



**«ԻՆՏԵՐԱԿՏԻՎ ԿՐԹՈՒԹՅԱՆ ԶԱՐԳԱՑՈՒՄ»
ՀԻՄՆԱԴՐԱՄ**



**ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ
ՈՒՍՈՒՑԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ
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ԱՎԱՐՏԱԿԱՆ ՀԵՏԱԶՈՏԱԿԱՆ ԱՇԽԱՏԱՆՔ

ԹԵՄԱ	Teaching writing at an initial stage
ԱՌԱՐԿԱ	Անգլերեն
ՀԵՂԻՆԱԿ	Մուշեղյան Լուսինե
ՄԱՐԶ	Արմավիր
ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ	Ծիածանի միջնակարգ դպրոց

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Introduction

Writing is the fourth language skill we may acquire in our native language. As with speaking, 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 language. Along with reading, it is one of the two artificial language skills, as not all natural spoken languages 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 taught. 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.

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

"Writing is a mighty means of teaching a foreign language" (G.V. Rogova, *Methods of teaching English*, 1975). It incorporates penmanship, spelling and composition; the latter presented as the aim of learning writing skills. But it is complicated as it is one can never

thoroughly contribute to the development of writing skill in a person. This development is based on the formulation of numerous habits such as:

1. the habit of writing letter of the English alphabet;
2. the habit of converting speech sounds into the symbols-letters and letter combinations;
3. the habit of correct spelling of words, phrases and sentences;
4. the habit of writing various exercises which lead learner to expressing their thoughts in connection with the task set, (G.V. Rogova, Methods of teaching English, 1975)

Chapter 1

Writing Skills – What are they?

At first, many parents think that “learning to write” is primarily a question of [grammar](#). They first think of teaching proper sentence construction, appropriate use of tenses, and punctuation. It is true that grammar is an important component of teaching writing. But after a little thought, we find that while grammar is an important part of writing, effective writing requires much more. When a writing process is used to teach writing, pupils begin to understand writing as a form of communication. Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effective way of getting them out there!

There are many types (or modes) of writing such as descriptive writing, persuasive writing, informative writing, narrative writing, and creative or fiction writing. Many pupils are familiar with the basic writing assignments such as book reports, social studies reports, short stories, and essays on topics such as: “What I did on my summer vacation”. But these writing assignments should be thought of as applications of basic writing modes. For instance, a book report is usually a type of descriptive writing, and an essay on dinosaurs might include both informative and perhaps persuasive writing.

The Writing Process: Prewriting, Writing, Revising, and Proofreading

The four steps of the writing process are: prewriting, writing, revising, and proofreading.

- PreWriting – Whatever type of writing a student is attempting, the prewriting stage can be the most important. This is when students gather their information, and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming, and categorizing information. Prewriting is the most creative step and most students develop

a preferred way to organize their thoughts. Stream of consciousness writing, graphic organizers, outlines, or note cards are popular techniques. Many of these tools are already accommodated through [Time4Learning's Odyssey Writer](#) program. Often this stage is best taught by a parent modeling the different methods, perhaps a different one each week until the student finds which one works best for him.

- Writing -The actual writing stage is essentially just an extension of the prewriting process. The student transfers the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. Up until this stage, they may not be exactly certain which direction their ideas will go, but this stage allows them to settle on the course the paper will take.

Teaching about writing can sometimes be as simple as evaluation good literature together, and exploring what makes the piece enjoyable or effective. It also involves helping a student choose topics for writing based on their personal interests. Modeling the writing process in front of your child also helps them see that even adults struggle for words and have to work at putting ideas together.

