

Motivation For Improving Writing Skills Of English Language Learners

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Abstract: The aim of this article is to show the issues related to motivation learners in writing classes and how to develop effective piece of writing. In the study of academic motivation in a language-learning setting, motivation has traditionally been considered an independent variable. Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers. To assist language instructors to improve learners' writing competence and produce good writing, this article aims to present the combination of genre, product, and process approaches in a writing class. To better understand the topic, this paper will be divided into two main parts. The first section of this paper provides a brief literature review of each traditional writing approach including the strengths and drawbacks as well as an adapted use of each. The second part includes the importance of using the integrated approaches for English major learners in the tertiary level.

Key words: Writing skills, English language teaching, pre-service English teachers, writing techniques.

Motivation about the language is found to be of particular importance in predicting outcomes, along with fun activities and activities that promote language use about students' own lives and interests. In an increasingly interdependent world, knowledge of foreign languages is seen not only as an added advantage which has become crucial in accessing foreign technology but also is systematically associated with one's meaningful and constructive engagement in politics, security, global trade and education. It has become an economic commodity. In order to participate in the global economy, one has to be adequately equipped with the ability, knowledge, skills, and attitudes to understand and

communicate effectively. Consistently, educational leaders have been emphasizing the need to foster foreign language competency among students.

In the contemporary world learning foreign languages has become one of the most international issues of current importance. Nowadays, much attention paid to teaching method, to be more specific, what kinds of techniques are included while conducting lessons as most learners prefer various activities in class that lead to their motivation in participation during the study.

Developing an effective piece of writing in English may be relatively a weak language skill on the part of prospective teachers of English when compared with the acquisition of grammar and vocabulary knowledge in English. The major reasons for failing in effective writing may be related to student teachers background education. Activating prior knowledge is one method in which teachers can assist ESL students before they even begin writing. Making sure students have the opportunity to think about what they already know before the task begins helps ESL students 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-alouds, and group discussions. Graphic organizers can be used as visual tools for students to write or draw what they already know about a subject, for example in the genre of informational or persuasive writing.

Motivation is defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Nevertheless, many teachers have at least two major misconceptions about motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not

motivated to behave in the way teachers would like them to behave. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. What you can do, with the help of the various motivation theories discussed in this chapter, is create the circumstances that influence students to do what you want them to do. Many factors determine whether the students in your classes will be motivated or not motivated to learn. You should not be surprised to discover that no single theoretical interpretation of motivation explains all aspects of student interest or lack of it. Different theoretical interpretations do, however, shed light on why some students in a given learning situation are more likely to want to learn than others. Furthermore, each theoretical interpretation can serve as the basis for the development of techniques for motivating students in the classroom. Several theoretical interpretations of motivation - some of which are derived from discussions of learning presented earlier - will now be summarized. Extrinsic and intrinsic motivation models have been used to explain the importance of attitudes and beliefs for enrollment, success, and attrition rates in foreign language classes. Extrinsic motivation refers to an individual's external motivation that comes from outside an individual with rewards such as money or grades. These types of rewards provide satisfaction and pleasure that the task itself may not provide. Motivated people, on the other hand, experience enjoyment in the pursuit of their interests and in the absence of external rewards or controls.

Developing motivation in foreign language learners• Imagine yourself in the future

- Remember that you are already good
- Remember there is a lot that you don't know
- Use your language whenever you can
- Talk to people about history of your language
- Find a friend who is learning in foreign language

- Spend some money on learning foreign language
- Remember that learning foreign language requires action motivation
foreign language

Strategies to motivate learners in writing lessons

What is process writing? The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. there are many ways of approaching process writing, it can be broken down into three stages:

Pre-writing

The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas.

Focusing ideas

During this stage, students write without much attention to the accuracy of their work or the organization. The most important feature is meaning. Here, the teacher (or other students) should concentrate on the content of the writing. Is it coherent? Is there anything missing? Anything extra?

Evaluating, structuring and editing

Now the writing is adapted to a readership. Students should focus more on form and on producing a finished piece of work. The teacher can help with error correction and give organizational advice.

