

Ways of developing writing skills in English lessons for grade 9

Writing skills is are an essential requirement to lifelong learner success yet the way teachers teach and provide feedback to their learners on writing is quite challenging. This study sought to explore the teaching strategies to improve writing skills as an essential requirement for effective learning in schools for grade 9 learners in English Additional Language. For people living in the townships and rural areas in Kazakhstan, exposure to English is limited, because the majority of people communicate with each other in local languages. With teachers and learners residing in the townships where communication occurs mostly in Kazakh, problems in language proficiency, in particular writing in English Additional Language, are often encountered not only by the learners, but by educators as well.

To improve students' reading comprehension, teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. This article includes definitions of the seven strategies and a lesson-plan template for teaching each one.

Writing — it's an important form of communication and a key part of education. But in today's technology-driven world, kids aren't given many opportunities to practice and improve their ability to write. This leaves many parents wondering how to improve their child's writing skills.

Instructional aids

Seven Strategies of Highly Effective Readers	
Strategy	Definition
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text

Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information
Summarizing	Restating the meaning of text in one's own words — different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

It takes time to develop strong writing skills, and it can be a tough task to accomplish. Thankfully, there are many things that parents can do at home to help improve children's writing skills.

The teachers are not getting any support from the school they work in isolation. Those who need support, they receive it from other teachers outside their school environment. In some schools, there are no HoD's to give support, whilst in schools with HoD's , HoD's do not give any support. Some of the problems encountered by teachers are compounded from a lack of culture of learning on learners, resulting in lack of commitment which involves learners not doing homework, poor attendance, and lack of participation. The findings of study showed that teachers are facing a problem of a shortage of textbooks as a result students in some cases share textbooks. Both learners and parents are not competent to contribute to the improvement of writing 124 skills. However, among various strategies suggested by teachers motivation, enrichment programmes and intertextuality were emphasized as important strategies that can be used by teachers to improve learners' writing skills. Creative writing was shown as the most commonly used and important strategy. When implementing this strategy, teachers are giving the learners feedback consistently as they regard it as the other way of interacting with them. They also emphasize the importance of drafts and their effectiveness though they sometimes don't mark them because of large classes.

On the whole, the study shows that teachers face numerous challenges relating to writing in English First Additional Language. The teaching of writing skills in English First Additional Language was hampered, amongst other things by lack of support material and structures, lack of culture of learning and lack of proper training for teachers. This means that there is still a lot that needs to be done to improve the learners' writing skills. Students should be motivated to play an important role in improving their writing skills. Teachers who lack the skills should be also be given specific training in teaching writing skills. Teachers regarded process approach as being effective and important in the teaching of writing skills. The study not only suggested the need to for new language teaching approaches, but also suggested the need for enrichment programs to empower both educators and learners to improve the writing skills.

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