



Basic Understanding of Developing Writing Skills in Teaching and Learning in ESL Classroom

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Abstract. Language skills are crucial for effective communication and human development, serving as easily distinguishable signs that guide human development. One of the things that set humans apart from other animals is language, and writing is vital to humans in many ways because it facilitates learning. English is the language that connects people globally. One of the major challenges that ESL teachers face today is developing students' writing abilities. Writing is regarded as the most challenging and significant of the four language skills. Writing is a skill that can only be developed through extensive exposure to speaking, listening, and reading. Developing competence in writing skills is an essential part of achieving success in academic records. Unconsciously learned material is reflected in one powerful writing assignment. Writing is measured as a domineering proficiency for prosperous language development. Thus, this study aims to look into the practical difficulties that both students and teachers face when learning and teaching writing skills for academic purposes, as well as to suggest ways to improve writing skills. ESL learners need to develop writing

CCLicense CC-BY-NC-SA 4.0	skills, and this paper discusses various methods for doing so. Keywords: Competence, Skill, Ability. strategies, and writing skills.
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1 INTRODUCTION

One of the most crucial abilities that students learning a foreign language should have is writing. Proficiency in writing is imperative, given its frequent use in higher education. The majority of students find writing to be a challenging skill, and they frequently make mistakes when writing. Language barriers for individuals expound in various aspects. **Murray (1973)** states writing is a very important skill in a complex and changing society, especially for students who are in school and college as well. There is a need for people who can write, order, communicate, and share knowledge and experience. Writing has become a key to unlocking the doors of many fields. Bilingual or second language learners encounter inappropriate grammatical rules that affect effective writing. Writing involves both copying and thinking. When writing well, precision and conciseness go hand in hand with proper usage of grammar, idioms, and orthography. Writing is a tool for interpersonal communication, but using it effectively requires communication (both coding and decoding). Since it facilitates competence development and the functionalization of productive skills, writing is regarded as one of the most valuable abilities.

Rivers (1969) emphasizes that writing helps to learn and improve listening comprehension, speaking, and reading skills and gives scope to use language structure in different ways. According to much research, effective use of writing strategies can lead to improved writing competence. It is important to find and address the issues preventing them from becoming competent. A student with difficulties writing lacks knowledge of writing strategies and struggles to generate ideas and write those with complete knowledge. Over the last few decades, research has been done by language experts into developing the writing strategies of Second language learning Students.

2 Recognizing students' difficulties in writing skills

When it comes to writing, a student with linguistic difficulty (language use and vocabulary) struggles more than a student with cognitive difficulty (organization and mechanics) or physiology difficulty (content). To communicate effectively in writing, the student must have a sufficient number of ideas, the ability to organize them, and the ability to effectively communicate them. Emotionally, the main reasons why many students struggle to begin, or finish are anxiety, lack of time, readiness physically and emotionally, fear, less grammar knowledge, less focus, and lack of motivation. Richards and Schmidt (2002) claimed that "Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising". Flower (1981) describes 'reading' as the transferring of 'symbol' into 'thoughts' and 'writing' as the transferring of 'thought' into 'symbol.'

Students frequently make mistakes in spelling, meaning, tenses, word choice, punctuation errors, and the influence of their mother tongue when writing technically. The ability to construct strong sentences and paragraphs will be difficult for students who do not read widely. Reading books and other reading materials will provide stu-

dents with ideas and vocabulary for writing. A significant portion of students fall short of the required level of proficiency; It is vital to investigate students' perceptions of academic writing courses because cultural variances intrude into language classrooms and differences in meaning learners attach to the writing activities are apparent.

Developing Writing skills will help learners clarify their thinking, explore ideas, ask questions, reflect on their learning, and look for connections between theory and practice. Writing exercises foster critical thinking in addition to a comprehensive comprehension of ideas through review and analysis. Teachers should stress the significance of concise and insightful writing. Learners should be reminded that when they express themselves in writing for academic purposes, they should do their best. Learners may respond favorably if teachers back up their claims with comments on assignments that show their sincerity. Richards and Renandya (2002), state that "Writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students" ESL students should receive consistent and perfect training, despite the complexity and difficulty of writing. ESL learners often experience stress in writing activities due to the concentration and practice required for acquiring vocabulary and grammatical structures, making it a challenging skill that requires dedicated effort and dedication to master.

3 Developing Learners' Writing ability for academic purposes

Carroll (1990) points out that students only see writing as the process of correctly learning grammar and spelling and applying it to their writing, they may find it difficult to understand the significance of writing for learning. Raimes (1984) points out that teaching writing reinforces the grammatical structure, idioms, vocabulary, etc. which are already taught to the students. Teaching and practicing writing will give students space to be adventurous and creative. Possessing a well-defined concept or message and the capacity to effectively convey it in writing to others is crucial. With this in mind, it is possible to argue that to make writing assignments meaningful and worthwhile, students should actively and voluntarily participate in the activities.

Learners may use multiple writing strategies at once. Teaching writing strategies can include prewriting, writing warm-ups, working in groups, employing sentence starters, and guided writing. In addition to looking at how a learner perceives, acquire, and use the first and second language in various contexts, teachers should make meaningful observations about their true strengths and shortcomings. Writing is a crucial language skill for students, enabling them to express their thoughts, ideas, feelings, and expressions, making it a highly challenging yet essential skill. Writing is difficult for ESL students because it takes a lot of effort and time.

