

## TEACHING METHODS AND THEIR APPLICATION IN WRITING INSTRUCTION IN PRIMARY SCHOOL

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Text creation is an important part of teaching the mother tongue and literature in primary school. Being a productive process, writing requires a set of skills and knowledge underpinning the structure and the form of the text, as well as its content and design. Literature on methods highlights five approaches to teaching of writing: presentational, interactive, instructional, free and process. The purpose of the research with its results presented here is to determine which of the above methods teachers apply, and how and why do they apply them, in order to determine whether some positive developments in this field of teaching following the contemporary changes in education actually occurred. We have determined that teachers in both, class and subject teaching, favor the presentational teaching model, as a traditional and proven one, but immediately after it they choose i.e. apply the process approach. Teachers apply also other approaches to a greater or lesser extent, so that teaching of writing becomes dynamic and more interesting. However, we believe that an approach such as the process approach should be more often and more consistently applied so that students adopt effective writing strategies and thereby significantly improve their writing creation in primary school.

**Keywords:** application; teaching of writing; text creation.

### Introduction

As a productive component of language, writing is a part of the communication whole consisting of four communication activities: listening, speaking, reading and writing. In order to successfully communicate, human individual develops and improves these his/her entire life. They are the basis of learning both mother tongue, and a foreign language. At school, these skills are systematically developed through the language and literature teaching, introducing students into manners of listening, reading and reception of artistic and non-artistic texts, their interpretation and acceptance, and, therefore, their production. The ultimate goal is to train students for effective use of language in daily life, which includes the creation of texts modeled upon artistic and non-artistic ones.

By achieving competence in the field of writing, students reach a significant part of the knowledge and skills within the first of the eight key competences for lifelong learning set up by the European Commission – literacy competence (European Commission, 2018). Literacy is defined as the ability to

identify, understand, create, express and interpret concepts, feelings, facts and opinions verbally and in writing. Essential knowledge, skills and attitudes of literacy competence are mastery of reading and writing strategies: understanding of written information; having a rich vocabulary; knowledge of grammar at the level of its functional application; awareness of artistic and non-artistic use of language; knowledge of the key types of verbal interaction; the ability to adapt verbal or written expression to the situation in which it is used; knowledge of the main features of different styles in speech and writing. This competence includes also the ability to use different types of sources, to search, collect and process information, to formulate arguments verbally and in writing in a way that is conclusive and appropriate to the context (European Commission, 2018a).

As a part of the literacy competence, text creation is a set of skills and knowledge needed in all areas of human activity, therefore their continuous development within a number of modern occupations becomes a necessity (Nikčević-Milković, 2008). Complex in itself, as evidenced by the involvement of many scientific disciplines (orthography, grammar, lexicography, stylistics, semantics, text linguistics) in its standardization, writing requires mastering a large number of skills and their purposeful use in the process of creation (Rosandić, 2002).

Primary school strives to systematically develop writing skills at both levels – craft and creative. Until reaching school age, children have already developed listening to some extent, as the first and receptive communication skill they use, as well as the first productive skill – speech. Reading and writing, however, children begin to learn and master at school, mainly simultaneously, at the level of reading technique and craft writing level. The relationship between speech and writing is diachronic, writing use of language arises from the verbal use. Spoken language use is always motivated, while written requires a specific contextualization, and thus a high level of abstraction (Visinko, 2010). Unlike spoken, written language requires a certain completion because it does not have the expressive values that exist while speaking. It has its linguistic-stylistic peculiarities, and one of them is the differentiation of lexical resources in accordance with their sphere of application, i.e. specific functional style (Rosandić, 2002). Therefore, these complex skills, through which students improve their mother tongue mastery, should be systematically improved and developed throughout the end of schooling.

The process of writing is undoubtedly always a process of creation. But, the creation of texts in the tradition of literary texts requires a certain maturity and emotion of the creator, and a special talent in order for his/her writing to be of a broader reach and acknowledged. “The child is introduced gradually into the values of literary language with the use of literature texts for children” (Bežen, 2005, 40) and that process continues through further schooling. Gener-

al psychological development of students and their education during schooling act to promote the formation and growth of capabilities for creation of complex text structures, and in the pre-adolescence and adolescence period texts of individual students can significantly approach the structural complexity of literary-artistic text (Gudelj-Velaga, 1990). However, practice shows that the use of different approaches to teaching writing starting at primary school age can provide students the knowledge and skills necessary for the development of entirely correct written text. Questions that we intend to answer in this paper are: what methods of teaching writing methodologists recommend; which methods exist in schools and to what extent and how they are applied.

*Approaches to teaching of writing.* – The literature on methods describes several approaches to teaching students how to create text, and we will enlighten here the core of five approaches that are most frequently applied in the classroom (Visinko, 2010).

Within the presentational approach, the role of a teacher is dominant; s/he provides instructions for writing, informs on the structure of the text, its stylistic features and the appropriate form of expression. Writing (and thus the process of creation) is limited in time, with usually one school hour duration; the teacher afterwards corrects and evaluates the text. Presentational approach we see as a part of traditional teaching, in which student passively receives certain content, solves the task and finally gets a grade without opportunity to contemplate his/her work further and deeper, to analyze it, recognize flaws and improve text by him/herself.

