post-reading activities
- Overload of learning objectives on grammar and writing skills – lack of time to develop outlined objectives
 - Lack of high-quality teaching resources: textbooks, manuals etc.

What areas do the teachers need support in?

- Integrating grammar for communicative language teaching
- Strategies for improving students writing skills
- Steps for preparing to write
- Assessment of students' writing skills

Recommendations

- Review existing subject programmes
- Strengthening the learning objectives related to spelling, punctuation, grammar skills
- Reading and writing integrated teaching
- Provide systematical methodological support: trainings, capacity building seminars, including guidelines
- Use instructional strategies motivate and engage students in deeper learning

Literature

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