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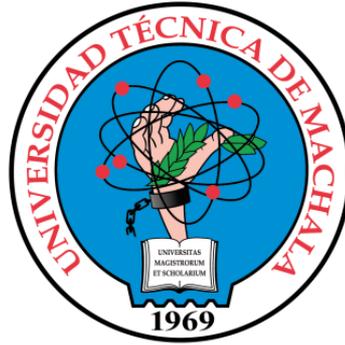
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

INTERACTIVE TEACHING MATERIALS TO DEVELOP THE WRITING
SKILL IN STUDENTS WITH A MOTIVATIONAL ENVIRONMENT IN
CLASS.

BUSTAMANTE BALCAZÁR JOSELYNE ELOISA

MACHALA
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RESUMEN

La enseñanza de inglés se complementa con algunos componentes tales como la interactividad y la motivación de los profesores a los estudiantes a aprender el idioma. Debido a que este es un poco compleja. En el proceso de aprendizaje de la maestra que tiene por objeto desarrollar las habilidades de sus estudiantes y desarrollar habilidades de comunicación, ya que están escuchando, lectura, escritura, conversación.

Donde los estudiantes pueden desarrollar estas habilidades serán los mismos que receptiva y productiva en esta investigación se ha centrado el análisis de la escritura habilidad productiva. Donde los estudiantes pueden desarrollar estas habilidades de los mismos que son conocidos como receptiva y productiva esta investigación se ha centrado en el análisis de las habilidades de escritura productivos.

La escritura y el resultado final de la aplicación de estrategias, técnicas, actividades consisten en tomar notas, identificar la idea principal, hacer borradores y correcciones, entre muchas otras cosas para desarrollar esta habilidad.

La motivación del profesor hacia sus alumnos es muy importante, para fortalecer esta capacidad en los alumnos los profesores deben introducir nuevo vocabulario y la estructura gramatical: además porque el aprendiz puede producir textos, historias, poemas y muchas cosas

Sin embargo, el fortalecimiento de esta habilidad depende de las actividades y los recursos metodológicos que utilizan los maestros en clase por qué este trabajo de investigación se puede determinar que el maestro debe utilizar interactiva como los recursos tecnológicos que el estudiante a encontrar un entretenimiento y se sienta a gusto por el aprendizaje de este idioma y desarrollar esta importante habilidad.

ABSTRACT

English teaching is complemented by some components such as interactivity and motivation of teachers to students to learn the language Because this is a bit complex. In the process of learning the teacher he aims to build the skills of their students and develop communication skills as they are listening, reading, writing, speaking.

Where students can develop these skills be the same as receptive and productive in this research has focused analysis of productive skill Writing. Where students can develop these skills the same as are known as receptive and productive this research it has focused on analysis of productive writing skills.

What is the writing and the final result of the application of strategies, techniques, activities consist Take notes, identify the central idea, do erasers and Corrections among many other things to develop this skill.

The motivation of the teacher towards its students is very important, to strengthen this ability in students teachers should introduce new vocabulary and grammatical structure, in addition because the apprentice may produce texts, stories, poems, and many things

But the strengthening of this skill depends on activities and methodological resources that teachers use in class why this investigative work can be determined that the teacher should use interactive as technology resources that the student find an entertainment and sits to a taste for learning this language and develop this important skill.

INTRODUCTION

Changes That Have had a society crosses inference in various fields: such as health, economy, housing and the Most Important Among all educational. In our country These transitions in the education sector, required Have Drastic Changes in September by the state, based on They Are Changes in student graduate profile.

These are governed: changes in the basis of quality standards that ensure the skills developed in students, the same ones that will determine the effectiveness of learning. Among the subjects governed by standards that English as a Foreign Language, the importance of this language requires apprentices develop their communication skills, including written this.

The writing ability to be a productive management needs a grammatical structures learned by students throughout the process. The importance of developing this skill lies in students when applying the rules, they have to learn and use vocabulary that manage to shape the work they do, the same as knowledge of the learner evidence (Salem, 2013).

Being a mother tongue other than a reluctance to learn and more to develop a skill like writing is created, which generates a lack of motivation in students, it makes difficult the process of learning. These problems are largely due to inadequate teaching materials used in class teachers, the same that do not meet the aim of encouraging students to arrest him.

The use of teaching materials traditionalists by teachers, creates a tedious atmosphere in class because the student is limited in its participation, it is this problem that arises identify the impact they have on students applying these resources in activities that relate to writing.

Many of the cases selected by the teaching materials do not meet the characteristics necessary for effective skill development, it is for this reason that it is important to identify the characteristics that must have the interactive resources to encourage motivation and participation of students in the English classes, since not all materials meet the necessary aspects for a successful class.

By employing interactive resources, it is expected that students react to the teaching process along the lines of class, which is why it is expected to determine the positive aspects generated in students applying didactic interactive materials in activities that relate to writing and establish the selection of them.

The above reflects what is intended with this project, establish interactive learning materials to help encourage students in the process of developing the skill of writing, through references that would support the theoretical basis which will become apparent in the conclusions work to provide solutions to the issues raised.

Interactive Teaching Materials to develop the writing skill in students with a motivational environment in class

DEVELOP

Interactive educational resources to develop the ability to write

The teaching of English leads to the teacher to be influential in the development of learning this language, by which the teacher is required to use teaching resources that allow you to improve communication skills of students, such as skills speaking, reading, listening and writing in English,

This research focuses on the ability to write so teachers should use teaching resources that allow teachers to interact with students so that students feel motivated and committed to develop the communication skills as this is a form of communicate in writing where students can express what they feel, but this is a little complexity as English in some cases is a bit difficult to learn.

