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RESEARCH WORK

''How to improve students' writing and speaking skills''

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CONTENTS

Introduction

The role of the English language in the modern world is invaluable. English is believed to be the most commonly used language. More than 450 million people consider it to be native. Another 600-650 million citizens use English as an additional language for communication. It is in demand in many countries of the world. Knowledge of this language is also essential in order to study abroad. Those wishing to find a prestigious and well-paid job can't do without it.

The importance of the English language in the modern world today is quite large. Most recently, it was a foreign language for us and today it is an international one. Therefore, now in all countries of the world English betrays great importance. Today children begin to study it at a preschool age.

English is one of the three core subjects in upper secondary school and it is essential that students receive a good education in this subject. Since writing and speaking are such prominent parts of the English language, the teacher is obliged to possess knowledge of how to improve students proficiencies in an efficient way. The question is how to use this knowledge when the teacher is supposed to compose different methods for lessons, evaluate the exercises and give proper feedback to the students.

The aim of this research work is

1. to develop the students' writing skills
2. to develop the students' speaking skills

There are endless possibilities for appropriate exercises to improve writing and speaking and it is impossible to investigate every single one there is in a relatively short essay. I have, however, found a fair number of methods, which will be described in this paper. In order to evaluate exercises, the teacher needs to be prepared and know what to focus on in the exercise as it is in progress, but also listen to the students opinions since they know if they have learned anything or not. Correction of spoken errors should be made aware of the written mistakes they make.

To simplify the process of learning, variation is a key word in this case. If a teacher uses the same writing and speaking exercises over and over again the students are less likely to learn then if the lessons are varied.

The most likely guarantee for students to develop their writhing and speaking skills is that the English language is used frequently during class. The more the students get used to the English language, the more transform those thought into spoken and written English.

The purpose of everything you do in English classes is to help students to develop their writing and speaking skills, regardless of whether it is grammar, drama or national tests. I want my future students to have the will to develop their vocabulary and be able to express themselves in both speech and text.

Studying writing and speaking is essential for students to develop their language skills. Some say that writing is more important then speaking and vice versa. While some people have the opinion that written language is a reflection of spoken language, other claim that written language is worth more then spoken language since it is a more proper from.

Chapter 1 "How to improve students' writing skills"

Writing is the fourth language skill we may acquire in our native language. As with spiking, it is a productive or active skill, as it requires us to use our hands and our brains to produce the written symbols that represent our spoken languages. Along with reading, it is one of the two artificial language skills as not all natural spoken language have a writing system. Writing as a skill is of great importance in teaching and learning a foreign language: it contributes to the assimilation of letters and sounds of the English language: its vocabulary and grammar, spelling and reading.

When children learn how to write, a whole world of possibilities opens up for them. They can put their thoughts down in a journal, write a letter to a friend, and create a story that comes from their imagination. While there are basic rules and formats to follow when learning how to write, writing can also be creative and imaginative.

Another important aspect related to writing is the way writing may be tought. The bases of teaching writing are certain methodological principles that develop a conscious approach in forming and developing writing skills, visualization and activity of learners.

In the process of teaching English as a foreign language, it is aimed that English learners acquire four language skills, namely listening, speaking, reading and writing, and they should have as the most complex skill (Ellis, 2003) since it develops later then the other language skills (Kucer, 2005). However, this does not mean that this skill is less important. On the contrary, writing is an important skill that enables individuals to communicate with each other in various ways (Huy, 2015). Compared to other skills, writing skill improves language learning skills and thinking skills; strengthens logical reasoning; allowing individuals to write meaningful statements, lines and paragraphs. It also includes the expression of thoughts (Gautam   Kumar, 2020). Moreover, writing skill is considered as a secondary skill that supports listening and reading skill practices and improves speaking skill (McNiff, 2014). As can be seen, development of English writing skill allows the development of other language skills and thus enables students to express themselves better.

