

Creating Writing Strategies in Teaching to Esp Learners

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Abstract

Writing is an important skill for language production. It's unfortunate that many students, both native English speakers and those learning English as a second or foreign language, face challenges in writing. incorporating technology and online resources can enhance the learning experience. Online writing tools, grammar checkers, and interactive platforms can provide immediate feedback and guidance to students as they practice writing. In conclusion, addressing the challenges in writing requires a multifaceted approach involving teachers' efforts to improve their instructional methods, providing ample opportunities for reading and writing practice, and utilizing technology to support students' learning journey. With these strategies in place, learners' writing skills can be significantly enhanced.

Key words: *writing, problems, challenges, suggestions, improve*

It's clear that significance of planning in the writing process is ticularly for English for Specific Purposes (ESP) students. The findings indicating that the provision of planning can effectively enhance students' performance in writing argumentative essays are valuable. Understanding that different planning formats can cater to students' individual preferences further emphasizes the importance of personalized learning approaches.

The recognition of writing as a crucial skill for global communication and expression aligns with the increasing demand for effective written communication in various professional and academic contexts. As such, it's essential to continue exploring and implementing strategies that can empower learners to improve their writing skills.

Lack of interest in composition writing can indeed lead to poor writing skills, increased errors in homework, and difficulties in constructing coherent paragraphs. It's crucial to address these issues and find ways to improve learners' writing skills.

The study you mentioned, which aims to investigate the problems in undergraduate ESP learners' writing and identify factors that hinder their writing skills, is a valuable initiative. By understanding the specific challenges students face, educators can develop targeted strategies to help them overcome these obstacles.

Effective teaching methods play a crucial role in improving students' writing skills. Teachers should provide clear instructions, offer constructive feedback, and create a supportive learning environment that encourages students to express themselves through writing. Additionally, integrating more reading and writing practice into the curriculum can help students develop their vocabulary, grammar, and overall writing proficiency.

Productive skill in written mode, it is more complicated than it seems at first, and often seems to be the hardest of the skill, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thought in a structured way. There are various ways how to define writing. Most writing systems are based on speech; writing is just a visual representation of speech (writing is symbol of symbol) (Seken.2017, P.12).

Writing is indeed a versatile tool in the classroom that offers various benefits to learners. Writing provides students with tangible proof of their progress and accomplishments. Seeing their work on paper can be motivating and rewarding, encouraging them to continue improving. Through writing, learners can track their development over time. By comparing their earlier work to their current writing, they can see how far they've come and identify areas for further growth. Writing helps students reinforce their understanding of vocabulary and grammar structures. By actively using words and applying language rules in their writing, learners internalize these elements more effectively. Writing complements other language skills like reading, listening, and speaking. It allows students to practice expressing themselves in written form, enhancing their overall language proficiency.

As mode communication, writing should be reviewed as representation a dialogue between the writers and their readers. This view of writing as a social process, (Hyland, 2003). Writing has often been considered as secondary to oral communication, i.e writing as a means of representation and substituting spoken ideas into written ones (Harmer,2007) even in second language learning, writing used to be viewed as a mere “support system ”to learning language components : grammar and vocabulary (Harmer, 2007).

Scholars have carried out a number of case studies in recent years to search the effectiveness of the process-genre approach to writing instruction. Prominent scholars have reported that improving students' writing abilities with the process-genre method is successful. Herawati's (2015) study, in contrast, revealed that there was no discernible difference in the writing skills of students taught using the process-genre approach and those taught using the conventional technique. The result was ascribed, among other things, to the students' insufficient text knowledge.

From the differences highlighted above it is clear that the focus of ESP is to learn a specific skill of language that can be applied in a target environment. In this study, the skill that was identified was writing. In the field of ESP, writing is considered the core activity of an institution (Paltridge & Starfield, 2013).

It's great to hear about the successful implementation of the process-genre approach to teaching technical writing in higher education settings. The four-stage model for developing technical writing skills seems comprehensive, covering essential aspects such as clarity, conciseness, accessibility, recognizing the audience, and accuracy. Moreover, the inclusion of various types of technical writing, such as memos, emails, reports, instructions, and presentations, reflects a well-rounded approach to preparing students for real-world communication demands.

The alignment of teaching content, training materials, and assessment techniques with the professional demands and job expectations of technical students is crucial for ensuring the relevance and practicality of the course. It's excellent to see that the study revealed strong interest and involvement from the students in the writing process, as well as positive attitudes towards peer feedback. This indicates that the approach not only meets their academic needs but also engages them effectively.

The successful implementation of the process-genre approach in teaching technical writing is indeed a significant achievement. The comprehensive coverage of essential aspects and the inclusion of various types of technical writing reflect a holistic approach to preparing students for the practical demands of professional communication. The positive student engagement and attitudes toward peer feedback further validate the effectiveness of this approach in meeting both academic and practical needs.

It's clear that the alignment of course content, materials, and assessment techniques with the real-world demands of technical professions is crucial for ensuring that students are well-prepared for their future careers. This study's findings highlight the importance of integrating practical, industry-relevant skills into higher education curricula, ultimately benefiting students as they transition into the workforce.

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