

INNOVATIVE WAYS OF IMPROVING WRITING SKILLS

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Annotation

This article is about Writing. Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. Therefore, if a teacher is open to welcome new pedagogical innovations, he can provide goal-oriented introduction of innovative ideas into educational process. Lately, range of significant official acts was issued on accelerating and developing the foreign languages teaching; they define the state policy towards teaching foreign languages.

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In order to reach the aim and fulfill tasks put forward before education every teacher, every researcher in the field of methodology should think of finding the effective ways of teaching children. By growing, we start losing our capability to absorb languages and we focus on the codes of our mother tongue. We learn our mother tongue by listening, speaking and later by reading and writing. Nevertheless, when learning English or another language, we have to develop the four skills in the same time. They are followings:

- Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.
- In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in a second language. [1,4]
- Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of

vocabulary and structure, and complements the other language skills. Sentence is the base of an article. So he should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely.

Results from various language studies have shown that the teacher who emphasizes and focuses on the writing skills on the study can bring about a change. The students become efficient at generating and organizing creative ideas as a result. The most adopted teaching model that helps in developing writing skills in the balanced literacy approach is the method of writing process.

As a teacher, your role is to help each and every student improve themselves, acquire new skills, and become a better individual by the end of their time spent in college. What most teachers don't actually realize is that they should be carrying way more responsibility when it comes to helping students improve their writing skills.

All the educational schools place great importance on writing. Whilst teaching, the teachers often find that some students are able to articulate their thoughts quite well while the others are not. This is mainly because writing is a skill that some students are more proficient in than others. As we all know, writing is an important skill especially in settings where English is taught as a foreign language. In classes where students are required to master certain genres of writing, the importance of writing as a skill is highlighted.

Writing is the system of written symbols which represents the sounds, syllables or words of language. Writing skill requires different mechanisms as capitalization, spelling and punctuation, word form and function. It helps to convey the meaning clearly. So, writing is an activity to improve our understanding of any subject. Writing is the ability not only to put ideas from mind to paper but also to generate more meaning and make ideas clear. Writing demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. [1,2] There are various processes in writing skills. Process writing is one of the most important skills in writing. The more the students learn the writing process, the more they will be able to express themselves efficiently.

It is important for teachers to balance their teaching activities to provide students with subject content knowledge, instructional guidance to assist in learning writing skills. The working memory is where the majority of the writing tasks take place and three major processes are associated with it: planning, translating and reviewing. Good writers are better at understanding of how to integrate their subject content and discourse knowledge. Outline exercises offer students the opportunity to create and revise their ideas that will reflect greater coherency as they become more skilled in this aspect of the writing process. Also, good writers are able to identify flaws in their work such as the choice of words or excessively repeating a term or phrase. Graham and Harris noticed that less sophisticated writers had problems seeing the value in editing their first draft. Often, those who struggle with writing will neglect devoting adequate attention to revising papers. [3,4] This affirms the need for teachers to help students cultivate self-regulation skills and use outlines as a valuable tool for communicating ideas which can be transformed into a formal paper.

One of the most important requirements for designing effective writing tasks is to think of coherent, connected activity sets, which include pre-writing, during-writing and post-writing activities. Connected activity sets help students complete the writing task successfully and foster the process of writing. Each Writing task was carried out in three sequential stages; the prewriting stage, the while/during writing stage, and the post writing stage. These stages were the followings:

➤ **The prewriting stage: The preparation and brainstorming stage.**

Students were required to research the topic they will be working on the next meeting outside the class hours using one of the search engines, Yahoo or Google. In the First Session, Students were asked to browse the web page containing the lessons where they worked independently to study the lesson set

for the task of writing and thus learning writing skills for thirty-five minutes. Then, students were asked to sign in to the text-based chat room which is linked in the homepage to share and exchange ideas and opinions on the topics they are to write about in groups of four. This activity lasted for fifteen minutes.

➤ **The While Writing Stage: (The drafting Stage).**

At the beginning of the second session, students were encouraged to read a sample model on the topic they were to write about. After that, students were asked to organize the information and ideas they have generated in the pre-writing stage and put them in an essay according to the task of writing for 50 minutes.

➤ **The Post Writing Stage: Revising, Editing, and Publishing**

Students shared their first drafts with other peers using text-based chat to get feedback. This stage allowed time to reflect upon what had been written to rethink, reconsider, and reshape ideas. Students received the comments, discussed them further with peers and decided what to incorporate in their final drafts. Students were requested to send their final drafts only to the instructor by posting them through the e-mail.

In order to improve writing skills of English language learners, educators must consider new and innovative methods for their instruction. Current methods are simply not moving these students to the level of proficiency that is expected of them. A safe environment can reduce EFL anxiety and provide opportunities for risk taking which is necessary to produce even adequate writing. Scaffolding coupled with peer work provides English language learners the support they need to facilitate the writing process. Finally, diverse literacies along with technology, work together to capture their interest while motivating them to succeed in the writing classroom.

I can say that writing can be improved by learning through repetition. If the teachers would be aware of the writing process, this would help in teaching appropriate strategies and that would also improve the writing abilities of students in education environment.

This article provides guidelines to the teachers as to which pedagogies should they adopt to improve their students' writing skills. I hope that with the help of suggested methods, teachers can conduct classes efficiently. [4]

Firstly, they can contribute to the development of students writing performance as well as they can be motivational for the students.

Secondly, innovative technologies require students to work in a collaborative learning environment. Besides, they increase students' autonomous learning.

Finally, they allow students to write with a low stress environment which encouraged students to communicate in English without worrying too much about making mistakes.

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