Interaction approach in which students in small groups work on specified tasks, discuss important stages in the text creation, on its composition and content and share their reflections with the group, class and teacher, is also practiced by our teachers, and as such we included it in the research.

Instructional approach refers to instruction that takes a longer period, and focuses on three main stages in the writing process during which teachers give students precise instructions for work: planning and organization of the text content, text creation and rewriting the written text.

In the context of free approach, a student individually creates a text asking for guidance from teacher and help from class friends when s/he determines that it is necessary, and this approach as well finds application in our classrooms.

A.H. Dyson (1992) introduced the model of process writing, and before him, D.H. Graves (1982) and D.M. Murray (1985) supported strongly this model. This approach was elaborated in a writing workshop within the *Project Reading and Writing for Critical Thinking* and it proposes teaching of writing through five stages: 1. Preparation (making plan and gathering material), 2. Writing draft version, 3. Correcting, 4. Editing, 5. Publishing (Steel, Meredith, Temple, 1998). The

realization of such a process requires a longer period of time, which in terms of class-hour teaching organization, needs to be planned carefully.

Consideration of six models of teaching writing (Emig, 1967, 1971; Graves, 1983, 1994; Hayes and Flower, 1980; Murray, 1968; Rohman and Wlecke 1964; Zoellner, 1969;) shows that all the authors and researchers from the sixties onwards emphasized particular stages in the text creation and the necessity for their practical application (Sharp, 2016). Thus Rohman and Wlecke (1964) subsumed all activities which take place prior to the act of writing under the preparation phase of writing, and all those that follow they considered as writing or correcting. Emig (1967) considers that the act of writing may include more or even less than the three stated components (planning, writing and correcting), while in later works (1983) she states that all forms of writing go through the following three phases: topic phase (writer selects and narrows the topic of writing and collects the materials needed for the task of writing), the phase of preparation for writing (writer organizes his/her materials and shares his/her ideas) and the phase of writing (the writer is engaged in actual writing, which involves making the draft version, revising and writing the final version).

Murray (1968) believes that writing is a process of continuous discovery, and identifies several writing phases: formulating topic, developing views on the given topic, gathering information with the aim of developing a fundamental understanding of the topic, as well as the importance of completing the draft or final work to the planned deadline, because the writer needs to develop a «habit of making products» (Murray, 1968, 72). He particularly emphasized the importance of the audience for which the writing occurs. Hayes and Flower (1980) argue that successful writers use three cognitive processes during the act of writing: planning, writing and revising. Graves (1983, 1994) observed that young writers show specific «rehearsal» behavior, of which they usually are not aware at first. However, when they decide to write, rehearsals become the conscious part of behavior and relate to the preparation for the act of writing: imagining, sketching, drawing, making lists, charts, reading or discussing with others. Other studies and additional literature also describe various processes associated with the act of writing by showing that each individual who decides to write, although untrained for this activity, follows the pattern – sketching, writing and editing (Perl, 1979).

The objective of teaching the text creation is for each student to reach the highest possible level of competence in relation to oneself. Among primary school students, there will certainly be those who will rise above the primary level of aesthetic and produce text in which the complexity of the information transmitted will condition more complex text structure and create a text that will have all the attributes of literary-artistic work (Velaga, 1990, 27).

Previous Research in this Field, the Research Problem and the Research Objective

Earlier studies of teaching writing in Montenegro show that it is necessary to improve understanding of the meaning layers of the read text, application of spelling knowledge, as well as the richness of vocabulary in one's own text (Kovačević, Kankaraš, Durković, Minić, Paljević, Vujošević, Šćepanović, 2006). They also show that the written exercises of students are mostly formulaic and often incomplete, there is a small number of exemplary tasks in one class: one or two papers which excel in content, composition, style, completeness and neatness (Popović, 2011) and that the development of reading literacy requires special efforts (PISA reports, 2009, 2012 and 2015).

Studies focusing on the application of the mentioned approaches in the teaching of writing in Montenegro have not been conducted before, but in recent years there was an extensive research of this teaching related to several aspects of the writing process, the results of which may be relevant to the research presented in this paper. One part of the research was to determine the difficulties that students encounter during the text creation, and the target group were the students who are trained in the traditional way of writing (presentational approach). As key issues posing difficulty they emphasized how to start with writing a text and the way in which a topic is selected – two items that are complementary by their nature, and the third obstacle they mention is limited time for text creation (Popović, Novović, 2016).

In the second part of the research, the target group were students trained by process approach, and the study referred to the process of preparing students for the written language production, i.e. exploring activities that teachers use for this purpose at school and to what extent those activities meet the needs of students. The results showed that students of the 3<sup>rd</sup> cycle (age 13-15) recognize the various activities that contribute to the effective preparation for the creation of text, positioning highly reading and analysis of literary artistic texts, as well as possibility to choose topic title individually according to their interests and experiences. Within this part of the research students as a special boon emphasized the possibility to create text for a longer period of time, according to their needs (Popović, 2018).