Teaching resources are those that the teacher uses in class, they are those that allow the development of this, as well as the development of this ability in students. Since in some cases the student is afraid to write for fear of making mistakes and errors when writing or in other cases the student writes so wrong.

Teaching resources are the most used by teachers and students even because it makes the teaching-learning process even easier to instruct and as a promoter of learning and understanding of this foreign language tool.

In teaching English at different levels students in developing communicative ability writing show a low level since English has some complexity because at the time of writing requires knowledge of grammar, punctuation, etc. and sometimes students do not relate well with these issues.

Creative Writing

The teacher is responsible to implement in their classes methodological activities to improve the ability to write in English students. To make teaching this skill in an educational and beneficial for the student, the teacher can use many activities as recreational resources to learn English in writing, in a class can use mind maps,

magazines, texts, books, activities complete, stories, cartoons in which students strengthen their knowledge and vocabulary with the grammatical structures writing.

The creativity of the class depends on the teacher because at present the teacher can use online exercises, electronic books, and in some cases videos to learn and improve this fundamental skill (Arshavskaya, 2015)

The participation of teachers in recreational classes that allow students to be motivated by Learning in English in written, Creative writing is of great importance because it allows teachers to interact with students through the story of personality and occurrences where the teacher Students can learn more about his students. (Anae, 2014)

The Steps in Process Writing

To develop the ability to write the teacher should focus on the steps of the writing process, because the student will have a guide and support for the development of prayers, texts, essays and other writing related activities (Lincoln, Felicia; Ben Idris, Anisa, 2015).

The development process has the ability to write some steps for the written production of the person to develop this skill then this work shows the steps to follow:

- Prewriting: the student has to think about the issue and plan your ideas
- Write: the student has to use the notes of pre-writing and get his ideas down in a paper.
- Revise: change their writing to make it better
- Editing means that ' take care of the little mistakes in your writing.
- Publishing: the student can share his writing.

Teaching writing process in online environment: when drafting texts or paragraphs in necessary to use resources to support and facilitate the development of these, for that there are a number of resources such as dictionaries, style guides, manuals writing, and all other sources that support the in producing a text to perfection. On the Internet you can find hundreds of online exercises and practices to improve your writing skills

the websites can also assist you while improving on your writing skills, so that you can dazzle people with your accurate and correctly constructed sentences (Carolan, Fergal; Kyppö, Anna, 2015).

Here some online tools that can be used mentioned to improve the ability to write:

- Hemingway
- Readability-Score
- Thesaurus
- Essay Mama
- Novel guide
- Daily Writing Tips

Writing activities: Learning and teaching of English language there are countless activities to enhance the development of writing skills in students, the same activities as the student is motivated, feels that relates to and can improve their knowledge regarding their skills write

- Writing error correction:
- Writing a story on the OHP
- Chat:
- Postcards
- Poems for the future
- Eliciting vocabulary before writing narratives
- Songs and storytelling
- Role-play writing
- Creating a framework for writing
- A Perfect story
- Note writing
- Freeze the writing

Participatory techniques for writing

The techniques that teachers can use in English class to improve this skill, allow the student to be part of building their own knowledge and development of the process of learning English.

Completing simple texts: The student must complete a text with the correct form of the verb, with prepositions, the verb tenses or some other word that helps give coherence to the text.

Writing post cards and Letters: this technique important because it allows write about their experiences and emotions, stories of their life or can even learn how to write a letter formally and in this way to practice grammar and other aspects of writing.

Writing compositions and essays: This is one of the strategies of formal character that allows students to develop a freely chosen subject while other resources documented to argue their work

Features interactive teaching resources used in writing

Teaching Resources are mediators for the development and enrichment of the teaching - learning that qualify their dynamic from the training , detached, preventive , corrective , the same dimensions for expressing the specific communicative interactions for the design of the performance of teachers and its operational orientation attention to the diversity of learners , which enhance the adequacy of the educational response to the learning situation , in order to raise the quality and efficiency of educational activities.

The Learning Resources are always considered as a support for the development of the educational process and these are very useful to facilitate the achievement of the objectives are for each class and needs to have students and the development of content that is learned with students and to motivate them and familiarize them with respect to the subject.

The resources favor communication between teacher and students more effective, they are useful to streamline the workload of both teachers and students. Resources encourage cooperative learning interaction among students and also allow handling information as well as develop content, perform tasks.

These resources are characterized by visual and projection information, texts and short stories where the student can read and simultaneously make comments in writing or as well as contribute to the development of the text (Chunyu Zhou; Zhenhui Xu, 2015).

Strategy to improve the writing skill:

English teaching requires seeking strategies that strengthen existing weaknesses in knowledge of the English language and in the future serve as a solid foundation for a good student and professional performance of each person

There are some strategies to develop the ability to write in English of the two main direct indirect strategies some strategies that then develop them are listed explained:

Direct writing strategy: within this strategy, there are three which are memory, cognitive, and compensation strategies. (Oxford, 1990)

- **Memory strategy:** the teacher has to teach his students in advance and get them to memorize grammatical structures, vocabulary, punctuation marks used for the production of texts or paragraphs related to a topic.
- **Cognitive Strategies:** Within this strategy the teacher uses basic and primary resources where the student has to constantly practice as well as in their daily practice in order to improve their ability to write, the teacher can interact with their students by sending and receiving messages, is writing these activities the student has to analyze and reason the context of writing, grammatical structures and tenses in the text.
- **Compensation strategies:** In this strategy, the student must have a good vocabulary where you can in the production of a written use other words to not repeat them and make it make sense and context paragraph for which a student can use synonyms acronyms and antonyms at time of writing.

