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Master Thesis

Challenges of Teaching English writing to young learners

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CHALLENGES OF TEACHING ENLISH WRITING TO YOUNG LEARNERS

Statutory declaration

I Donjeta Trena hereby certify that this thesis has been composed by me and is based on my own work unless stated otherwise. No other person's work has been used without due acknowledgment in this thesis. All references and verbatim extracts have been quoted, and all sources of information, including graphs and data sets, have been specifically acknowledged.

Date: Signature:

July, 2020   Donjeta Trena

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Abstract

When thinking about the skills and their development one of the most important and fundamental is writing. Teaching writing has never been an easy task to do, on the contrary, it is quite complex and requires a considerable time to achieve. But, children who are eager to learn a new language and gain more information about that particular language is what keeps teachers' engagement on the line. This thesis discussed obstacles and solutions thought by the English teachers on the way to better learn pupils' writing. This research has shown some of the most expressed typical problems of learning, writing to young learners according to the answers that have been given by some English language teachers who teach young ages.

This research aimed to discover why teaching English writing to young learners is a difficult task for teachers and pupils too. Methods that were used have been quantitative and qualitative; stakeholders were answering questions on a questionnaire, direct classroom observation and also literature research. The questionnaire consisted of ten questions, and some classes were observed. This research was done in a primary school ''Gjon Serreci"-Mogillë (Kosovë) '', and also with some teachers of a private language school'' Speak up'' located in Prishtina (Kosovë). The teachers who answered were dealing with the ages of 6 and 10 as they are mostly facing these problems and dealing with the foreign language for the first time. The reason why those ages have been chosen is for the purpose that starting from last year young learners in Kosova are learning the English language as their second language from the age of 5, whereas earlier they started to learn English from age 8. Hence, English teachers who are teaching in those schools were observed to see how do they teach and how do they deal with obstacles of teaching writing to young.

The results gathering from the teacher's questionnaire are expected to highlight teacher's perceptions upon the writing skills to the young learners. On the other hand, the results from observations done by researcher indicate how writing methods and techniques have an impact on them.

Keywords: difficulties, young learners, primary schools, methods, motivation, solutions.

Abstrakt

Kur mendojmë për aftësitë dhe zhvillimin e tyre njëra nga më thelbësoret dhe më të rendësishmet është shkrimi. Përfitimet e të mësuarit shkrimin janë te panumërta për cilëndo moshë e vecanërisht për të vegjëlit. Edhe pse është një proces i cili kërkon një përgjegjësi të madhe dhe durim, është një aftësi që rrit vetbesimin e nxënësve për t'u ndjerë të lirë në komunikim dhe në shprehje të mendimit. Mësimi i shkrimit nuk ka qenë asnjëherë një detyrë e lehtë për tu bërë, përkundrazi është mjaft e komplikuar dhe kërkon një kohë të kosiderueshme për tu arritur. Por, fëmijët të cilët janë të etur për të mësuar një gjuhë të re dhe të fitojnë më shumë informacione rreth asaj gjuhe është arsyeja që e mbanë angazhimin e mësusesve në vijë.Në ketë punim do të diskutohen problemet dhe zgjdhijet e tyre nga mësuesit e gjuhës Angleze në mënyrë që t'iu mësohet atyre sa më mire shkrimi. Ky kërkim tregon disa nga problemet tipike më te shprehurat e mësimit të shkrimit tek nxënësit e vegjël në bazë të pergjigjeve që jane të marrura nga mësuesit e gjuhës Angleze të cilët mësojnë moshat e reja.

Ky hulumtim ka për qëllim të gjejë se pse të mësuarit e shkrimit në gjuhën angleze për fëmijët është një detyrë e vështirë për mësuesit dhe fëmijët. Metodat të cilat janë përdorur janë cilësore dhe sasiore.Pjesëmarrësit u janë përgjigjur pyetjeve në nje pyetsor, vëzhigime direkte ne klasë dhe po ashtu rishikim literature.Pyetësori kishte 10 pyetje dhe disa klase janë vëzhguar direct. Ky hulumtim është bërë në shlollën fillore'' Gjon Serreci'' Mogillë(Kosovë) dhe në një shkollë private të gjuhëve në Prishtinë(Kryeqyteti I Kosovës). Mësuesit të cilët morën pjesë kishin të bënin me moshat 6-10 vjec, meqenëse këto mosha kanë më shumë problem me shkrimin si dhe po ballafaqohen me gjuhë të huaj për herë të parë. Arsyej pse këto mosha janë zgjedhur për pjesëmarrje është se duke filluar nga viti kaluar fëmijët në Kosovë mësojnë gjuhën Angeze nga mosha 5vjeqare, ndërsa më heret ata filluan të msojnë gjuhën Angleze nga mosha 8 vjecare.

Kështu që mësuesit e gjuhës Angleze u vëzhguan për te pare se si mësojnë dhe si ia dalin ata me këto sfida.Rezultatet e mbledhura nga pyetesorët e mësuesve të theksojnë pritjet e mësuesve per mësimin e shkrimit tek te vegjlit. Në aneën tjetër vizhgimet e bëra nga hulumtuesi na mësojnë mbi tenikat dhe metodat e përdoruara dhe ndikimin e tyre tek nxenësit

Fjalet kyce; sfidat,fëmijët, shkollat fillore, metodat, motivimi, zgjidhjet.

The working title of the thesis:

''Challenges of teaching English writing to young learners ''

Translation of the working title in Albanian:

''Sfidat e mesimit ëe shkrimit të gjuhës angleze tek fëmijët''

Translation of the working title in Macedonian:

"Тешкотиитеприучење и пишувањенаанглискиотјазиккајпочетницитее"

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CHAPTER I

Introduction

The process of writing is an approach to incorporating writing skills from the very beginning of the English as a second language learning process. The process of writing focuses on allowing students especially young learners to write with plenty of room left for errors. Standard correction begins slowly, therefore children are encouraged to communicate through writing, despite limited understanding of structure. Mistakes made in grammar and vocabulary which have been covered up to the current point in time should be corrected to give a proper meaning to the language. Process writing is all about writing. Students tend to learn writing English by writing English. Allowing for mistakes and refining based on the materials covered in class instead of "perfect English" will help students incorporate skills at a natural pace, this way they will improve their understanding of the materials explained in class in a natural progression.

Effective writing skills are considered to be of paramount importance for success in academic and work life. In fact many students lack the writing competence needed for carrying out the writing tasks at respective grade levels. One of the reasons for inadequate preparation for effective writing in students is getting insufficient task practice in writing at primary, secondary and tertiary levels18. This raises the question of what instructional practice develops and fosters the writing skills of students. Furthermore, using authentic writing tasks in the classroom could also improve the motivation to write for students to write (Stoll, 1998).

1.1 Significance of the thesis.

Generally, teaching is not an easy mission and requires the greatest desire and hard work. Therefore, teachers have the greatest duty and responsibility for finding out the easiest ways of understanding and the most suitable ways to teach information to their students. This research aimed to highlight the writing part. The results of this research are very significant not just to me as a researcher about this thesis but to the stakeholders involved in the research as well.

When teaching second language writing is one of the most challenging parts of teaching and there are many things to be done.

This research is helpful for English teachers at the primary schools as they will review their teaching methods of writing and try to offer something that fulfills students' needs and prepares and improves them. Findings that are offered from the results of the questionnaires, interviews, and conclusions are not beneficial just for the teachers of the English language who are dealing with these problems but they are beneficial for the students too.

Eventually, the English language is being widespread all over the world and is being considered very significant for every field not only for teaching. Thus, teaching students to write better and teaching them rules of a well-written story or even a sentence, it does not only help the process of a nice class organization, but it provides the learners to have a clearer idea and creating a habit of writing carefully and paying attention to that part as they will need that during the other stages of education

1.2 Structure of the thesis

This paper consists of five chapters divided into introduction, literature review, methodology, findings, and discussion and conclusion.

The first chapter includes an introduction that provides an overview of writing as a process. The second chapter comprises the literature review, and elaborates furthermore the writing structures, and describes in detail the writing forms, and gives examples of how writing should be successful in schools. In the third chapter are included methodology and study procedures. It presents the design of the study, research questions and hypothesis, population and sample, data collection and instruments.

Finally, the last chapter provides a general conclusion, of the study and recommendations for further researches. The ending section constitutes the bibliography followed by the appendixes.

1.3 Research field

When teaching and learning a target language, it is very important to know some elements. The first is to have the desire for doing that, further being well dedicated to working and of course having patience. Teaching writing has never been an easy task to do. But, children who are eager to learn a new language and gain more information about that particular language

is what keeps teachers' engagement on the line. This research paper discussed obstacles and solutions thought by the English teachers on the way how to better learn pupils' writing. This research showed some of the most expressed typical problems of learning, writing to young learners according to the answers of some English language teachers who teach young ages.

Teachers should take great care when teaching writing to young learners because we know that they just have started to be exposed to another language and might sometimes feel insecure the moment they start to speak that or write.

As cited in (Adila Jefiza2016), writing has been considered as one of the most difficult skills in a language and it plays a major role in the academic life, even though they are young, through writing learners will be able to share ideas, arouse feelings, express their thoughts and so on. Furthermore, it is the teachers' duty to guide students and develop their writing skills for young children that must be combined with enjoyable, full of practical social and purposeful activities to encourage pupils' engagement in the learning process in particular to develop their writing skills. All English teachers are aware that this is the most difficult task of all because it has to be done with patience, great care, and dedication. Therefore, writing tasks tend to be less flexible than speaking tasks. It is the teacher's responsibility to encourage students like and be engaged in writing exercises than just being part of conversations. It is totally normal if the students may feel not very comfortable to do such activities as they might find that boring trying harder or they may just feel comfortable to copy down the sentences without trying to analyze that on, but if teachers' goal is to teach them writing too, they must use different types of writing activities that might help them.

1.4. Aims of the research

1.4.1 General objective

This study aimed to show the importance of teaching writing and its ways of doing that in the appropriate way for young children. It also highlights the difficulties teachers and students face during this process.

1.4.2 Specific objective

It is very important to push students to think and express thoughts in English. Therefore, the greatest aim of this study paper was to know how students' perceptions differ from each other. Knowing something more than just being able to speak or create some sentences it would

be even nicer if they would be able to write them down without practicing many mistakes. The main aim of this research will be done to find out the reasons why they do not practice or why do they find the writing process more difficult than the speaking one and finding out the ways to help them find ways to learn writing easier.

■ The process of writing needs considerable time and it is an ongoing procedure.

■ Writing skills equip young learners with strength, creativity, self-confidence, and awareness of their achievement.

■ Writing allows young learners to take the risk and speak up.

1.5 Importance of the thesis

Generally, teaching is not an easy mission and requires the greatest desire and hard work. Therefore, teachers have the greatest duty and responsibility for finding out the easiest ways of understanding and the most suitable ways to teach information to their students.

This research aims to highlight the writing part. The results of this research are significant not just to me as a researcher about this thesis, but to the stakeholders involved in the research as well. When teaching second language writing is one of the most challenging parts of teaching and there are lots of things to be done.

Hence, this research is helpful for English teachers at the primary schools as they review their teaching methods of writing and try to offer something that fulfils students' needs and prepares and improves them. Findings that are offered from the results of the questionnaires, interviews, and conclusions are not beneficial just for the teachers of the English language who are dealing with these problems but they are beneficial for the students too. As a matter of fact, the English language is being widespread all over the world and is being considered very significant for every field not only for teaching.

Thus, teaching students to write better and teaching them rules of a good written story or even a sentence it does not only help the process of a nice class organization, but it provides the learners to have a clearer idea and creating a habit of writing carefully and paying attention to that part as they will need that during the other stages of education.