The results of the research on approaches to teaching writing conducted in USA (Hillocks, according to Mayer, 1987) showed that the presentational approach was four times less efficient than the interactive approach, which is even better than the free approach. Later studies of writing conducted in the English-speaking area also show the positive effects of the process approach on students' written creation (e.g. Graham & Perin, 2007; Graham & Sandmel, 2011; Graham, McKeown, Kihara & Harris, 2012). Studies conducted in other linguistic areas also show that the process approach improves writing skills of students, where they endorse awareness of the use of meta-cognitive skills

(Bengisu & Seyit, 2016). A similar conclusion was made by other researchers who have studied the use of metacognitive skills during the writing process (Harris et al., 2006; Saddler & Asaro, 2007).

The research presented by Norman and Spencer (2005) showed that teachers whose domain is teaching writing, during their initial education, do not receive enough training for realization of writing instruction, both in the area of methods, and the theory of writing. Being unprepared for the job often produces concern and reduces confidence in a teacher that s/he can deliver a successful writing instruction because of the lack in necessary knowledge and experience (Grisham & Wolsey, 2011). The lack of preparation of teachers for teaching writing potentially leads to bad teaching practices, point out as well Spear-Swirling & Zibulsky (2014). Observing the Montenegrin programs of initial teacher education for teachers who are educated to teach mother tongue in primary schools, we can see that there is not a sufficient number of courses during which they can obtain knowledge needed for successful implementation of this instruction.

The results of the above studies, both those relating to the application of certain approaches in teaching writing, and those that deal with preparedness of teachers for this kind of teaching, show that these two factors directly affect the success of creative writing instruction. Also, the difficulties in creating text that emphasized Montenegrin students and insight in their written works, have imposed the need to examine the application of approaches to teaching of writing.

From the previously stated we draw the research question or the research problem: *Whether, to what extent, and why teachers apply presentational, free, instructional, interactive and process method approach during teaching writing in regular instruction in primary school?*

In line with the determined research problem we formulated the following research objective: *To determine which of the known method approaches to teaching of writing, to what extent and why teachers apply during regular instructions in primary school, in order to provide certain suggestions for improving the practice of writing instruction.*

The relevance of this research stands in gaining insight into teachers' knowledge and understanding of the effectiveness of different approaches in the teaching of writing and their application in the teaching process. Its results will serve to provide concrete proposals on how to improve this area of teaching the mother tongue and literature, and provide students with appropriate assistance and support. It will also serve for the planning and preparation of the future research in the field of writing instruction.

### The Research Methodology

Regarding the data collection method, the research conducted fits in a group of quantitative research based on collection of numerical data. Such data were then analysed and with establishment of causal links between the quantitative data obtained by the statistical processing, we came to certain results and the corresponding conclusions. After defining the problem in the form of research questions and determining the objective of research, we have drawn out a hypothesis, and through selected techniques and appropriate instrument, we gathered the necessary data on the specified sample. This research, according to the method of analysis and interpretation of data, can be defined as descriptive and causal-comparative, because we are trying to systematically and with facts, describe and define certain specific characteristics of the studied object or phenomenon, and examine the impact of independent variables to dependent one.

### The Research Hypothesis

Relating to established research problem and the objective of research, we formulated the following hypothesis: *teachers in primary school apply the aforementioned method approaches to a greater or lesser extent introducing certain innovations, while the presentational approach, being a traditional one, is the most used.*

The assumption that within the teaching of writing traditional presentational approach is continuously preferred was highlighted by the teachers at round tables and seminars with the topic of writing that were realized over the past few years. On this basis, and our personal insights in teaching practice, we have included it in the research hypothesis.

### The Research Sample

The basic set of the research (broader definition) accounted for all teachers in Montenegrin primary schools teaching the Mother tongue and literature. The sample extracted from a broader set consists of teachers from 41 primary schools (all three regions of Montenegro). Central region was presented by 17 schools, while the other two, the Northern and the Southern, were presented by 12 schools each. Our intention was to include equally teachers from class and subject teaching. Thus, the research comprised total of 150 teachers, 75 class teachers and 75 subject teachers.

The number of schools and respondents in relation to a region, as well as gender and seniority of teachers, we shall not analyse as independent variables, but state them rather to give a detailed description of the sample.