Indirect writing strategies

Indirect strategies according to this research, are strategies that indirectly influence the development of the ability to write in a foreign language the whole of this strategy consists of three groups: cognitive, emotional, social goals and strategies.

- **Meta-cognitive strategies:** Metacognitive strategies refers to the methods used to help students understand how they learn; in other words, it means processes designed for students to think about his thought. In this strategy the teacher aims that students build their knowledge that learning is influential and that the knowledge of students must be related to the topics covered, teaching connectors, prepositions, times and grammatical structures, which favors student written production is efficient and accurate.

- Centring your learning: Focus on student learning implementation leads to other strategies that allow students to have a knowledge of what you want to write or about the work done in the classroom

Brainstorming: This is a technique well known and applied in the teaching and learning of English where the student interacts so that related words with the theme of class, the student shares his views with classmates and teachers, which allows students to increase their vocabulary and build their knowledge significantly.

This strategy makes the student generate productive ideas, also allows students to be creative express their ideas, thoughts, views, as well as produce texts that allow you to reflect your knowledge, this technique the teacher uses to measure the level of knowledge who have their students in relation to the subject aims to teach. (Amoush, 2015)

Application of interactive resources in English classes: Using interactive tools like applications on mobile or tablet or computers among others, serve to enhance language learning students.

The teacher can ask students to read carefully the text reference and summarize the main ideas they can draw from this. Students can make a practical exercise in which reveal their knowledge of this language.

within interactive resources currently teaching English teachers can use blogs, websites and online applications that allows you to learn better.

Blogs: one of the most popular technological resources used in teaching and strengthening writing skills in students is the use of blogs. in one of the interactive multimedia tools, which allows members of the educational community to communicate with ease where learning is fun and motivates students to learn since the implementation of blogs allows acquaint the student with the new technological advances.

Blogs today are used by teachers to share information and are collected in reverse chronological order, written of one or more authors on topics of interest, and which are also collected comments from your readers or students, so also tasks, videos, stories or essays on a given topic. The teacher blog is shared with students to enhance learning how to motivate students and renew ways of teaching and not stagnate in a traditionalist education. (Yunus, Melor Md; Nordin, Norazah; Salehi, Hadi; Embi, Mohamed Amin; Salehi, Zeinab, 2013)

Websites: A website is a tool that works in conjunction with the Internet and is one of the tools used to learn English at the time, since a website is the set of pages that store information and allow you to interact with users through activities or online exercises where the user can practice what dese few times this without limit, which favors because it allows better learn and practice the easy way.

The uses of the website in English classes facilitate cooperative and interactive learning because through games and interactive exercises the student improve their knowledge and communication skills in English, since the use of technological resources and above all the use of the internet, which provides great benefits the activity of teaching and learning has become an indispensable resource for teaching in this world of technology (Åberg, Eva Svärdemo; Ståhle, Ylva; Engdahl, Ingrid; Knutes-Nyqvist, Helen, 2016)

CONCLUSION

Traditional education does not favor learning English in students because currently learning involves applying new strategies methodologies and resources, seeking to improve the communication skills of English language and especially in the productive ability of the student which is the ability to write in this foreign language.

English language teaching involves the application of technological resources to improve the knowledge of students, interactive resources to develop the ability to write are characterized by motivate and strengthen the knowledge these are interactive resources that enable the relationship between students and teachers.

the uses of activities and techniques so too online resources also strengthen learning and teaching ways to change and improve this process , in relation to a quality education that in this country requires.

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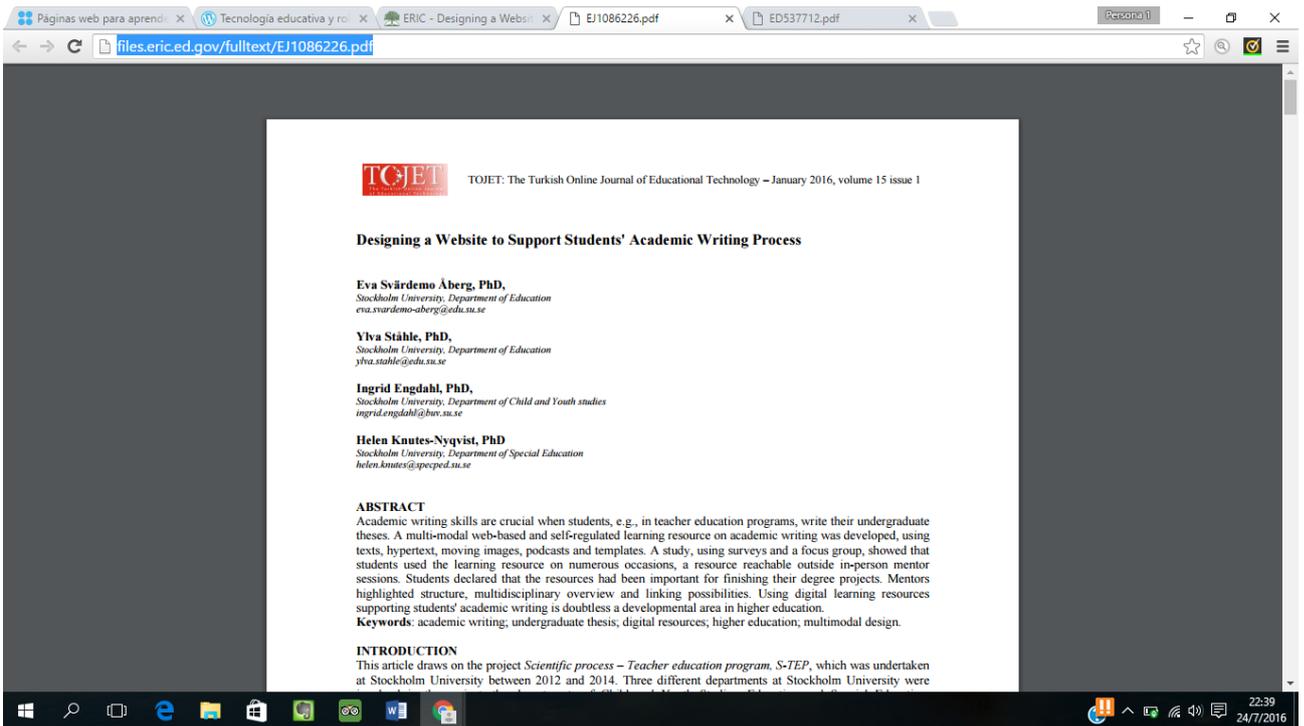


