

A Study of Writing and Teaching Skills in Students and Teachers

Rinkey Patel^{1*}, Dr. Suresh Kumar²

¹ Research Scholar, Shri Krishna University, Chhatarpur M.P.

² Assistant Professor, Shri Krishna University, Chhatarpur M.P.

Abstract - Writing and teaching is knowledge and must be learned like other skills. Most individuals take writing for granted, despite its importance in many contexts, such as the communication of ideas, instructions, and legal agreements. Writing effectively involves so much more than just using the right words and syntax. Among the many applications of the written word are the transmission of knowledge and the preservation of culture. It serves several crucial purposes in a person's everyday life, from the professional to the academic to the scholarly to the medial to the social and the personal. Writing is the primary method of conducting official business. Writing's primary function is obviously documentation, especially given the contrast between writing's durability and that of speech. Official and legal records, typically in written form, are archived for future reference. Only in paper can lawyers properly reference prior rulings and statutes. There is no way to conceive of a world without these records, which include documents, books, journals, notes, instructions, bills, and letters. Students frequently use written classroom activities such as note taking, task and assignment recording, problem solving, drafting, and making observations. For professional or educational reasons, an increasing number of people recognize the importance of developing their written English skills. A literate person may only participate fully in society if they themselves are literate; hence reading is fundamental to the development of any civilization. According to Bacon, a fully realized human being is one who can read, conduct a conference, and put pen to paper. Learning the language itself is insufficient. In a given region, natives are expected to acquire the language spoken there, but literacy is not a need for education.

Keywords - Teacher Teaching, Writing Courses, knowledge, grammar, vocabulary, communication

----- X -----

INTRODUCTION

This study concerns writing teaching, the key theoretical frameworks for the teaching of writing will here be defined. ESL teachers now have a lot to choose from in teaching writing. At least three major approaches can be identified and these are:

1. The Product Approach
2. The Process Approach and
3. The Genre Approach.

Previously, much of the instruction in the classroom had been influenced by product and method approaches. Today, genre approaches have arisen and have greatly influenced written teaching.

This section will try to offer insights into and analyze these strategies, highlighting their strengths and limitations. It will end by suggesting a stronger and synthetic approach to writing education from each of these.

The Product Approach

This is the most widely and commonly used approach worldwide for teach writing. Hence a brief description of the product approach is given in the next three sections.

The Distinctive Features

Several scientists explored and explained the product method. For example, Pincas (1982) maintains that products approaches consider the use of vocabulary , grammar, and coherent instruments as writing primary to linguistic knowledge.

Here is an example taken from Jordan (1989) which shows the product approach method in teaching writing.

GRAMMAR

Many language areas are often difficult. Many of the most important were chosen for action. There are some mistakes in the following sentences: they were highlighted. Write the entire sentence correctly on the lines below each paragraph.

1. The study is showing that most of these accidents occur to young children

2. Each worker pays small money which is taken from their salary.

1. Specialist doctors in hospitals can divide into surgeons which operate the body and another specialists which act as consultants.

2. The number of schools grew gradually till 1965 and then ___ number raised suddenly.

3. When countries apply for foreign aids ____ is because it has no enough resources of its own.

The above example enables students to practice and improve writing on the sentence level, with a focus on certain grammar fields. But such activities can give students the illusion that writing is an art in grammar and can be taught independently from meaning, public, and intention.

This approach is described by Hedge as a writing approach that looks at "the characteristics of written texts". She states that the method may include "the capacity for grammatical consistency, a variety of vocabulary, consistent punctuation, the use of style conventions, for example in writing, precise spelling, the use of a variety of sentencing systems, the linkage of ideas and knowledge to create a matter, the simple and persuasive creation and organization of material".

It may be possible to provide a collection of formats, such as letters and essays, roles such as interpretation and explanation of written texts, the practice of various features and the arrangement of these specific written texts while concentrating on one or more general skills, within the framework of the whole text. Hedge (1988) says that this method may be feasible. In this approach, Hyland (2003) points out that writing can be considered a rational and well-ordered arrangement of verbs, clauses and sentences in compliance with language laws. He says that writing considers writing to be a result of grammar and vocabulary regulation by authors. Hyland (2003) discusses how to develop one's skills in writing by manipulating and imitating a specific text through practices such as blanks filling, sentence completion, time or personal pronoun transformation and other activities.