1.6 Summary

   This chapter indicates the importance of establishing consistent conditions for redesigning effective teacher preparation programs in order to provide prospective teachers with adequate knowledge and skills that directly affect learners' accomplishments. Also, it highlights the general and specific objectives of the study.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction of the literature review

Writing is considered one of the biggest challenging teachers have ever faced. Usually, students do not prefer to write because they have never been encouraged to enjoy or do it. It should be mentioned that a considerable number of people never write anything of any length in their daily lives or anything that has to do with a pen or paper, or without using a spellchecker. But this is often what we ask our students to do in English (Sierra). According to (Sierra) Writing, like all other aspects of language, is communicative. Nowadays, we may send e-mails, write lists, notes, reports, cover letters, curricula, assignments, or essays. Some of us write for websites and write articles or blogs. All this writing has a target audience. However, in the English language classroom, writing often lacks the communicative purpose. However, there are some manners to make the writing process with learners more communicative and pleasurable. The main teacher's challenge is to find the meaning in our experience. The role of external input – of theory, prescriptions, and the experiences of others – lies in how these can help the individual teacher to articulate her experience and thus make sense of her work. The teacher education must then serve two functions. It must teach the skills of reflectivity (Stanley 1998) and it must provide the discourse and vocabulary that can serve participants in renaming their experience (Freeman 1996b). We need to understand that articulation and reflection are reciprocal processes. Articulation is not about words alone, however. Skills and activity likewise provide ways through which new teachers can articulate and enact their images of teaching.(Freeman, 2002). Effective writing skills are considered to be of paramount importance for success in academic and work life. Despite that, many students lack the writing competence needed for carrying out the writing tasks at respective grade levels. Kellogg &Whiteford argues that one of the reasons for inadequate preparation for effective writing in students is getting insufficient task practice in writing at primary, secondary and tertiary levels. This raises the question of what method develops the writing skills to pupils. The meta-analysis of writing instructions carried out by Graham &Perin indicates that explicit and scaffold instruction of writing tasks and processes could help improve the writing skills of students. Moreover, using authentic writing tasks in the classroom could also foster the motivation to write in students.

According to (Sierra) age has a crucial role in what we teach and how we teach writing. A young learner class differs from an adult or teenager class in terms of the learners' needs, the language competencies emphasized, and the cognitive skills are developed. Let's focus on what we call 'late young learners', who are usually ten to 12 years old. He characteristics of this group of students are:

• They have longer attention, but they are still children

• They either take learning more seriously or are easily bored and distracted

• They have some world knowledge and are technologically skilled/oriented

• They are willing to co-operate in groups and pairs.

• Their social, motoric and intellectual skills are developed.

• Even they are still developing their learning strategies, they use them in a very effective way.

(Adapted from Ersöz, A. (2007). Teaching English to young learners. Ankara: EDM Publishing)

Here are presented seven activities that may be useful in class.

1. Creative writing

It may be used as an ice breaker, or to practice vocabulary learned in a previous lesson. Pupils are given a word to write and they have to write sentences that are spelled out the original word from the first letter.

For example: 'Classroom Objects', some words that a pupil may use;

- Paint
- Elephants
- Not
- Cry
- Intelligent
- Life

If they want they can read their poem, or even vote which one is the best in class.

2.2 Internet and Writing

Brunvand and Byrd (2011) argue that innovative technological applications, programs, and software can be used to promote student engagement and motivation and, ultimately, enhance the quality of learning experience for students. Here, the Internet, as a dynamic and interactive medium carries the greatest share of technology-enhanced education and plays an undeniable role in the mastery of several different academic fields, including foreign language learning. Available literature suggests that creating optimal conditions for learning to write, increasing students' motivation, and paving the way for students' future success are three of the most important reasons why L2 teachers should use the Internet in language teaching. According to Richards and Renandya (2002), "The rapid growth of the Internet, which links computers all over the world into a single electronic communications network is in the process of making widespread computer-based instruction a reality" (p. 347).

The role of written language has changed in the past few decades as a result of the rise of new information and communication channels (e.g., Herring, 2001).

A great deal of our communication is done using a kind of writing which is mediated by the computer, and the Internet. This has prompted the idea that technology is no longer merely a tool to be utilized; it is part of the literacy to be acquired. The good point here is that all aspects of the writing process like revising, drafting, and spell-checking can be easily enhanced by the help of computers for student researchers, and it is generally reported that the motivation to write, revise or completely change a text will be increased by writing on a computer.

Writing is AN integral talent of no-hit second learning. McDonough and Shaw (2004: pg-152) outlined writing as a vehicle for language follow and more accessorial that it attempts to speak with the writer's ideas and thought. Students need to bear a structured method of writing. In room, writing activities are often done in-group or individually. In line with leader's level academics will style the writing task. McDonough and Shaw (2004: pg-155) have declared a method of writing in line with that academics should guide the leamers- "gathering ideas, functioning on drafts and getting ready final version" that will establish a cooperative and interactive framework. to create the method fruitful teacher ought to create the learners intended.

For learning or teaching second language to young learners, motivation is a crucial factor to realize success. numerous studies have shown that motivation is powerfully associated with achievement in learning. Naiman (1978) (sited: metropolis, 2005 : pg-275), author of a classic

study of no-hit learning, outlined sure typical characteristics of motivated second language learners no matter their age. a number of this are1. Positive task orientation: Pupils are willing to tackle tasks and challenges, and has confidence in his or her success.

2. Ego involvement: The learner finds it vital to achieve learning so as to maintain and promote his or her own self-image.

3. Want for deliver the godsend: The learner incorporates a have to be compelled to achieve, to beat difficulties and achieve what he or she sets bent do.

4. High aspiration : The learner is bold, goes for hard-to-please challenges, high proficiency, and high grades. Besides motivation, young learners produce other learning methods that academics need to consider whereas teaching. Teachers' duty is to spot specific learning methods what a group of learners or individual learners have already got and at an equivalent time facilitate them to adopt totally different methods. in line with Vivian Cook (1996: pg-l06) there square measure some smart learning methods -

1. notice a learning vogue that suits you

2. Involve yourself within the learning method

3. Develop AN awareness of language each as system and as communication

4. Pay constant attention to increasing your language information.

The process of learning second language ought to be initiated at AN Earl y age because it is evidenced

that young learners square measure higher learners than adult learners. Cook (1996) claimed, "People

who begin learning English as AN adult ne'er managed to find out it properly and alternative United Nations agency learns it as a toddler is indistinguishable from the natives", that supports Lenneberg's

Critical period hypothesis theory. Ur (2005: pg-286) suggests "for schoolchildren learning a distant language are well only if the teacher notice the way to activate and encourage their want to speculate effort within the learning activity" . For young learners accidental or instrumental motivation works well where academics play a very important role and that they have to be compelled to target the character of motivation students have. Penny metropolis (2005: pg-278) has found some sources of accidental motivation that works for young learners whereas learning second language. Some square measure mentioned below:

• Success and its rewards: this can be the one most significant feature extrinsic motivation. Learners United Nations agency have succeeded m past tasks are additional willing to interact with succeeding one.

• Tests: The motivating power of tests seems clear, learners United Nations agency apprehend they're going to be tested on specific material next week can normally be additional intended to study it fastidiously.

• Competition: Learners can typically be intended to provide their best not for the sake of learning itself however so as in reality their opponents in an exceedingly competition.

Penny metropolis (2005: pg- 286) has done a groundwork on however a pupil's age influences language learning. Assumptions created by her square measure given below:

• Young kids learn languages higher than the older ones.

• Foreign learning at school ought to be started at AN early age as attainable.

• it's easier to interest and encourage kids than adults.

As writing may be a productive talent, image is that the best supply that is principally visual stimulus to encourage young learners for teaching writing. Saint Wright (2004) pointed out some vital role that footage play to assist the academics to show writing. According to him image will encourage learners to concentrate and participate within the lesson, it brings the context of any state of affairs through that they will categorical their ideas, and most importantly footage are often delineate in some ways which will develop pupil's writing and organization ski eleven still. Furthermore academics will provide a option to the scholars in order that they will opt for their own topic. Before setting the task for elementary level students, in line with Jeremy Harmer (1998), "teacher ought to create it positive that students have enough language ability to complete the task". At an equivalent time, academics ought to be alert whereas checking the task. If teachers do excessive correction in elementary level it's going to have a negative impact. Hamler (1998) additionally points out, "over correction might have a de-motivational result on the students" and suggests, "Teachers will tell the scholars that for a specific piece of writing they'll correct mistakes of explicit aspects of language like- synchronic linguistics, punctuation, writing system or organization." From teaching writing to correcting it, the complete method is very good which bit by bit develop the writing talent of second language learners.

2.3 Young Learners and Writing

Writing is the most difficult skill for young language learners to master. However, it is central to their intellectual, social and emotional development and plays a critical role in learning everything, including a foreign language. When teaching writing, learners should pay attention to higher level skills of planning and organizing as well as lower-level skills of punctuation, spelling word choice, and grammaticality units. Teachers often face great challenges in teaching these skills and conventions to young learners as they may be confusing and difficult to understand (Roya Khoii).

One of the biggest challenges that teachers have faced in the classroom has to do with the writing process. Usually, pupils do not want to write, this happens because they have never been encouraged to do it or to enjoy it. We have to consider that most people never write anything of any length in their daily lives, or anything using a pen or paper, or without using a spellchecker. But this is often what we ask our students to do in English.(Sierra)

Writing, like other aspects of a language, is communicative. Nowadays, we may write e-mails, notes, lists cover letters, curricula, reports, assignments, or essays. These writing tasks have a target audience. In the English classroom, writing often lacks that communicative purpose. However, there are ways to make the writing, we do with learners more communicative and pleasurable.(Sierra)

According to (Roya Khoii)In the past, it was believed that the learning of writing had to be postponed to later stages when young learners developed some mastery in oral skills and became more cognizant prepared to perform the required tasks and activities. Even when they started teaching writing to this group of learners, it was limited to doing exercises in the book and copying them in the notebook. Later they learned to write short sentences with given words, but they were not engaged in free-writing until more advanced levels of proficiency. However, the picture of foreign language teaching, in general, to young learners has changed dramatically since the advent of the communicative approach to language learning. In the fast-paced world of today, the objectives of many foreign language courses for this age group to include all or most of the following:

- to develop basic language skills;

- to learn pupils vocabulary and teach them correct grammar to communicate fluently.

- to make the pupils to understand and convey messages, orally and in writing.

- to encourage creative use of acquired knowledge and skills;

- to ensure direct access to scientific, technological and cultural information;

- to broaden the students' horizons;

- to help students understand democratic values. (Ralea, 2001 p. 95)

- **2.4 Collaborative Writing**

Collaborative writing is a learning activity where two or more students work together to produce a jointly written document. More precisely, collaborative writing activities are carried out when two or more students modify, revise, and/or review each other's contribution to the document (Witney&Smallbone, 2011). Collaborative writing projects are quite common in real-life settings such as regular classrooms and business corporations (Butler, 2001).

Collaboration contributes to increased complexity in writing and the willingness to utilize peer feedback as well as increased grammatical accuracy and the overall quality of writing (Storch, 2005). Cooperating with colleagues may help pupils to learn and perform the stages of writing more effectively. They typically write better and take more pride in their writing when they are writing for an audience. Since many jobs require collaborative writing, this method may help prepare pupils, particularly young learners, for tasks they will have in their careers (Barkley, Cross, & Major, 2005). In a collaborative situation, researchers are impelled to make decisions about the language needed to express their ideas and, thus, to formulate the structure in which to express those ideas as they produce a text together. Here, knowledge is situated in a setting involving individuals working together to achieve a common goal or a set of overlapping goals. Pupils get to know each other, and share experiences. That is why the value of collaborative writing as a means to develop the linguistic and writing conventions of a foreign language has also been underpinned from a socio-cultural perspective (Villamil& de Guerrero, 1998 as cited in Oskoz&Elola, 2010; Storch, 2005).

According to Ede and Lunsford (1990, as cited in Wenger, 1998), teams may choose in a different way to collaborate.

- Teams create a plan in order for each pupil to participate, and to have their own tasks.
- The team has a leader and the others just revise a plan as a whole.
- One member plans and writes the draft and the group or team revises.

Collaborative practices are applied in foreign language classes. New technology allows researchers insight into the L2 collaborative writing process and increase understanding of how the technology may affect the writing. Many identified that students were more active to engage in online activities due to the public nature of the information and sense of accountability (Sengupta, 2001 as cited in Kessler, 2009). When the groups are formed students' may communicate through e-mail, chats, or telephone. While working together they can revise comments consuming time and rewriting the texts again, in the meantime they can use programs that will help them.

Successful Collaborative Writing

Successful collaborative writing requires peer interaction. According to Wenger (1998), collaborative writing involves the mutual engagement of the individuals in the community to develop a sense of identity. Yong (2010) states that teachers should emphasize the significance of the mutual interactions and taking complementary roles as students interact with one another in completing the task as such in planning, generating ideas, and responding to one another's point of view. Besides, learning to listen well to one another should also be emphasized. Yong (2010) states that in the process of writing, the interactions among group members may help the students learn from each other, share knowledge and make decisions collaboratively, utilize strategies, and deal with conflicts. In the whole process, coordinators may communicate with each other by various means, such as voice, characters, and body language. However, different people with different backgrounds may differ in the comprehension of words and sentences. Moreover, the degree of comprehension at different stages may be different, so it is necessary to provide comprehensive support for collaboration (Jianshe&Liyi, 2003).

