

**RESEARCH ARTICLE****Developing Students' Writing Skills: Methods and Strategies**

---

<sup>1</sup>**Ghaith Salih Mahdi**, Department of Accounting, Administration and Economic College, University of Kerbala, Iraq, [ghaith.s@uokerbala.edu.iq](mailto:ghaith.s@uokerbala.edu.iq)

<sup>2</sup>**Mahmood Shakir Sabbar**, Thi Qar University, Department of Cultural Affairs  
[mahmoodsabar8@gmail.com](mailto:mahmoodsabar8@gmail.com)

<sup>3</sup>**Dhuha Fadhil Abbas**, University of Babylon, College of Education for Humanities, Department of English Language, Iraq, [hum.dhuha.fadhil@uobabylon.edu.iq](mailto:hum.dhuha.fadhil@uobabylon.edu.iq)

---

Article Received: 28/07/2024; Article Accepted: 26/08/2024; Published Online: 28/08/2024

---

**Abstract:**

Writing well is an essential life skill that will help you succeed in school and life. This paper delves into many techniques, both theoretical and practical, to help students improve their writing abilities. It looks at old and new approaches, including collaborative writing and technology-enhanced learning, as well as more conventional approaches like process writing and genre-based education. This study sheds light on how teachers might design well-rounded writing curricula by comparing and contrasting various methods. We also talk about how these tactics may be adjusted to fit different kinds of classrooms, which is essential because we need to be able to cater to each student's unique needs. This study aims to provide teachers with actionable suggestions for raising their students' writing skills by reviewing relevant literature and empirical research.

**Keywords:** students, writings, methods, strategies, skills.

**1. Introduction to Writing Skills Development**

Teaching students to write can be quite challenging for many teachers and instructors, particularly those in large university classes where students at different language levels are grouped together. These educators often find that their students are being advised on the importance of effective writing skills but struggle to demonstrate the connection between writing and real-life communication roles. However, educators worldwide recognize writing as a skill that, when developed, can significantly improve students' academic and job prospects.

There have been very few systematic research studies conducted to investigate the most effective instructional methods and learning activities for enhancing students' writing abilities. This may be due to tutors generally feeling that the complexities of the writing process, along with the individual differences and varying conceptual levels of students, make it difficult to draw evaluative conclusions. It is clear that instructors are justified in stating that effective writing is difficult to achieve, especially considering that each student writes in their own unique way. However, it is also evident that there is a general consensus on common challenges that writing tutors, from primary to tertiary levels, can recognize and address. The cognitive and academic study of writing did not begin until the mid-1970s in the United States of America. Since then, the approach to teaching writing has improved, with instructors now emphasizing the importance of reading and preparation in the writing process.

**RESEARCH ARTICLE****2. The Importance of Writing Skills in Education**

Developing writing skills among students to help them become proficient writers is emphasized as a key aspect of the education process since it can potentially lead to a subsequent improvement in their academic performance. In addition to this, an emphasis on written communication is significant from a professional perspective. Therefore, investing in exercise and training to improve it for students, as well as the promotion of creative activities, should be encouraged.

Writing skills have an important role. They are considered a part of the communication process. Writing is a thinking activity. Writing can be a powerful learning instrument. Writing can improve students' comprehension of a concept. It can help improve their critical thinking skills in a written form and make at least a start on those skills needed in academic work. All of this will enable students to have a go at the academic language. As a result, academic writing will see these languages are stretched, reshaped through English academic language and eventually become the common language of meaning. In an educational context, writing skill can raise a new problem, finding ways to improve the quality of writing that stimulates critical thinking skills and also creativity. Introductions are often hard to write, so we have developed a range of tools to help you start.