Figure 1: Example of the website designed within the project.

The website may be characterized as a work-through site, designed for learning, with chronologically arranged web links, constructed in relation to academic writing objectives and quality aspects (Härnqvist, 1999). These links were displayed on each of the sides on the homepage. Every link was adapted to display specific semiotic work related to the particular objectives of the academic writing course. For example, the design of the mode *written text* communicated meaning concerning objectives, time frames, how to write a synopsis, examination routines as well as advice about the oral defense of the thesis. Additionally, a further text advised students about the required organization of academic writing and provided links also to templates and other *formalia* related to the academic presentation of texts. In the mode *written text*, students could read via *hypertext* about aspects such as: How to select theoretical perspectives suitable for specific knowledge domains, and What important methodological issues ought to be considered in different academic approaches and in writing? The mode of *colour* was designed to enhance structure and readability. All the *images* on the website represented collaborative and active students engaged in work processes.

The images were meant to be eye-catching; the sight of students socially engaged serves both an emotive and pragmatic function. The images were coloured, centrally framed and designed to enhance inspiration and dedication to the website. *Films and pods* were also available through links on the website, representing academic work in other modes (moving images and speech). These modes provided different affordances for meaning-making and learning. Different modes hold particular potentials and constraints for meaning-making and, indeed, the meaning of some content may be better expressed in one mode than another. Speech combined with gestures may orchestrate variability of meanings through both sound and bodily movements, and these can be used to enhance both meaning-making and learning. On the website a number of short films (each one approximately two minutes long) and podcasts (no longer than fifteen minutes) were displayed to stimulate the

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The Impact of Employing Brainstorming Strategy on Improving Writing Performance of English Major Students at Balqa Applied University in Jordan

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Abstract
The study aimed at identifying the impact of employing brainstorming strategy on improving writing performance of English Major Students at Balqa Applied University in Jordan. The sample of the study which consisted of 80 male and female university students was distributed into two groups, experimental (taught by brainstorming strategy) and control (taught traditionally). The instrument for collecting the data was writing essay. The data were analyzed by using t-test. The analysis showed that the scores of the students of the experimental group were significantly higher than the scores of the students in the control group indicating the positive impact of employing brainstorming strategy on improving writing performance of English Major Students at Balqa Applied University in Jordan.

Keywords: brainstorming strategy, writing performance, improving.

1. Introduction
Using English language proficiently, one has to master the writing skill. But it is believed that writing as a skill is one of the most challenging skills for students to master (Negari, 2011). Writing skill has considered one of the most important skill besides listening, reading, and speaking in teaching and learning English as a foreign Language (EFL). Traditionally, a great number of studies conducting on writing skill focused on this skill as a productive one rather than the process of writing itself. Therefore, teaching writing focused greatly on having writing that is free of mistakes in grammar, punctuation and vocabulary. But nowadays, this way of teaching writing is no longer acceptable. Much more attention has been given to the process of the writing itself and to the student's problems in writing for example, his lack of ideas and generating them and vocabulary items. Researchers believe in the necessity of having new strategies that provide the students with ideas, many more vocabulary items in addition to that, ways of thinking creatively. Brainstorming strategy has been seen as a practical solution to the students' problems in writing. Therefore, and due to the belief of importance of

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"Creative Writing as Freedom, Education as Exploration": creative writing as literary and visual arts pedagogy in the first year teacher-education experience

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"Creative Writing as Freedom, Education as Exploration": Creative Writing as Literary and Visual Arts Pedagogy in the First Year Teacher-Education Experience

Anae, Nicole
Australian Journal of Teacher Education, v39 n8 Article 7 Aug 2014

The themed presentation at the Sydney Writers' Festival on May 25, 2013 entitled "Creative Writing as Freedom, Education as Exploration" brought together three key players in a discussion about imaginative freedom, and the evidence suggesting that the impact of creativity and creative writing on young minds held long lasting, ongoing implications. This is a particularly crucial conversation given the factors stifling creative writing pedagogies in contemporary classrooms. In contributing to the ongoing dialogue about literary creativity, this theorized classroom-based discussion explores the integration of creative writing as literary and visual arts pedagogy among first year preservice-teachers developing an autoethnographic project. By modifying traditional autoethnographic methodology to include literary and Arts-based approaches to creative writing, the examination argues that, while "Creative writing is more than just words on a page; it's freedom", developing confidence and competencies among first year teacher-education students may prove important to the educational futurity of that philosophy.