Stages of Collaborative Writing

As mentioned by Flemming (1998) there are three stages of the collaboration of the writing process.

Invention Stage

Two of those strategies being used at this phase are sharing and preliminary debating. In

the note sharing strategy, learners can brainstorm the topics first by sharing notes. Pupils that use the preliminary strategy, on the other hand, prepare an idea or debate on a topic as preparation for writing papers, West and West (2009) state, "Debates allow students to explore different sides of an issue of a structured dialogue" (p. 85). And members of the group gather support about their positions, which helps them to create material about the paper.

Drafting Stage

Three models are included in the drafting stage:

1.	Chunk Model: This model divides the writing of a project into different sections, with each student writes a specific part. The advantage of this model is that everyone participates in the project. Thus, the group members are aware of the different sections that have to be written, such as the introduction and conclusion part, and pay attention to transitions.

2.	Blended Model: This model will work if learners have enough time to work together. They have to be present in the same place and discuss every aspect of the paper.

3.	*Compiler Model*: In this section, each group member does the whole assignment. The member's work is to be assessed also the final best product will be selected out of the group in order to create the final draft (Fleming, 1988).

Revision Stage

In the revision stage, once the draft is completed, members of the group have to revise the paper once again. They can accomplish this task by revising one another's drafts, or the best researcher of the group can become the chief editor of the draft. Other group members can give comments or suggestions.

Advantages of Collaborative Writing

Many researchers benefit from regular communication with other researchers. Having a place to listen thoughtfully to new work by others and having the option of receiving a response to the writing can be encouraged, and tremendously helpful. Schneider (2003) says that writing with others can help students:

•	Learn the craft: In an atmosphere of support, a researcher receives help rather than judgment.

•	Correct their mistakes: Good response often sends a researcher back to the work encouraged and helped through blocks and uncertainties.

• Take risks: Writing with others and listening to the writing of others can give the courage to take greater risks, to tell more truth, to trust the instincts. Writing with others can strengthen the nerve.

• Publishing: A good leader has the knowledge and resources to help the pupils know when and where to send a manuscript for publication.

• Experience: Once they start offering their work for publication, the workshop may help them to deal with rejection slips, and it can be a place in which to celebrate their accomplishments.

• Network: meeting, researchers form important relationships that may result in collaboration or contacts with editors or agents.

• Believe in their art: What students need to hear, and believe, is their ability, their facility, the effectiveness and strength of their own peculiar and inimitable voices.

The theoretical basis for collaborative writing projects largely rests on the work of Vygotsky (1978). He states the role of social interaction in learning and on the concepts underlying the communicative approach in learning. Hirvela (1999) expands on the importance of social interaction when he mentions that collaborative writing provides opportunities for students to write as part of a community and use each other for support and guidance.

Collaborative or pair writing in second settings has been recognized as contributing to a higher quality of writing (Storch, 2005), a better sense of audience (Leki, 1993), increased pooling of knowledge (Donato, 1994) and ownership (Storch, 2005) in the writing process, increased student motivation (Kowal& Swain, 1994; Swain &Lapkin 1998), and attention to discourse structures as grammar and vocabulary usage (Swain &Lapkin, 1998).Storch (2005) also states the importance of immediate feedback for optimal collaborative writing.

2.5 Writing Teaching Process to Young Learners

Writing can be engaging, interesting and very inspiring activity for young learners. Pupils are active learners (Piaget 1965), they learn through social interaction (Vygotsky 1978) and learn effectively through scaffolding more than others (Maybin et al 1992), who can be adults or peers. Collaborative and well-planned writing tasks, encourage the learning process for all of these characteristics to be fully exploited in the young learner classroom.

Activating prior knowledge is a method in which teachers may assist ESL students before

they begin writing. Making sure students have the chance to think about what they already know before the task begins help ESL pupils incorporate new information into existing structures of knowledge which activates long-term memory (Watt-Taffe&Truscott, 2000). Several strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud, and group discussions.

Graphic organizers may use visual tools for students to write or draw what they already know about a specific subject, something they like and they have information more. During this activity, teachers have the chance to evaluate if further instruction is needed. This is where read-aloud, cooperative learning and group discussions come into play. If needed, a hand-selected text can be utilized to provide additional background information, which can lead to group discussions. Cooperative learning is also a great strategy to help students gain more background knowledge, especially for ELLs. This strategy requires students to collect information from books, the internet, or each other as they work together with another student or group of students, preferably students who are native to the English language.

Classroom activities

According to Here there are some ideas for classroom activities related to the stages mentioned:

Pre-writing

Brainstorming

Getting started can be difficult, so students divided into groups quickly produce words and ideas for writing.

Planning

Students create a plan of the writing before they start. Such plans may be discussed in a group and compared before taking place.

Generating ideas

Discovery different tasks such as cubing (students write about the subject in six different ways - they:

1. describe it

2. compare it

3. associate it

4. analyze it

5. apply it

6. argue for or against it.

Questioning

When making groups, it's important to generate ideas and questions about the topic. This helps students focus upon the audience as they consider what the reader needs to know. The answers to these questions will of the basis to the composition(Stanley).

Disscusion and debate

The teacher helps students with topics, helping them develop ideas positively and encouragingly. Once the teacher shares an idea the students' thinking is immediatly activted and they are ready for a good start.

Fast Writing

Pupils have 10 minutes' to write about their topic and they don't have to worry about the correct language or punctuation. Writing should be as quickly as possible, if they cannot think of a word about the topic then they leave a space or write in their native language. The important thing is to keep writing. Later this text is revised. After revising the text we let puplis know what they did wrong.

Group compositions

Working together in groups, sharing ideas. This way of writing is very valuable because it involves other skills as speaking skill in particular. Working in group also brings warm atmophere and engourages learners.

Changing view points

Another good activity is role-playing or storytelling. Each pupil,express their ideas what they are going to write, also discus them in group. Moreover, these activities encouage students to use speaking skills.

Varying form

Similar to the activity mentioned before, but just the way is a bit different because instead of different ideas, there are different types of texts. How would the text be different if it were written as a letter, or a newspaper article, etc.

Evaluating, Structuring and Editing

Ordering

The notes taken from students, just need a bit of organiziation which they can do in a few minutes to complete their writing.

What would come first? Why? Here it is a good way to tell them to start with information they know before moving onto what they do not know.

Self-editing(Stanley)

A good writer must learn how to evaluate their native language - to improve through checking their text, looking for errors, structure. This way students will become better writers

Through this strategy, in ESL class is not only used just to complete the assignments given by a teacher, but it is also a great chance to develop language skills through communication. Vocabulary is the next step to prepare ESL pupils. Previewing vocabulary is an effective tool when asking an ESL student to attempt any genre of writing. Second language researchers have a vastly different linguistic base than native   English speakers who can instinctively manipulate the language (Pour-Mohammadi, ZainolAbidin,& Cheong Lai, 2012). Vocabulary however is an enormous obstacle for English learners creating the need for teachers to provide both contextual and definitional information about keywords. Teachers also should allow students to actively elaborate the meaning of the words (i.e. meme), as well as a teacher explains (Stahl, 1985). Passing the instructions on the writing task is nearly impossible without this review. William Hazzlitt, the nineteenth-century author, determined that, "The additional a person writes, the additional he will write." this straightforward preaching recognized that the chance to write down is that the foundation on that an efficient writing program is made. In alternative words, students aren't doubtless to form a lot of progress as writers if they're not given many opportunities to use and develop their craft.

Teachers that come through exceptional success in teaching writing acknowledge the importance of frequent and sustained writing (#1: Graham & Perin, 2007b). an honest rule of thumb is that students ought to pay a minimum of one hour or additional day by day within the method of writing—planning, revising, authoring, or publication text. This includes writing comes that transcend one paragraph or regular comes which will take weeks or even months to finish.

These lecturers more acknowledge the requirement for college kids to be told to write down for multiple functions (#2: Graham &Perin, 2007b), including:

• human action with others (e.g., personal letters, business letters, notes, cards, email)

• Informing others (e.g., writing reports; explaining a way to do something; describing an occurrence, object,or place)

• Persuading others (e.g., expressing associate opinion a few moot topic)

• Learning content material (e.g., summarizing, learning logs, journal entries)

• Entertaining others (e.g., writing stories, plays, poems)

• Reflective regarding self (e.g., writing regarding personal events, autobiography)

• Responding to literature (e.g., book evaluations, analyzing authors' intentions)

• Demonstrating information (e.g., ancient room tests, high-stakes tests involving writing)

Students ought to use writing for these functions at all grade levels. At the center and high school levels, this could involve a conjunct effort by multiple lecturers (#3: Graham & Perin, 2007b). For example, associate English professor could have students use writing to entertain, respond to literature, demonstrate information, and persuade. A social studies teacher could use writing to demonstrate information, but address alternative functions as well as self-reflection, learning (Graham & Perin, 2007a), informing, and human action, whereas a instructor may focus primarily on victimization writing for learning, demonstrating information, and persuading. Additionally, writing activities have to be compelled to become additional advanced from one grade to ensuing. for example, within the primary grades it's affordable to expect that students' persuasive text can contain a press release of belief or premise, many supporting reasons, and a final statement.

Persuasive essays by older students, however, ought to more refute counterarguments and supply additional sophisticated explanations and examples. Obviously, this needs that lecturers at a given grade level and across grade levels coordinate their writing programs and activities. Interspersed throughout these recommendations square measure twenty seven evidence-based practices numbered in parentheses, along with the educational supply for every, so that interested readers will examine the proof in additional detail if thus desired. To become an efficient author, pupils have to be compelled to acquire information regarding the characteristics of excellent writing additionally because the totally different functions and styles of writing (see Recommendation one, p. 3). One way to acquire information regarding writing is thru reading. Reading well-crafted literature provides a model that illustrates the characteristics of excellent writing. This includes however authors use words to evoke specific images and feelings,

manipulate sentences to hurry or prevent the flow of text, organize concepts, and set and alter the mood of text, or use illustrations to strengthen and sharpen a reader's understanding.

Reading conjointly provides a vehicle for learning regarding the various functions and styles of writing. As students read associate biography, for example, they're doubtless to note however the author presents himself. An astute reader can also notice the author uses his life history as a method for sharing lessons learned regarding living well or poorly. While students clearly acquire some information regarding writing through reading, what proportion they learn is unknown. Lecturers will enhance this method by participating students' discussion of what an author is trying to realize, and so asking them to use identical procedures to their own writing for example, after reading a story, direct students' attention to however the author used words to evoke a particular feeling. Then raise students to do to use words to evoke the same feeling in their own writing. A second approach for facilitating students' acquisition and use of discourse writing information is to supply them with models of specific forms of writing (#5: Graham & Perin, 2007a). for instance, once introducing students to mystery writing, an honest place to begin is to look at many mysteries to spot common options, such as putting the story in a very specific place and time or the utilization of cues and false leads. Students will then be asked to come up with a mystery of their own, victimization the model to guide their efforts. While such discourse information is very important, it's very little} impact if the author is aware of little regarding the subject of their composition. If this is often the case, students will acquire information from written or electronic sources, interviews, surveys, or observations. One effective approach for getting info for writing is inquiry (#6: Graham & Perin, 2007a). maybe, an instructor could raise students to write down a paper wherever conflict is a vital component

In the story. Next, every student develops a thought for aggregation and analyzing knowledge on conflict (e.g., observe arguments that happen on the playground and later talk over with every participant regarding what they thought and felt). Students then use insights obtained from their analysis to write down their stories.

Most children begin faculty needing to learn the way to write down. Too quickly several of them come back to look at faculty writing as a duty or one thing to be avoided altogether however, will we tend to produce associate atmosphere within which developing writers not solely flourish, however conjointly learn to get pleasure from writing? A vital ingredient in fostering students' interest in writing is to form certain their writing assignments serve a true or pregnant

purpose (#7: Graham & Perin, 2007b). For instance, it's additional motivating to write down a letter to a true person than associate notional one.

And students square measure additional doubtless to get pleasure from writing if the room atmosphere could be a substantiating and pleasant place (Graham & Perin, 2007a). this implies being acceptive and inspiring of students' writing efforts and encouraging them to act in a very like manner with one another. for example, an honest rule to follow is once a student shares a composition, the primary feedback provided by students and lecturers alike square measure comments regarding what's liked best regarding the piece.