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

- Proofreading – This is a chance for the writer to scan his or her paper for mistakes in grammar, punctuation, and spelling. Although it can be tempting for parents to perform this stage of the writing process for the

child, it is important that they gain proofreading skills for themselves as this improves a student's writing over time. And because children want their writing to be effective, this can actually be the most opportune to teach some of the standard rules of grammar and punctuation. When students learn the rules of mechanics during the writing process they are much more likely to remember to use them in the future. [Odyssey Writer's](#) built in spelling checker and self-assessment rubric are wonderful tools to aid in strengthening a student's revision and proof-reading skills.

CHAPTER 2

How to Teach Writing Skills

Four Methods:

Literacy, or the ability to read and write, is one of the greatest gifts you can give a person. Though the skills are many and take time and practice to master, they will open up countless opportunities across a lifetime. These opportunities can then improve the lives of the next generation, greatly impacting and improving communities. Reading and writing also brings joy to many people. If you would like to encourage literacy skills in the lives of people around you, here are some helpful ideas.

Basic Skills

Teach letters. Teaching the fundamentals of letters (what a letter is, what each letter is called, and how it sounds) is where you should begin if you want to teach literacy effectively. Regardless of age level or language, literacy must begin with an understanding of letters. If you are teaching a language with a non-roman alphabet, the same principle applies: teach the characters first.

- Teach your students how to recognize the different shapes of the letters. They will need to be able to easily differentiate between letter which look the same or letters which sound the same.
- Size variation is an important part of learning to write letters. Teach your students about capital letters and lowercase letters and when to use them. If teaching a non-roman alphabet, this will be less of a problem.
- Directionality is another important skill. Your students will need to know what direction letters face and how to properly place them next to each other. For roman lettering, this will be right to left and horizontal. For other languages it can also be left to right or vertical, depending on the region.
- Spacing is an important skill as well. Teach your students how to place space in between words, sentences, paragraphs, etc.

2. Teach phonics. Phonics is all about learning what sound letters make, how to identify those sounds, and how to work with them. Developing your students' understanding of phonics will be key to teaching them to read and write.

- Teach your students to *hear*. They need to be able to listen to speech and recognize that those words are composed of individual sounds.
- Once they grasp the concept of those sounds, teach them to *identify* the sounds. For example, your students will need to be able to hear an “aaaaahhhh” sound and know that it is written with an “a”.
- Once they are comfortable identifying sounds, you will also need to teach them how to *manipulate* sounds within words. They should be able to recognize when words rhyme or when one word out of a set begins or ends with a different sound than the others. They should be able to think of their own examples as well.
- Teach compound sounds as well. You will need to explain that when certain letters appear together, it changes how they sound. For example, in English the “th” or “sh”, in Spanish the “ll”, and in German the “ch” or “eu”.

3. Teach the forming of words. Once your students have a solid grasp on letters and their associated sounds, you can move on to using those letters and sounds to form words. Read to them frequently at this stage, as well as writing lots of examples for them to look at. This will give them opportunities to see how words are formed.

- An important part of teaching word formation is teaching your students the difference between vowels and consonants. Teach them which letters are which and explain the necessity of vowels within a word. Teach the basic principles regarding where in a word vowels can go. For example, it is very rare for the only vowel in a word to go at the very end of the word but quite common to have the second letter or sound of a word be a vowel.

.Understand sentence structure. Your students will need to learn and understand sentence structure once they have mastered forming words.

Sentence structure is the order in which words or parts of speech go, the sequences in which they are used. Understanding sentence structure will be necessary if they are to form written sentences which sound correct. Often people will have difficulty writing naturally like this, even if they speak correctly.

- Your students should learn how to identify nouns. Teach them what a noun is and where it usually goes in a sentence. The easiest way to explain it will likely be the tried-and-true “person, place, thing or idea”.
- Your students will need to be able to identify verbs, too. Teach them about “action words” and give them lots of examples. You can have them act out different verbs in order to solidify the concept in their mind. Explain where verbs go in a sentence.
- Your students will need to be able to identify adjectives as well. Explain that adjectives describe other words. Teach them where these words go in a sentence and how they attach to other words.