Descriptors: [Foreign Countries](#), [Creative Writing](#), [Preservice Teachers](#), [Ethnography](#), [Autobiographies](#), [Teacher Education](#), [Educational Trends](#), [Critical Thinking](#), [Visual Arts](#), [Literary Genres](#)

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Creative writing skills development is the exception rather than the rule in teacher-education programs generally despite the evidence that supporting creativity in beginning-teacher programs supports creativity in the school curriculum (MacLusky, 2011), and despite the evidence advocating creative writing's potential to liberate creativity and present a powerful stimulus for self-expression (Appleman, 2011) and understanding 'self' (Thaxton,

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2014). Naidoo (2011), for instance, explored writing/creative writing skills development among Indigenous Australian youth and concluded that not only did writing/creative writing facilitate social and literacy skills, but provided a vital medium to explore personal and community issues. In fact, writing/creative writing became "a powerful tool to open up communication and allow change to be initiated" (p. 11).

The overarching consensus that teaching writing is an important element in the learning experience could suggest that confidence in creative writing might hold positive long-term implications in the preparation of preservice teachers' attitudes to writing as practice and pedagogy specifically (Hall and Grisham-Brown, 2011). For Ostrom (2012) creative writing is both a way of knowing as well as a way of knowledge creation (p. 84). This perspective implies that engaging beginning teachers in creative activities, such as creative writing, could effectively connect students' learning as beginning-teachers to their personal lives and experiences as a mode of self-expression.

More recent scholarship is emerging that examines the use of autoethnography in teacher-education. However, the question of creative writing remains beyond their scope despite the potential of this methodology—the self as a form of data—to unify creative writing narrativity within a process of critically examining identity "from multiple perspectives" (Coia & Taylor, 2005, p. 27). Of the growing body of more recent examinations, one researcher uses autoethnography as a way of examining the experience of teacher-education and teacher-training from the perspective of beginning teachers (Hayler,

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Creative Writing Assignments in a Second Language Course: A Way to Engage Less Motivated Students

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This article makes a case for using creative writing in a second language course. Creative writing increases students' enthusiasm for writing skills development and supports students' creativity, which is a fundamental aspect of education. In order to engage less motivated students, a series of creative writing assignments was implemented in a second language writing course. This study presents the rationale for the use of creative writing grounded in critical pedagogy and the context of instruction. Data collection focused on the content of students' writing and their attitudes towards creative writing and critical pedagogy. The results show that all the participating students found the assignment both enjoyable and beneficial for the development of their writing ability. However, the students' perceptions of critical pedagogy varied. The author argues for greater employment of creative writing in second language courses in the future.

Second language (L2) composition instructors have long been interested in providing additional language practice opportunities to L2 writers. Plenty of research studies have reported the benefits L2 students gain by engaging in the additional writing practice. For instance, the use of dialogic journals expands the contexts of writing for English as a Second Language (ESL) students and serves as a useful learning strategy (Holmes & Moulton, 1997). The use of journals leads to increased fluency in writing and greater motivation to write. In addition, students are able to learn through models provided by the instructor in his/her responses to journal entries. In this way, students can improve their writing noticeably (McDonald, Rosselli, & Clifford, 1997). Other researchers point out that in ESL classes there are students who are culturally quieter or students who are uneasy speaking out in English. These students who are reticent to speak in class can use journals to express and share their ideas in writing in a non-threatening format with instructors and/or peers (Spack & Sadow, 1983). Finally, response writing can motivate low-achieving students (Lee, 2012) and help promote students' more sophisticated thinking (Bilton & Sivasubramaniam, 2009).

In order to address the issue of engagement, boost student confidence as L2 writers, and increase writing fluency, a series of creative writing exercises was introduced in the ESL advanced-level writing course during the fall semester of 2014.

The idea for this study dates back to 2013, when the author of this article (also, the researcher) started teaching an ESL advanced-level writing course offered

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Study on the Implementation of Interaction Teaching Mode in Distance Education

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Abstract
By analyzing the learning characteristics of learners and the features of interactive teaching in distance education, this paper proposes the curriculum implementation subject of network education, namely objects multi-directional interaction teaching mode, so as to improve teaching effectiveness and achieve teaching objectives to ensure the quality of teaching, and puts forward some specific implementation measures.

Keywords: interactive teaching, mode, adult education

1. Introduction
Distance education (network education) in our school is mainly adult education, and the biggest difference between adult education and general education lies in the particularity of the education subject. Subjects of adult education are mature individuals in all aspects who have unique learning characteristics. For example, learners in network education courses have such characteristics as relevant experience of learning, a mature self-concept, a strong awareness of problems and limited learning time. If the adult learning characteristics are ignored or deviated from network education, teaching relationship will be alienated and teaching effectiveness will also be reduced. Hence, the relationship between teachers and students in adult education should not be a controlling relationship but a partnership that jointly creates the meaning of life. Such relationship requires abandoning the

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2. Learning Characteristics of Network Learners

2.1 Relevant Experience of Learning

Most of adult learners in network education are engaging or have engaged in work, and they have rich practical experience and life experience, as well as certain recognition of the relevant knowledge. When understanding new knowledge and new ideas, they will make full use of their original experience to interpret the new knowledge and then to decide whether to accept. In addition, differences in experience among different adult learners or between adult education teachers and adult learners help to achieve experience complementation in classroom teaching, and to offer different perspectives on problems. But, the experience of adult learners is a double edged sword. On the one hand, it promotes their learning; on the other hand, it makes adult learners confine to existing experience and inherent mental models so that they cannot acquire new ideas and new knowledge.