2.6 The nature of writing

As a skill writing is very complex to develop and master, it's very difficult to focus on both the end of the product and the steps to arrive there. Writing skills only develop when young learners are taught how to write properly and are given opportunities to practice these skills and strategies.

Whatever type of writing a student attempts`, the prewriting stage can be the most important. This is when pupils gather their information, and begin to organize it into a cohesive unit. This process may include taking notes, reading, brainstorming, and categorizing information. Prewriting is one of the most creative step and most students develop a preferred way to organize their thoughts. Stream of consciousness writing, graphic organizers, outlines, or note cards are popular techniques. Often this stage is best taught by a parent modeling the different methods, perhaps a different one each week until the student finds which one works best for him.

The actual writing stage is essentially just an extension of the prewriting process. The student transfers the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. Up until this stage, they may not be exactly certain which direction their ideas will go, but this stage allows them to settle on the course the paper will take. Teaching about writing can sometimes be as simple as evaluation good literature together, and exploring what makes the piece enjoyable or effective. It also involves helping a student choose topics for writing based on their personal interests. Modeling the writing process in front of your child also helps them see that even adults struggle for words and have to work at putting ideas together.

editing is usually the least favorite stage of the writing process, especially for beginning writers. Critiquing one's own writing can easily create tension and frustration. But as you support your young writers, remind them that even the most celebrated authors spend the majority of their time on this stage of the writing process. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper progresses. This can be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more active ones.

Why we need to develop writing skills with young learners

Writing tends to be neglected in the classroom, but for a language development is an essential part. Good writing skills are based on good reading skills, you need to recognize words in order to write and use them comprehensibly (Linse 2005).

- Manypupils have not developed their own L1 writing skills, and these strategies may not necessarily transfer to writing in English.
- Through writing, pupils may practise new vocabulary and structures.
- It develops creativity and pupils create a degree of personalisation.
- It provides young learners to take risks and try out new languages, with more "thinking time."(Wendy Arnold, Fiona Malcolm)
- Writing skills equip pupils with a solid base for future development and learning.
- Different styles can be created if we have a focus on writing skills in the classroom.
- Teachers may spot learners' strengths and areas to develop, vocabulary, structure, spelling etc.
- Focusing on this area can instill the joy of writing from an early age.

Theories to consider

As a result of a lot of researches much of theory of writing is based on it.In addition, two main approaches have emerged out of this research: writing as a process and as a product. Writing as a process involves:

- The activity of 'brainstorming' is used as acitivity notes, ideas, words and phrases about a topic.
- Categorising and ordering the main ideas according to the task requirements.

- Writing a first draft.
- Revising the first draft by improving content and accuracy.
- Implementing the improvements in the re-written text.

Writing as a product

The end goal is an authentic task e.g. writing to inform, to thank etc. Success is showed by the accuracy of the content and accuracy of the text.

Accuracy focuses on:

- Grammar and vocabulary
- Spelling and punctuation
- Legibility and appropriate genre conventions

Content focuses on:

- Conveying information successfully to the reader
- Providing enough detailed information
- Logically ordering ideas
- Using appropriate register
- Originality of ideas

Considerations for classroom writing

Here are some 'top tips' for encouraging more engaging writing tasks for young learners.

- Encouraging collaboration between pupils and provide opportunities for them during brainstorming, making notes, planning, revising etc.
- Providing visuals, or ask the pupils to draw their own pictures to provide the content for the tasks
- Topics should be topics that pupils like e.g relatable and intrinsically motivating. Writing about what they know e.g. games, friends, favourite activities etc.
- Looking at writing tasks from a totally different perspective e.g. rather than writing about their daily routine, they can write about their favorite sport and write about how many times per week they play it and why they enjoy it. etc
- Letingpupils choose their own characters to write about is the best decision.
- Set challenging but achievable tasks
- Have extension activities available for fast finishers
- Respond to written ideas, not just language

- Marking positively an giving feedback on areas of content as well as language, encourage pupils to value writing more.

- Giveing clear and simple criteria and encouraging self correction of written tasks. Using a smiley can encourage young learners to record how they feel about different writing tasks.

- After pair or group work, make time to share writing as a class presentation or reading good examples of writing (but without mentioning names!).

- Include presentation of learners' work. This depends on the type of the task, however work could be compiled into a short fliers, displayed in the classroom, school message boards etc. Pupils will get a motivational 'boost' by seeing their written work 'on view.'

2.7 Teacher's Development

Writing has a unique position in language teaching since its acquisition involves the practice and knowledge of other three language skills, such as listening, reading and speaking. Moreover, it requires mastering also other skills, such as metacognitive skills.   Pupils   also need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it.(Klimova, 2014)The process of writing has to to use cognitive skills; it has to analyze sources and then synthesize them in a compact piece of writing. Moreover, being able to write in L2 is a valuable asset in foreign language communication.   Based   on   Walsh (2010) : Writing is important because it's used extensively in higher education and the workplace. It is a fact that students don't know how to express their ideas in writing, they won't be able to communicate with professors, employers, peers, or anyone else.

Writing has a great role in professional communication: proposals, memos, reports, applications, preliminary interviews, e-mails, are part of the daily life of a college student or successful graduate.   However, this article focuses on the development of pupils' writing through using the most common approaches to writing, i.e. the product approach and the process approach.

Since the 1980's process approach has been used more than product (see   Applebee, 1981; Leki, 1989; or Rogers, 2012) since it emphasizes the composing process rather than the form. The product approach towards writing involves the presentation of a model text, which is discussed and analyzed. According to this model, text learners construct a similar or parallel text. This might seem a mechanical task; however, learners can discover the structure of the given discourse, its linguistic features and how its ideas are organized. The process approach to writing in contrast, focuses more on the development of language use as: brainstorming, group discussion, re-writing.:

Process approach

- of text as a resource for comparison;

- ideas as starting point, necessitating more than one draft;

- focus on purpose, theme, text type …;

- the reader (audience) is emphasized;

- collaborative with other peers;

- emphasis on creativity.

Product approach

- imitate a model text;

- the ideas are more important than the organization itself;

- one draft;

- controlled practice of these features;

- individual;

- Emphasis on the end product. (Steele, 2004)

In order to discover the most appropriate approaches, if the product or process is more suitable for pupils' development of writing skills at FIM, it's good to conduct an accident

- "Opportunities for in-service training are crucial to the long-term development of teachers as well as for the long-term success of the programs in which they work" (Richards & Farrell, 2005, p. 1), perhaps because teaching seems to be constantly evolving and both schools and teachers need to be aware of this evolution if what they teach is to be relevant and applicable in the outside world. This may be particularly true in the competitive commercial sector where a language center's market position and business success may depend upon using the most recent publications and most modern

methods. However, given that for some teachers their choice of employer, job, country or even career might be arbitrary (Johnston, 1997), that some may not be in-service long enough for employers to benefit from this investment (Ferguson &Donno, 2003) and that some might not be interested, these expectations could be both unfair and unrealistic.

- In addition, teachers have difficulties and seldom are offered opportunities to find time to attend trainings related to Teaching activities. (Enever, 2011, p. 72). As a result, much institutionally organized teacher development needs to be "based in or around the workplace" (Eraut, 1994, p. 116) and in or around the working day.

- Experienced teachers tend to be open-minded and be more creative related to the workshop. (Senior, 2006, p. 63), particularly if it is perceived as irrelevant, patronizing or, worse, unnecessary.

- There may be few things more frustrating for busy teachers than having to surrender time at the end of the working week for a lecture on a subject of no obvious value. Equally, an effective and stimulating workshop can be negated by contextual constraints and the inability of teachers to implement new ideas (Tomlinson, 1988, p. 2). Such frustrations may contribute to a rejection of the ideas as inappropriate for the context (Borg, 2003; Lamb, 1995; Tomlinson, 1988), even if they are not, and a resistance to change can develop, as shown by both Lamb (1995) and Tomlinson (1988) in follow-up surveys of teacher participants returning home after attending an in-service training workshop

- English to Young Learners might not be extended, lifelong careers. In an occupation based on short-term contracts (Senior, 2006), with low pay, low status, a heavy work load and lack of clear career opportunities (Paver& Baldwin, 2008), some teachers may regard their employer's teacher development programs as a waste of time. Thus the value of institutionally organized teacher development may depend on teachers' attitudes and perceptions of the rewards pursuing such opportunities and engaging in developmental activities may bring.(Nesamalar Chitravelu, Saratha Sithamparam,, 2005).

- If it is done badly, or not supported, in-service training can more confusing rather than help growth and change (Day, 1999, p. 151), whilst Tomlinson (1988) writes that such workshops and training can be both "dangerous" and "damaging." Day (2004) suggests that "planned or pre-meditated development can often be ineffective when it does not address teachers' personal-professional agendas" (p. 109). Observation can be equally

ineffective as a developmental tool, though it can raise some awareness of what happens in a classroom (Bowen & Marks, 1994; Van Lier, 1988). "Traditionally, [it] focuses on two general areas - the teacher and the lesson" (Bowen & Marks, 1994, p. 34), typically looking at whole lessons or parts of lessons and on the "content, focus and organization of activity types [and/or] language produced by teachers and students" (Lightbown&Spada, 1999, pp. 101-102). Van Lier (1988) suggests "the most common form of… classroom observation is… non-participant," where the observer does not join in, and there is no "need to take participants' perspectives" into account (pp. 40 & 41).

- Teaching, however, may be a very personal business and the individual perspective might be more important than that of the observer. Although some teachers may benefit from feedback after an observation, more experienced ones, particularly those who have themselves been observers, might not. Teachers, which "offers an alternative was and allows teachers to collaborate together on better way" (Head & Taylor, 1997, p. 193) might be a more effective, less hierarchical way of observing lesson content, structure and delivery. Some institutions, in an attempt to organize and structure teacher development, may deploy personal development plans (Day, 1999) or, like the British Council and other organizations, job plans with agreed goals and targets to be met within specified and agreed time-frames (England, 1998). Impey and Underhill (1994, pp. 67-73) suggest a "personalized in-service training program" might include further qualifications or courses, increased responsibilities, leading or attending workshops, seminars, presentations or conferences, or going on second to another organization, but these activities need planning, and some might also need funding. This, they say, will almost certainly require someone to decide who goes to the conference and what the selection criteria should be. A writing activity is probably going to be additional fun once students work along. This is often best once the method of operating along is structured thus all and sundry is aware of what they're expected to try and do. Particularly productive collaborations occur once students facilitate one another as they set up, draft, revise, edit, and/or publish their work (#9: Graham & Perin, 2007a, 2007b).
- paper to spot places that square measure unclear or wherever extra info is required. The reader shares this
- Information with the author by asking, "What did you Pine Tree Statean here?" and "Can

you tell me additional regarding this?"

- The writer uses these exchanges to form choices regarding a way to revise the paper.
- Your students are doubtless to be additional intended to write down if you're hooked in to writing (#10: Graham
- & Perin, 2007b). Show your students that you just square measure a author by sharing your own writing with them. Celebrate
- student success by displaying and praiseful their absolute best work. conjointly search for ways in which to attach writing to their
- lives outside of college.
- Set high, however realistic, expectations for your students (#11: Graham & Perin, 2007b), and facilitate them develop
- an "I will do" perspective. after they want facilitate, give simply enough support in order that they will create progress in
- carrying out the writing task, however encourage them to try and do the maximum amount as they'll on their own (#12: Graham &
- Perin, 2007b). it's conjointly necessary they develop a way of possession for his or her writing. this may be fostered by
- encouraging them to construct a private set up for accomplishing the writing task, to figure at their own pace
- (when possible), and to make a decision that feedback from peers and therefore the teacher is most pertinent for editing
- a paper.
- Recommendation four facilitate students become strategic writers.
- However, solely encouraging students to have interaction in these processes isn't enough. They have additional direct assistance to use the processes effectively. One suggests that of support involves the utilization of assume sheets or graphic organizers that structure what students do as they set up, draft, revise, or edit (#14: Graham & Perin, 2007a; Rogers & Graham, 2008). A assume sheet or graphic organizer for coming up with a paper, for instance, might direct a student to spot their audience and purpose for writing the paper, generate doable content (in note form), decide that basic concepts to use (by golf shot a star next to them), and order the concepts for writing (using numbers to notice

what is going to come back 1st, second, third, then forth).   An even additional powerful approach is to show students coming up with, drafting, revising, and written material methods they can use severally (#15: Graham & Perin, 2007a; Rogers & Graham, 2008). a method involves a series of actions or steps that a author undertakes to realize a desired goal. This includes easy methods, like brainstorming and linguistics webbing, or additional advanced ones, like integration of multiple methods in complex writing tasks, like writing a report (Graham & Harris, 2005; Harris, Graham, Mason, & Freidlander, 2008). An effective methodology for teaching a commentary strategy includes the subsequent (#16: Graham & Perin, 2007a;

- Rogers & Graham, 2008):
- • Describe the writing strategy and therefore the purpose for learning it.
- • create it clear once students ought to use the strategy.
- • Show students a way to use the strategy.
- • give students with apply applying the strategy, giving help as required.
- • Continue instruction till students will use the strategy severally.
- • Encourage students to use the strategy in applicable things once instruction has all over.
- • raise students to judge however the strategy improved their writing.
- Such instruction is probably going to be even more practical if you're hooked in to the facility of the strategy and establish the importance of effort in learning and victimization it. give opportunities for college kids to ascertain however the strategy improves their writing, praise and reinforce its use, and foster students' possession of it.