Jordan (1997) also points out that the learner offers a guide for the product approach and that numerous activities are carried out to illustrate the "essential characteristics". They are told then to write "analogous or parallel text". Tickoo (2003) notes that the product method pays attention to a student's written product without helping the student to know "processes" which "substantial writers use". In this way, he states, the student knows about how to use the laws of grammar.

Levels of Teaching Writing

Pincas (1982) clarifies the following approach: learning how to write takes four phases: family learning; supervised writing; guided writing and free writing. The students become familiar with some features of a particular text in the familiarization process. During the controlled and directed writing stages, students practice skills by reducing control and preparing them for a free writing stage in which students conduct actual writing work, such as writing a letter and writing an essay. Likewise, Hyland (2003) suggests that this technique has a four-phased cycle. It is familiarity in which students are given "all grammar and vocabulary in a text", guided compose, in which learners also control or use "set patterns from substitution tables" in a skillful way.

IMPORTANCE OF ENGLISH AND WRITING IN ENGLISH AT INTERMEDIATE LEVEL

'Intermediate' is an intermediate stage both in a student's personal and academic life, as the word itself suggests. Since completing their 10th grade by 15 years, the students arrive at the mid-level at their earliest adolescence. During this process students underwrite a physical, mental and emotional transformation. You acquire a new identity as "college students," when you were just "school children" before you met your 10th grade. At this point, the very difficult selection of subjects by the students decides on their future careers. Of example, if a student wants to be a doctor, he must go into the Bi. P.C (mathematics, physics and chemistry) group must a student who wants to be an engineer. Therefore, the mid-term stage is very critical because at this stage students must make their general career choices. The only common mandatory subject, regardless of the level, is English for all students who enter intermediate. The Board of Intermediate Education has made English mandatory for all students because of the importance of English in establishment of the students in every field. It should be noted that in recent years, there have been significant rises in the number of students opting for their intermediate courses in French. Writing is a very valuable ability in both academic and professional terms, although it is considered secondary to speaking. Students therefore need to be trained from school as good writers and more focused training is available from the mid-stage level.

WRITING IN TEACHING

a. Time allotted for first year

During the first year of the workbook and textbook, the written text in the form of tasks is not important. The number of days dedicated to teaching English in accordance with the academics program in the textbook is 184 when sections of speech, posts, prepositions, interpretations, verb-shapes, direct and indirect expressions, active and passive voices, transcripts, vocabulary, dialog written, adjective comparison degrees and sentences correcting

account for 80 hours a day of "single learning" teaching.

Although more than 40% of the curriculum is spent on teaching writing, it does not allow students to develop their overall learning.

b. Time allotted for Second Year

In a second year's textbook and workbook, "writing" is given importance. The total time allocated to English is 172 days / hours. Publishing involves description, charts, lines, feet map, tree diagrams, flow chart, ads, shape filling, and Curriculum vitae. Method overview, writing of letters, writing notes and vocabulary. Those are the 69 hours / day teaching components which constitute 40 percent of the total period.

The second priority among all subjects in academia is English. This is taught and tested for evaluation rather than to develop communication skills. The students provide printed materials with ready-made responses that prevent them from thinking and writing alone.

EXECUTION OF TEACHING MATERIALS IN COLLEGES BY STUDENTS AND TEACHERS

To students and teachers, the Intermediate Board has approved textbooks, worksheets and CDs. While teachers and students at private colleges and government colleges are not supported by adequate teaching material.

a. Private colleges: The students use text books and print materials from their college curricula in private schools. Students do not buy text books much of the time. Totally skipped job materials. Students depend on the printed material issued by the college or on the market "guides." Teachers often need not fight to "speak" as a skill, since all is readily available and students are used to spoon feeding.

b. Government colleges: The teachers and students of government universities obey the guides and textbooks. The workbooks are again disregarded. The students should use the given material to the best advantage. It is an irony that teachers are not given enough time in private colleges to have all the activities carried out by the students. In addition, the board of intermediate training prescribes the workbooks as optional. It is intended only to improve students' skills. There is also no reading and preparation of the workbooks. As a result, two lakh pupils from my year failed in English at the Board Examination, since several grammatical questions in the final test came from the research book, which the students never reached.

