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Writing Skill

Writing Skill is one of the four major language skills, the other three being reading, listening and speaking. According to S.T. Rokosz (1967), ““Of all things in the world, nothing... endures like the written word. It outlasts all other evidences of what man has done and what man can do.” These words from an ad of Olin Paper Manufacturers imply the tremendous responsibility assumed by a writer “(p. 251). As writing cannot be considered as a natural skill like listening or speaking, it is essential to purposefully inculcate the skill. It is difficult to teach writing skill as its excellence depends on the linguistic and communicative competence of the learner. Unlike the other skills like speaking and listening, writing occupies a less prominent position. The language plays a definite role in this discussion as a mother tongue and foreign language are learned in two distinct ways. When mother tongue is acquired and writing is learned, it is a difficult task to acquire and then learn writing of a foreign language. There are a number of factors that hinder the learning process of the writing skill. The educator certainly faces challenges while he / she get involved in educating the learner to acquire the writing skill.

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When compared to other language skills, writing skills need proper guidance. According to Susan Florio (1979), “The teaching of writing may require vigilant attention to the learning environments in which writing occurs to ensure that written expression is motivated and that it goes somewhere” (p. 2). Possibly teachers can very well assist in the achievement of writing by organizing both for and with the students communal junctures in which writing functions expressively as messages. When speaking is an animate skill that involves the presence of the speaker, and includes his gestures and expressions that easily conveys his mental thoughts, writing requires exceptional talent so as to convey the information according to the expectations of both the writer and the reader. The purpose of the message and the target audience are two major issues to be considered while teaching the skill of writing. The heterogeneous multitude of students with varying capabilities always poses a certain unavoidable degree of challenge to the instructors. To polish the writing skill, time is indispensable. It is very essential to make the writing activity more organized and realistic that offers students valuable feedback. The response from the instructors should be based on two different aspects. The first one should be on the content, layout and the language of the writing. The second one is a bit more challenging one that includes the clarity of the written script. The clarity is actually the strength and the facility of the writer and this skill differs with each individual. Only a good writer possesses the ability to present information with clarity, precision and coherence. A detailed and well documented writing allows the readers to follow the thoughts and decode the intended messages encrypted by the writer.

Another significant factor in writing is linguistic accuracy and social appropriateness. The teacher or the instructor should encourage the learner to find out the discrepancies themselves that enable them to make less error in future. C. S. Burhans (1983) points out, “Teaching writing... must begin with knowledge of what writing is and how writers go about

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writing-that is, teachers of writing must have experience in and knowledge of the basic processes they are trying to teach” (p. 653).

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