

STRATEGIES FOR IMPROVING WRITING SKILLS

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Abstract:

Improving writing skills is a critical aspect of academic and professional success. There are several strategies that individuals can employ to enhance their writing abilities. Firstly, it is crucial to read extensively to improve vocabulary, grammar, and sentence structure. Secondly, practicing writing regularly helps to develop fluency and clarity in expressing ideas. Thirdly, seeking feedback from peers or professionals can provide valuable insights into areas for improvement. Fourthly, using online tools and resources such as grammar checkers and writing prompts can aid in refining writing skills. Finally, understanding the purpose and audience of the written work can help in tailoring the message appropriately. By implementing these strategies, individuals can improve their writing skills and effectively communicate their ideas in various contexts.

Keywords: strategies, ESOL students post-planning, ESL, integration.

Effective communication through writing is a crucial skill for academic and professional success. However, not everyone is born with exceptional writing abilities. Fortunately, there are several strategies that individuals can employ to enhance their writing skills. In this article, we will explore some of the most effective strategies for improving writing skills, including reading extensively, practicing writing regularly, seeking feedback, using online tools and resources, and tailoring the message appropriately. By implementing these strategies, individuals can take their writing to the next level and effectively communicate their ideas in various contexts. During the writing process, we were careful not to

focus on punctuation and grammar mistakes. We wanted the students to have the freedom to express their ideas in written form also known as Fluency First. Ideally, and from what I gathered from the literature review, not focusing on conventions during the first half of the year would be greatly beneficial to the ESL students but it is not realistic as each student is graded in that area with the same rubric every nine weeks. Since grammar and conventions were scored with each genre, explicit lessons were provided between genres and of course, when individuals required it, but again, it was not our focus. During post-planning, the team reconvened to analyze the data and discuss the improvement of the writing skills for most of the students and possible reasons for those that did not. We concurred that using the techniques outlined above proved to be beneficial to not only ESL students, but to general education students as well. Reaching proficient levels of literacy is a basic goal for all primary students. This goal is very difficult for English language learners, particularly in the domain of writing. Because the world has become increasingly text-oriented, writing has been designated as one of the most important abilities. As a result of this shift, both mainstream teachers and ESOL instructors are in high demand for effective strategies to help this group improve their writing skills. The goal of this initiative is to give research-based approaches for boosting ESL students' writing skills. The findings imply that this goal can be achieved through the use of technology, pre-taught vocabulary, varied instructor influences, and the implementation of good diversified literacy practices. There are various reasons why writing is the last acquired domain of learning English, one of them is because writing requires a more detailed and analyzed grasp of a language than understanding it. Furthermore, because ESL students do not have the same prior knowledge as native English speakers, it is more difficult for them to write with meaning. Their vocabulary is frequently restricted, and while they may speak vocally and be understood by gestures and so on, writing becomes difficult for them as they strive to express themselves without the luxury of utilizing their

hands. Additional work time is also required for students who are processing two or more languages, and all too often, they are not provided with such opportunities. Furthermore, because it is difficult for ESL students to write as well as their native English speaking peers, teachers' responses tend to be negative, which can lead to them becoming too familiar with the expectation to fail. As previously stated, writing is the most difficult academic subject for ESL students, as seen by their ACCESS scores and classroom performance. Living in a text-oriented society requires all students to be proficient writers, but achieving this aim is especially difficult for students studying English as a second language. Due to this ubiquitous area of weakness for ESL students, this study project has been created to uncover and implement effective ways for improving ESL students' writing skills.

Technology

The increased incorporation of technology has considerably contributed to the shift in teaching reading and writing in a second language. This type of integration in second language learning instruction shows a movement in educational paradigms from a behavioral to a constructivist learning approach. Recent developments show that dramatic changes in literacy have occurred as a result of the introduction of the computer and the development of other new technologies. As a result, there is constant pressure on instructors to keep up with such advancements and enhance standards in their classrooms. It not only motivates and encourages ESL students to engage in reading and writing, but the numerous ways it is employed helps to cultivate writing abilities in this demographic of students. E-journals, similar to composition notebooks, provide students with a safe space to express their ideas without worrying about handwriting or spelling errors. This strategy improves their vocabulary abilities and allows children to receive written feedback from an instructor, which improves their reading proficiency. Using internet discussion boards is another method, among many. Students can connect with one another as well as the teacher using this method, receive peer criticism,

and practice conversational skills while putting entire thoughts together in the form of typed phrases. Peer input is one of the most effective ways to improve as an English writer. According to studies, school-age children are more aware of their peers' reactions and perceptions than their instructors', making them more likely to learn from constructivism. To increase English language learners' writing skills, educators must examine new and innovative methods of instruction. Current methods are simply not advancing these children to the required degree of proficiency. A safe atmosphere can alleviate ESL fear and provide possibilities for risk-taking, both of which are required to generate even sufficient writing. Scaffolding, in conjunction with peer work, provides English language learners with the assistance they require to facilitate the writing process. Finally, varied literacies and technology collaborate to pique their interest and motivate them to succeed in the writing classroom. When children are provided opportunities to write for true meaning-making and message-sharing objectives, they can reap the benefits of writing even if they are starting readers and writers in a language that they have not yet mastered.

Methodology

With knowledge of the above strategies outlined in the literature review, it was determined to perform a mixed method research project to assess the validity of the techniques. The first study was quantitative in design, with two groups of second grade ESOL students: the experimental group of five students and the control group of six pupils. To provide a baseline for data, ACCESS scores from the previous year were used, as well as a pre-instruction writing sample at the start of the year. The narrative writing sample gathered was graded using a criteria devised by Cobb County to be utilized with all second graders regardless of main language. The component of my research was a qualitative method aimed to obtain information about how ESL students perceive themselves as writers, what they think about their actual writing, and what they believe they need assistance with.

This was accomplished using a student poll. A survey was also distributed to teachers, asking how they felt about teaching writing, what areas of worry they had for ESL students, and what strategies they had previously employed. We were careful not to focus on punctuation and grammar errors when writing. We wanted the children to be able to express themselves in writing, commonly known as Fluency First. Ideally, and based on the literature review, not focusing on conventions during the first half of the year would be extremely advantageous to ESL students, but this is not possible because each student is graded in that area with the same rubric every nine weeks. Because grammar and norms were graded with each genre, explicit instructions were provided between genres and, of course, when individuals requested them, but this was not our primary focus. The team reconvened during post-planning to review the data and discuss the improvement of writing abilities for the majority of the students and possible causes for those who did not. We all agreed that following the strategies indicated above benefited not only ESL pupils, but also general education students.

In conclusion, effective writing is a vital skill that can greatly impact an individual's academic and professional success. By using the strategies discussed in this article, such as reading extensively, practicing regularly, seeking feedback, utilizing online resources, and tailoring the message appropriately, individuals can improve their writing skills and effectively communicate their ideas. With dedication and effort, anyone can become a proficient writer and achieve their goals in various contexts.

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