



PRE-, WHILE AND POST WRITING PROCESSES IN DEVELOPING WRITING SKILLS

Rashidova Gulshoda

Senior teacher, Uzbekistan State World Languages University

Abstract

Writing is considered one of the most complex language skills because it requires learners to organize ideas, apply grammatical structures, use appropriate vocabulary, and communicate meaning effectively. Modern language pedagogy emphasizes process-oriented writing instruction rather than product-oriented approaches. The process writing approach generally consists of three major stages: pre-writing, while-writing, and post-writing. Each stage plays a significant role in improving learners' writing competence and critical thinking abilities. This article discusses the theoretical and practical importance of these stages in teaching writing skills. The pre-writing stage helps learners generate ideas, activate background knowledge, and plan their compositions. The while-writing stage focuses on drafting, organizing ideas, and maintaining coherence and cohesion in the text. The post-writing stage includes revising, editing, peer feedback, and reflection, which contribute to improving the quality of written work. The article also examines how teachers can effectively implement these stages in English language classrooms through interactive activities and learner-centered methods. Furthermore, the study highlights the role of feedback and collaborative learning in enhancing students' motivation and writing performance. The findings suggest that systematic implementation of the writing process increases learners' confidence, creativity, and academic writing proficiency.

Keywords: *writing process, pre-writing, while-writing, post-writing, writing skills, academic writing, language teaching, feedback, ESL learners, process approach*

Introduction

Writing is one of the essential productive skills in language learning. It enables learners to express ideas, emotions, arguments, and experiences in a structured and meaningful way. However, many students consider writing difficult because it requires linguistic, cognitive, and organizational abilities simultaneously. Traditional writing instruction mainly focused on the final product, paying attention only to grammar and correctness. In contrast, modern approaches emphasize the writing process itself, encouraging students to develop ideas gradually and improve their texts through multiple stages.

The process approach to writing became popular in language education during the late twentieth century. According to Donald Murray, writing should be viewed as a recursive process in which learners continuously plan, draft, revise, and edit their work.



Similarly, Linda Flower and John R. Hayes explained that writing involves complex cognitive activities such as planning, translating ideas into text, and reviewing written content (Flower & Hayes, 1981). These perspectives laid the foundation for the process-based writing model widely used in modern classrooms.

The writing process is generally divided into three main stages: pre-writing, while-writing, and post-writing. Each stage contributes to learners' writing development and helps them produce more organized and meaningful texts.

Pre-Writing Stage

The pre-writing stage is the initial phase of the writing process. It prepares learners mentally and linguistically before they begin writing. During this stage, students generate ideas, collect information, discuss topics, and organize their thoughts. Researchers argue that effective preparation significantly improves the quality of writing because learners become more confident and focused before drafting.

Brainstorming is one of the most common pre-writing activities. It allows students to produce ideas freely without worrying about grammatical correctness. According to Harmer (2004), brainstorming stimulates creativity and helps learners overcome anxiety related to writing. Mind mapping, clustering, questioning, and free writing are also useful techniques at this stage.

Another important aspect of pre-writing is activating background knowledge. Students often write better when they can relate the topic to their own experiences. Teachers may use pictures, videos, discussions, or reading materials to introduce the topic and encourage critical thinking. For example, before writing an essay about environmental problems, students can discuss pollution issues in their local communities or analyze visual materials related to climate change.

Planning is also essential during pre-writing. Learners create outlines or graphic organizers to structure their ideas logically. This process improves coherence and organization in the final text. According to Raimes (1983), planning enables students to identify the main idea, supporting details, and appropriate sequencing before drafting begins.

Furthermore, collaborative activities during pre-writing encourage interaction and communication among students. Group discussions and pair work help learners exchange ideas and learn from one another. Such activities increase motivation and reduce fear of making mistakes.

While-Writing Stage

The while-writing stage refers to the actual drafting process in which students transform their ideas into written form. At this stage, learners focus on expressing thoughts clearly and developing their texts logically. Unlike product-oriented approaches, the process approach encourages students to write freely during the first draft without concentrating excessively on grammatical accuracy.



Drafting is considered a crucial component of writing development. Students organize ideas into paragraphs, use linking devices, and attempt to maintain unity and coherence throughout the text. According to Tribble (1996), drafting helps learners explore their ideas and develop fluency in written communication.