DEVELOPING WRITING SKILL THROUGH SPEAKING SKILL

The ability to communicate is a sort of successful skill. The role of speech ability in the production of writing in

English cannot be ignored. This can also help improve writing if correctly used. It can help to develop writing. Nevertheless, it is language development, but can be viewed as a method in order to teach writers how to better. While teachers lecture, the student must determine in a practical manner certain terms and phrases spoken by teachers. There are specific aspects of writing skills that students will learn in an organizational way if they choose to discuss ideas. Experts have shared their point of view about how speech ability will help enhance English writing ability:

- At the time of lectures, different forms of vocabulary and sentences are also used so students can learn to listen to the lectures of the popular person and practice their own language.
- Noting lectures is another way of improving the writing abilities of students.
- Teachers should encourage students to remember spoken words and how oral speech can be translated into written symbols.
- Teachers should use the experience of foreign words and pronunciation to teach the dictating style of quoting terms.
- Students can't replicate exactly what they speak by listening to speeches, but can seek to translate them into their own language.
- Speaking helps students to distinguish between oral and written contact.

DEVELOPING WRITING SKILL THROUGH READING SKILL

Writing skill has interconnection with reading skill. Four fundamental skills are important for language learning. The four competencies, i.e. listening, communicating, reading and writing, can be split into two categories, such as receptive and efficient capacity. Listening skills and comprehension skills are called receptive skills because these abilities help to get knowledge in the language they want to monitor. It will be investigated to find out whether someone would like to teach second language or language in a language other than the mother tongue. Each is born in a single language, which is well conceived as their first or mother tongue. The climate is a critical part of the creation of every language that people live in. In the language understood by the family, the child listens to the instruction. In his mother tongue, he is nourished and educated. At first, he got the mother tongue order. Although not fully aware of the language, he is able to manage the correspondence, whether verbally or in written form, with less errors, as regards grammar, sentence structure, vocabulary, punctuation, etc. It means that you will be good in any language if you are given a particular language. Listening and reading are also useful for developing the essential faculties of learners to correctly understand the language.

Listening is a healthy way to communicate. When you listen to the language, you try to translate the message according to your standard, but before you do, you need to learn enough about it. Listening allows students to understand pitch, voice, style of pronunciation, intonation and articulation of words, ears, tongue, palate, and teeth of a specific language. By this process, the learner gets the opportunity to communicate and can speak the language after he learns it. The quality of speech depends on how much time the student spends on listening tasks. Similarly, reading perfects man in prose. It's like listening a receptive capacity. Hearing lets you understand the language. The habit of reading will develop the writing skills of learners. If you are correct in every language, you need to spend a lot of time reading. Students in northern Gujarat spend less time reading English books other than curricula. It is investigated. Since reading skills are just the tool to allow students to understand the technical aspect of writing skills such as the phrase structure, basic vocabulary, verb agreement on subject matter, types of text, types of punctuation, sentences, writer speech, language grammar, paragraph writing etc. It was observed that North Gujarat is composed of many educational institutions that are affiliated with Gujarat State Universities such as the Hemchandracharya North Gujarat University at Patan in the fields of engineering, science, technology, business administration, agriculture, the arts, medical science, social sciences, education. It directs and assists and manages all these affiliates in their respective fields. The Gujarat University of Technology oversees all professional courses in Ahmedabad, including institutions of engineering, technology, business administration, and healthcare. Students study from these two universities, both undergraduate and postgraduate. There is a private-sector university called Ganpat University, which has a different curriculum structure, exam method, evaluation and other criteria to determine student performance during studies. The researcher examined the syllabuses of these three universities and found, in different programs administered by those universities, that the reading skills and the writing skills are neglected. Nonetheless, students have great knowledge of reading and writing without being able to improve their English language as they are considered very common skills in academia and industries in which students grow their career in the respective fields.