**Table 1.** *Basic set of research 1*

City	Region of Montenegro	Number of schools	Number of teachers			
			CT <sup>1</sup>	ST <sup>2</sup>	M	F
Podgorica	Central	10	15	16	9	22
Nikšić	Central	7	10	10	6	14
Bijelo Polje	Northern	5	10	10	5	15
Berane	Northern	4	10	10	6	14
Rožaje	Northern	3	6	7	4	9
Kotor	Southern	2	5	4	2	7
Bar	Southern	5	10	10	2	18
Ulcinj	Southern	5	9	8	4	13
	Total	41	75	75	38	112

**Table 1a.** *Basic set of research 2*

Years of working experience								
1 to 10		10 to 20		20 to 30		30+		Total
CT	ST	CT	ST	CT	ST	CT	ST	
4	3	3	3	4	7	4	3	31
3	2	4	4	2	2	1	2	20
4	2	2	3	2	3	2	2	20
2	2	3	2	3	3	2	3	20
1	2	2	2	2	2	1	1	13
0	1	2	1	2	1	1	1	9
2	1	3	3	3	3	2	3	20
1	1	3	2	3	3	2	2	17
17	14	22	20	21	24	15	17	150

<sup>1</sup> Class teacher<sup>2</sup> Subject teacher

### Research Techniques, Instruments and Variables

During the research, we used the technique of interviewing and questionnaire as an instrument. The questionnaire consisted of a question in the form of an assessment scale (to rank offered categories according to personal experience and practice), and a question offering multiple answers from which respondents were to choose one. Within the first question, respondents had a task to rank the five above-described approaches to teaching writing by giving number 1 as a mark to the one they use in their own practice most commonly and number 5 to the one least applied. The second question required respondents to choose one of three offered answers that best describes the reasons for the intensive use of the first-ranked approach, or to add a category that was not in the offer, but is crucial in his/her opinion. Respondents received the questionnaire in written form, with instructions for completion. The questionnaire had a supplement presenting a brief description of all the offered approaches in order to offer understanding of the approaches and get a true image of their application.

In order to achieve objectivity, we arranged for participants to fill out the questionnaire in similar conditions, and the answers we systematized in the same manner for all respondents. Therefore, differences in the results reflect the actual state of things diagnosed by the instrument chosen. In order to determine the validity and reliability of the instrument, we carried out the preliminary research on a smaller sample, and afterwards made the necessary corrections.

The independent variables were the type of approach used in the teaching of writing, their characteristics and the age of students to which the teachers teach (class and subject teaching).

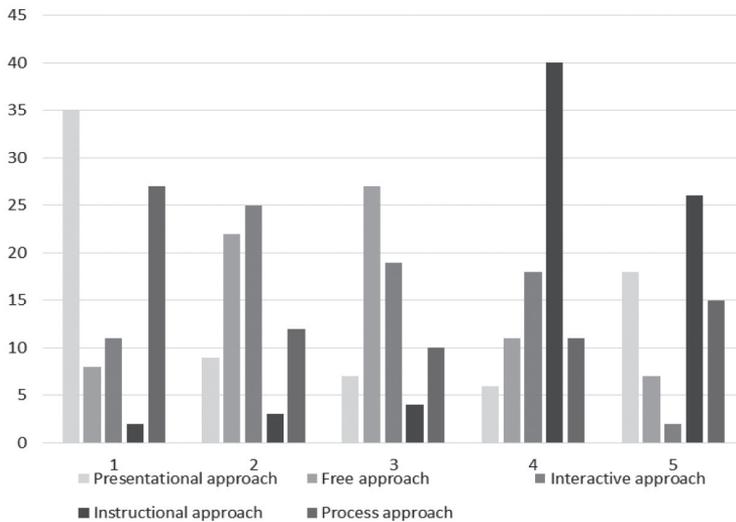
The dependent variable was the application of a particular approach in the teaching of writing.

While analyzing data, we separated the views of teachers who teach grades I-V and of those teaching grades VI-IX in primary school, because they are working with students of different age and in different circumstances – the first group can be more flexible in allocating teaching time than the second one.

The data obtained were systematized, quantitatively analyzed, described and interpreted. When interpreting data, we have established connections and relationships that exist between them, and on that basis, we draw the conclusions presented in this paper.

## Results and Discussion

Figure 1 shows the distribution of percentages per approaches and priorities given to them by teachers teaching grades I-V.



**Figure 1.** Method approaches to teaching writing and their application (teachers of grades I-V)

Although considered as a part of traditional teaching, given the dominant role of a teacher, the results show that in this group the presentational approach prefers 46.67% of respondents, which is almost half of the surveyed teachers. If we add the 12% of teachers, who have positioned this approach as the second, then we can conclude that it is still considerably present in contemporary teaching, just as we expected it to be. The possibility of managing the situation in the classroom as well as the time available, gives the class teachers certainty in reaching outcomes that curriculum envisages. Also, decades-long presence and routine in the application of this approach is likely to contribute to teacher's view that it is still the most reliable way to acquire knowledge and skills necessary for writing.

A significant percentage ranked this approach as last – 24% of teachers rated it as the one they least apply. The phenomenon we could explain by the changes which the educational systems have undergone in the last two decades in South West Balkans, the main change being student-centered teaching approach. Accordingly, subject curricula have undergone certain changes (objectives and outcomes oriented), and focus of teaching process shifted towards the individual needs of each student, the ways a student learns and the process of

learning itself. Strict adherence to guidelines for a future text that the teacher sets (topic and its title, its structure, stylistic features, a form of expression, the time available for writing, etc.) indeed restrict student, restraining his/her mind and allowing the teacher to control every step in the text creation – from topic to the final product. Nevertheless, the said percentage of teachers that uses it to the minimum extent, as well as the percentages represented at positions before the last (the third position 9.33%, and the fourth position 8%) – indicate that the changes do take place – certainly slowly, as it otherwise happens with the educational systems.

