

Effective Ways Teaching Writing Essays

Saidrasulova Sh
Senior teacher UzJCMU

Abstract. The use of effective strategy in teaching writing has been a topic of discussion in ESL training programs since most teaching methodologies do not give the mother tongue a substantial role. This article presents findings from research on the rhetorical techniques pre-service teachers employ in writing both before and after receiving process-based writing instruction. The study focused on determining the writing techniques student teachers employ to complete an argumentative essay, and finding out how much pre-service teachers' usage of writing methods is improved by using a rhetorical process approach to writing. The significance of the present study lies in the fact that it examines the writing abilities of students with different levels of language abilities and evaluates how effective strategies help them in writing English easefully.

Key words: writing strategies, teaching methods, linguistic problems, writing comprehension skills, English for Specific Purposes, writing habit.

As EFL/ESL writing teachers, our main activities involve conceptualising, planning and delivering courses. At first sight, this seems to be mainly an application of practical professional knowledge, gained through hands-on classroom experience. To some extent this is true of course, for like any craft, teaching improves with practice. But there is more to it than this. Experience can only be a part of the picture, as our classroom decisions are always informed by our theories and beliefs about what writing is and how people learn to write. Everything we do in the classroom, the methods and materials we adopt, the teaching styles we assume, the tasks we assign, are guided by both practical and theoretical knowledge, and our decisions can be more effective if that knowledge is explicit. A familiarity with what is known about writing, and about teaching writing, can therefore help us to reflect on our assumptions and enable us to approach current teaching methods with an informed and critical eye.

Language arose out of human need to communicate. Language makes effective communication possible. As observed by Raman and Sharma, (2011), one does not need to be a linguist in order to acquire good language skills, but having the basic knowledge of the language will certainly help to understand the intricacies of writing and speaking clearly. Language is considered to be a skill therefore, to learn a language one must learn the skills of language. For example, to learn a foreign or a second language (L2) such as English, one must learn the skills of it to become effective communicators. Language has four sub skills:

listening, speaking, reading, and writing. Among these four sub skills: listening and reading are considered to be receptive skills whereas, speaking and writing are considered to be productive skills.

Simply, second language writing is a term applied to writing done in a language other than the writer's native language(s). It is also often, but not always, being done in a language that the writer is in the process of learning. For many of us it is also an abstract area of study – the study of writing performed by non-native speakers. And, in addition, an area concerned with the experience of writing in another language, the analysis of the writing produced in another language, the teaching of writing in another language, and the study of teaching of writing in another language (Hyland, 2013).

Class room teaching and learning provides the necessary learning ground for a learner to identify, assess, and work on their writing errors. But, a workplace expects its employees to be effective writers so that it does not hinder the regular day to day affairs of the organization by causing unwanted communication error. Errors place an important role in the L2 acquisition process. According to researchers, errors are crucial in identifying the learner's ability in achieving their goals and determining how far the learners have advanced and what remains to be learned and taught, Coder, (1967). Identifying the errors will help the English language teacher to be better equipped, more sensitive and aware of the difficulties faced by students while writing. This as a result, will enable the English language teacher to apply corrective measures and help in minimizing the occurrence of error.

According to Ann Raimes, author of *Techniques in Teaching Writing*, this is one of the most important reasons why writing should be taught in school. Writing letters, blogging, keeping journals and instant messaging have all become normal ways of communicating, and they all cultivate a writing habit that teachers should be aware of and support(Raimes,A, 1983).

In the context of second language writing, it is important to understand that writing in a non-native language can present unique challenges and considerations. Second language writers often face difficulties in expressing their thoughts and ideas accurately and fluently, as they may not have the same level of linguistic proficiency as native speakers.

Second language writing also involves navigating cultural differences and adapting to different rhetorical conventions and expectations. Writers must be aware of cultural nuances and understand how to effectively communicate within the cultural context of the target language.

Additionally, second language writing involves the process of learning and acquiring new language skills. Writers may need to actively engage in language learning strategies, such as vocabulary acquisition and grammar practice, to improve their writing abilities.

From a teaching perspective, second language writing requires instructors to provide targeted instruction and support to help students develop their writing skills. This may involve explicit instruction on grammar and syntax, providing models and examples of effective writing, and offering feedback and guidance throughout the writing process.

Second language writing is a complex and multifaceted area of study that encompasses various aspects of writing in a non-native language. It requires both linguistic proficiency and an understanding of cultural and rhetorical conventions. With practice, guidance, and

support, second language writers can develop their skills and effectively communicate their ideas in writing. However, both perspectives highlight the importance of effective writing in academic and professional contexts. Whether it is for research papers, essays, reports, or any other form of written communication, being able to write well is essential for conveying ideas clearly and persuasively. It requires not only technical proficiency but also the ability to think critically, analyze information, and present arguments coherently.

Teaching someone to write for the first time or help someone develop their writing further may not seem too hard at first glance. But, as writing is a skill that is in itself dependent on other skills, this may prove to be quite a challenge (Flood 1967).

According to George (2001) and Fraiberg (2002), the writing pedagogies that have been dominant over the past thirty years were primarily developed by the process movement and that we are currently at the turn of the twenty first century, in a post process era of writing instruction. In the process approach to writing instruction the emphasis is on the act of writing itself and how the text is created is very important (Peter, E. 1998)

Overall, the methodology used in this study was appropriate for the research problem and allowed for the collection of reliable and valid data. The mixed-methods approach provided a comprehensive understanding of the effectiveness of the Internet-integrated application of Critical Pedagogy techniques in enhancing ESP academic reading comprehension skills of learners.

Used literature:

1. Corder, S. P. (1967). The Significance of Learner's Error. *International Review of Applied Linguistics in Language Teaching*, 161-170.
2. Flood, James (Editor). *Handbook of Research on Teaching the English Language Arts*. Mahwah, NJ, USA: Lawrence Erlbaum Associates, Incorporated, 2003
3. Ken Hyland, *Writing and Teaching Writing* Cambridge University Press 978-1-108-47071-1 — *Second Language Writing*
4. Raimes, Ann. *Techniques in Teaching Writing*. Hong Kong: Oxford University Press, 1983.
5. Sharma, M. R. (2011). *Technical Communication*. New Delhi: Oxford University Press
6. Romero, G. (2017). Developing Reading Comprehension Skills in an ESP Course through a Theme and Task Based Learning Model. *Advances in Engineering Education*, 14, 136-146
7. Peter, E. 1998, *Writing without Teachers* 2nd ed. Oxford University Press, USA.
8. Stein, M, Dixon, R. C. and Isaacson, S. (1994). Effective writing instruction for diverse learners. *School Psychology Review*, 23 (3), 392-405.