

Research Writing - Teaching: A Review

Dr. Dilip Bhatt

AssociateProfessor,

VD Kanakiya Arts and MR Sanghavi Commerce College, Savarkundla

Writing is discussed in further depth in Ken Hyland's book Teaching and researching writing, which was released in 2016. The book draws on earlier versions of the book to investigate what is known in the subject of writing as well as the current dynamic contributions to the area. However, while he retains much of the current paradigms of writing in this third edition, he shows the electronic shift and its pedagogical consequences with writings that have been released since 2009, when he first published the second version. Asia, Australia, Europe, and North America are just a few of the places this book touches on. Among Hyland's goals, which he outlines in the book's opening chapter, are acknowledging that writing is an ever-changing field, emphasising the significance of discovering, exploring, and developing practical applications for well-known frameworks, and advocating for the "cycle of practice-theory-practice" (p. xii). In addition, he explains the structural changes and the components that have been retained in this third version. While preserving the book's methodology in order to make the concepts accessible, Hyland outlines the inclusion of extra chapters and sections, as well as the switching of Sections II and III, which places Researching before Instruction in order to illustrate how research influences instruction.

As a guide for students and teachers alike, the book is broken down into four sections: Understanding writing, Researching writing, Teaching writing, and References and resources. The first of these areas is mastering the craft of writing. Chapters 1–3 include a broad overview of the current state of writing as well as a look at key issues and problems that are having an influence on how people write today. Section II focuses on research writing, which includes a wide range of topics, including study subjects, designs, and techniques.

These techniques are all based in ancient and current literature, and Hyland explores the benefits of each of these distinct research procedures. When it comes to teaching writing,

Section III uses real-world course and material examples from worldwide contexts to analyse the link between theoretical frameworks and classroom practises. The last part, References and resources, offers the reader with an opportunity to examine the many fields, books, and materials on writing.

When it comes to writing (Chapter 1), Hyland provides an outline of what it is, what it isn't, and what it isn't capable of (Chapter 2). (Chapter 3). Key writing challenges (Chapter 3), as well as quandaries and opportunities, are discussed in Hyland's second section (Chapter 4). (Chapter 4). Focusing on three basic approaches (textual, writer-oriented, and reader-oriented understandings) of study and teaching writing, this section depicts writing as a social and participatory act, and discusses topical difficulties that writing teachers confront today. Hyland doesn't stop at assessing the key frameworks; he goes farther and questions the dominant camps of thinking. It's easy for him to go from these fundamental concerns and pedagogical implications that result from crucial concepts about the cognitive individual activity throughout the book because of the way he frames writing as social practise that is intertwined with a range of settings. Hyland, the author, urges the reader to ponder the topics that now dominate the area in the entire section by asking questions.

First, Hyland encourages the reader to think about the practicalities of research before going on to the following section in Section II, Researching and Writing. For those who think that "teaching and research" are distinct, the author says that it's necessary for teachers that they conduct research (p. 73). According to Hyland, "the importance of research to both our understanding of writing and the practises involved in teaching it." is underscored by emphasising the confluence of theory and practise and begins with design, techniques, and subjects. Finally, Hyland emphasises the relevance of research in both our knowledge of writing and the practises involved in teaching it" (p. 119). Practitioner research, as Hyland calls it, is a branch of inquiry that aims to provide a more complete portrait of writing and writing practises. We'll look at a more complex research approach that combines literary studies with corpus linguistics, ethnography and synthesis research in order to show students the vast range of writing-related subjects they might choose from.

Teaching writing begins with a review of the three basic viewpoints on writing and how these perspectives are translated into the classroom in Section 3 of Chapter 1. Ms. Hyland

acknowledges that "approaching teaching methods with an informed and critical eye" will be a continuing struggle for her as she continues to investigate the connection between classroom practise and theories and frameworks (p. 167). Learning how to teach writing via examples in Chapter 8 Teaching writing: Classes and Courses as well as Chapter 9 Teaching writing: Materials and Practices explain how practise relies on writing research through explicit and methodical explanations of instances. Aside from that, teachers will benefit from the use of genuine writing courses, which will show teachers that they are legitimate.

In the concluding part, Hyland provides a thorough list of references and resources. For writing teachers and scholars alike, this section details the concepts that have been comprehended, as well as the areas that need more exploration.

Throughout his book, Hyland reveals that he intends to publish the third version of the book. In addition to the considerable improvements to the current portions that feature new results and thinking, his new sections address issues of technology, identification, plagiarism, error correction and automated grading, as well as English's dominating position. More than one hundred more citations in the book's first three sections show that the different issues are comprehensively and treated well, even though there is considerable overlap.

The framework of Hyland's book illustrates this relationship between theory and practise, which was one of the book's key purposes. Since Hyland is an experienced scholar and educator, he speaks to his audience as though they were his students. Each component of Hyland's assessment is carefully considered to draw out the consequences and restrictions for novice instructors as well as those on a similar path. There are several areas in which extra growth is needed, as well as avenues for new study for the audience, which he then outlines. He not only connects readers to the active area of writing, but also to theoretical concepts and practical application.