Teachers play an important role during while-writing activities. Instead of acting only as evaluators, teachers become facilitators who guide students throughout the writing process. They monitor students' progress, answer questions, and provide support when necessary. Such guidance creates a positive learning environment and encourages students to take risks in writing.

Peer collaboration is another important feature of this stage. Students may exchange drafts and provide suggestions to one another. Peer interaction helps learners notice strengths and weaknesses in their writing and develop analytical skills. Research has shown that collaborative writing activities improve learners' confidence and language awareness.

Additionally, the while-writing stage emphasizes coherence and cohesion. Coherence refers to the logical flow of ideas, while cohesion involves grammatical and lexical connections between sentences and paragraphs. Students learn to use transition words, pronouns, repetition, and other cohesive devices to make their texts more understandable.

Technology has also become increasingly important in the writing process. Digital tools such as online dictionaries, grammar checkers, and collaborative platforms help learners improve vocabulary, grammar, and organization. Modern classrooms frequently integrate technology to make writing activities more interactive and engaging.

Post-Writing Stage

The post-writing stage involves revising, editing, proofreading, and evaluating written work. This stage is extremely important because it allows students to improve the quality of their texts after completing the first draft. Many scholars emphasize that revision is not merely correcting grammar mistakes; it is a process of reconsidering ideas, structure, and clarity.

Revising focuses on content and organization. Students may add new information, remove irrelevant ideas, rearrange paragraphs, or clarify arguments. According to Zamel (1982), effective revision helps learners view writing as a dynamic and flexible process rather than a fixed product.

Editing, on the other hand, focuses on grammatical accuracy, punctuation, spelling, and sentence structure. During editing activities, students identify language errors and make corrections. Teachers often provide checklists or editing guidelines to help learners focus on specific aspects of writing.

Peer feedback is widely used during the post-writing stage. Students exchange papers and comment on each other's work. Constructive feedback helps learners recognize



mistakes and improve future writing performance. Moreover, peer review develops critical thinking and communication skills.

Teacher feedback is equally significant. Effective feedback should be clear, supportive, and constructive. Instead of focusing only on errors, teachers should also highlight students' strengths and progress. Positive feedback increases learners' motivation and confidence.

Reflection is another valuable component of post-writing activities. Students analyze their own writing experiences, identify challenges, and evaluate their improvement. Reflective practices encourage learner autonomy and help students become independent writers.

Finally, publishing or sharing written work can motivate students to write more carefully and creatively. Classroom presentations, school magazines, blogs, or online platforms provide opportunities for learners to share their writing with real audiences.

Conclusion

In conclusion, the pre-writing, while-writing, and post-writing stages form an essential framework for developing effective writing skills. The pre-writing stage prepares learners through brainstorming, planning, and idea generation. The while-writing stage enables students to organize and express ideas through drafting and collaboration. The post-writing stage improves written work through revision, editing, and feedback.

The process approach to writing shifts attention from the final product to the development of writing abilities through continuous practice and reflection. It encourages creativity, critical thinking, and learner autonomy. Teachers who effectively integrate these stages into classroom instruction can help students become more confident and competent writers.

Moreover, collaborative learning, constructive feedback, and technological support significantly contribute to successful writing instruction. Therefore, educators should create learner-centered environments where students actively participate in all stages of the writing process. Such an approach not only improves linguistic competence but also develops communication and analytical skills necessary for academic and professional success.

References

1. Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387.
2. Harmer, J. (2004). *How to Teach Writing*. London: Pearson Education.
3. Murray, D. (1972). Teach Writing as a Process Not Product. *The Leaflet*, 71(3), 11–14.
4. Qizi, R. G. I. (2022). Teaching Collocations Using Modern Technologies.





5. Raimes, A. (1983). Techniques in Teaching Writing. Oxford: Oxford University Press.
6. Rashidova, G. (2024). USING COMMUNICATIVE ACTIVITIES THROUGH APPROACHES IN TEACHING MODERN ENGLISH. TAMADDUN NURI JURNALI, 5(56), 471-474.
7. Tribble, C. (1996). Writing. Oxford: Oxford University Press.
8. Zamel, V. (1982). Writing: The Process of Discovering Meaning. TESOL Quarterly, 16(2), 195–209.