IMPROVING STUDENTS' WRITING SKILLS IN TEACHING ENGLISH

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Beneath the influence of L1 writing studies, consideration has loosened from writing to writing process in recent L2 writing research. This study has exposed more similarities than differences in the writing processes of L1 andL2 writers, and has drawn special attention to the difference between the writing processes of skilled and unskilled L2 writers, which appear to be very similar to those of their respective L1 counterparts. As an implication of such findings, similar instructional approaches for L1 and L2 writers have been proposed. However, the exaggerated attention attached to the shift from product to process has concealed important differences between L1 and L2 writers, including differences in writing process.

Socio-cultural practices approach: What is emphasized in this approach is that ways of ac6uiring and using writing vary from culture to culture and from context to context, depending on who is using it, under what conditions, and for what purposes. Thus, learners are exposed to a variety of social contexts and construct their own genre theories. In this way, students are given an active role. In the genre approach, the focus is on text structures. Students are instructed to identify specific text types- narrative, persuasive, etc. Analyze their structural and linguistic features, and generate their own texts that conform to the conventions of each genre. In English for Academic Purposes (EAP), writing classes aim to enable students to write for academic purposes. Ferris (2001) mentions two viewpoints in the teaching of writing in EAP. According to the first one, learners from different disciplines can be taught generalized skills, and transfer these skills to writing in their own field. The second viewpoint suggests discipline specific writing instruction. The learners are from the same discipline, and they analyze and imitate the norms required in their field.

Process-oriented approach: An approach to teaching writing that focuses on the writing process rather than only the final product. In this approach, students are expected to write multiple drafts of a paper and make changes in their paper based on the feedback they receive.

Product-oriented approach: An approach to teaching writing that focuses on the final product the students produce.

Summative feedback: Evaluation aimed at summarizing the learner's progress over a period.

Formative feedback: On-going evaluation of progress as a means of improving learner performance on specific aspects of the target language.

This research study aimed at finding the most appropriate learning strategy that contributed to the development of writing skills and the development of certain categories such as grammar, syntax, vocabulary, coherence and cohesion, and spelling while writing. That is why, it focused on identifying and analyzing the effect

of learning strategies through the mediation of online applications for writing and how they helped to develop writing skills.

As a conclusion, the development of writing skills mediated by the use of above given approaches had an impact on the improvement of writing skills of the participants. It is necessary to highlight participants' engagement and further motivation to continue developing writing skills through the different tasks suggested. The tasks and activities were meaningful and matched students' interests since they were focused on their field of study in their learning program. Additionally, the writing to learn strategy mediated by online applications provided improvement in the sentence level structure.

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