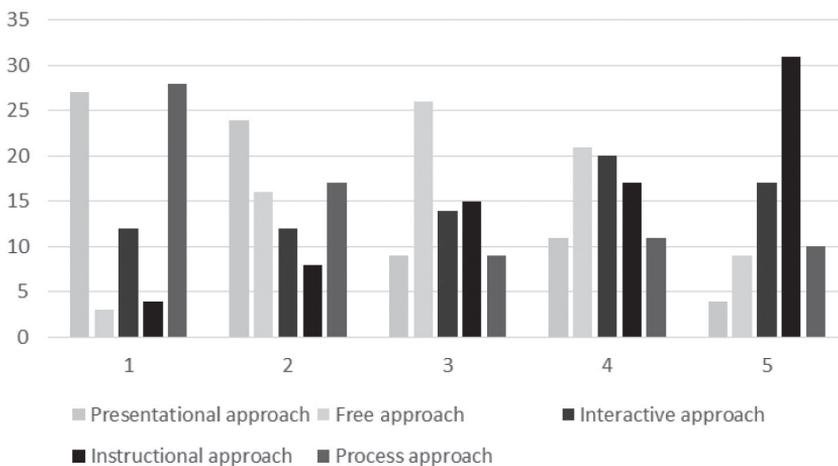
Only 10.67% of respondents puts the free approach as the first-ranked, while its second and third rankings grow (the second 29.33%, the third 36%). Considering that its percentages further fall (the fourth position 14.67% and the fifth 9.33%), it is clear that more than half of the teachers use this approach sporadically. The low percentage of teachers who rank it as the first is expected – namely, at the age of six to ten years there are few students who can become quite independent. In the first cycle of primary school, students acquire elementary literacy, which they develop through further education. Since the same teachers teach also in two grades of the second cycle (IV and V), we can assume that with this age of students they use this approach more often.

Interaction approach is the first-ranked in a relatively small percentage (14.67), but although it is not top on the scale, the results show that it is often used. Specifically, 33.33% of teachers placed it at the second position, 25.33% at the third position, while 24% placed it at the fourth position. As the least used it is ranked by 2.67%. These results evidence that teachers recognize it as an effective approach to teaching of writing. Its application enables group work and cooperation, exchange of opinions among students and teachers, group decisions and choices, which is especially important during the very process of teaching. As an example, teaching the development of a text plan can begin at the group level in order to acquire knowledge and skills necessary for independent work and creation of an individual plan of one's own text. Certainly, we can count it among those approaches whose accurate application provides for the modernization of the teaching process and its student-centered orientation.

The application of the instructional approach is characterized mainly by the fourth (53.33%) and the fifth position (34.67%), which in sum shows that this approach is least used in teaching. It is first-ranked only by 2.67 percent, second-ranked by 4 percent and third-ranked by 5.33 percent. This approach is characterized by more time needed for writing and three main stages in the writing process. However, it is closed and directive, and as such it does not provide for freedom and creativity.

Respondents marked the process approach as the first in 36 percent, as the second in 16 percent, while the third and the fourth position gave it 13.33

and 14.67 percent of teachers. As the least implemented it is marked by 20 % of teachers. Given that in Montenegro we value the process approach in teaching writing as the innovative one (its intensive implementation started in the second decade of the 21<sup>st</sup> century), and that it provides for the possibility of continuous teaching through individualization of the teaching process, it is not surprising that this approach comes immediately after the presentational approach in terms of usage priority. With the sum of the next three positions, we can conclude that teachers largely recognized and accepted this approach as a regular part of their teaching.



**Figure 2.** Method approaches to teaching writing and their application (teachers of grades V-IX)

Among teachers teaching students of grades VI-IX, the process and the presentational approach particularly stand out, considering that they are first-ranked by 37.33% (process approach) and 36 percent (presentational approach). Comparing to other approaches, both of these approaches have a high percentage also as the second-ranked – presentational (32%) and process (22.67%). In relation to these two approaches, the results obtained for both educational levels reflect the expected situation – traditional and proven approach still persists to a significant extent, but in accordance with the overall changes in education, its antipode is more and more understood and implemented. But, with drawing such a conclusion we need to be careful – the question is, in fact, to what extent teachers essentially understand the process approach in all its segments. Direct insight into instruction (BoES Reports, 2019) often shows that the whole process of writing for all students finishes during one or two school hours, usually precisely with the elder primary school students. In classrooms in which

this process is realized in such a manner, partially satisfied is just the form duly lacking substance. Such an application we cannot consider as the realization of the process approach.