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2.2 Mature Self-Concept

Mature self-concept means that physiology, psychology, emotion, social behavior and other aspects can be maintained at a relatively stable state. Adult learners often choose to learn because of their need, so they can decide whether to learn, when to learn and how to learn, and they can be responsible for their own decisions. Generally speaking, adult learners have quite rational ideas and full consideration for their future learning. Once a goal is set, network learners will have aspirations to achieve the goal, and they will also have a great self-control to ensure the realization of the goal. In addition, network learners want others to treat them as mature person. Otherwise, they will have a feeling of being despised.

2.3 Strong Awareness of Problems

The main reason why learners participate in network education is that they have encountered some practical problems and confusion in their teaching or daily life. They are difficult to deal with them alone, so they choose to seek help in education. Therefore, adults have a very clear awareness of the problem and a strong desire to solve the problem in the learning process. Unlike students in general education who studies for knowledge...

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Journal of International Education Research – Second Quarter 2015 Volume 11, Number 2

Teaching The Writing Process As A First And Second Language Revisited: Are They The Same?

Felicia Lincoln, University of Arkansas, USA
Anisa Ben Idris, University of Arkansas, USA

ABSTRACT

Research on the second writing process is not recent. Both first and second writing processes have been in the area of argument among scholars. It has been confirmed that both first and second writers nearly all practice similar physical activities pre-writing, during, and post writing stages; however, they still differ in the inner extra thinking activities that non-native writers practice to reduce the transfer of first language rules during the writing processes. Therefore, teachers should provide extensive feedback to ELL students to help them improve their writing skills (Brown, 2007; Dyer, 1996; Ferris, 2002; Hyland, 2003; Krashen, 1982; Silva, 1997).

Keywords: Process Approach For Teaching Writing, ELL Students, Error Treatment Process

INTRODUCTION

The application of the process approach to teaching writing as a second language is affected by teachers' instructional strategies that reflect "their underlying philosophy of teaching" (Kroll, 2001, p. 219). Writing skills as a process is similar whether it is English students or English language learners (ELL). This paper is an overview describing the process approach as a methodology for teaching native and ELL writing students. It focuses on both similarities between the writing process as a first and second language (Zamel, 1982) and differences. There are those who see the two groups of students as using different processes due to the cognitive and mental efforts that ELL students practice during writing. Therefore, teachers who think this process is different argue that teachers should be selective-treating ELL students' errors to help them improve their writing skills (Bates, Lane & Lange, 1993; Ferris, 2002; Guenette, 2012; McMartin-Miller, 2014; Silva, 1997).

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pianist on his performance and not on how many hours he spends on training. On the other hand, the cognitive movement viewed teaching writing skills as a process of problem-solving which contains two parts - thinking and process. The thinking part takes place in the pre-writing stage where higher-order thinking skills, such as "defining the rhetorical problem, placing it in a larger context, making it operational, exploring its parts, generating alternatives solutions, and arriving at a well-supported conclusion" take place (Johns, 1990, p. 26). The second part of the writing process focuses on the actual writing process that requires students to interpret all the thoughts that they constructed in the pre-writing stage into the final written product.

Process Approach For Teaching Writing As A Second Language

On the other hand, the debate about teaching ELL writing as a process in the eighties and nineties could be described as the shift from what to teach in writing classes to how to teach in writing classes. The discussion began to establish a clear comprehensive view of teaching writing as a separate skill. A huge debate took place among scholars, such as Zamel (1982), Krashen et al. (1983), Krashen (1984), and Raimes (1983). Zamel (1982), who stated that the writing behavior of both native and ELL writers is similar in that they use the same strategies to express their ideas, they get started by expressing general ideas, writing a first draft, and editing a final composition. The discussion centered around whether teaching writing to native speakers is the same or similar to teaching non-native speakers. This debate reflected the start of an awareness that the writing skill is a process. In a sense, if teachers follow the same process as native writers, this will help them to better teach writing skills to non-native speakers. Similarly, Krashen and Christison (1983) argued that there is a need to focus on how to teach instead of teaching students ready-made forms and structures which make them passive learners. Raimes (1983) stressed that writing teachers should focus on teaching writing as a process and on how to convey meaning, construct forms, and select vocabulary. There was a consensus that language is not only forms and vocabulary - it is linked by thoughts. Therefore, the process approach used in teaching composition to native speakers was utilized as a methodology for teaching ELL writing (Silva, 1990). The teacher's role became not only editing and correcting errors; instead, it shifted mainly to helping students develop their writing skills in pre, during and post writing stages.

The Nature Of First And Second Learner's Errors In The Process Approach

The assumption that writing behaviors of both native and ELL writers are similar (Zamel, 1982) seems to be an oversimplification of the writing process. It focuses on the writing process as a physical activity and ignores the learning condition that affects the implication of error treatment that both ELL and native speakers need (Brown, 2007; Dyer, 1996; Ferris, 2002; Hyland, 2003; Krashen, 1982; Silva, 1997).