One very significant factor which affects writing in the foreign language classroom is that. Even if we delay the introduction of writing for some time, the amount of language which the learners will have at their disposal writing will- limited - so limited that it might seem to make it impossible to introduce any meaningful form of a process of writing practice.

At the same time, the learners, being more mature than they were when they learned to write in their mother tongue, are conscious of the limitations which the foreign language imposes on the expression of their ideas.

To resolve this problem, it will be necessary to strike some sort of balance which prevents them from going beyond their linguistic attainment in the foreign language and yet will still provide them unit writing activities which satisfy them on an intellectualize. Clearly it is

possible to learn to speak a foreign language without learning how to write and for many of our students, perhaps even the majority of them, writing will be the skill in which they will not be good enough, even after considerable practice, but also the one for which they will have the least use. The situation is not so very different in the native language, as we have already seen, only if you use writing in some professional capacity' However, therefore, writing is a skill which is limited in value and difficult to achieve, we should be very clear about our purpose in teaching

- This is where teacher development becomes staff development, 70 when it is codified into a policy, and, as a result, ceases to be personal, becoming instead something the institution determines, controls and directs.(David, 2015)

The ways of teaching writing process - since the time when pupils were given a topic that wasn't chosen in particular and asked to write without teacher's help and usually is focused on some particular problematical aspect of the writing situation. Some key approaches are examined below. Mistakes done in writing is not unnaturally come to be regarded as a major problem.

It was thought that pupils made mistakes because they were allowed to write what they wanted. In addition, accuracy-oriented approaches here therefore, stressed the importance control in order to eliminate them from written work. Students are taught how to write and combine various sentence types and manipulation in one sentence. This approach encourages pupils to write as much as possible and is as quickly as possible - without worrying about making mistakes. What's most important is to get one's ideas down on paper. In this way, students feel that they are actually writers. Not merely doing 'exercises' of some kind; they -, write what they want to write and consequently writing is an enjoyable experience.

Once again this approach identifies and tries to overcome one of the central problems in writing: getting students to express them effectively at a level beyond the sentence. In real life, as we have seen, we normally have a reason for writing and we focus on purpose write to or for somebody.

These are the main factors that have often been neglected in teaching and practicing of writing. Yet it is easy to devise situations, which allow students to write purposefully: for example, they can write to one another in the classroom or use writing in role-play situations. Although like fluency, writing, this approach does not solve specific problems that students have when handling the written language it does motivate them to write and shows how writings are a form of communication. Although, (Byrne, 1993)some writing schemes and programmers have

tended to rely largely or the state of the exclusively on one or other of these approaches, in practice, most teachers and art textbook writers have drawn on more than one and have combined and modified them to suit their purpose. In recent years, classroom methodology has been heavily influenced by the communicative approach, with its emphasis on, task-oriented activities that involve, where possible, the exchange of information and the use of free language, without concern for mistakes.

Receptive skills are also given more prominence and students are exposed to a wide range of spoken and written language. A good deal of recommended writing practice directly reflects the main concerns of this approach, although in practice both teachers and textbook writers deal with the classroom situation pragmatically and therefore retain a good deal of controlled practice.(Byrne, 1993)

Writing well involves quite merely documenting ideas as they are available to mind. It is a method that needs that the author think carefully regarding the aim for writing, plan what to mention, arrange a way to say it, and understand what the reader must recognize. Teachers will facilitate students become effective writers by teaching a range of ways for carrying out every part of the writing process and by supporting students in applying the ways till they're able to do thus severally 18 over time, students can develop a repertoire of ways for writing. Teachers ought to make a case for and model the fluid nature during which the elements of the writing process work along, in order that students will learn to use ways flexibly—separately or in combination—when they write. Students additionally ought to learn that writing is employed for a range of functions, like transference information, creating associate degree argument, providing a means for self-reflection, sharing associate degree expertise, enhancing understanding of reading, or providing recreation. Learning a way to write well for various functions is vital not only for success at school, however additionally for active participation in skilled and social life.

Teachers ought to begin by teaching students the different functions for writing20 and the way specific genres, or sorts of writing outlined by specific options, will facilitate students accomplish their writing goals. Once students perceive the association between completely different genres and writing purposes, they'll be a lot of probably to use completely different genres and assume a lot of critically regarding however to structure their writing. Students additionally should learn to regulate their writing to be best for their supposed readers, samples of smart writing and techniques for writing in specific genres will facilitate students

write a lot of effectively for various functions and audiences. Because writing could be an advanced method, the steps required to hold out this recommendation are various. For that reason, the individual how-to steps are separated into 2 sections.

CHAPTER III

RESEARCH DESIGN AND   METHODOLOGY

3.1. **Introduction of the research design and methodology**

This chapter describes the design of the research study regarding the writing process for young learners. Moreover, the overall design of the study, is a detailed description of the research questions, hypothesis, population and sample, data collection instruments, as well as the procedure and findings from this research are extensively described.

This research was conducted in a primary school in municipaity of Viti (Kosova) and a private Language school " Speak up" in Prishtina,(Kosovo). The reason why these schools have been chosen is the fact that primary school teachers are faced with this kind of obstacle. The research has been focused on the needs of students to improve their writing skills. Students were expected to be both genders and different backgrounds. The reasons why these schools have been chosen is because we want to see if there is any difference between the progress of students who are being taught in a private language school and those who are being taught in public school. ''Gjon Serreci school has been picked because of the small number of students it has. On the other hand, ''Speak up'' language school in Prishtina has been chosen because of the large number of students it has thus, the research wanted to show if the number of students affects the writing process and its progress. Another reason was the fact that language private school deals only with languages. Hence, the researcher wanted to find out if there is any difference as they have more frequently English classes, or if it is there any effect on their motivation. The participants were English teachers whose classes are between 1st to 5th all of them English teachers in the schools mentioned above. The accomplishment of this research paper and its overall process will take a month starting with the questionnaires with teachers and classroom strategies observation. Hence, through these analyses, we are going to find out the struggles are the manners of doing the writing section easier and more desirable to young ones.

According to (Pincas, 1993), writing is a type of communication system that uses symbols by which pupils share thoughts, compare ideas and express feelings. Teaching writing is a quite complex task and writing as a competence if frequently left as the last task that as a

matter of fact, it causes troubles to the foreign second language learners.

3.2 Instruments

The instruments that will be used in order to help the research are as follows:

Questionnaire

The questionnaire consisted of 10 questions on which they had to tick their answers. The teachers had to answer questions starting from the manners they teach writing and its impact on students' motivation to learn a foreign language. Based on their answers we found out the ways of learning writing in some easier ways and manners to convince them that learning writing can be fun too.

Direct observations

Some of the classes have been observed directly during the process of some English language classes and the ways of how teachers try to teach writing for children. While observing the classes teachers and the researcher wrote down details of the lesson that went well and that did not. The researcher observed the methods and materials used by teachers while teaching writing to children. While the researcher was observing the classes noticed that when students started writing the text for the first time they had a lot of mistakes and they were very sad and discouraged about writing texts in English, but in the second classes again told them to write some sentences and texts as they did in the previous classes and they had fewer mistakes because the text now was familiar to them. The teacher then managed to use words that students know and also putting some new words in this way pupils improved writing more and more every day.

Stakeholders

■English teachers of public primary school

■English teachers of private language school

3.3 Design of the study

In order to investigate to achieve better results about the writing process for young learners' qualitative and quantitative research was conducted. Furthermore, the research was conducted by using the inductive approach due to the nature of the study.

Apart from the questionnaire the method of observation was used, considering that young

learners may not understand questions very good also will not give the answers that we seek.

The research was divided into two parts. In the first part, the questionnaire was used to the students of both schools to compare the methods of writing that are used nowadays with the wishes of pupils, what they prefer to write and is writing something they like. The other method was obeservation. Obesrvation is used in order to compare the questions of the pupils with their actions, it took one month to get results from two schools.

3.4 Research Questions

Throughout this research paper there are some questions which will be answered by pupils;

1. What are the main challenges young learners are faced with when learning to write English?

2. Which are the biggest reasons young learners hesitate to learn writing in English?

3. How can young learners be activated and motivated to write in English?

4. Why developing writing skills to young learners is necessary?

3.5 Hypothesis

The research tried to prove if students are being taught to write rather than just speak; they will be more successful in their field of future professions, will be able to use their creativity and will be motivated in different fields of language. Therefore, the hypotheses of this research are as follows:

■The process of writing needs considerable time and it is an ongoing procedure.

■ Writing skills equip young learners with strength, creativity, self-confidence, and awareness of their achievement.

■ Writing allows young learners to take the risk and speak up.

3.6 Data collection and instruments

Data collection methods include observation and questionnaires. Questionnaires were distributed manually to novice teachers and young learners. They consisted of both open-ended and closed-ended questions. The questionnaires were developed suitably collect data concerning students' and teachers' opinions regarding the writing process to young

learners. Quantitative data obtained from teachers' questionnaire indicated their perceptions regarding the writing process, the way their teaching competencies were developed during their studies, and whether they can apply the obtained knowledge and skills in their teaching careers. Whereas, the questionnaire to students was done to get better results on how the writing is seen by the students and, also to see what are their difficulties and challenges.

CHAPTER IV

Study results and discussion

This chapter presents and discusses the results elicited from collecting data through the observation and the results obtained from the teachers' questionnaire and pupils' questionnaire. The data gathered during this research study were qualitative (observation analysis) and quantitative (questionnaires). Observation consists of the results taken from the class being observed during the research time. The data gathered from the observation are a bit different in some ways in '' Speak up'' private school and '' Gjon Serreci'' public school. Whereas, quantitative data obtained from teachers' and pupils' questionnaires highlights their perceptions regarding the quality and efficiency of the writing process and methods used in the writing process.

4.1 Class Observation

First Observation

The researcher did a class observation on October 4th, 2019 to observe teaching-learning activities in Speak up language school. The researcher observed 3rd grade which, was taught by Ms. Bardha, she is also the principal of Speak Up foreign language school in Prishtina. Firstly, when she entered the class, she spoke English all the time. She greeted students and the students answered it well. Then, she began to introduce the material. On the day when the researcher did her observation, Ms. Bardha asked the students to listen to the cassette on English, but she did not give clear instructions about the activity that the students should do. Because of that, not all of the students understood what they should do on the next step.

"*Students, please listen to the CD*!" In this case, the students listen to the

CD and answer the questions. All of the students in the 3rd grade were all ears. It could be seen when the teacher explained the material, the students were very interested to follow the lesson.

They could also ask some questions to the teacher if they didn't understand something. The teacher answered those questions with English in a simple vocabulary. It was done to make them familiar with English. Moreover, when she started the game she wrote the keywords first, they were very excited because they were waiting for it. There was totally a

relation between the games and the material. The content of the game was about vocabulary.

2. *Making Lesson Plan*

The researcher made the lesson plan before the researcher taught the students. During job training the researcher got 3 topics, they were timely, doing activities, and public places. Every topic contained some short, interesting texts for students. For example: animals, food, clothes etc.

When the researcher made the lesson plan, she planned it carefully so it could be suitable for the topic. The researcher made lesson plans for every meeting before the lesson.

3. *Process of Teaching and Learning Activity*

While holding her job training in Speak Up, the researcher got Tuesday and Thursday as the schedule of teaching the 3rd -grade students. For Thursday the English lesson in the 3rd grade of Speak Up starts at 08.45 am - 09.25 am. While for Friday, The English lesson in the 3rd grade of Speak up School starts at 10.30 am-11.10 am. On those days the researcher taught the material based on their book, **Grow with English**.

