**The International Congress of Educational Sciences and Linguists (ICEL 2022)**
**29-30 November 2022, The Netherlands**

# Discuss Various Writing Techniques in order to Find Solutions to its Problems

**Md. Harun Rashid** [1]

*Lecturer*

*University Putra Malaysia*

*Faculty of Modern Languages and Communication, Malaysia.*

**Wei Li** [2]
*University Putra Malaysia*
*Faculty of Modern Languages and Communication, Malaysia*

## Abstract

Reading extensively in both one's native language and the target language (L1 and L2, respectively) is the most important factor in developing one's reading skills, as demonstrated by the findings of an investigation into the reading strategies and extensive reading practises of students of English as a foreign language (EFL). Learners have a strong desire to read more when they engage in extensive reading since it offers them rich background knowledge, awareness of language, and more. In addition to that, it lays the groundwork for quick reading, the development of reading strategies by students, and an enhanced capacity for predicting the context of sentences. It also serves as the foundation for rapid reading, the discovery of reading methods by learners, and increased context guessing ability.

## Introduction

The ability to put one's thoughts down on paper is fundamental to the development of language. When written in the English language, which is employed extensively for the mediation of information on a worldwide scale, its significance increases. According to Hyland (2003), the performance of language development is dependent on the increase in skills in writing. The work of an influential ESL writer has to be coherent, logical, well organised, interesting, and appropriately ordered, and the writer also needs to have a varied vocabulary and awareness of mechanical rules (Hall, 1988). However, writing is sometimes seen as nothing more than a component of teaching and studying grammar and syntax. This demeans the nature and

58

**The International Congress of Educational Sciences and Linguists (ICEL 2022)**
**29-30 November 2022,  The Netherlands**

importance of writing and slows down its progression. The development of this skill therefore attracts significant attention for its learning and instruction from the very beginning of language education. Nunan (1989) contends that writing is a challenging cognitive activity that requires the student to exert control over a variety of variables. As a result, the development of this skill attracts significant attention for its learning and instruction from the very beginning of language education.

These factors include the academic background of the author as well as their interest in a variety of psychological, linguistic, and cognitive concerns (Haider, 2012; Rashid, M. H., & Sipahi, E., 2021).

## PROCESS APPROACH

### Planning

In process writing, the teacher abandons assigning pupils a writing topic and receiving the finished output for revision while remaining uninvolved in the writing process. In other words, the process approach to teaching writing emphasizes the writing process rather than the ultimate output for the plan.

### Generating

The categorization system designed to account for observed variations in L1 and L2 writing comprised three main categories subsumed by numerous smaller ones. The first category, process, contained allusions to planning (ideation generation, goal setting, and organization), writing (conversion of ideas into written language), and reviewing (reading, evaluating, and revising). The audience, paragraphs, directness, cultural references, formality, style, structure, and introductions are all included in the second category, rhetoric.

### Goal Setting

The categorization system designed for topic recommendations for instructors is divided into four major areas. As in the other categorization systems, the first phase contains planning, writing, and editing references. The second, culture, encompasses all allusions to culture in general and directness and audience. The third main area, pedagogy, contains allusions to classroom issues, writing assignments, and extracurricular learning activities.

## Organizing

Language is the last significant category, including allusions to L1 and L2 comparisons, spoken vs written form, grammar, vocabulary, and print-code standards. Two coders (the researcher and another experienced ESL professional with writing skills) independently evaluated the references in two randomly chosen student writings to test the reliability of the text analyses—consistently putting references into categories. There was complete agreement on the categorization of references for both discrepancies and recommendations for proper organization, Rashid, M. H., Lan, Y., & Hui, W. (2022).

## Writing: Transcribe Ideas into Written Text

Handwriting, capitalization and punctuation, spelling, vocabulary, word use, sentence and paragraph organization, production, overall quality, automaticity or fluency, and comprehending different kinds of written information are all considered components of written communication (text structure). We never worry about grammar when we write in Chinese. Our words, like the ink in my pen, flow freely. When writing in English, though, I typically start with Chinese phrases and then convert them into English using English grammar. It is true, especially when we are writing a lengthy-phrase or expressing a complex scenario. Even when we do it this way, we occasionally have difficulty communicating our message. Grammar seems to be the only weapon available to us while writing English essays. We wish we could ignore the grammar while writing in English like we do when writing in Chinese.