Research on writing instruction in other educational contexts also shows some deviations from the very essence of the process approach, because teachers who teach writing might be lacking understanding of the various processes that take place during the act of writing within each student writer, and such teaching becomes potentially restrictive and inflexible (Sharp, 2016). Murray (1985) draws attention to the fact that the processes associated with the act of writing vary with each written task and that the personality of each author, his/her cognitive style and experience that s/he has should be taken into account. Dyson and Freedman (2003) point out that although there are processes which all writers undergo, in a classroom we should not create a climate of uniformity and mechanical form of planning, writing and revising. Other studies also show findings that reveal the process of writing is not understood and applied to the best (Gillespie, Olinghouse and Graham, 2013). „The writers” need flexibility throughout the entire creative act of writing which, among other things, encourages critical thinking. Therefore, in order to encourage individuality and uniqueness, so originality as well, it is necessary to respect the authentic and meaningful strategies which students discover through their own research and avoid prescriptive models that hinder students. Therefore, when applying the process approach, regardless of the importance of each phase, it is necessary to monitor individual student needs and thus preserve flexibility – because the creative work cannot start, proceed or yield a product by order or someone’s dictation.

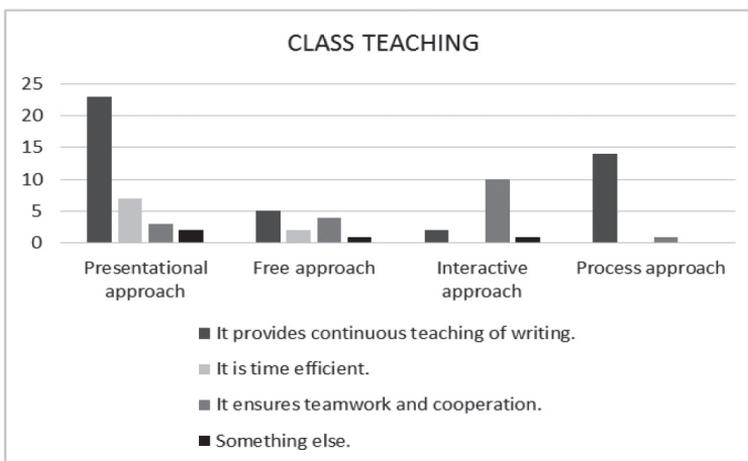
This group of respondents positions other approaches as the first-ranked in a rather small percentage – free (only 4%) and instructional approach (5.33%), while 16 percent of them opt interaction approach as the first-ranked. When the use of interactive approach is concerned, we refer to the explanation which we gave for the previous group of respondents – in fact, we believe that teachers of this group position this approach as the most used for the same reasons. However, it must be noted that nearly half of the surveyed population marks interactive approach as the least used in teaching (the fourth position – 26.67%, the fifth – 22.67, total 49.39 %), which is a significantly different result comparing to the result obtained with the previous group of respondents. Given the afore mentioned advantages of this approach, and in particular its functionality in the process of teaching writing, we believe that it would be necessary to consider its more intense application in the higher grades of primary school.

This group of respondents positions free approach in higher percentages to the second (21.33%), the third (34.67%) and the fourth (28%) place. Given the age of students (11-15 years) it was expected that teachers in higher per-

centages than the previous group opt for this approach, especially when the first three positions are in question. However, this result testifies to the fact that the experiment of complete freedom continues through primary school and that this approach also gives some results, in particular, we assume, with gifted students. It is clear that the free approach is implemented unassertively at both levels, but it is still present.

Teacher apply the instructional approach to a much smaller percentage of all, and especially significant difference is between the first and the last position. Namely, as a first-ranked this approach positions with 5.33% and as the last it positions with 41.33%, which is the highest percentage assigned to this position in relation to the five approaches. In addition, when we take into account the central positions (the second 10.67%, the third 20% and the fourth 22.67%), it means that it is least applied in subject teaching. The instructional approach clearly stems out as prescribed and under-productive. Although the percentages are different, in the end, the situation is similar as with the previous group of respondents, so that we can accept the foregoing reasoning.

It is clear that teachers of Mother tongue and literature in primary school use all five models of teaching writing and the most frequent are presentational, process and interaction approach. Studies carried out in other countries, in which the interaction and the process approach much earlier became integral parts of teaching writing, indicate that their application leads to trice more improvement in text writing than free approach, and four times greater improvement comparing to presentational approach (Hillocks, 1984, by Mayer, 1987, in: Nikčević Milković, 2008: 198). Consequently, we can conclude that teachers in primary schools recognize and use those models that contribute to students' progress in the field of writing.



