

TEACHING WRITING SKILLS TO SECOND LANGUAGE LEARNERS AT INTERMEDIATE LEVEL

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Abstract : This paper focuses on existing scenario of writing skills of second language learners at intermediate level in Bharuch district. It reveals the knowledge of English writing of the targeted group which was observed during the survey of writing skills. The paper also concentrate on the hitches of teaching and learning English. It also offers solution to improve the writing skills of the targeted group.

Index Terms - Teaching, Writing Skills, Second Language Learners

I. INTRODUCTION

In the process of second language learning, writing skills is the thorny to have mastery over it as it requires grip over vocabulary, variety of sentence structures, and lexical and grammar competency. This is the field which is well explored by the researchers who came out with the variety of approaches and style to teach writing skills. There are several approaches to teach writing skills by Raimes (1983).

1. The controlled to Free Approach

The audio- Lingual method dominated second language learning during 1950s. The goal of this method was to achieve mastery of grammatical and syntactic form through speech and writing. In controlled to free approach, students were given accurate sentences and paragraphs to simply copy. Then they were asked to complete grammar exercises like making questions from sentences or vice-versa, changing tense, singular to plural, or combine sentences to make it complex. Students were given permission to write free composition when they enter to intermediate level. This approach focused on mechanics, and grammar rather than originality and fluency in writing.

2. The Free Writing Approach

As its name suggests, teacher gives freedom to write with minimum corrections. Fluency is given more importance rather than the accuracy. In this approach, teacher may ask students to write freely without concerning grammar and spelling mistake. Content and writers are more important in this kind of approach.

3. The Paragraph-pattern Approach

In this approach, teacher focuses on organising ideas to build a paragraph. Teacher may give exercise like arrange the jumbled words or scrambled sentences into paragraph order.

4. The Grammar-Syntax-Organization Approach

This approach focuses on teaching grammar first. Rules are given much more importance. Focus is given on accuracy of written piece. After command over accuracy, it focuses at syntax level. Organization is related with coherence part.

Thus there various approaches to teach writing skills. However when it comes to teaching English writing to second language learners in Bharuch district, it has a difference scenario.

II. SCENARIO OF TEACHING WRITING TO SECOND LANGUAGE LEARNERS IN BHARUCH DISTRICT OF GUJARAT STATE

In Gujarati medium schools of Bharuch district, it has been observed that teaching English writing has different approach. Teachers focus on grammar. However productive writing is neglected.

Students of intermediate level cannot write a single paragraph accurately though having sound knowledge of grammar. If they are given objective type of questions like fill in blanks, multiple choice, choose the correct option, complete the sentence, jumble words, underline mistakes etc.; students could attempt these kind of exercises. However on the other hand when they are asked to attempt descriptive types of exercises like paragraph writing, essay writing of translation, they were failed to do so.

They couldn't write accurate sentence structures, spellings and grammar. That means if they need to input the language by one word with other part of given sentences, they could do it. But when they need to generate the entire sentence, it was difficult for them. They were also in lack of terminology.

The textbooks of intermediate level is designed in a way that it focuses on sharpening all four skills i.e. LSRW. It contains very good exercises which boost writing skills. Still students are not able to write a single paragraph independently.

Target Group:

The survey was conducted on thirty students of ninth standard of one of grant in aid school of Bharuch district.

In my opinion problem lies in the way English is dealt with in the schools. It is taught by grammar translation method only. Teachers teaches English by translation it in Gujarati. Moreover, students use 'Navneet Guide' – a book which has translation of English lesson given in the book and solved exercises. This makes them dependent. Due to such kind of material the purpose of the exercises given in the textbook to enhance skills is not served.

III. CONCLUSION

Rather than allowing students to use such kind of material, a teacher shall motivate students to complete exercises on their own. Teacher shall be the facilitator in the class. He/she shall explain the importance of writing skills and inspire them to sharpen the skill.

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