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Developing the Writing Habit in the Secondary Schools (9th Grades)

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ABSTRACT

Writing helps our students learn. How? First, writing reinforces the grammatical structures, idiom, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning. This article reveals how to encourage learners in writing.

KEY WORDS: writing skills, teaching, interactive, writing habit, activities.

INTRODUCTION. To encourage the students in writing, an English teacher plays an important role. The teacher should be patient to support them. He or she has to give them a lot of trainings and practices how to express their ideas. He or she has to find ways of composing writing that is easy for them. By doing so, students will not consider that writing makes them stressed.

Recently there some techniques are used in teaching writing, they are:

Main part. *Music* can be very effective way to stimulate a writing activity since it often provokes strong feelings and ideas. There is universality about music which means that much of it is easy for everyone to understand.¹ For example we can play a piece of music and the students have to imagine and then write out the film scene they think it could accompany.

Pictures are often used to present situation for grammar and vocabulary work. As Raimes says that pictures are valuable, too, in that they provide for the use common vocabulary and common language forms.² Pictures offer a wealth of possibilities.³ We can ask learners to write descriptions of one of a group of pictures, their classmates have to guess which one it is. Music and pictures are excellent stimuli for both writing and speaking.⁴

¹Jeremy Harmer, How to Teach Writing.2018, op.cit.p. 67

² Ann Raimes, Techniques in Teaching Writing. (Oxford: Oxford University Press, 2000) p.27

³Jeremy Harmer, How to Teach English.1998, p: 117

⁴ Jeremy Harmer, How to Teach English.1998, p: 117

Games can be used as a means for teaching writing. By using games, students will be more interested and more active in learning. They will find something new and different from what they usually get in their class. According to Charles and Jill Hardfield, games provide a clear short term achievable aim for students and by incorporating games into learning process it can help them to overcome one of the difficulties mentioned above. The advocate of using game in teaching writing is also of the view that teaching is activity-based and sequential. Game is an activity or sport with rules, a goal, and an element of fun in which people or teams compete against each other.⁵ Games play an important part in the language learning process generally. When students play a game in a classroom, they assume roles and participate in the decision-making process. The student especially young learners will enjoy the school activities when the teacher includes games in their activities.

There are hundreds of games that can be used in the language teaching. Teacher who understands games is much more likely to be able to find or create games that will help the students learn something without feeling worry. In *Games for Language Learning*, Andrew Wright, et.al. present many games that can be used in teaching writing; six eyes game, fantasy story, bingo, Kim's game, twenty-question game, etc.⁶

I do, You do, We do sequence is a useful model for teaching writing. It means: *I*-teacher models how to do it, *We*-teacher leads guided/shared session with children, *You*-children complete own example. The "*I*" stage is often missed out during modelling as teachers too quickly take ideas from children. It is often a result of teachers asking questions of themselves out loud-children naturally want to answer them and contribute with their own ideas. Teachers should take time just write in front of the children without their input before moving on to a shared piece. But, it is not just as the writing process that should be modelled: all stages should be modelled, preferably using the *I/We/You* approach. To sum up, this structured teaching method is particularly useful when introducing students to completely new material, method, technique, word or idea. It helps to scaffold the learning process, avoiding overloading student's working memory. The framework involves moving through the stages of teacher modelling, guided practice, and independent practice. It allows teachers to guide students through the academic spectrum, supporting novice learners to develop a deeper level of understanding and engage with their own learning.

Next approach Test, Teach, Test (TTT) is an approach to teaching where learners first complete a task or activity without help from the teacher. Then, based on the problems seen, the teacher plans and presents the target language. Then the learners do another task to practice the new language. For example: the learners, who have not studied phrasal verbs, are given a text and asked to find examples. They are able to do this but not to deduce meaning. The teacher plans a lesson to help learners develop this, and then asks them to do a similar activity. In the classroom TTT is a useful approach as it enables teachers to identify the specific needs of learners concerning a language area and address this need suitably. It can be particularly useful at intermediate levels and above, where learners may have seen language before, but have specific problems with it, and also in mixed level classes to help identify objectives for each individual.

It is suggested to be careful while correcting written work. Of course some pieces of written work are completely full of mistakes, but even these cases, over-correction can have demotivating effect. Rather than this, the teacher has to achieve balance between being accurate and truthful, on the other hand, and treating students sensitively and sympathetically, on the other.⁷ A techniques which many teachers use is to agree on a

⁵ Hornby, op.cit., p.528.

⁶ Andrew Wright, et. al, op.cit.

⁷ Jeremy Harmer, *How to Teach English* 1998, p: 119

list of written symbols (S-spelling, WO-word order, etc.) When they come across a mistake, they underline it discreetly and write the symbol in the margin. This make the correction look less damaging. Where students write with electronic media, teachers can use editing tools such as Track Changes. These make it easier for students to write correct versions of their originals.⁸ However. Such applications should be used carefully since they, too, can be very discouraging.

According to the mandatory minimum requirements, the book “Prepare” is analyzed. The 9th grades topics are examined and summarized.

Unit 1. It is a challenge.

Unit 2. Our changing planet. In this unit, learners are required to write an article about an animal using appropriate prepositions and tenses.

Unit 3. On Holiday.

Unit 4. My place. Here learners are asked to give a description of a home.

Unit5. School.

Unit 6. Favorite things. In this part, pupils are asked to write about their favorite thing paying attention to the order of adjectives: opinion-size-physical quality-shape-age-color-material.

Unit 7.Adventure holidays.

Unit 8. Life in the future. There are some examples of letter. Learners should write their own letter looking at the model.

Unit 9. Sports, games and activities.

Unit 10. Useful websites. In this session learners are required to write an email to their pen friend using different phrases. Dear...

Unit 11. City living.

Unit 12. Films. In this unit, students should write an invitation to the cinema paying attention to the prepositions of time, lace. They should pay attention to the order of writing an invitation. (50-80 words)

Unit 13. Life experiences.

Unit 14. Spending money. In this session, learners’ attention is paid to the punctuation marks that are using full stop, comma, apostrophes, question marks and capital letters. There is an email, students should put punctuation marks then they should write their own email to their friend about a birthday present that they bought for their family members.

Unit 15. Free time.

Unit 16. Languages of the world. Here pupils are required to write information about their English class up from 50 to 70 words paying attention to the punctuation.

Unit 17. Staying healthy.

⁸ Jeremy Harmer, How to Teach English 1998, p: 120

Unit 18. Learners should write a descriptive story looking at the parts of the pictures. They should be able to use linkers: so, unfortunately, but, because, and.

Unit 19. Different ingredients.

Unit 20. Life changes. In this section, pupils should write a biography looking at the fact file of the sportsman. Learners should be able to use active and passive tenses.

CONCLUSION

In short, since writing is a fundamental life skill, teaching it is crucial. Writing letters, reports, stories, reports, and other types of writing may be required of the students. Many people are required to complete in-depth questions about their health, education, and work. Writing well enough demonstrates one's proficiency in a particular language and boosts confidence. Assimilation is another reason why students need to write. Writing is a wonderful way to reinforce what they have already learned, and they gain a lot from seeing new or strange words written down. Writing helps students learn new vocabulary, practice grammar structures, and get familiar with English punctuation standards. When students are asked to keep diaries or submit frequent writing tasks that they complete at home, it promotes their autonomy. It is up to the teacher how to teach, but is necessary the material should be appropriate to the level, age of the learners in order to produce the target language.

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