**Figure 3.** Why teachers teaching grades I-V use the first-ranked approach most frequently?

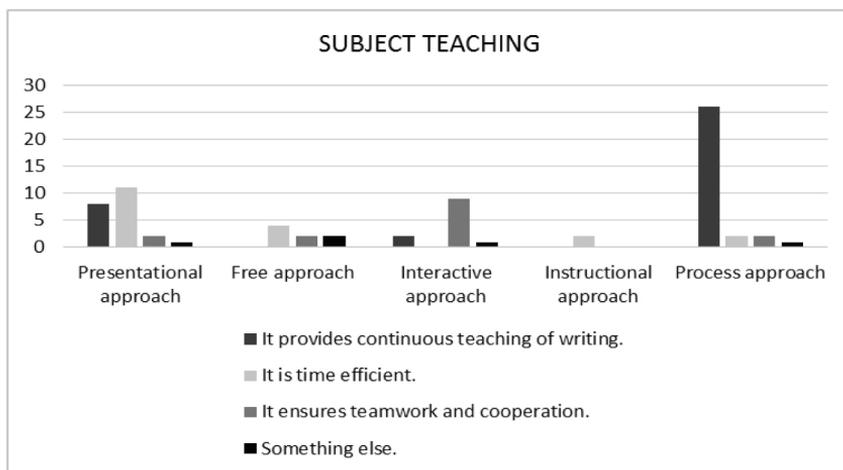
When the presentational approach is in question, teachers teaching grades I-V in a high percentage (65.71) opt for the first answer – it provides continuous teaching of writing for students. In much lower percentages they have chosen the second and the third response – it is time efficient (20.00%) and ensures teamwork and cooperation (8.57%). Only two respondents (5.71%) opted for the option of *something else*, pointing out that this approach condenses time efficiency and intensive training of all students in the class. The results show that teachers who prefer this approach usually find its advantage to be the continuous teaching – which can be accepted in terms of more frequent organization of the school hour during which students create, as well as intensive monitoring and providing timely feedback. This would imply a detailed reviewing of students' works, individual analysis in accordance with the evaluation and joint analysis of typical errors, as well as providing guidelines for further work. Time efficiency of this approach is reflected in its organization during one school hour (with a possible extension at this age), but in any case – if, in addition to evaluation and assessment, it is not followed by everything that was said before students actually would not be taught.

When it comes to free approach, 41.67% of respondents who put it as the first-ranked consider that it provides continuous teaching of students in this field, 33.33% believe that it ensures teamwork and cooperation, while 16.67% opts for it because it is time efficient. Only one respondent opted for *something else* option emphasizing the importance of freedom for creative work.

Although a small percentage of the study population in this group puts interactive approach in the first place, most of them recognize its importance for the promotion of teamwork and cooperation, exchange of knowledge and experience and therefore 76.92% of the respondents gives it advantage positioning it as the first-ranked. As a reason for favouring this approach only 15.38% of respondents states that it provides continuous teaching of writing. This approach is not recognized as a time efficient and the option of *something else* chosen was chosen by only one respondent. This respondent, in fact, points out to the one of the features of the interactive approach and the possibility of intense practice through the exchange of what had been done. In any case, the results show that teachers recognize the importance of interaction in the process of text creation and therefore this approach, though not the primary one, still an important part of teaching writing in primary school.

For 93.33% of respondents position the process approach tot the first place because it provides continuous instruction of students in the field of writing. Class teachers do not consider it as time efficient, and only 6.67% choose to use it because it ensures teamwork and cooperation.

As for instructional approach, although represented in a percentage of 2.67 as the first-ranked, respondents neither selected any of the listed answers, nor added some other explanation.



**Figure 4.** Why teachers teaching grades VI-IX use the first-ranked approach most frequently?

When the subject teaching is concerned, professors of language and literature choose presentational approach in a highest percentage (50%) because it is time efficient, in a less percentage because it provides continuous teaching (36.36%), while only 9.09% cited teamwork and cooperation as an advantage of this approach. Here also we have just one respondent opting for *something else*, and stating that this is the approach he has been using for years in teaching, that it works well and that students acquire the knowledge and skills needed to create text. Time limitations of a school hour in subject teaching caused half of teachers to prefer this approach because it is time efficient, although a significant percentage of respondents points out also the possibility of continuous teaching.

Free approach in teaching written expression subject teachers use because of its time efficiency (50%) and team work (25%), and contrarily to the previous group of respondents, do not recognize it as a possibility of continuous teaching – at this age the students have already reached a certain level of skills and knowledge necessary for the activity of writing, so in that sense, most likely, seeing this approach as opportunities for continuous teaching of writing is missing. The option *something else* chose 25% of respondents, stating that this approach is positioned as the top-ranking because it offers possibility of developing the independence, choice and freedom for young creators.

Interaction approach as the first-ranked respondents choose because it supports teamwork and cooperation (75%) and do not consider it to be time efficient, while only 16.67% choose it because it provides continuous teaching. One respondent decides for the *something else* option stressing the importance of an intensive exchange of ideas, opinions and attitudes among young creators.

This group of teachers recognized the process approach as a possibility for continuous teaching of writing in high percentage (83.87%). The respondents chose other two categories in low percentages – time efficiency (6.45%) and teamwork (6.45%). One respondent chose the *something else* option pointing out the importance of intensive support that teacher gives to students in this approach, which we could submit under the possibility of continuous teaching.

The advantage given to instructional approach (5.33%) teachers in subject teaching elaborated by its time efficiency, not valuing the other two categories nor choosing to cite *something else* as a reason for putting it at the first place.

Teachers teaching to lower grades (I-V) mainly choose presentational approach as the first-ranked because it allows continuous teaching of writing, while teachers teaching to higher grades (VI-IX) consider it time efficient.