DEVELOPING WRITING SKILL THROUGH PICTURES

Photos are valuable tools for studying the second language. The teaching and writing of English-language literacy can be used on all level for drawing, photos, pictures, paintings, cartooning and posters, ads, graphs, tables and graphs. Images make a significant contribution to the language growth of learners. Brainstorming in students can be enkindled by images. Photos make it possible for students to find appropriate vocabulary to make the correct and appropriate expression for this image. It's a method in

which pictures are converted to words. In so doing, the learners of the method have put the words in a rational and meaningful way. Adding images can be used in various exercises on guided composition, sentences, dialog writing, letters, reports and stories, etc. According to Ann Raimes, the source of the photograph will generate a whole series of activities.

The communicative approach reckons that students are thoroughly engaged in the active use of words. Group activities and matching, filling in knowledge and presenting in language classrooms to promote learner interest in language learners at the level of the college. Humanistic approaches to learning emphasize the importance of learners and their freedom. Therefore, materials / resources like pictures, diagrams, maps etc. could be used in the classroom to engage learners in the learning process and give them experience of learning. Images in the language learning classroom are therefore very useful.

The researcher gives an account of pictures usefulness in developing writing skill in English as follows:

- Images give students a chance to share their views on the photo.
- Photos have been favorite since childhood for teaching to everyone so that in preparing the teaching they can be conceptualized.
- Any message as children can be conveyed easily by picture stories as children used for the learning of ethical principles so that they can follow up the skill of writing in English to students of higher education.
- Pictures stimulate thinking process among the students.
- Pictures are vivid and concrete tool to express the idea.
- Pictures create interest among learners to learn second language.
- Many types of pictures can generate whole class discussion, leading to writing.
- Group work with pictures provides a real communicative task to learners.
- Pictures broaden the imagination to visualize and be creative.
- Pictures stimulate learners to make inference, prediction and suppositions about the world beyond the picture and the classroom.
- Sequences of pictures help learners to organize the text, where cohesion and coherence are easily learnt.
- Pictures are useful to generate vocabulary and a number of ideas.
- Pictures cultivate linguistic ability in learners.
- Pictures serve as a major source of motivation in the classroom.

According to Ms. Alka Macwan, the following are the simple ways of using pictures for English language teaching:

- Pictures of people describe their physical features and appearance.
- Pictures of rooms for prepositions.
- Pictures of different places to teach vocabulary.
- Pictures of actions to practice verb tenses.

Ironically, Alka Macwan points out that in many other teaching cases, with little more creativity, pictures can be used. You may plan those projects, exercises and activities. Creativity, student reasoning ability can be promoted and student engagement can be guaranteed optimum. Writing is therefore an important ability that requires attention in the ESL classroom. The use of images will make teaching writing interesting. In the language classroom researchers explored several ways to use pictures and displayed several photographs that might be useful to explore different factors of English writing skills. Grammar, in particular parts of expression, structure of the sentence and language form, are aspects of the skills of writing that can be taught in the classroom through pictures.

CONCLUSION

In order to understand the facets of language, in particular writing, the researchers felt the great need to continue to take an ongoing study of English language education. The researchers conducted this study due to lack of instruction / learning environments, school conditions as a whole, the problems encountered by the learners in learning English, the lack of guidance and support for improving their performance and abilities. What he found was that in many cases the learners' learning of writing skills in English has not improved significantly, despite the presence of modern technologies such as computers, the TV and the tape graphics. It was suspected that there might be some explanation why there are not enough students with written English skills like poor reading patterns, poor economic socio-economic backgrounds, lack of exposure etc. The study focuses on the problem of poor written skills for undergraduates, especially students in the first year in Indian settings. Interviews with English teachers were also provided by the investigators in different courses. For these learners, writing is an important and hard ability. It is necessary for them to take the exams and study further. Poor English skills cause these learners several issues, mostly because they struggle to get good jobs after they have completed their degrees. This study thus aims to encourage students to find approaches to the improvement of their English writing skills in order to address a variety of problems. This study is also concerned with issues that affect the academic success of students, such as lack of education, poor reading habits, a lack of a favorable learning atmosphere, etc.