When the teacher started her lesson, the researcher greeted the students. After that, the teacher gave the lesson that had been prepared before the students. The teacher used the material based on the handbooks that had been provided by the institution. The theme of the lesson on that day was about animals. The researcher gave some clues and used some colored pictures related to the theme before she started to extremely explain new material about the theme. After the teacher finished her lesson, she gave homework for the students to measure their ability in learning the material. Then the researcher reviewed the material that had been learned on that day. This was done in order to know whether the students really understood the material given or not at all. Overall, the researcher always used English in teaching her pupils. The teacher used the Albanian language when there was a difficulty in understanding the explanation given .In order to test if they are making a progress after two weeks the researcher planned a short dictation with one paragraph from the text that was used the same day of the activity and students had only a few mistakes because the words were repeated every class and in a passive way were learned by students.

Second Observation

The same process was done in ''Gjon Serreci'' school but the days when the students had English were different. They had classes on Monday and Wednesday from 11:15:12:35. The procedure and materials were the same, but the difference between the two schools was that in Speak Up were not a large group and the teacher had plenty of time to deal with each one of them, on the other hand in Gjon Serreci were 16 students and it was almost impossible to have time to deal with each student. On the other hand students in ''Gjon Serrreci'' had a different book **Yazoo level 2,** but the material was the same as in ''Speak Up'' school very appropriate for pupils' age.

4.2 The results from Teachers questionnaires

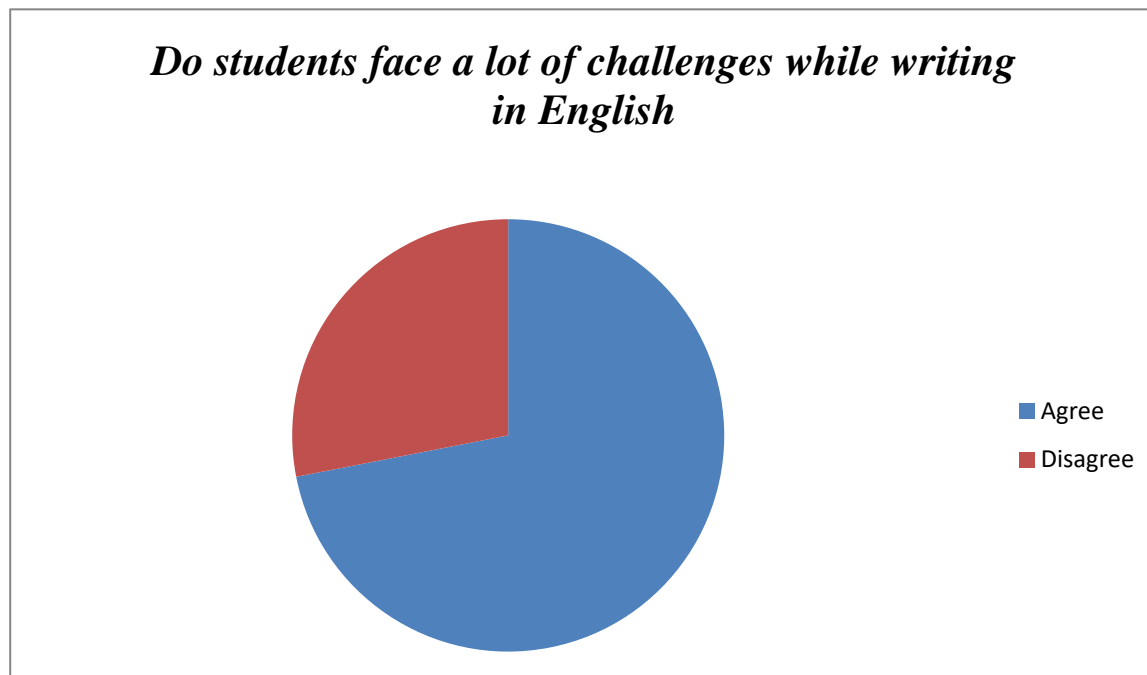*Do students face with a lot of challenges while writing in English*

Table 1 The opinion of the teacher about students having difficulties in the writing process

When teachers were asked if students have any difficulties most of them answered with a Yes, they said: *it is very difficult for young learners to learn to write a word that is spelled in a different form, Albanian language has a structure that the word you spell you write the same without any changes, this makes a little bit difficult for the students.*

Teachers also answered that it is impossible with only two hours per week to develop writing skills at the level that we want.

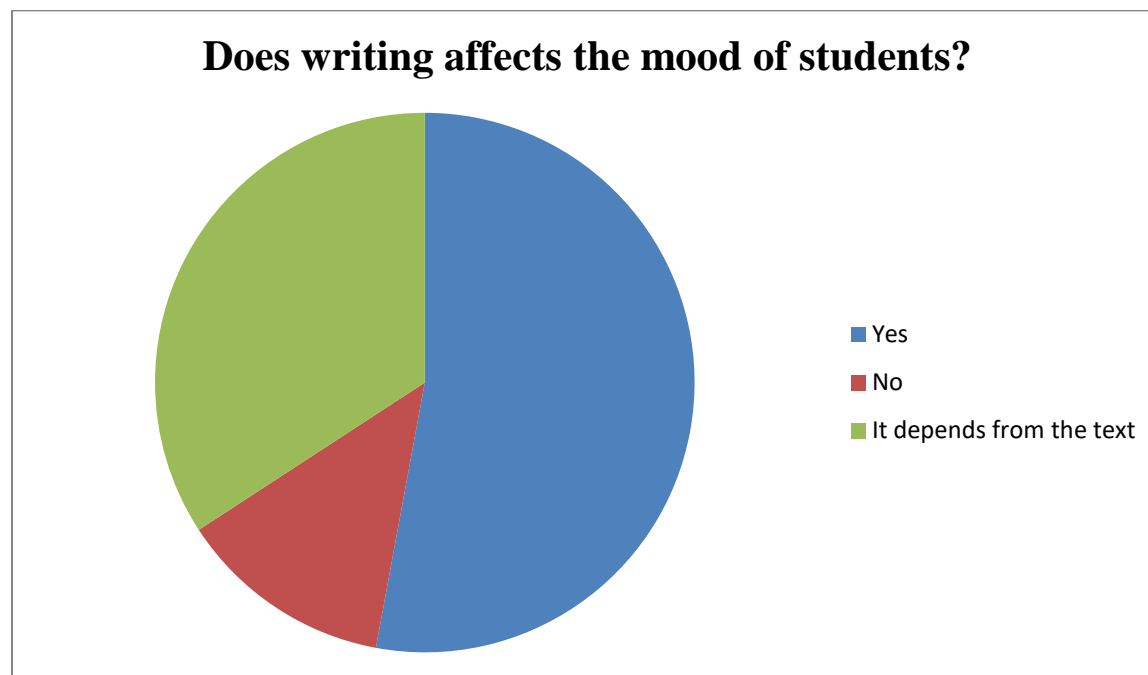When teachers were asked if *"does writing affect the mood of students"*

Table 2 The results of students mood related to the writing process

The responses of the teachers were different and interesting as well, in their experience they saw that writing affects the mood of students, the reason is because they are not familiar with the words and they tend to be angry when they write it wrong, maybe for the third or fourth time, this makes them sad and create a feeling that they are not achieving a progress.

According to teachers also the type of the text has got a great impact, if the text relates to any topic that students are interested in, they get curious and they want to learn words and write that text with pleasure, or if the text contains pictures and they tend to be attractive is fun for them to write it.
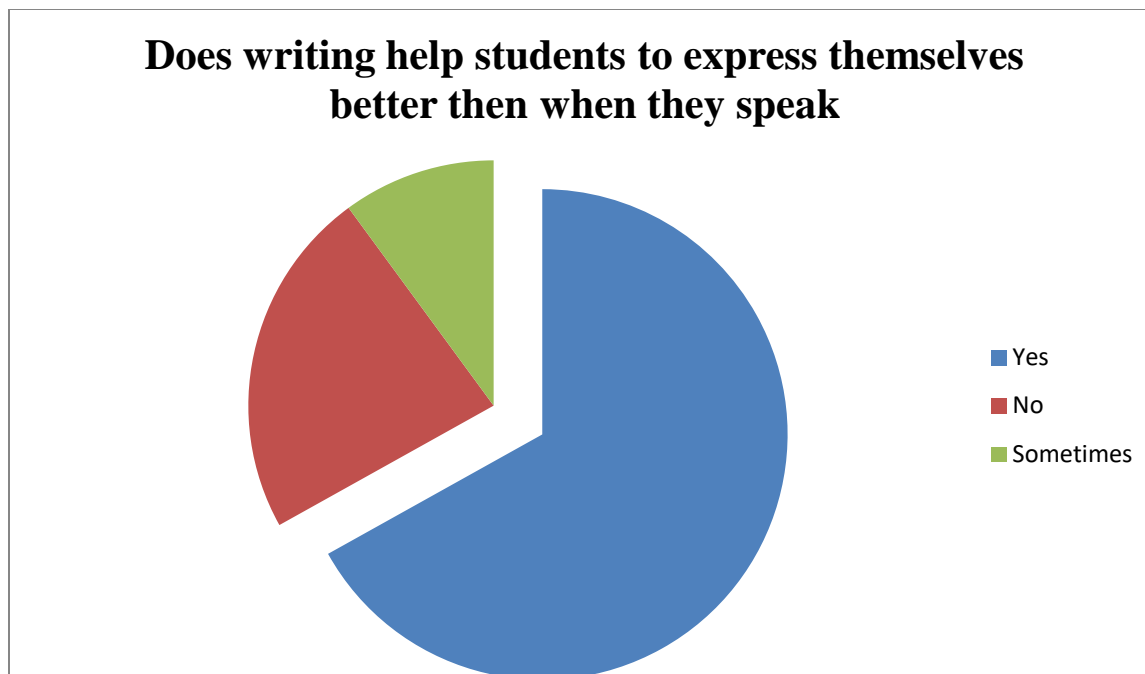
Does writing help students to express themselves better then when they speak

Table3. Responses of teachers if students can develop critical thinking during writing process

When teachers were asked if they noticed that during writing process their students could develop critical thinking, most of them agreed, their opinion was that when students write something related to Animals, they tend to memorize better words and learn better how the words are connected, or the structure of the words on the other hand if they just listen once and do not write it then they tend to forget it faster. The teacher surveys indicated that writing was a part of their everyday routine. Each one agreed from their past experiences, that they were aware that ESL students fall behind academically in the area of writing. Teachers gave their responses if while writing students focus on the use of language
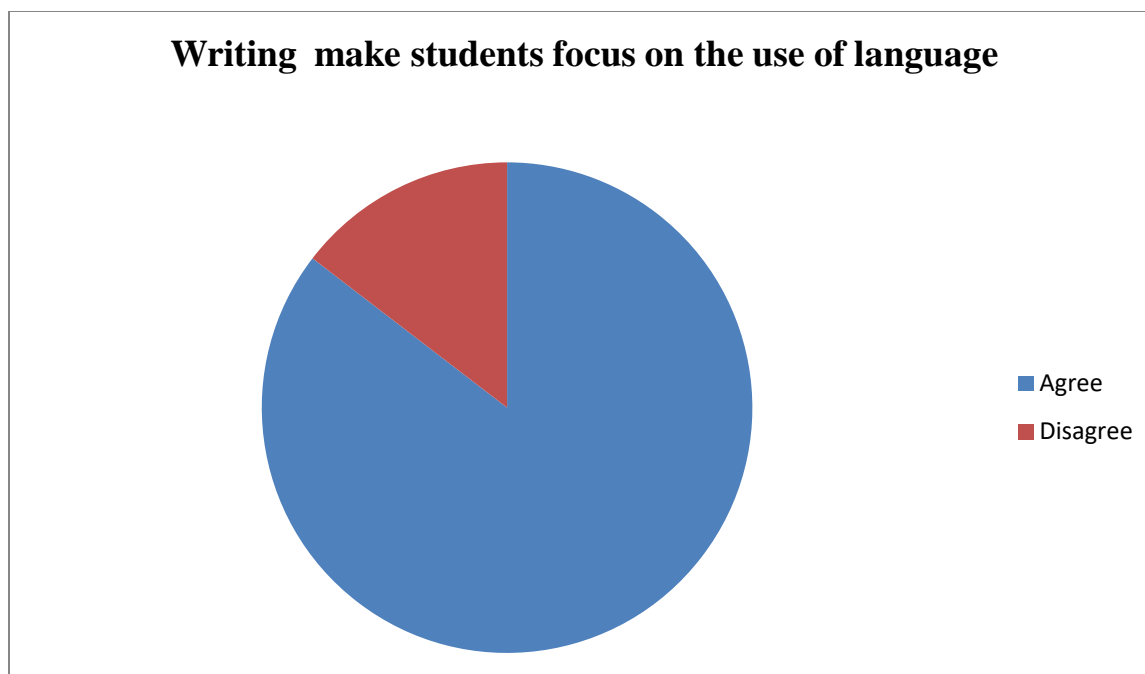
Writing make students focus on the use of language

Fig. 4 Students attention to the use of language through writing.