When it comes to the process approach, agreement between the two groups of teachers is larger – namely, 93.33% in the first and 86.67% in the second group choose process approach because it allows continuous teaching. Choosing the approach that provides greater possibility of continuous teaching shows that teachers are increasingly accepting the approach that focuses on the process of creation, the activities that are taking place in the process and the writing strategies that students adopt during work. Nevertheless, teachers from both groups position it fairly low when it comes to its time efficiency. Teachers teaching in lower grades do not opt for its time efficiency at all, while just 6.45% of teachers teaching in higher grades state that they choose it as the first-ranked precisely due to its time efficiency. As a reason for this they both state the long time period needed for realization of the process approach, as well as ample objectives and outcomes from other areas of the same subject (Mother tongue and literature) that they need to achieve during the school year.

The above given results show that teachers recognize the benefits of the interaction and the process approach for continuous teaching, but are not managing well in the planning of their implementation. In modern classrooms, we can say, the need for more flexible approaches and greater vertical and horizontal correlations within the subject curriculum is not yet sufficiently recognized. The teaching of writing sublimates all areas of teaching the Mother tongue and literature, so that writing demonstrates the application of grammar knowledge and spelling rules, the ability to choose the appropriate style and accompanying vocabulary, to compose the materials, as well as to select a form of expression and so on. This means that during these classes many outcomes envisaged by the compulsory part of the curriculum can be developed, so skilful and efficient planning through which all referred areas would be functionally linked, could make process and interactional approaches very much time efficient.

### Conclusions and Suggestions

When we make a review of the literature on writing and analyze teaching practice, it is clear that there cannot be prescribed and a single approach to teaching writing. However, teachers still emphasize some of them as effective when it comes to the results of instruction. Each of the five discussed approaches has its positive and negative sides and teachers apply them valuing their functionality in working with specific students to a lesser or greater extent, where presentational and process approach particularly stem out. The future study in this field could relate to the monitoring of generation, analyzing and assessing of students' work created within different approaches, based on which the next step in the evaluation of their efficacy could be made.

Researching into the attitudes of teachers towards the already known approaches in teaching of writing and their estimation of the usage frequency in their own practice, we found that teachers who teach the mother tongue in primary schools:

1. Identify, and to a lesser or greater extent, apply different models of teaching writing, which makes this teaching area more efficient and could contribute to the progress of students in writing craft.
2. Give priority to the presentational model of teaching, as a traditional and proven one.
3. Position the process and the interactive approach as innovative in the investigated field, immediately after the presentational one, which testifies about positive changes in the field of writing and transition from product oriented writing to writing focused on process.
4. Recognize the benefits of the process approach for continuous instruction, but they do not consider it to be time efficient, which points to the lack in understanding of the vertical and horizontal correlations within the curriculum itself in planning its implementation.
5. Avoid the instructional approach as a prescriptive one, thus opening the possibility for critical thinking and creativity of students.

Further on, we can add that the research shows that some positive steps in the direction of contemporary changes in the teaching of writing, and so in education, did take place.

Although the application of different approaches in the teaching of writing provides an opportunity for a more dynamic and effective teaching of writing, we believe that more intensive application of innovative approaches such as the process, and the interactive also, allows a more comprehensive and thorough achieving of the literacy competence, so that in the finals we recommend the teaching of writing to shift into that direction, which is supported by the relevant outcomes of knowledge provided in the current Montenegrin curricula intended for this teaching area.

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**METODIČKI PRISTUPI I NJIHOVA PRIMJENA U NASTAVI PISANJA  
U OSNOVNOJ ŠKOLI**

Stvaranje teksta važan je dio nastave maternjeg jezika i književnosti u osnovnoj školi. Kao proizvodni proces, pisanje zahtijeva skup vještina i znanja na kojima se zasniva kako struktura i forma teksta, tako i njegova sadržina i njeno oblikovanje. U metodičkoj literaturi ističe se pet metodičkih pristupa poučavanja u ovoj oblasti: prezentacijski, interakcijski, instrukcijski, slobodni i procesni pristup. Svrha istraživanja čije rezultate u ovom radu predstavljamo jeste da utvrdimo koje od navedenih pristupa poučavanja pisanju nastavnici po njihovoj procjeni koriste u nastavi, te koliko ih koriste i zašto, kako bismo konstatovali da li su se desili određeni pozitivni pomaci u pravcu savremenih promjena u obrazovanju. Utvrdili smo da nastavnici i u razrednoj i u predmetnoj nastavi prednost daju prezentacijskom modelu poučavanja kao tradicionalnom i provjerenom, no da odmah nakon njega biraju tj. primjenjuju procesni pristup. Oni primjenjuju i druge pristupe u većem ili manjem obimu, čime ova nastava postaje dinamična i funkcionalna, ali smatramo da pristup kakav je procesni treba češće i dosljednije primjenjivati kako bi učenici usvajali efikasne strategije pisanja i čime bi se njihovo pisano stvaralaštvo u osnovnoj školi značajno unaprijedilo.

**Ključne riječi:** načini poučavanja; primjena; stvaranje teksta.