Writing skill is not just writing words on a piece paper; on the contrary it is an effective communication tool that enables complex ideas to be conveyed using the simplest words (RahmtAllah, 2020). For students to develop their writing skills, other language skills must be developed at a certain level. For example, it is expected that various rules such as grammar, spelling, and punctuation marks should be applied together for the act of writing (Defazion et al, 2012). In this

process, learners first combine their ideas and thoughts. Then they organize them into sentences and transform the sentences into a coherent text. In this mental writing process, sub-skills such as drafting, editing, reviewing and rearranging are applies (Afrin, 2014). In addition, writing process can be effective when students have knowledge about the writing process and the subject of writing, have the ability to draft a text at a certain level, and be willing to write (Graham & Perin, 2007; Kellogg & Raulerson, 2007). Moreover, in obtaining a good writing product, learners are expected to use grammatically correct structures and regularly transform these structures into paragraphs or compositions (Yulianti, 2014). Learners should also be competent in forming the mine idea, supporting their views, summarizing the views on a particular topic, and making good connections between sentences (Suastra & Menggon, 2020). Additionally, the writing product should include an arrangement that includes many sub-skills. In order for students to develop their English writing skills and to produce effective writing products, they need to have a certain level of knowledge about other language skills and writing process.

Development of writing skill provides many opportunities for students. Although developing writing skill is a challenging process, it helps students to increase their academic success, to improve their vocabulary, and to develop other language skills such as reading, listening and speaking (Javed et al., 2013). In addition, writing skill offers learns opportunities to express themselves by improving their communication skills, thinking skills, and their ability to make logical and persuasive arguments (Klimova, 2013). On the other hand, student's achievement at both academic and professional levels depends on the development of their writing skills (Durga & Rao, 2018). In the school setting, the act of writing is a skill in which various strategies (e. g. planning, evaluating and reviewing the text) are used to achieve various goals, such as writing a report or providing an opinion. In addition, the act of writing means expanding and deepening the student's knowledge (Sperling & Freedman, 2001).

When the literature is examined, it is seen that various studies have been conducted and teaching models have been developed to explain writing skill and the writing process. However, in the earlier research on writing, affective factors such as motivation, attitudes, feelings or social factors were neglected. Instead, emphasis was on skills and process of writing (Kathpalia & Heah, 2011). Among the models, the best known and most universally applied in process-oriented classrooms was developed by Flower and Hayes (1980). They developed the cognitive writing process theory in order to explain the cognitive processes in the writing process in detail. Hays (1996) rearranged the writing teaching model within the framework of the constructivist approach. In this new model, there was greater emphasis in the role of working memory in writing, visual-spatial dimension was added,

motivation and affect emphasis on the text interpretation processes, and the cognitive processes were reorganized with greater emphasis on text interpretation processes in writing (Erayaman, 2008). Therefore, in this model, "problem solving" and "motivation" processes were added to the mental process (Hayes, 1996). As a result aspects of writing as well as the linguistic and cognitive aspects have gained importance.

Writing is an active and rigorous productive skill requiring both a certain amount of linguistic knowledge and thinking strategies (Pramata et al., 2018). The purpose of teaching writing is to encourage students to communicate effectively through writing. However, it is seen that some learners are more reluctant to engage in writing activities (Bonyadi, 2014). This reluctance can be attributed to students perception and attitudes, which may cause them to be less interested in writing. In this case, students may conclude that they cannot make progress in their writing classes (Popham, 2005). Writing skill is also considered as difficult to master since affective factors such as attitude, motivation and self-efficacy are effective in the process of acquiring this skill (Wu & Wu, 2008). Similarly, Kathpalia and Heah (2011) started that affective dimension is self-oriented (e.g. like/difficult) and tutor oriented (e.g. appreciation, praise ect.) in relation to writing courses. For this reason, in the students conducted in the last century, affective factors as well as cognitive factors affecting writing skills have been examined (Zimmerman & Reisemberg, 1997; Boscolo & Gelati, 2007).

According to Steele, Process Approach Involves eight stages – Brainstorming, Planning/Structuring, Ming mapping, Writing the first draft, Peer feedback, Editing, Final draft and Evaluation and teachers feedback.

. **Stage-1:** ideas are generated by brainstorming and discussion in Stage-1

. **Stage-2:** Learners extend their ideas into a note from and judge quality and usefulness of ideas

. **Stage-3:** This stage helps learners make the relationship of ideas understandable-organizing their ideas into mind map or linear from.

. **Stage-4:** In this stage, students prepare first draft in the classroom usually in pairs or groups.