This question was quite difficult to answer, even that majority of the teachers said that when students learn to write once " *Lion is the king of the animals"* they will never write "*Animals king Lion is"* because they are used to write the correct form they have practiced it and they will not change it. But, two of the teachers had the opinion that students especially young learners are not focused very much while they write, considering that they are young and they are getting to learn language that is totally different from their mother tongue is a little bit difficult to keep them focused all the time especially when are long texts to be written.

One teacher had this opinion "when *we deal with long text sometimes students tend to be impatient, maybe they are thinking about something else and they are not focused in the words they are writing".*

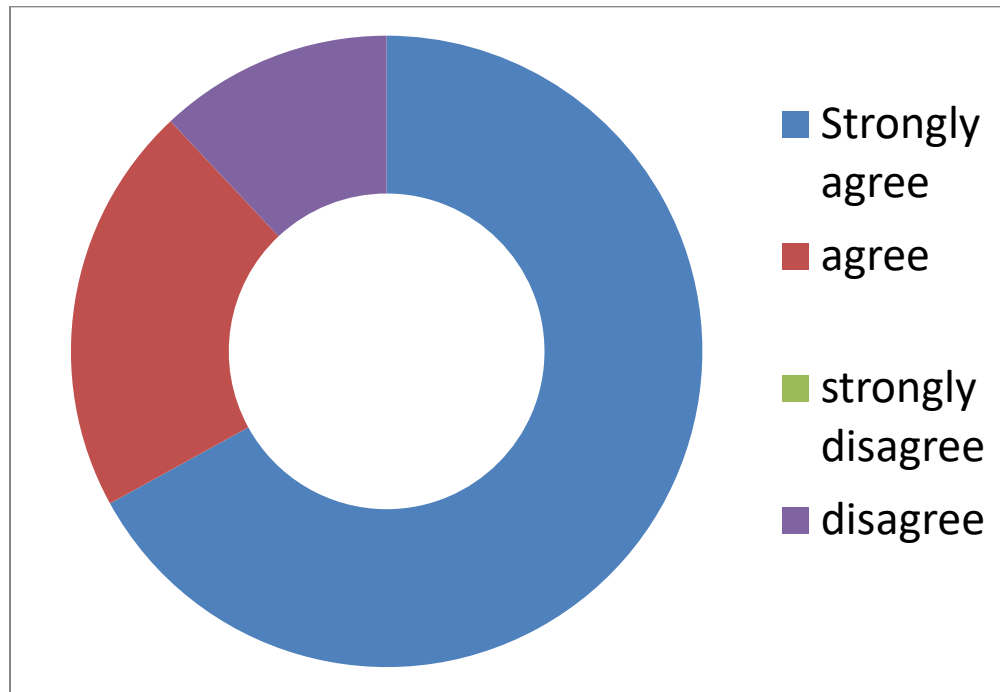## Writing encourages shy students

Table.5

On this question most of the teachers strongly agreed that shy students are often encouraged to write as they can easily express what they think without having to go in front of the classmates, to express a thought that sometimes might not be liked by others and makes them feel sad or uncomfortable in front of the classmates.

4.3 The results from Students questionnaires

Questions in the questionnaire for the students are very simple in order to understand them better, they were appropriate for their age level of English.

The first question is: *Do you enjoy writing?*
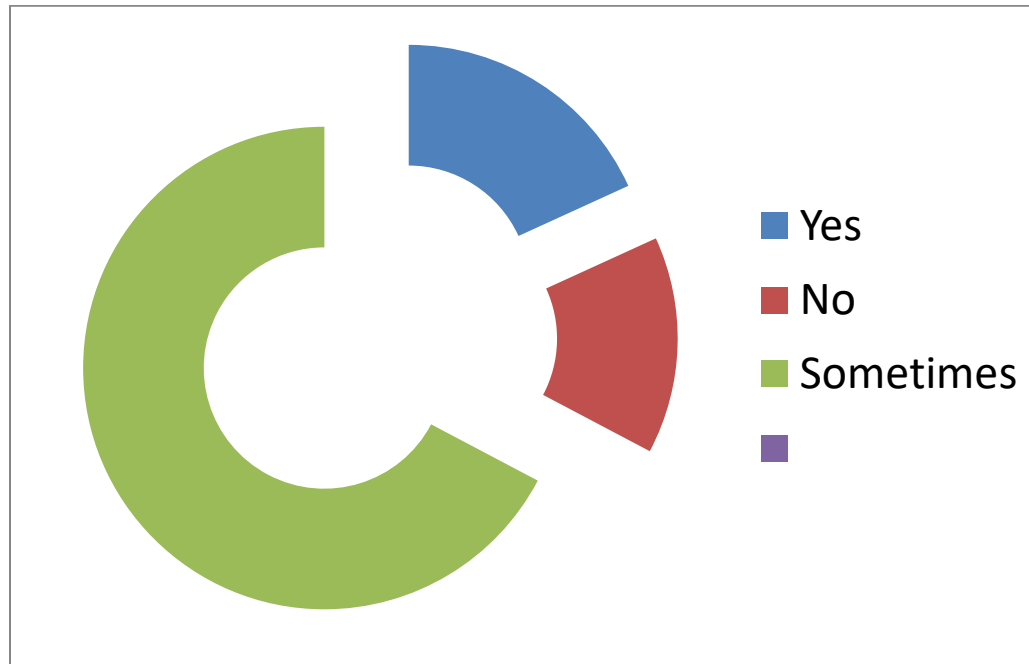
Fig. 6

The Chart of responses of young learners about writing

Responses of the students were quite interesting, they enjoyed writing, the highest percentage of student said they liked writing only when they wrote about topics that seemed interesting to them. On the other hand, the lowest percentage of students answered that they did not like writing at all.

What do you like to write more about?
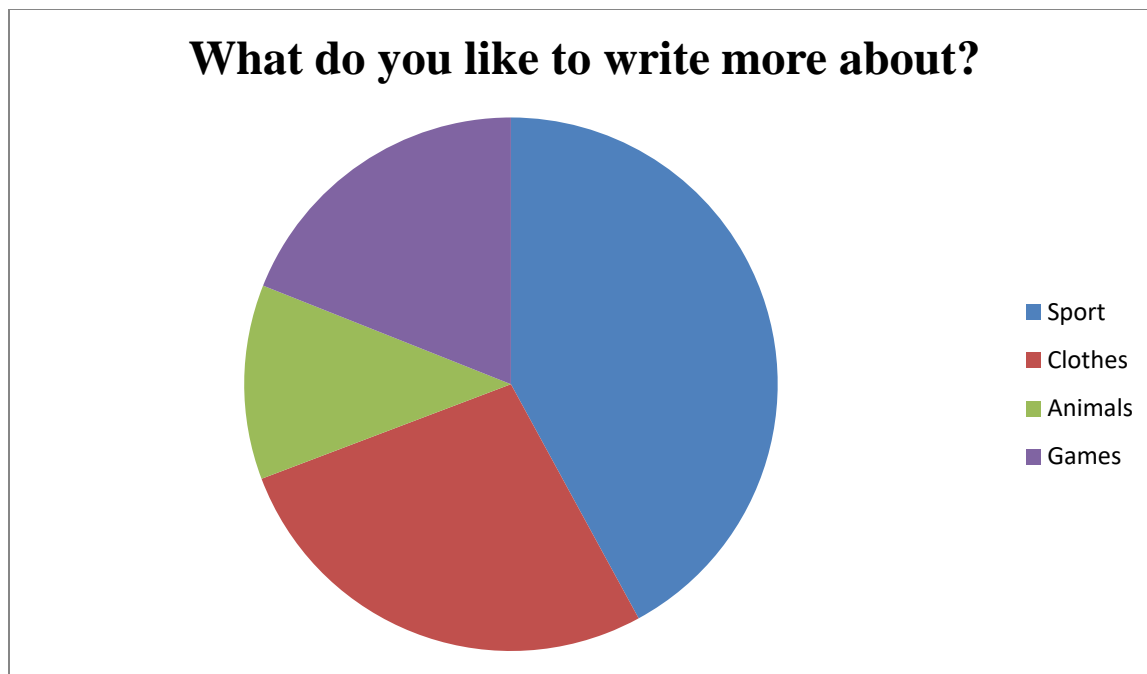
Table 7 Interest of the students related writing

When they were asked the question some of them answered with Yes, that they enjoy to write about different things, especially topics that they like for instance boys like to write more about sport and computer games, meanwhile girls were more for girly topics like fashion, dolls and cooking.

When you write do you understand better words in English

- Yes
- No
- A kittle bit
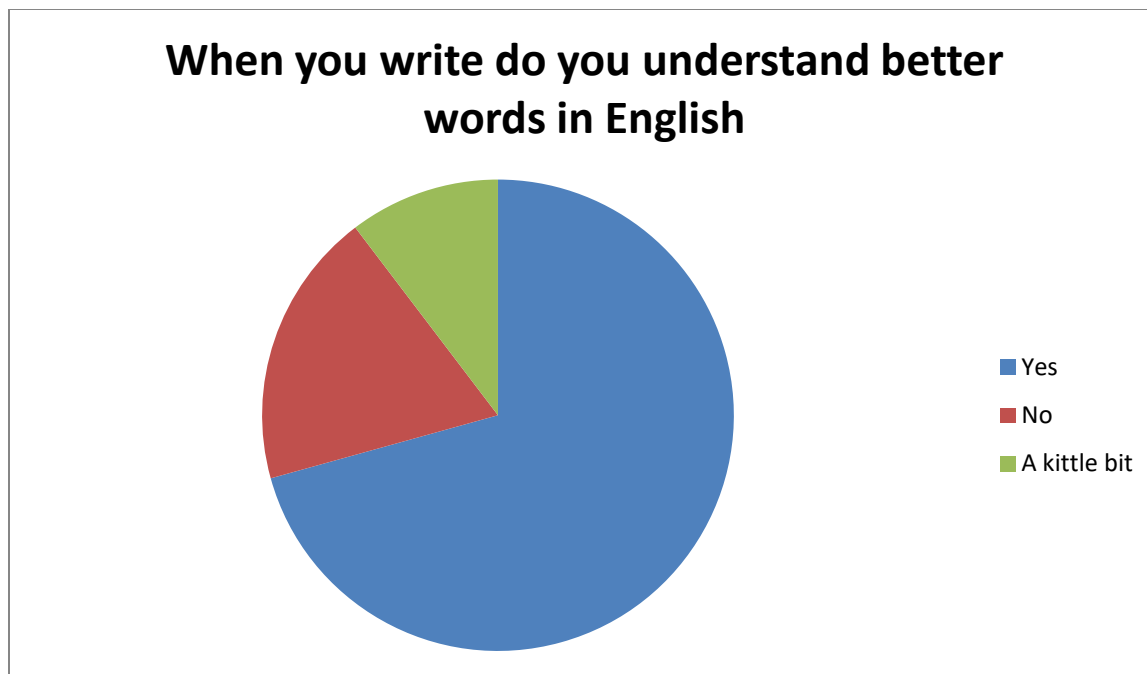
Table 8.

When students were asked if they understand and remember better the words most of them answered Yes. They said that when they write a word for a few times it is very easy for them to remember them, just a few pupils said that they cannot learn words by writing them a few times is probably because they are not focused on the task.