**3. Foundational Concepts in Writing Instruction**

Any instructor, regardless of how or why their university-sponsored writing instruction originates, will be able to provide students with the necessary guidance, feedback, and instruction to effectively write for their intended readership. Writing instruction should not focus on meta-concerns, seek merely to locate this contextless writing within an arbitrarily-applied theoretical framework. Instead of artificially imposed "theory", our purposes in providing writing instruction come straight from empirically-tested pedagogical principles: consider the reader, state the thesis explicitly and place it properly, provide enough sound evidence, explanation, and examples to prove the thesis, objectively cite relevant information and discard what does not help, write in paragraphs and convey argumentative connections, make sure the essay is composed of more than just parts.

The First-Year Writing Program's core tenets are the modes of reasoning, ways to use reading and writing as learning tools. Revealed throughout these five strands we find a conception of writing that can guide instruction, as well as informing the question of why. We see an approach to writing that focuses on the substantive: what in this particular essay is relevant to a given reader. While the range of arguments encompassed by relevancy is wide - the relevant ones may all be ideologically-freighted, or gendered, or anglocentric to the point of imperialism - the fact remains that discoverable relevant warrants exert a constraining force on reading. What is important to the reader becomes of primary importance. Thus, both assertion and the support for that assertion are systematically evaluated with an eye to their actuality. Argument deploys (in invention and analysis) and thus contains (in composition) affect and other-than-discursive rhetorics, not as repressed political values or as a sign that we're all "blinded by theory," but because they have consequences that are either immediately repeatable or not.

**4. Assessment of Writing Skills**

There are a number of ways to assess the writing of our students. The most common methods are grading by use of a general rubric or a specific style guide, to assess for examination purposes only or to have students write a self-assessment essay, which allows students and the teacher to take a detailed look at the progress they have made during a course of study. We can also have students do portfolio writing, a collection of students' written work during a course. Portfolios include a developmental component, as they show how each student has grown and developed as a writer over a period of time.

Teachers of writing must make feedback an achievable goal for the rare and complicated art

---

**RESEARCH ARTICLE**

form that it is. We have to start by facing the fact that a writing composition is really a small novella and not a movie. It is not just a "subject" but an "artifact," an "object of art" created by a unique sensibility that cannot be understood apart from the sensibility creating it. So we have to remember that it is feedback we are giving, one person to another, and not some objective judgment. We must always give that feedback with an effort to see the work in the best possible light, even if the student seems to nibble around the edges of those parts of the writing we most want to re-fry him about. Many arguments over theory could be avoided by simply understanding how the form of writing evolution occurs in the sensibility of an individual student. And as feedback-giving becomes more and more insightful, our students find themselves wishing only for better praise. And then comes that transcendental moment: if we are doing our job right, our students want to be "appreciated into self-improvement" - that is to say, they will no longer require our advice. They will simply feel that it is all right - that they are all right. Because we so insist on focusing on their strengths.

**5. Effective Strategies for Teaching Writing**

There are several strategies that instructors can utilize to help develop students' writing abilities across disciplines. These strategies are grounded in the model of writing as an ongoing and recursive process; as such, methods emphasize both planning and revising as essential to help students internalize writing processes. Both in academic and non-academic contexts, research has shown that an effective way to help students internalize these sequences is for teachers to model their own thinking through think-alouds. Teacher-modeling of the thinking behind writing can take several forms, including demonstrating the process of brainstorming, planning, drafting, and revising. Instructors can also think about their own process of choosing language and constructing academic arguments, and demonstrate this thought process for the students via think-alouds.

Offering support and guidance as students write or independently create a piece of work is also an important step in helping students internalize the different parts of the writing process. Classroom strategies that emphasize this component of instruction are known as 'scaffolding'. Scaffolding allows students to be successful with activities that they could not achieve on their own. Teachers provide scaffolding through the process by asking questions to help students expand and explain their ideas. The scaffolding model is rooted in social constructivist theory. Regardless of the strategy utilized, this instructional process can help students synthesize and use the written work they produce appropriately. Furthermore, it enables instructors to help students focus not only on purpose and audience but also on sentence structure, grammar, and word choice.

