



TEACHING WRITING TO SECOND LANGUAGE LEARNERS.

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ANNOTATION

In education, scaffolding is a teaching method where teachers help students complete tasks just beyond the point that they could achieve by themselves. It was theorized that children learn best when an adult helps them expand upon what they already know and can do. It was birthed the concept of a Zone of Proximal Development (ZPD) the area between what is known and unknown where students can achieve a task with guidance from a knowledgeable teacher. Over time, teachers gradually reduce support until the students can do the task themselves. Scaffolding your instruction is key to the success of all students especially English learning learners. When you make connections to what students already know, learning becomes more meaningful.

Key words: spelling and grammar, writing assignments, sensitive context, language domains, brainstorming, fable writing, speed writing, loop writing, and mini saga, pre-writing phase.

It has always been a fascinating task to help pupils enhance their second language abilities. The writing process reveals that the pupils are genuinely taught how to write coherently in a second language using proper spelling and grammar. The second language learning sense, which has been exposed to the intricate changes made by second language speakers, is referred to in the classroom tactics. These techniques, which can include metacognitive and cognitive learning techniques, can vary in kind. For writing activities to be beneficial, students must participate actively in them. Students' motivation in second language learning classes is increased when the processes of good writing are explained to them. The writing assignments must be tailored to the students' requirements and interests. Furthermore, whenever feasible, these activities ought to be connected to the actual world.



It takes a successful strategy to motivate students to complete writing assignments and develop their writing abilities. The skills that need to be developed and the elements that support learning in the target areas should be made evident by the teachers. Over the past 20 years, the study of writing in second languages has become well-established. In order to effectively teach writing to second language learners, educators should choose a subject area that can support learning. Furthermore, after the target skill areas have been determined, language teachers should primarily focus on the subject that results in the highest level of student participation. The students' comprehension and learning are improved and their learning is more successful when these objectives are combined pragmatically.

Teachers primarily focus on student involvement to produce long-term positive learning experiences after they have confidence in their students' desire to participate in activities aimed at improving their writing skills. The development of sensitive context pedagogies has aided in improving student writing styles, the comprehension of texts used in the classroom, and the important usage of text in the communities it is intended to serve. By deepening their grasp of texts, teachers of writing to second language learners are increasingly becoming into researchers. The term “systematic research reflection cycle” refers to action research, which is made more democratic by incorporating new ideas and abilities into the classroom. The majority of the variables that make learning and writing in a second language difficult are literacy in the first language, competency in the target language, and differences in the text's rhetorical approach. Appropriate direction can help students become more proficient in a variety of language domains. Relatively few models illustrate the need of guiding and instruction in second language acquisition, despite the growing interest in learning and writing in a second language. There are two main categories for teaching writing to L2 learners: teaching them to write and teaching them to write for communication. It is required of the learners to move beyond their foundational writing abilities and utilize the target language in order to write and interact with readers. Linguistic competency has been associated with using phrases and vocabulary that are suitable for the work at hand. The linguistic abilities of L2 learners serve as a representation of language competency. It is the responsibility of the teachers to select the most practical and efficient

approach that supports the designated writing area. First and foremost, educators must determine the best ways to teach writing to second language learners so as to stimulate rather than deter pupils from acquiring the language. The current study has covered practical methods for helping second language learners improve their writing abilities. Additionally, some useful instructional strategies that help second language learners' writing abilities have been discussed. The comparative approaches that have been the subject of the study are brainstorming, fable writing, speed writing, loop writing, and mini saga.

In response to the regulated composition technique, which concentrated on teaching procedures to develop writing skill through habit formation, the process approach was initially put forth for teaching first language composition in the 1980s. Teachers' jobs in the controlled composition were to supply a set of language structures, while students' tasks were limited to manipulating these patterns.

The behaviorist teaching methods that were carried over into the procedure model included substituting tables, dictating, and repeating writing particular models, all of which regulated classroom activities for a period. The implementation of the process approach as a writing tool for first languages was dominated by two main groups. Every motion concentrated on imparting knowledge of a single step of the writing process, either as competence in the cognitive movement camp or as performance in the expressive movement proponents. First, proponents of the expressive movement saw writing as a nondirective activity that helps kids learn about themselves and develops their writing abilities by encouraging them to create personal essays and journals. It is stressed that teachers should address systems as the last resort for doing so prevents pupils from participating actively in the writing process. Rather, students ought to be permitted to write in order to communicate ideas and express themselves. Furthermore, they held the opinion that pupils ought to be assessed based on the completed work, for example, evaluating a pianist based on his performance rather than the amount of time he devotes to practice. Conversely, the cognitive approach saw teaching writing as a method of solving issues that involves thought and technique. More advanced levels thinking abilities, such as defining the linguistic issue,



setting it in a more general setting, converting it into operational, investigating its parts, providing different options, and getting at an appreciated conclusion, are practiced during the prior to writing phase, which is when the thinking portion of the process occurs. Students must translate all of the ideas they developed during the pre-writing phase into the final written result in the second section of the composing procedure, which focuses on the actual writing process.