The writing processes in native and second language learners are similar as a physical activity that goes through various stages - brainstorming, writing a first draft, and editing a final product. At the same time, they differ as a mental activity that requires non-native writers to engage in extra efforts when they want to express, argue, or discuss thoughts and concepts in a second language (Brown, 2007).

It is important that teachers differentiate between the mental efforts that distinguish between native and

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Ministry of Higher Education, Scientific Research and Technology
University of Manouba
Faculty of Letters, Arts and Humanities, Manouba
Department of English

WRITING STRATEGIES OF TUNISIAN FIRST YEAR
UNIVERSITY STUDENTS LEARNING ENGLISH AS A FOREIGN
LANGUAGE

A thesis submitted in partial fulfillment

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2.3.2.1. Direct writing strategies
 Direct strategies, as defined by Oxford (1990), "require mental processing of the language" (p. 37). They are broken into three types: memory, cognitive, and compensation strategies.

2.3.2.1.1. Memory Strategies
 According to Oxford, storage and retrieval of new data represent the major functions of memory strategies. These are effective for retrieving relevant information during the act of writing. As seen in Table 1 below, there exist under this category three clusters of memory strategies that can be applied to writing: (a) "creating mental linkages", (b) "reviewing well", and (c) "employing action".

With regard to the first strategy, Oxford (1990) maintains that placing new words into a context can help writers memorize and utilize new words or expressions meaningfully in a written discourse. As for the next strategy, reviewing well, it enables learners to review newly learned materials in the target language at varying spans of time; i.e., reviewing new vocabulary until it becomes automatized. Lastly, using a mechanical technique is another subset of memory strategies under employing actions can also be used to facilitate recall of new items and practice of writing. In fact, Oxford (1990) believes that through employing mechanical techniques such as flash cards, students can practise writing. That is to say, they can write complete sentences containing the new words read or heard.

Table 1: Oxford's (1990, p. 18) cluster of memory strategies

| | | |
|-------------------|-----------------------------|-------------------------------------|
| 2.3.2.1.1. Memory | 1. Creating mental linkages | 1. Placing new words into a context |
| | 2. Reviewing well | 1. Structured reviewing |

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The Impact of the Direct Teacher Feedback Strategy on the EFL Secondary Stage Students' Writing Performance

Elashri, Ismail Ibrahim Elshirbini Abdel Fattah
 Online Submission

This study aimed at developing some writing skills for second year secondary stage students through the direct teacher feedback strategy. Hence, the problem of the study was stated in the following statement: "The students at Al Azhar secondary schools are not good at writing. As a result their writing skills are weak." They need to be trained in the skill of writing and there is a dire need to use the direct feedback strategy. The study adopted the experimental design, i.e., using an experimental group and a control group. The experimental group received the direct teacher feedback strategy instruction while the control group received traditional writing instruction. The direct teacher feedback strategy instruction was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda; both institutes are located in Dakahlia Governorate. The instruction lasted for nine weeks for each group. The instruction took place in the second term of the academic year 2012/2013. The following instruments were designed by the researcher: A Writing Performance Test, A Holistic Scoring Rubric, and An Analytic Scoring Rubric. The present study provided evidence for the effectiveness of using the direct teacher feedback strategy in developing students' writing performance. Further, the study highlighted the advantages of using the direct teacher feedback strategy in developing writing. Four appendices include: (1) A holistic scoring rubric; (2) A writing skills list; (3) List of the names of the jury of specialists who validated the instruments of the study; and (4) Teacher's guide for writing skills. (Contains 6 tables and 1 figure.)

Descriptors: [Writing Instruction](#) [Program Effectiveness](#) [Writing Skills](#) [Scoring Rubrics](#) [Feedback \(Response\)](#) [Control Groups](#) [Experimental Groups](#) [Writing Improvement](#) [Writing Strategies](#) [Foreign Countries](#) [Teaching Methods](#) [Writing Difficulties](#) [Skill Analysis](#) [Educational Needs](#) [Instructional Effectiveness](#) [English \(Second Language\)](#) [English Language Learners](#) [Statistical Significance](#) [Performance Based Assessment](#)

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understanding of their students' knowledge of writing. Thus, there is a crucial need for English teachers to better understand the strategies used by their students in their writing tasks.

The main aim of the preliminary study is to identify the strategies used in essay writing among ESL students of different level of proficiency. The study also attempts to determine whether students of different proficiency levels employ different strategies in the three stages of writing: prewriting, writing and revising.

1.1 Writing Strategies in Second Language

Research on the L2 writing process began since the early 1980s (for example, Lay, 1982; Raimes, 1985; Zamel, 1983, among others). L2 writing is a complex process of discovery which involves brainstorming, multiple drafting, feedback practices, revision, and final editing. It is different from L1 writing in that ESL writers (L2) have more than one language at their disposal (Wang & Wen, 2002). Studies on the L2 writing process have also identified various specific writing strategies used by L2 writers. Writers with different proficiency levels tend to use different strategies. Zamel (1983) found that the skilled ESL writers in the study revised more and spent more time on their essays than the unskilled ESL writers. The skilled ESL students were more concerned with the ideas first, revised at the discourse level, displayed recursiveness in their writing process and in the editing done at the end of the process. The unskilled ESL student writers, however, revised less and spent less time writing compared to the skilled students. Raimes' (1985) protocol-based study of eight unskilled ESL students revealed that the L2 writers did minimal planning before or during writing, paid less attention to revising and editing and kept rereading their work to develop ideas. An investigation of the composing process of ESL learners, primarily focussing on revision and editing, highlighted the importance of revision and editing in the production of successful essays (Polio, Fleck & Leder, 1998). Siti Hamin and Abdul Hameed's (2006) study on Malaysian Malay ESL students found that generating ideas using L1 among students with low English proficiency helped them to produce higher quantity of ideas and better quality essays in terms of overall score, content, language, organization, vocabulary and mechanics. Cumming (1989) had earlier reported that all six of his Francophone Canadian adult subjects tended to use the L1 for generating content for their writing tasks. The inexpert writers consistently used their L1 to generate ideas while the expert writers used L1 for generating content and lexical searches.