. **Stage-5:** Then drafts are exchanged for students' reading and responding from each other's works. In this way, students develop an awareness of the fact.

. **Stage-6:** Considering the feedback of other students, drafts are improved with necessary changes.

. Stage-7: Finally, students prepare the final draft with necessary changes.

. In **Stage-8**, the final draft is evaluated by the teachers providing a feedback on it.

Students get benefitted using this process approach as;

. Process Approach is learner – centered.

. Students can show their latent abilities in writing process.

. Learners build up their power of thinking and creativity.

. They understand the importance and value of developing their writing skills.

. They can concentrate on strategies and processes of writing with their own abilities and potentials.

. They are enabled to reach their objective and purpose.

Chapter 2 ''How to improve students' speaking skills''

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Speaking is a productive skill, an interactive process of constructing meaning that involves producing, evolving, and processing information. It is often spontaneous, open-ended, and evolving, helping us to communicate our thoughts, ideas, suggestions, and comments in the most natural and reliable way. This capacity to put words together, in a meaningful way to reflect thoughts, opinion, and feelings provide the speaker with important advantages such as the ability to inform persuade and direct. Speaking can be formal or informal, informal speaking is typically used with family and friends or people you know well. Formal speaking occurs in business or academic situations or hen meeting people for the first time.

Good speaking skills is the act of generating words that can be understood by listeners. Speech has its own skills, structures, and conventions, different from written language. A good speaker is clear and informative and synthesizes this array of skills and knowledge to succeed in a given speech act.

Speaking skills are important because.

. Skills speaker can effectively present their own point of view.

. Sills speaking are often better readers are writers.

. Skill speakers are more confident in participating in a variety of context both in and out of school.

. How To Teach Speaking

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning sere best for this aim. Communicative language teaching is based on real-life situation that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in he target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

. Activities To Promote Speaking

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

For example, students can become involved in agree/ disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that speaking should be equally divided among group members. At the end, the class decides on the winning groups who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The groups members can be either assigned by the teaching or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have variety of social roles. In role-play activities, the teaching gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (harmer, 1984)

. Simulations

Simulations are very similar to role-plays but what makes simulations different then role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and do not have to speak for themselves, which means they do not have to take the same responsibility.

. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students speaking ability, but also get the attention of the class.

. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

The Four Speaking Skills

It is a common desire for all of us to speak a second language well. To do this we need to know what skills are required to become a good speaker. This short article will help you to understand four important skills that you need to develop:

1. **FLUENCY.** Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.

2. **VOCABULARY.** Of course, if you don't have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.

3. **GRAMMAR.** The dreaded G word! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.

4. **PRONUNCIATION.** Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skills of pronunciation to emphasise and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible.

Conclusion

The main goal writing is communication and in order become successful communicator we should be able to overcome the intricate obstacles that writing sets on our paths. So far I was mainly speaking about writing in general and the ways that writing may be introduce to a beginner. There are many different kinds of writing and many different reasons for writing. It is very important that pupil will know how writing in English will be useful to him/her, what is the main purpose of learning writing at all. The main task of professional teacher is to be able to answer all these questions appropriately so that the development of writing skills in the students may dent to construct, develop and improve strategies and ways become obvious. The main task of the teacher while teaching writing is to help the students to construct, develop and improve strategies and ways that will become a good start for them. As I have already started writing over time become more and more important aspect of language while earlier it was completely neglected even by experienced linguists. We all know that the main aim of language is communication but we sometimes are prone to forget that in fact it is writing that is one of the ways that may contribute to a successful communication act. Writing nowdays has greatly change and while earlier it considered as a secondary aspect, today it is one of the most important ones.

Reading is a receptive action which is one of the four basic skills of communicating in a language. It is reciprocally associated with writhing. Writing and reading are parallel to speaking and listening. However, writing and reading are tangible skills of communication.

Every literate person can write and read at least in one language. Basically, reading is the ability to look at and understand the meaning of the written words, letters, or symbols. But reading as a skill means much more than that. Reading is a complex process of identifying/ recognizing written signs, comprehending the sings, and constructing a meaning of the sings. Reading skill develops when someone takes less time to comprehend the sings and construct meaning accurately. Different people may read a text differently and make different meanings. However there is always something universally comprehensive in a text and a person with good reading skill comprehends that easily.

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