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Patent Search

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Abstract:

Abstract Every primary school student is expected to read and write at a certain level or grade. This goal presents unique difficulties for students of English as a second language particularly in regard to writing. Due to the growing importance of text in most aspects of life, writing has been recognized as an important life skill. As a result of this general education and ESOL teachers have a strong need for proven methods to boost their students' written expression. The goal of this work is to disseminate methods that are effective in research for enhancing ESL students' written expression. The results indicate that this objective may be achieved by employing technology, introducing new vocabulary, incorporating multiple teaching influences, and by applying positive diversified literacy practices.

Complete Specification

Description: Methods for Enhancing Intermediate English Language Learners' Creative Writing Skills

Field and Background of the Invention

Because writing requires a deeper, more analytical understanding of the language than reading does, it is often left until later in the learning process. Also, it is more challenging for ESL students to write with meaning since they do not attend classes with the same previous information as native English speakers. While they may be able to get their point across vocally, with gestures, and so on, they may find it challenging to put their thoughts on paper without resorting to sloppy handwriting. Students who need to absorb multiple languages simultaneously also require extra time to complete assignments but are rarely allowed to do so. Moreover, instructors' answers are often impacted by the fact that ESL students struggle to write at the same level as their native English-speaking counterparts. Writing anxiety, it is theorized, arises when one of two things happens: either pupils are expected to write about just a given topic, or they view writing as an interpreting activity, both of which they perceive as high-risk situations for failure. Similarly, Elias said that worrying too much about language and spelling mistakes diverts attention away from the content of what is being written. For these reasons, it is difficult for ESL students to produce high-quality writing.

ESL instructors may assist pupils in writing by activating past information. ESL students can use long-term memory by thinking about their understanding before starting the assignment. Graphic organizers, cooperative learning, read-aloud, and group conversations can help. In informational or persuasive writing, graphic organizers help students write or sketch what they know about a topic. Teachers can then decide if more instruction is needed. Cooperative learning, read-aloud, and group discussions

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