## Reviewing

In reviewing, four respondents remarked on the distinctions between L1 and L2. When reviewing in the L2, he focuses more on spelling and grammar and, as a result, less on the organization than when writing in his Ll. According to reports, variations in the meanings of words and phrases in the L1 and L2 made rewriting the L2 very difficult. The reasons for evaluating differed greatly between L1 and L2. The L1 would be concerned with style and text organization, while the L2 would be concerned with vocabulary and word order.

## Reading

The final step in the academic reading process is reviewing. The other actions you took while reading–previewing, active reading, and summarizing–helped you remember the information. Reviewing it helps to keep it in place and ensures that it is available when you need it later.

**The International Congress of Educational Sciences and Linguists (ICEL 2022)**
**29-30 November 2022, The Netherlands**

60

**Evaluating**

Makes judgments about the value of ideas or materials for a given purpose in a given context. Presents and defends opinions by making judgments about information, the validity of ideas or quality of work based on a set of criteria. Compares and discriminates between ideas. It is essential to identify possible bias in the work of others, Distinguish between fact, fiction, and opinion, Develop and strengthen your ability to distinguish between relevant and irrelevant content, Draw cogent, well thought out conclusions, Rashid, M. H., Ye, T., Hui, W., Li, W., & Shunting, W. (2022).

**Revising**

The term "revision" refers to the act of seeing something for the first time (re). Proofreading is not the only thing that revision entails. It entails going back over entire concepts to ensure that everything aligns with the document's goals. In other words, rather than being written once, a document is anticipated to go through several draughts. Use the time to work on your paper and take pauses from writing when you have lots of time to revise. You may be able to return to your draught with a fresh perspective if you can forget about it for a day or two. Put your writing aside at least twice during the rewriting process: once during the first portion, when you are structuring your work, and once during the second part, polishing and paying attention to details, Rashid, M. H., & Islam, W. H. J. (2022).

**Conclusion**

The purpose of the study was to investigate the writing challenges faced by ESL students, as well as the factors that impede these students' capacity to develop their writing skills and the strategies that may help these students improve their writing abilities. As a consequence of the difficulties, factors, and suggestions that were investigated in this research, it is possible to claim that ESL learners have a variety of hurdles when it comes to writing; nevertheless, their writing skills may be improved by recognising the origins of these problems. The results of the research have the potential to be useful for English language teachers and students enrolled in ESL programmes at postsecondary educational institutions.

**References**

Chelala, S. (1981). The composing processes of two Spanish speakers and the coherence of their texts. *Dissertation Abstracts International,* 42(6), 2541A.

Hall, D. (1988). Writing well. Little, Brown and Company, Boston.

Haider, G. (2012). An insight into di_culties faced by Pakistani student writers: Implications for the teaching of writing. *Journal of Educational and Social Research*, 2 (3), 17(27).

Hyland, K. (2003). Second language writing. Ernst Klett Sprachen.

Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge University Press, United Kingdom.

Rashid, M. H., & Islam, W. H. J. (2021). The theories of writing and process approaches to writing activities in tesl. 25- 31.

Rashid, M. H., & Islam, W. H. J. (2022. Discuss the different types of reading techniques and develop its skills.

Rashid, M. H., Ye, T., Hui, W., Li, W., & Shunting, W. (2022). Analyse and challenges of teaching writing among the English teachers. *Linguistics and Culture Review*, *6*, 199-209.

Rashid, M. H., & Sipahi, E. (2021). The importance of quantitative research in language testing and assessment: in the context of social works. *Linguistics and Culture Review*, *5*(S1), 317-330.

Rashid, M. H., Lan, Y., & Hui, W. (2022). The importance of vocabulary in teaching and learning in applied linguistics. *Linguistics and Culture Review*, *6*, 541-550.

Schiller, J. (1989). Writing in Ll-writing in L2. Case studies of the composing processes of five adult Arabic speaking ESL writers. *Dissertation Abstracts International, 50(9),* 2883A.