**6. Differentiated Instruction in Writing**

Differentiated instruction is not only a classroom management strategy; it is a way of adapting writing instruction to the specific needs of writers. According to associate professor of English Eleanor Kutz, any writing classroom is heterogeneously grouped because students' backgrounds vary. The trick is to embrace diversity, even though it multiplies the difficulties, and not try to teach all your students to write in the same way. There are numerous ways to differentiate writing instruction: discussions, conferences, peer response groups, journals, research essays, and fiction or poetry writing, to name only a few. Since readers are writers, it also helps, when students are struggling to write, to draw their attention to the printed page.

Assessing the prior knowledge and ability level of your students is key to helping them add to what they know about writing. Use diagnostic exercises to gain a clearer idea of what type of writing instruction each individual student might need. Offer opportunities for students to choose the genre and topic that engages them. Planning instruction for different learning styles is not as difficult as some people imagine. While one group is drafting an outline for a story, another group is revising by revisiting the rubric. Educators instructing students in any subject area generally work with a wide range of abilities. Writing is no different, and students—whether they have a diagnosed learning disability or simply need a little extra time—are best served when writing instruction is tailored to

---

**RESEARCH ARTICLE**

their style and ability. Personalization of the writing process can lead to better student engagement, understanding, and essay quality, just as it is with other classroom activities.

**7. Technology Integration in Writing Instruction**

Technological intervention has been part and parcel of educational landscapes in the 21st decade because digital innovation has generated new kinds of text in multiple modes within society. Therefore, many digital tools have appeared, developed, and employed in writing classrooms to enhance writing learning experiences. Such tools, applications, and platforms strive to target various

writing skills to move students' writing performance towards linguistic and academic levels. Although a debate over the use of technology in EFL writing exists, as do the limitations of technology and pedagogical implications, the integration of technology in writing instruction can create innovative, reflective, and creative atmospheres as well as improve L2 writing proficiency. This chapter piece delves into several existing digital technological pedagogies and instruments that hold promise for improving EFL writing around the world.

Since the time of Ratcliffe and Thomas (2005), these digital writing technologies have become more popular and can prompt an interactive, creative, and purposeful writing process. Compared to their predecessors, the writing platforms and tools suggest a movement to an integrative writing space where students can write multiple genres via multiple modalities and spokes. The year of 2016 seemed to mark the peak of a number of groups experimenting with the use of a range of so-called digital tools, or online applications and platforms, for teaching in England. The rationale reported for the explicit teaching of writing in this way by teachers and project facilitators followed very much the same lines: by this means, the communication mode that involved writing would become exciting for the students as they would be entering into informal, non-academic discourses and conventions familiar from their everyday digital lives, introducing the idea of what was once intuitively known as "Voice" (but being variously called by them "authorial tone", "register", "register and voice", "style") and hitherto absent in their school-based writing.

**8. Incorporating Writing Across the Curriculum**

The second model for teaching writing that the National Commission on Writing of the College Board is promoting is Skills for Success. This model is based on the premise that writing is a skill needed in college and one that is important in the workplace. The commission believes that students who learn to write well in school are better prepared for college. One way that the Skills for Success model advocates teaching writing is to incorporate writing across the curriculum. Writing across the curriculum means incorporating writing as an integral part of the learning process in all classes and at all levels.

Both the English professional literature and the professional literature of the other disciplines espouse the view that the best way to learn a subject is to write about it. Because the body of knowledge in each field is comprised of knowledge learned using the discipline's many methods of inquiry, each field has its own rules for scholarship and style, which is reflected in its writing. Writing develops both formal and informal styles of learning, including reflection, metacognition, and reasoning. Using critical, reflective, and expressive reading and writing assignments, students learn to define and analyze problems, arguments, and writings; anticipate opposing views; set priorities for solving problems; synthesize materials from a wide range of sources; critique and respond to other writers' insights and research; and develop their own abilities to see and think, choose, and realize their purposes.