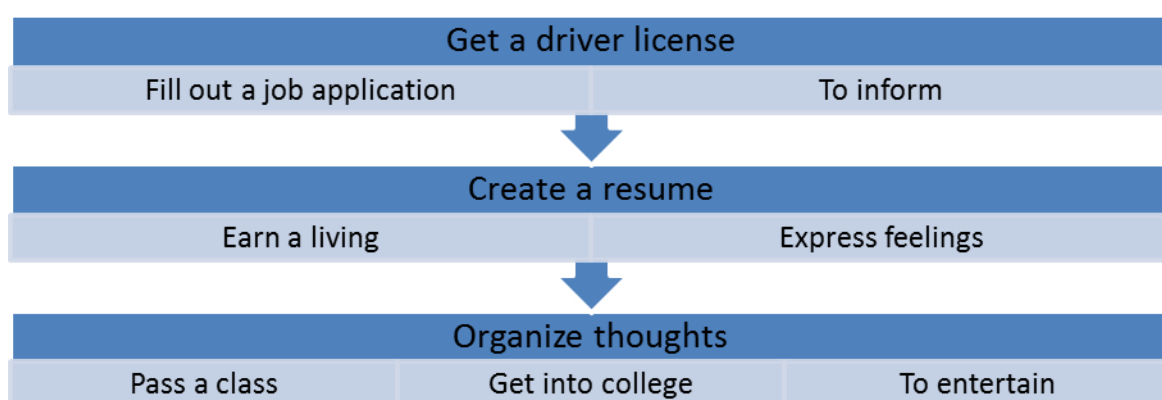
Pre-writing :Brainstorming, planning, generating ideas.

Focusing ideas: Fast writing ,Group compositions, Changing viewpoints,
Varying form

Evaluating, Structuring and Editing: Ordering, Self-editing, Peer editing and proof-reading

Stimulating students is the key to improving their writing skills. The most effective motivator in producing high quality work is writing with a purpose. Real writing activities help students to center on their strengths and areas of interest while at the same time as working to develop their weaknesses.

There are a lot of reasons of writing:



The better people are at writing the more likely it is that they'll get what they want out of life. Writing isn't the end; it's the means to an end. Writing is a tool. It is necessary to explain the aim of writing so that learners should understand what and why they are going to write. It is showed to find ideas organized under four different categories of motivational activities:

1. *Provide structure, direction, and modeling*
2. *Write from what you know*
3. *Write with a motive*
4. *Respond to something*

1. Provide structure, direction, and modeling

As the teacher is organizer of the lesson, it is up to the teacher to afford the avenues by which good writing can come to mind. In this case, writing strategies guide you to improve students' writing skills and motivate in the classes. These are followings:

- a. Establish a rapport in the Classroom
- b. Enlarge a consistent structure for writing
- c. Model the writing process
- d. Reproduction good writing behavior as you involve through the writing process
- e. Distribute examples of your own writing. Include rough drafts, revisions, and final copies.
- f. Ask questions. Many times students do not put all of their supporting ideas on paper, so what appear to be big gaps in the story to a reader are not big gaps to the writer.
- g. Allow different forms of writing on the same topic.
- h. Make a special time, place, and chair for audience.
- i. Celebrate all efforts, especially those of struggling writers.
- j. Encourage collaboration
- k. Use portfolios

2. Write from what you know

- a. Develop writing experiences around real-life events.
- b. Go somewhere or do something
- c. Practice journal writing

3. Write with a motive

- a. Set up a mail station so students can write and receive mail in class.
- b. Participate in a competition

4 . Respond to something

- a. Practice the 3Rs: Read – Read – Read.
- b. Develop an advertisement of a favorite book.
- c. Draw first, then write.

Motivation about the Language in particular is positively associated with several outcomes of interest. Writing has always been seen as an important skill in

English language acquisition produce a well-thought-out piece of writing goals of ESL students is to learnt. Because one of the important It is also a complex process and can lead to learner frustration. Learning to compose an effective piece of writing can be rather difficult unless students are given instruction as to what effective writing involves and also offered practice chances to apply the basic conventions of writing. Any writing program which is merely based upon a certain view may not reflect the true nature of writing. Additionally ,writing skill can be developed when the learners interests are acknowledged and when they are given frequent opportunities to actually practice writing. As with speaking, it is necessary to provide a supportive environment for the students and be patient.

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