

EFFECTIVE METHODS FOR DEVELOPPING WRITING SKILLS

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Abstract: This article describes the methods of teaching writing in the process of learning foreign languages. Writing stories is the most difficult and controversial way to learn foreign languages. Information is provided on this situation, the most effective methods for developing writing skills.

Key words: writing, teacher, student, learning, doing, decisive, classroom, learning, foreign language, challenge, explanation, essay, grammar, commentary, projector, report, feedback.

ЭФФЕКТИВНЫЕ МЕТОДЫ РАЗВИТИЯ ПИСЬМЕННЫХ НАВЫКОВ

Аннотация: В данной статье описаны методы обучения письму в процессе изучения иностранных языков. Написание рассказов — самый сложный и противоречивый способ изучения иностранных языков. Дана информация по данной ситуации, наиболее эффективные методы развития навыков письма.

Ключевые слова: письмо, учитель, ученик, обучение, выполнение, решающее, классная комната, обучение, иностранный язык, проблема, объяснение, эссе, грамматика, комментарий, проектор, сообщение, обратная связь.

As the number of English language learners increases in the global classroom, it becomes increasingly difficult for teachers to maintain their role as primary communicators with students through one-on-one. As a result, teacher's often assign duties to their students. This change of power may be difficult teachers and students

who prefer to play traditional roles, but the new classroom dynamics can be beneficial. One area that can benefit from this sharing of roles is peer review and feedback.

Teaching academic writing is challenging for various reasons: time is needed to explain and model essay types, writing is complex and requires higher-order thinking skills, and seemingly endless marking must accompany feedback on numerous drafts. Despite these issues, there are many benefits of peer review in the writing classroom, including the following.

- clarifying ideas and improving rhetorical organization;
- providing opportunities to give and receive feedback, ask and answer questions, and play both beginner and expert roles;
- making both surface and meaning-level changes to writing samples;
- improving grammar and augmenting vocabulary;
- Establish and maintain intersubjectivity between readers and authors.

Before you allow your students to review a classmate's essay, make sure you spend sufficient time covering one of the most important aspects of peer review: training. First, provide students with a copy of examples of the types of constructive questions and comments that can be offered to a peer during review; the idea is to clearly "explain the different type of comments/questions and how they affect the peer response process". For example, Liu and Sadler offer four categories of statement and question types, that illustrates how to write a constructive comment or helpful question. Explain that the more explicit a comment or suggestion is, the more likely it is to be understood by the author and to help him or her write a better second draft.

Next, conduct an in-class demonstration on peer-review training. If possible, use a laptop and projector or handouts. In my case, I showed the class an essay written by a previous student entitled "The Causes and Effects of Poverty" because cause-and-effect essays were the instructional focus at the time. However, you can use whatever type of expository writing your students are working on.

Then, to allow ample time for modeling and student practice, demonstrate the peer-review process by providing feedback on the first half the essay, with in this case includes the introduction and the "tame" paragraphs. This step prepares "students to

make effective and the step diplomatic comments on their peers” writing [for] computer generated messages tend to be honest and direct because information is not relayed face-to-face. If you have a computer and projector, show the class how to use Microsoft Word Track Changes and how to insert comments. To my surprise, not one student in my class had ever seen these features, so it might be a good idea to model the features beforehand. If you have only paper and no computers, distribute copies of the essay to the students, but make sure the margins are large enough to accommodate feedback. As you read through the essay with your students, encourage them to make suggestions and ask the author questions about the text. You can type these suggestions and questions directly into the original essay, or students can write them on their copies, which they can use as a reference when they do the actual peer review and feedback.

As you receive questions and comments that your students offer, carefully model how to comment appropriately, whether the comment is made electronically, written anonymously, or spoken face-to-face. Offers tactful approaches to help students provide "constructive comments and encourage open, honest communication.”

1. Start on a positive note.
2. Use words that are tactful and respectful.
3. Give examples the clarify points.
4. Always maintain a positive tone by avoiding negative words like error, failed, and mistake.
5. Be humble so that you don't come off as a “Know-at-all”.

After you have finished reviewing the first half of the essay, task the students to continue the review on their own, either in class or homework. Ask them to continue providing feedback and adding comments to the remainder of the essay; with the cause-and-effective essay that would include the "effect" paragraphs and the conclusion. All participants use the same essay to practice executing an anonymous peer review. This task, label a practice draft, is a crucial step in the training process; the purpose is to "engage the whole class in a peer response activity and practice asking clarification questions".

This sheet focuses their attention on evaluating various aspects of essay writing, including introduction, body, structure, content, reader interest, grammatical accuracy, unity, coherence, and conclusion. The real issue is whether the revisions are strategic, that is, whether the revisions bring the text closer to the goals that the author has for his or her text."

Emphasize to your class that the primary goals of this review exercise are to become a proficient reviewer and to aid the author in writing a better essay. I

define a "better final draft" as one in which the ideas are supported well by the author and are clear to the reader, with fewer grammatical and organizational errors than in the first draft. Make sure to encourage your students to make positive comments on the essays, indicating parts that are well written and/or interesting. Finally, ask students to email you their completed feedback and to bring hard copy of their peer-reviewed essay to your next class so you can discuss their homework activity collectively. In your next class, if possible use a computer lab to share documents or to progress.

After you answer questions and clarify any remaining issues, your students are ready to conduct a peer-review activity on their own. Knowledge's the importance of peer-review training when he observes that "training students in peer response leads to better revisions and overall improvements in writing quality!' If you want to further expose your students to practice essays, give them another anonymous student essay of the same genre or practice a set mil time. Instruct each student to follow the same procedure of providing feedback, just as you demonstrated in class and just as the students practiced for homework. When they finish their peer review, repeat the procedure of going in over their work in class collectively. This will show you whether everyone has the task successfully, and it will provide you, the instructor, with an opportunity to resolve any issues before student's peer-review and give feedback on one another's essays.

Once you feel your students are ready to conduct a peer-review and provide feedback on their own, give them an hour in class or in a computer lab to write or type an essay.

In the next class, distribute each essay and the Peer Review Feedback Sheet in the Appendix to an anonymous classmate for review. This is a long and somewhat complex worksheet that forces the students to deeply analyze and evaluate their classmate's essay. If your students are not capable of using it due to limited language proficiency, you can, modify or reword it to best fit your student population. Realistically, low-level students would not be able to use the worksheet in its original form, so perhaps this part of the peer review could be optional.

Give each student one hour to review classmate's essay, suggesting changes by inserting or writing comments on the computer or with a in or pencil. If possibly, instruct each student to complete the Peer Review Feedback Sheet as be or the reviews the essay. While questions, comments, and revisions are meant to identify specific areas that need to be addressed the worksheet requires students to examine their classmate's essay on a more holistic level. It includes evaluating the introduction, body, conclusion, interest level, and various grammatical aspects such as fragments, run-one, comma splices, subject verb-agreement, capitalization, and the essays, leaving sufficient space between punctuation. At the end of the class, collect the peer-reviewed essays as well as the filled in worksheets.

Finally, during the third class, redistribute the essays with the peer's comments, suggestions, and changes back to the original authors. Each student will then review the classmate's questions and suggested changes and incorporate them into a revised draft before submitting it to you.

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