**9. Developing Vocabulary and Grammar Skills**

In writing, vocabulary and grammar shape the writer's voice and, thus, the essay or paper. Developing these aspects of language is crucial to help students grow academically and curtailing them will negatively impact student writing. Vocabulary is the lexical phrases used in sentence

---

**RESEARCH ARTICLE**

structure. Vocabulary includes both word choice/selection and word forms that operate within the structure of a sentence. It is argued that maintaining and expanding the vocabulary stock of EAL learners has always been acknowledged as one of the two major components of linguistic proficiency, the other being language.

Several techniques are there to develop grammar and vocabulary. The use of technology can support students' vocabulary development through language and vocabulary apps. Some apps allow users to play games or quizzes with classmates remotely or in pairs, making learning more enjoyable.

Videos, including documentaries, series, and films, can be shown to students in order to explain a specific part of grammar. This helps to make the grammar explaining more understandable. Quizzes and games should also be distributed to students for a better understanding of the grammar. Sometimes, songs will play an effective part in showing the assembling of a sentence. Long-time song pauses can also be played in class. Then, the song can be paused and the teacher can ask students to recall the next word. This activity provides a more enjoyable and memorable way for students to learn the usage of grammar. In small groups, pictures can be given to students. Then the students must describe them with legitimate grammar and vocabulary.

**10. Promoting Creativity and Critical Thinking in Writing**

Given the increasing importance of writing skills in our information-based society, students need more opportunities to write compositions and to be given feedback about their writing. Because cognition and writing are complex tasks, a strategic approach is necessary for improving students' writing skill. In addition to implementing effective strategies, there are suggestions to enhance students' creativity and critical thinking since creativity and critical thinking promote independence in writing.

On the one hand, teachers should help students view writing as an enjoyable activity. To promote creativity, teachers have to set a tone for imagination and originality of expression and show warmth and caring, with comments that reflect the kind of connection with the student's inner work. On the other hand, teachers have to encourage students to be analytical and evaluative thinkers. In this case, their comments will alert students to places where the paper seemed to be less interesting or less effective in making its point, and perhaps suggest what would have helped.

For example, teachers can make comments on content aspects such as: boring, routine, predictable, interesting, creative, imaginative, vivid, original, and new, and on the strategies and skills used in the compositions: weak, ineffective, vague, strong, appropriate, well-done, backed up, explained, convincing, and supported. In this sense, when commenting on the content, teachers tend to promote originality. As a result, there are 10 languages of focus, which refer to bad, law, concepts, rules, ethics, and dysfunctional world. These are the language of hypothesis, domination, given, problem-solving, end of learning, algorithms, right/wrong, deficiency, and individual.

Furthermore, not only should teachers approach criticism as a means of helping students improve their compositions, but faculty members should share as much of the grading criteria as possible with students and communicate those criteria and their weight toward the final grade. This will enable students to understand why they receive a specific grade.

**11. Engaging Students in the Writing Process**

Methods to engage students in the writing process and within their environment, enacting interest in their academic and personal experiences. Writing Workshop: a foundational teaching model for writing and literacy. Educators coach their students on writing procedures by participating in them. Provides models of student work and aids the instructor by developing their confidence as a writer to improve student literacies. Motivation to notice the voice and writing as themselves, utilizing reflections to deposit themselves into their writing. Environmental stimuli such as those incorporated in a classroom held museum reveal the effectiveness of controlling stimuli to evoke writing.

**RESEARCH ARTICLE**

Writing expectations can teach students the various cultures and contexts writing is utilized for promotion or socialization. Authorizing students as writers offers a situation of engagement within the students' writing practice. Including students acting as editors for writing text for school competitions, for which they never gain acclamation or acknowledgment, aids in the demotivation for writing. Offer class newspapers, opportunities for posting, publishing, and student-generated resources for peers. Writing for anonymous professionals offers incredible pieces where students felt the necessity to reach out and be read. For students to engage in their writing, they must be allowed the space to be heard and the choice to write about experiences they wish to share.