REFERENCES

1. Aaron, Blicblau. Et. Al. (2009). Developing Writing Skills for Graduate NESBC Students. The Reading Metrix. Volume 9, number two. September 2009. Print.
2. Ababneh, Sana M. (1996) Omar. Problems Facing EFL Jordanian University Students in Expository Writing in Arabic and English. MA dissertation, Yarmouk University, Jordan.
3. Abdul Haq, F. (1992) An Analysis of Syntactic Errors in the Composition of Jordanian Secondary Students. Unpublished M.A Thesis. Jordan. Yarmouk University.
4. Abraham, N. and Spiliopoulos, V. (2008). From Periphery to Participation: Examining PostSecondary Students' Online communication in a Collaborative Writing Project Using Wikis. Reading in Education and Technology.
5. Alsmami, Abdulaziz. (2013). Acquisition of English Language of Intensive Course Students at Buryadah Community College: Challenges and Recommendations. Language in India. Vol.13:10.
6. Archibald, A. (2001) Targeting L2 Writing Proficiencies: Instructions and Areas of Change in Students' Writing over Time. International Journal of English Studies 1/2, pp. 110-116.
7. Arockiam, M. (2013). Indian English. Language in India. Vol. 13:10, ISSN 1930-2940.
8. Assefa, Zeru Tedla. (2007). Exploring Issues in the Teaching of Expository Writing at the Undergraduate Level at Addis Ababa University, Ethiopia. Unpublished Thesis.
9. Badger, R. and White, G. (2000). A process genre approach to teaching writing. ELT Journal 54(2): 153-160. Retrieved from www.eltjournal.com.on 28 aug.2013.
10. Banerjee, A.K. (2005). Modern Teaching of English. Jaipur: Avishkar Publishers and Distributers.
11. Bartscher, M. A. Lawler, Kim E. (2001). "Improving Students' Writing Ability Through Journal and Creative Exercises." Saint Xavier University and IRI/Skylight. The ERIC database.
12. Barun K. Mitra (2012). Effective Technical Communication: A Guide for Scientists and Engineers. New Delhi: Oxford University Press.
13. Bassett, D. Devine, D. Perry and Rueth, C. (2001). Keys to Improving Writing in the Primary Grades. An Action Research Project Submitted in Partial Fulfillment of the Requirements for M.A. Degree. Illinois Chicago. Saint Xavier University.
14. Bax, S. (2003). 'The end of CLT: A context approach to language teaching', ELT Journal, 57, 278-287. Retrieved from www.eltjournal.com.on 21 aug.2012.

15. Bhambhani, Veena. (1998). A Study of Learners' Difficulties in the Process of Writing at the Two Level. Unpublished Thesis.
16. Boardman, C.A. (2000). Writing to Communicate". Paragraphs and Essays. Second Ed. Longman: Pearson Education.
17. Booher, Diann Daniel. (1994). Communication with Confidence: How to Say It Right the First Time and Every Time. New York: McGraw Hill.
18. Boyd, Greg. & Hassett, Marie. (2000). Developing Critical Writing Skills in Engineering and Technology Students. Journal of Engineering Education. October 2000.
19. Brennan, Michael. (2010). Teaching English Writing Skill from a generative Learning Approach; An initial Survey of Learner Values. (2010.3).
20. Brown, H.D. (1994). Teaching by Principles: An Interactive Approach to Language Pedagogy. Engle wood Cliffs, N.J, Prentice Hall Regents.
21. Brown, K and S. Hood. (1999). Writing Matters: Writing Skills and Strategies for Students of English. UK: Cambridge University Press.
22. Bruce Saddler., and Steve Graham (2005). Sentence construction skills through sentence – combining process". Best practices in writing instruction. Vanderbilt University, psycnet, apa. org/ journals/ edu/97/1/43. html.

Corresponding Author

Rinkey Patel*

Research Scholar, Shri Krishna University, Chhatarpur
M.P.