However, the argument over teaching English language learners, writing as a process in the 1980s and 1990s might be characterized as a change in focus from what should be taught in writing classes to how it should be taught. A broad and well-defined perspective on teaching writing as a distinct ability was initiated by the conversation. There was a great deal of discussion among academics who said that both native and English language learners, authors behave similarly while writing since they start by describing fundamental concepts, produce a first draft, then edit their final products.

The main topic of discussion was whether or not teaching writing to native speakers is comparable to educating students who are not native speakers. This discussion was the beginning of understanding that writing is a process. Teachers will be better able to teach writing skills to non-native speakers if they use a process similar to that of native authors. In a comparable manner, it is maintained that teaching methods should take precedence over providing pupils with prefabricated shapes and structures that render them ineffective learners. It is emphasized that writing instructors should concentrate on teaching writing as a process, as well as on how to create forms, convey content, and use terminology. Everyone agreed that language is connected by ideas rather than just structures and words. Therefore, the methodology for teaching ELL writing was based on the process approach, which is employed when teaching composition to native speakers. The primary responsibility of the teacher now is to assist students in developing their writing abilities before, during, and after writing assignments, rather than just editing and fixing mistakes. Writing is a physical activity that involves various phases such as generating ideas, drafting, and revising, and both native and second language learners go through similar procedures. However, they are

different in that they are mental tasks that demand additional work from non-native authors when they wish to debate, explain, or convey ideas in a second language.

In order to avoid overlapping methodologies for feedback between two distinct circumstances in educating writing as a first language and as a second language, it is crucial that instructors set apart between cognitive efforts that separate native and non-native writers. The findings demonstrated that, despite certain physical similarities in the writing process, there were a few variations in the elements of “the sub-process: planning, transcribing, and reviewing” and in the elements of “fluency, accuracy, and structure” of the texts that were created. Writing instructors and educators could therefore anticipate fairly similar success by using similar writing educational tactics, whether in implementing the writing process or handling students' errors, as a result of this overlap in certain research. Instructors must distinguish between frequent writing errors made by English language learners and problems made by native students while addressing the errors made by English language learners students. Native students may make mistakes like “punctuation rules, pronoun references, and informal usage in their academic writing,” despite having an innate understanding of grammar and design. However, English learning students create mistakes on a variety of language levels, such as abusing grammatical tenses, articles, sentence structure, idioms, and punctuation, since they lack the linguistic understanding of the language they are learning. Acquiring mastery of these grammatical frameworks alone would not ensure that English Language Learners would automatically become as proficient as native speakers.

Motivating students to write frequently can be a tricky task, however. Teachers need to attend to both cognitive and motivational factors in the L2 writing classroom. Motivational factors include learners' beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence, which in turn influence learners' engagement, effort, and learning in the L2 writing classroom. Teachers need to be aware of these affective factors and to help their students become more motivated. Motivation should help learners want to increase their

practice time and to set new writing goals for themselves. The motivation literature suggests several strategies and techniques that teachers can use to create and maintain learner motivation in the L2 writing classroom. First, teachers should identify and discuss learners' writing experiences, beliefs, needs, and goals with the aim of rectifying misconceptions (e.g., that writing is a gift) and enhancing positive attitudes towards writing. Second, teachers should help students see themselves as successful writers by providing them with positive experiences with writing activities; emphasizing that they can be successful in these activities through their own efforts; praising them on work well done; and helping them "start seeing themselves as writers, who can get things done with written discourse". Williams warns, however, against "hollow praise" which "applauds students whether they succeed or fail and which, consequently, leads many students not even to try". Third, teachers should ensure a pleasant and supportive atmosphere in the classroom where the students can feel safe and trusting. Fourth, teachers should take the different backgrounds, experiences, and expectations that students bring to the writing classroom into account when selecting teaching materials and approaches, developing reading and writing assignments, constructing assessment instruments, and providing feedback. Fifth, the reading and writing tasks and activities used should be meaningful, relevant, and varied in terms of content and genre. Finally, teachers should be explicit about the goals of the learning and assessment tasks they use, provide learners with clear goals and strategies to make writing tasks manageable, and allow students.

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