THE CHALLENGES AND DIFFICULTIES IN TEACHING WRITING

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Abstract: As a teacher, I have faced a lot of challenges and difficulties in teaching writing in higher education system. With this regard, this article deals with the issues of how to solve those matters in class. The linguistic researches done in this sphere by some well-known scholars are also discussed and compared in terms of teaching writing for language learners and teachers. It should consider about some aspects in teaching writing.

Keywords: writing, challenges, difficulties, process, learn, experience, teacher and student.

Writing is one of language skill that is very common and important to be mastered in learning English as a foreign language. Writing is not just one practice or activity. According to Sokolik's opinion (2003), writing is a combination of process and product. Students often think of writing that writing is texts-finished pieces that stand alone. Knowledge of writing can be complete when writers understand the collections of actions in which they engage as they produce texts. There are at least two aspects from this point of view. First is the development through permanent practice over years and second is the development of reflective abilities and meta-awareness about writing. The process refers to the act of gathering ideas or the steps we take when we produce a piece of writing. Whereas the product of this type of speech activity is a final piece of writing. While writing as a productive skill, it requires high demands to do it. According to Zhang and Chen (1989), writing is a comprehension ability involving grammar, vocabulary, conception, rhetoric, and other parts of the language. By developing the writing skill, young language learners are making a valuable investment for their future studies.

Writing gives learners the opportunity to find ways of expressing their ideas in a foreign language.

There are some opinions so as to provide students and teachers with high-quality writing opportunities:

- The connection between features of finished writing and the events writers perform to create that writing;
- The teachers themselves experience different writing situations as writers;
- How to plan time and probably staged intervals of work for learners to do their best on a given task;
- Writers may find useful in their processes such as word processors, outliners, databases, design software, shared document websites, and other software, hardware, and Web-based technologies.

Writing can be a tool for thinking. Because, before writers began writing, they think of things they didn't have in mind when writers actually write. But it is different from the way we often think of writers as the single author who works carefully to get ideas fixed in their head before writing them down. The notion that writing is a medium for thought is essential in several ways and offers a number of important uses for writing. For example: to identify issues, to solve problems, to build questions, to try out a half-baked idea. It helps us to realize and understand the process of drafting and revision as one of exploration.

Writing and reading are related skills that people who are interested in reading often find writing an easier task, though the important way a writer improves is through writing. To take on a particular style of language, it also helps to have read that language and to have heard it one's mind, so that one can hear it again in order to compose it.

Writing can also help students become better readers. Children listen for the relationships of sounds to letters in their earliest writing experiences, which contributes greatly to their phonemic awareness and phonics knowledge. Writers also have to learn how texts are structured, because eventually they have to compose

in different genres, and that knowledge of structure helps them to predict and make sense of the sections and sequencing of the texts they read.

When we learn a second or foreign language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them. When people visit another country, they will often have to leave a note for the mailman, fill out a customs declaration form, give written instructions, or write a thank-you letter. Thus, there are some reasons to learn writing skill. One of the most important reason is writing helps students to learn. But how? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

Teaching writing more effectively is one of the most essential extended and life-long skills teachers communicate information to their students. While teaching writing, teachers must be sure to choose resources and support materials that not only aid them in teaching how to write, but should also be the most effective in helping their students learn to write.

A great deal of writing that goes on in English classrooms, especially in an elementary – level class, is sentence writing. Students repeat or complete given sentences to reinforce the structure, grammar, and vocabulary they have learned.

In terms of teaching writing for language learners, teachers should consider about some aspects in teaching writing. The teachers who have ever experienced working with young learners realize how challenging the job is. Every single lesson requires careful preparation – we need to think about variety of techniques, activities and teaching aids to make the lesson appealing to the students. Children learning EFL or ESL often face additional obstacles when learning to form English-language letter. In many classes, attention in writing is very limited because writing is only to

be as a testing tool. It may be that makes teaching and learning writing skill to be bored.

One of the biggest challenges teachers have faced in the classroom has to do with writing. Teachers have to take care of students' motivation, their level of writing and preferred way of learning before preparing any task. The purpose of teaching writing as one of the four language skills is to facilitate students' learning and their daily communication. Many studies have been conducted in order to get more understanding about how to teach writing for language learners.

Teaching writing for the adults is different with young learners. Young learners need more guidance and motivation in learning writing skill. Teachers are required to find out about the learning styles in order to make the students interest in learning writing. In this case, teachers can use instructional scaffolding in learning process to promote a deeper level of learning. Scaffolding refers to the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

This overview of the theoretical background of teaching writing, difficulties and challenges which both teachers and students may face, have been widely described in this article. It helps teachers be aware of these kind of sides of teaching writing and find a way to deal with these situations. Because, one of the biggest challenges teachers have faced in the classroom has to do with writing. So, teachers have to take care of students' motivation, their level of writing and preferred way of learning before preparing any task.

And also current experiences of teaching writing in the higher schools have been discussed. Experiencing writing can also give teachers opportunities to overcome difficulties in writing. For the increased inquiry into the whole concept of how learning and teaching might happen each day in a writing class. That is, as difficulty breaks down the writing process.

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