4

Teach proper grammar. Teaching proper grammar will be absolutely essential to your students’ learning to write sentences which can be understood and sound natural.

- Using parts of speech together is an important concept in grammar. Your students should develop an understanding of how nouns, verbs and adjectives interact and how they fit together. Where these words go in a sentence and when they must be preceded or followed by another is also important to understand.

Conclusion

The main goal of writing is communication and in order to become successful communicators 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 introduced to a beginner. There are many different kinds of writing and many different reasons for writing. It is very important that a 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 a professional teacher is to be able to answer all these questions appropriately so that the development of writing skills in the students may tend 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 became 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 nowadays has greatly changed and while earlier it was considered as a secondary aspect, today it is one of the most important ones. Writing is fun; it has become more friendly, more entertaining and throughout time there has been many linguists that crafted new ways of teaching writing that would not bore the students or be too hard and intricate to them. Achieving a perfect command in writing will provide students with the sense of complete command over the language in general and will contribute to the development of other not less important aspects of language learning. Writing is important; the complete course of language learning should comprise well-organized and shaped writing classes that will promote to the better understanding of any language.

Reference

1.G.V.Rogova,Methods of teaching English,1975

2.A.N.Applebee,Contexts for learning to write,1984

3.www.time4learning.com

4.www.wikihow.com/Teach-Writing-Skills

LESSON PLAN

Date;24.09.2018

Teacher-Galstyan Mary

Grade-6th

Theme-Jim and the Postman

Auther of the textbook-G.Gasparyan

Aims of the lesson-by the and of the lesson pupils will be able to:

- 1.make up sentences using the new vocabulary
- 2.discuss the text(to answer the questions,to make up own questions)
- 3.find out the aim of the text
- 4.retell th text

The duration of the lesson

- 1.To check the homework:ex1,page12

Evocation

- 2.To do translation from Armenian into English and using T-table to write the nouns and verbs separatly

NOUN

VERB

Postman

to post a letter

Envelope

to have a cold

Letter

to miss

Schoolfriend

to shine

Steps

to cry

3.To make up sentences using nouns and verbs from the chart

4.To match the words with descriptions(to read,translate and match)

a)to shout-**to cry**

b)give out a bright light-**to shine**

c)we put the letter in it-**an envelope**

d)a written,typed or printed communication,sent in an envelope by post-**a letter**

e)a person who is employed to deliver or collect letters-**postman**

f)low temperature ,to be ill-**to have a cold**

5.To read the text’’Jim and the Postman’’

Evaluation

1.Answer the questions

a)Who was the main character of th text?

b)How long did Jim stay at home?

c)What did his mother allow him to do on the second day.

d)Whom did he wait for?

e)What did the postman give hime?

f)What happened on the third day?

g)Who wrote a letter?

h)Did Jim post the letter?

Realization

1. Finish the sentence

- a) Jim had a cold-----
- b) He stayed at home-----
- c) On the second day-----
- d) Jim went out and-----
- e) Soon he saw the postman who-----
- f) He took the letters and-----
- g) The next morning-----
- h) Again he-----
- i) Jim ran into the house and-----
- j) Jim didn't send the letter-----

2. Why? Because.

- a) Why didn't Jim go to school?
- b) Why did he go out and sit on the steps?
- c) Why was he happy?
- d) Why didn't he post the letter?

3. To read the text with the mistakes. Pupil will have to correct the mistakes.

- a) Jim had a cold but he went to school.
- b) Her mother allowed him to go outside and wait for the postman.

c) Soon he saw the fireman who came down the street.

d) The next morning Jim again sits on the steps.

e) Teachers wrote and post a letter.

4. Role-playing- To make a group and retell the text..(4 pupils; the author, Jim, Jim's mother and the postman.)

Reflextion

Answer the questions.

a) Did you like the story?

b) What was the main aim of the lesson?

Marking

Homework: to write a letter.