Do you compare your writing with your friends' writing?
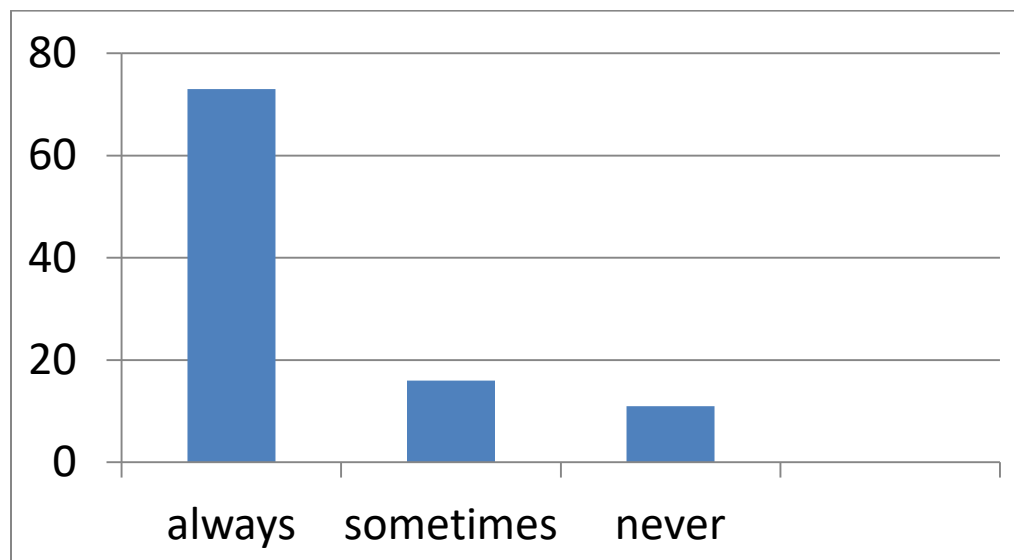
Table 9.

On the question if students compared their writing with their friends' writing, the highest percentage of students said that they do, or they do sometimes. Whereas, only a small group of pupils said they never compare. Hereto, those who did comparison it was obviously clear that the impact was not good, as the researcher has observed the classes also it was clear that it affected on pupils feelings and caused disappointment when they did more mistakes than others.

Chapter V

Conclusion

This research was about the writing and challenges during the process of teaching English as a foreign language to Young Learners in private and public schools. It began with the assumption that the demand for English language tuition to Young Learners was expanding globally at such a rate that the demand for teaching exceeded the supply of teachers and that, as a result, both state and private schools were needed to employ teachers who were not fully trained to work with children or even necessarily wanted to. Teaching writing is considered as one of the most difficult tasks when teaching a language. There are done many researchers in this field, however, there is still to be done on this aspect especially on our place in Kosovo.

There are lots of reasons why this topic has been chosen to research. We know that the English language has become a very important language all over the world and in our country too. The purpose of this research was to figure out why young learners have difficulties to write English texts and words. As the facts have shown that young English learners who have been started to write in English are facing some difficulties as they go slower on this aspect and they write the words they are pronounced.

Indeed, it starts to be a habit and they continue to do that for a long time and some of them, even they attend the 9th grade still are repeating these types of mistakes which may not motivate them during the learning process.

A further assumption was that, particularly in the unregulated and often commercially orientated private language center sector, many Young Learner English classes were taught by teachers qualified to teach, adults but not Young Learners, and that some of these untrained, unprepared teachers are being trained, supported and developed by untrained, unprepared trainers and managers. It found from surveying a diverse range of practicing teachers of English as a foreign language to Young Learners that:

• Teaching Young Learners presents different challenges from teaching adults and that those challenges include classroom and behavior management, the selection and use of appropriate resources and the need to teach across a wide range of ages;

• Basic training continues to focus almost exclusively on teaching adults and is consequently no longer appropriate for the majority of teachers of English as a foreign language;

• A majority is not trained to teach Young Learners and many teachers are left to find out how to meet these challenges by themselves;

• Formal teacher development seems to depend upon the center's commitment and operational needs, meaning that development may be left to the teachers themselves to organize;

• A positive attitude can sometimes compensate for lack of training and many teachers grow, develop and build careers in English Language Teaching to Young Learners because they enjoy the challenges, feel they make a positive impact on young people's lives and find the rewards emotionally and intellectually satisfying. In 1991, Brewster called for teachers to be trained in teaching English as a foreign language to Young Learners to meet an emerging need and demand. Two decades later, in 2011, Franca claimed that teachers, she worked with lacked both

Besides, part of this study was also hypotheses which were all confirmed. Observations done in two schools supported the first hypothesis *"The process of writing needs a considerable time and it is an ongoing procedure"* because we have to do with young learners and, the mother tongue differs in writing from the second language which they are learning, it takes time for them to practice and learn how to write the sentences.

The second hypothesis of the study *"Writing skills equip young learners with strength, creativity, self-confidence, and awareness of their own achievement"* was as well confirmed from the teachers' questionnaires, indicating that while developing writing skills they have time to think about what they are going to write and their creativity is expanded, their self-confident and their own achievement as well.

The last hypothesis *"Writing allows young learners to take the risk and speak up"* was as well confirmed from the teachers' questionnaires and observations because the children were not aware of committing mistakes, they felt free to write about the topic in a way they thought is better and were not afraid of reading their work.   However, this research found that, far from expanding and increasing, the provision of generic and general training for teaching English to Young Learners may be contracting. One final issue lies in the fact that some teachers want to teach Young Learners.

These teachers were motivated and ready to engage with the challenges of teaching English as a foreign language to Young Learners in foreign contexts and foreign cultures, are almost as underprepared by their training as their adult-focused colleagues. They seem to have to train to teach adults first, and then find a way to adapt that training, find and pay for additional training or pursue de-contextualized academic programs such as an MA when they might prefer a course that blends input on theory with classroom-based teaching practice. It may be that no-

one is getting the right kind of training for teaching English to Young Learners.

Nonetheless, most teachers appear to have arisen as successfully to the challenges of teaching English as a foreign language to Young Learners as they have to the challenges of leaving their home country for a new one. They develop strategies and cope with culture shock. They adapt their training to fit new contexts and adopt new roles and responsibilities. They pursue academic qualifications, develop a range of skills and fashion career pathways where few appear to exist. They learn how to deal with people of different cultural backgrounds, with different languages, of different religious and political persuasions, and how to live alongside these people, sometimes forming long-lasting friendships and relationships. They become able to communicate with parents, 210 with children and teenagers. These people are resilient, motivated, flexible and self-reliant.

In conclusion, teachers of English as a foreign language to Young Learners in international contexts are skilled and rounded people. They are a key resource and, in terms of the product marketing of English Language Teaching and the teaching of English to Young Learners as commercial brands, key commodities. Ultimately it is their resilience, attitude and willingness to engage with Young Learner English teaching that leads to the success or the failure of the program, the business, the industry itself. Consequently, they need nurturing and sustaining by the industry if it is to thrive. One way of doing this may be through appropriate, needs-focused training that equips them with both knowledge and skills, and appropriate, personalized opportunities for meaningful, stimulating occupational development.

We believe that the final version of this study will offer good results and some great ideas of teaching writing regarding to encourage students to practice writing. To sum it all up, teachers should take into consideration the necessities of students when it comes to writing tasks and they must also be aware of the duties they have in the process of choosing the methods they are going to face their students with during their lecturing.

Recommendations

According to the above-mentioned results, it is seen that writing is a complex skill that most students actually need in order to successfully learn English. As everything is based on writing during academic years, a student who possesses good writing skills will automatically do better at everything, including exams, essays, assignments, and so on. It is important to encourage good writing to the young learners to show them the importance of good writing and to tell them about bad results they can get because of bad writing, let them know that if they commit any mistake is perfectly fine that they should keep writing in order to learn the words.

When pupils are asked to write a text is important to give them feedback as well, the feedback should contain specific tips and corrections for every student separately. It's good to keep in mind that writing is a basic skill that needs to be practiced over and over again and with your help as a teacher they can become better and better.

There are a few tips that other researchers recommend:

View the improvement of students' writing as your responsibility.

Teaching writing is not only the job of the English department alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculties. After you have got created the assignment, discuss the worth of outlines and notes, justify the way to choose and slender a subject, and critique the primary draft, outline plagiarism yet. do not feel like you have got to browse and grade each piece of your students' writing. Ask students to investigate every other's work throughout category, or raise them to critique their add little teams. Students can learn that they're writing so as to suppose additional clearly, not acquire a grade. detain mind, you'll be able to collect students' papers and skim their work. Realize different college members World Health Organization are attempting to use writing additional effectively in their courses. Pool concepts regarding ways that during which writing will facilitate students learn additional regarding the topic matter. See if there's enough interest in your discipline to warrant drawing up tips. Students welcome handouts that offer

them specific directions on the way to write papers for explicit a specific selected course or during a particular subject.

• Remind students that writing may be a method that helps United States clarifies concepts.

• Tell students that writing may be a manner of learning, not associate degree finish in itself. Conjointly allow them to apprehend that writing may be a sophisticated, messy, nonlinear method crammed with false starts. Facilitate them to spot the writer's key activities:

• Developing concepts

• Finding a spotlight and a thesis

• Composing a draft

• Getting feedback and comments from others

• Revising the draft by increasing concepts, informative that means, reorganizing

• Editing

• Presenting the finished work to readers

Explain that writing is difficult work.

Share together with your category your own struggles in grappling with tough topics. If they apprehend that writing takes effort, they will not be discouraged by their own pace or progress. One pedagogue shared with students their notebook that contained the chronology of 1 of his revealed articles: initial concepts, serial drafts, submitted manuscript, reviewers' prompt changes, Scripture, galley proofs, and revealed article. Give students opportunities to speak regarding their writing. Students ought to name papers ongoing so they'll formulate their thoughts, generate concepts, and focus their topics, break or 10 minutes of sophistication time for college students to browse their writing to every different in little teams or pairs. It is vital for college students to listen to what their peers have written. Encourage students to revise their work. Give formal steps for revision by asking students to submit initial drafts of papers for your review or for peer critique. You'll be able to conjointly offer your students the choice of rewriting and revising one assignment throughout the semester for the next grade, college report that ten to forty % of the

scholars profit of this selection.

Explain thesis statements.

A thesis statement makes associate degree assertion regarding some issue. a typical student drawback is to jot down papers that gift overviews of facts with no thesis statement or that have a diffuse thesis statement. Stress clarity and specificity.

The additional the abstract and tough the subject, the additional concrete the student's language ought to be. Inflated language and educational jargon camouflage instead of clarify their purpose. Justify the importance of descriptive linguistics and phrase structure, yet as content. Students should not suppose that English academics ar the sole judges of descriptive linguistics and elegance. Tell your students that you just are watching each quality of their writing and also the content.

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Appendix

Teachers' Questionnaire

Dear colleague,

This questionnaire is designed for research paper purpose entitled "Challenges of Teaching English writing to young learners". You will be offering a significant contribution to the research intention by completing this questionnaire. I assure to you that your responses will be highly confidential and will not be disclosed to any third party. Your individual opinions will only be used for the purpose of this research and the results will be a viable to you if you ask them.

Part one:

- Personal Information:

Please, insert (√) in the appropriate space given:-

A) Age: **a**) 60 – 50 ( )

b) 49 - 40 ( )

c) 39 -30 ( )

d) 29 - 22 ( )

B) Gender: Male ( ) Female ( )

- The Academic Qualification:

Bachelor Diploma BA ( )   Master Diploma MA ( )   Doctorate Diploma PHD ( )

- 3-Teaching Experience:
  a) more than ten years ( )
  b) ten-eight years ( )
  c) seven- five years ( )
  d) four-two years ( )
  e) one year ( )
  f) less than one year ( )

CHALLENGES OF TEACHING ENLISH WRITING TO YOUNG LEARNERS

Part Two:

Teachers' point of view on the advantages of writing in English as a foreign language in schools:

Statement	Strongly agree	Agree	Strongly disagree	Disagree
1.Writing reduce anxiety and stress in the classroom, which helps learners remember things faster and better.				
1. Writing is a long difficult process				
2. Do students face with a lot of challenges while writing in English				
Does writing affect the mood of students				
3. Does writing help students to express themselves better then when they speak				
4. Writing makes the reading better				
5. Writing is aa welcome break from the usual routine of the language class.				
6. Writing promotes a communicative competence.				
7. Writing encourage shy students to participate.				
8. I believe that writing should be given a special role in a foreign language teaching program.				
9. I believe that writing is a good way of memorizing word especially for				

the weak students				
10. Writing construct a cooperative learning environment.				

Students' Questionnaire

Statement	Strongly Agree	Agree	Strongly disagree	Disagree
1.Do you enjoy writing?	yes	no	sometimes	
2What do you like to write more about	sports	games		
3.When you write do you understand better words in English	yes	no	sometimes	
4.Do you compare your writing with your friends	always	Sometimes	never	
5.How many times do you need to write a word to learn.	once	Three times	More than three times	
6. When you write, you read better.	Strongly agree	agree	Strongly disagree	disagree

Thank you for taking the time to complete this survey!