4 Various stages involved in developing writing skills in an ESL classroom

- Idea generation.
- use of pertinent ideas.
- Arranging ideas and ordering.
- Right connections to form sentences in the right order.
- Language that is grammatically structured.
- Diversity in sentence construction.

- Using Suitable idioms, expressions, and words
- Taking down notes
- Drafting a document.
- Writing an additional draft.
- Editing text
- Revision.

Using Collaborative strategies in the classroom is crucial for developing ESL learners' writing skills. It encourages active participation and sharing of ideas among group members, enhancing their ability to perform writing tasks effectively. Teachers should teach sentence structures to ESL students, improving writing skills through games, oral practice, and brainstorming sessions, fostering a learner-friendly environment, and increasing sentence production. Teachers can implement group or pair work in their classes to develop ESL learners. This approach encourages more participation, better results, and convenient assistance. Teachers should select writing topics based on learners' levels and interests, resulting in more attentive and successful work with encouragement and cooperation from peers to create an enjoyable and friendly environment.

5 Need for Teaching Writing Proficiency

Gibbons (2015) states that in the contemporary world, the level of sophistication in literacy skills is greater than ever before, including the many forms of digital literacy to access information and ideas and participate meaningfully in society and the global community.

In the AI era, writing has gotten easier for students with the use of technical support. Writing is easy and accessible to all students, except those using it for exams. Thus, it is a challenging and monumental task for teachers to motivate their students. If students are not willing to engage in the learning process, it is unlikely that they will be motivated to learn. Students at all educational levels are expected to be able to understand the value of writing skills in addition to being able to express themselves clearly in writing when they are taught writing. **Tangpermpoon (2008)** emphasizes that writing requires students to have a great deal of lexical and syntactic knowledge as well as principles of organization in L2 to produce good writing.

Teachers must use a variety of strategies to improve their writing skills, which necessitate cognitive analysis and linguistic synthesis. Teachers in the twenty-first century must use a variety of approaches to motivate and inspire these students. ESL students do not have the same background knowledge as native English speakers, it is more difficult for them to write with meaning. Their vocabulary is frequently limited, and while they can communicate orally and be understood through gestures and so on, writing proves difficult for them as they attempt to express themselves without the luxury of using their hands. It is important to understand the various ways in which ESL learners require motivation when writing and the primary objective should be to develop this motivation in tandem with other language skills. taking into consideration how various factors, including those related to motivation, interest, anxiety, and attitude, affect the writing process and its success from an affective perspective. Teachers must carefully construct effective structures when teaching writing. It is critical to monitor the students' progress and provide them with the necessary feedback. English teachers must motivate and use various techniques to help ESL learners develop writing skills. Highly motivated students actively participate in tasks and produce high-quality results.

6 To achieve the desired results in developing teaching writing skills in an ESL classroom:

- Identify learners' strengths and motivate them.
- Ensure the topic and Task for students in writing are explained in advance.
- Give directions to be easy to follow, precise, and clear.
- Assign assignments to be easy, free of mistakes, and appropriate for the student's level.
- Engage activities tailored to the learners' interests, needs, and understanding.
- Creativity to be allowed in every task.
- Provide a clear explanation of the materials used and the sequence of tasks.
- Allow to showcase the strengths.
- Make sure to use proper spelling and punctuation.
- Enhance reading comprehension.
- Create a sentence and paragraph structure.
- Describe the various types of writing.
- Give Editing Education
- Motivate the use of a journal.
- Encourage peer collaboration.
- Assign brief writing exercises regularly and monitor the process.
- provide effective guidance to the students on the completion of the writing task.

Teachers must understand students' writing challenges and guide them through the writing process, dividing it into stages and sub-skills. They should engage students in motivating and encouraging activities. Teachers should understand the intelligence levels of their ESL students and use the most up-to-date ELT techniques to help students improve their writing skills resulting in increased involvement and qualitative and productive results in English writing.

7 CONCLUSIONS

ESL learners struggle with writing tasks due to language complexity, including spelling, vocabulary, grammar, sentence structure, unity, and coherence. English teachers must focus on making writing skills easier and simpler for their students. Sommer (1989) believes, "Writing is a way of learning other subjects; it can be used in every discipline as a strategy for teaching and learning". Writing requires concentration, focus, and discipline to transform the thoughts in symbols and this process leads to the development of writing skills as well as personal development.

The study's findings demonstrate that the main reasons why students struggle with writing in English are a lack of vocabulary, a weak grasp of grammar and syntax, and tenses. Lack of original ideas, writing anxiety, and a poorly organized structure are other significant factors that lead to learners' poor English writing. Dependency on L1 is another major factor. Teachers face challenges in teaching writing skills due to student difficulties, challenging materials, and time constraints. To improve writing abilities, teachers must dedicate more time and provide guidance. A key focus is how to motivate and develop ESL learners to improve their writing abilities. ESL teachers should implement innovative teaching techniques to engage learners in writing tasks and encourage them to devote more time to developing writing skills and selecting

topics of interest, as these are more difficult to acquire. This paper explores why writing is the most challenging skill for ESL learners, highlighting its complexity and the need for strategies to improve writing skills. It also provides tips for both teachers and learners to enhance their teaching and learning of writing.

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