1.2 Writing Strategies and English Proficiency

The role of writing strategies in the process of writing has become increasingly important and differences between more and less proficient learners have been found in the number and range of strategies used, in how the strategies are applied to the task, and in appropriateness of the strategies for the tasks (Chien, 2010; Hu & Chen, 2007; Mu & Carrington, 2007; Ridhuan & Abdullah, 2009). This implies the interplay of a number of factors for successful application of writing strategies. Having a number and range of strategies for instance is useful, but students' understanding of the requirements of the writing tasks and the use of appropriate strategies

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The Use of Information and Communication Technology (ICT) in Teaching ESL Writing Skills

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Abstract

Despite the existence of many studies showing positive effects of using Information and Communication Technology (ICT) in the teaching and learning process in general, the use of ICT in teaching writing skills in English as a Second Language (ESL) classrooms is still not very encouraging. This study attempts to seek findings on the use of ICT in the teaching of ESL writing skills in Malaysian secondary schools. This paper just reports one part of the findings obtained from a big project which was conducted in Malaysian secondary schools in five areas of Malaysia. This study focuses solely on the data collected from four English teachers in a secondary school in Kuala Lumpur who were interviewed by the researcher. This study revealed that the use of ICT in the teaching of ESL writing was very low. Advantages of using ICT were reported to be attracting students' attention, facilitating students' learning process, helping to improve students' vocabulary and promoting meaningful learning. Disadvantages found included the difficult class control, distraction and the students' tendency to use short forms in their writing. It was also revealed that teachers are generally weak in managing problems and planning activities involving the use of ICT in the teaching of ESL writing. The results of this study are hoped to provide insights to the Ministry of Education in Malaysia to improve the low use of ICT in teaching ESL writing skills.

Keywords: Information and Communication Technologies (ICT), English as a Second Language (ESL), Writing

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using ICT in teaching writing skills. Moreover, some of the issues involved in managing problems and planning activities using ICT tools have been discussed and reviewed.

2.1 Advantages and Disadvantages of Using ICT in Teaching ESL Writing Skills

One of the popular tools commonly adapted in the teaching of writing skills is the use of blogs. According to Kelly & Safford (2009), blogging provides "a real-world digital medium for communication". It is a multi-dimensional tool that not only offers a container for writing but also has the possibility of multiple audiences and access points" (p. 119). In their research on the effectiveness of using the online writing approach in teaching writing, Kelly & Safford (2009) conducted a research project in 6 different classes during 2006 Soccer World Cup to analyze how the students employed complicated sentence structures in their writing on a soccer weblog. They explored how the effect of a short-term, popular, worldwide event and an online platform for communication provided an opportunity of writing skill improvement where students started to use complex sentence structures. This research shows positive findings in terms of the students' interest in presenting ideas and responding to their classmates' ideas by commenting on the blog. Similarly, Holder (2006) claimed that online blogs let bloggers get feedback from more than one person, and this kind of peer feedback is more effective than traditional self-correction. Moreover, Lenzhart et al. (2008) concluded that blogs are common platforms for teenagers to express their viewpoints, and there is sufficient evidence to support that students having personal blogs tend to be prolific writers in the school. In fact, by using blogs in the teaching of writing, the positive interactivity for the teaching and learning of sentence grammar will be increased.

Research on the use of ICT tools in ESL writing classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their writing skills in terms of quality and quantity (Lam & Pennington, 1995; Bialo & Sivin-Kachala, 1996; Goldberg, Russell & Cook, 2003; Fidaoui, Bahous & Bacha, 2010). On the other hand, the literature suggests that there are some disadvantages in terms of using ICT in the teaching of writing skills (Salehi & Salehi, 2011; Yunus & Salehi, 2012). The use of computer technology could cause the lackadaisical attitude among students whereby they will not take their work seriously. Moreover, ICT tools distract students' attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks (Yunus et al., 2013). The presence of ICT tools in the classroom makes the students negatively involved during the class time and makes the class control difficult for the teachers (Yunus et al., 2013).

2.2 Managing Problems and Planning Activities Involving ICT in Teaching ESL Writing Skills

Lawrence, McNeal & Yıldız (2009) claim that teachers need to consider several matters in managing problems which could arise from the activities planned. Firstly, teachers need to explain to students how to do tasks on the computer (e.g., cutting and pasting, drawing tables, resizing the fonts, and changing the colors in their manuscripts). Secondly, when it comes to the brainstorming session, the teacher has to lead the process of brainstorming options for presenting the students' work to the audience based on the type of text the students wanted to share. Thirdly, the teacher cannot take for granted little things which the students might not know. The teacher should make an effort to model certain expected behaviors, for instance, how to search the web for specific information, and how to save it in specific drive. The fourth suggestion is to provide students with research strategies to assist them progress in their writing process. Lastly, teachers should constantly ask the students comp

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