**12. Peer Feedback and Collaboration in Writing**

Writing is sometimes described as a "negotiation act". It cannot be done in isolation. Done in isolation, feedback from the teacher may not be adequate in producing satisfactory writing. Thus, interaction among students in writing can be seen as a kind of peer collaboration involving constructing and sharing knowledge. In language classrooms, staff quite often promote a peer review process, which can be claimed as another form of peer collaboration. argue that collaborative writing activities in classrooms should be used with efficiency.

Moreover, the benefits of providing and receiving meaningful responses seem to be reciprocal. Thus, such exchange procedures can be a powerful blending of students' contributing efforts, thus preparing the ground to foster and develop not only constructive responses to feedback offered but also in themselves as autonomous writers. Not just acts of writing signify language communication, and it is thus valuable and educational activity, but also the greater judge for its value. Writing makes the invisible "visible" and the intangible tangible. This section examines the paid work collaboration in the contexts of writing, discussing the potential advantages of such a peer feedback process, the literature in this field, and some of the key concerns and issues. With an increase in the number of learners enrolled in courses via distance learning and courses with students geographically separated from each other, the construction of a community of writers becomes even more of an issue, and it is possible that tutor-supported writing groups could be desirable.

**13. Culturally Relevant Writing Instruction**

Another method for cultivating students' authoritative voices in the writing class is to teach in a way that is culturally relevant to them. I take culturally relevant writing instruction to mean that the diverse range of students in our writing classes must be given a space for exploring writing that reflects the wide range of ideas, voices, histories, and experiences that are available in the U.S. and globally, in general. This means allowing students not only to read and study narratives from a wide array of cultural perspectives, but also to write from within those perspectives. Many culturally relevant instructional strategies have been suggested for implementing this kind of instruction, from utilizing ethnographies of writers' lives to inviting students to explore their own family or cultural history as part of their own personal process writing. At the very least, culturally relevant writing instruction is designed to validate students' cultural identities as they currently exist in the U.S., and to make those identities actual and active within the parameters of the classroom. For that to happen, we must recognize these identities within ourselves.

We often live inside an envelope of cultural whiteness, be we of European or other descent. To us, 'white' writing associates what we write with the dominant social groups and cultural norms that continue to shape the social fabric of U.S. life and ideas. We construct our sense of our agency, of our position in a democracy and in a meritocracy, largely in relation to the ideas and narratives that support this dominant culture. 'White' writing inherently reflects how we envision the world through these dominant symbolic norms, and how we see ourselves and want ourselves to be seen in them. All writing, in this sense, might be seen as 'white' writing.

**14. Supporting English Language Learners in Writing**

---

**RESEARCH ARTICLE**

Writing is a complex process that involves thinking, planning, generating ideas, organizing text, applying grammar and mechanics, and evaluating products. Based on the writing process, Hagar claims that teachers can guide students in revising their drafts and putting them into final products. Supporting students in writing may include group discussion, peer assessment, computer-based writings, writing workshops, and encouraging students to work in small groups. Pennington and So have shown that alternative assessment practices could support ELLs' language development. It offers teachers opportunities to assess students holistically and validate the content and language of students' academic work. In fulfilling this task, some review works have been carried out to establish and examine the specific strategies and practices that are effective in supporting ELLs' learning.

In this section, I will present strategies to support ELLs in writing. Teachers support students' writing development in various ways. For elementary students who are developing writing skills, Auerbach DaFonte suggests the following strategies. Since some ELLs have limited proficiency in English and need additional time to gather ideas and write, teachers can use differentiated approaches to implement specific strategies for more intervention and support. Some young ELLs come to kindergarten with very limited prior schooling and experience for writing. Teachers can use language scaffolding to support their writing development, nurturing their emergent writing systems. The goal is to encourage writing that students can do with success and to promote more writing as language proficiency develops. For instance, teachers may include an "invented spelling" stage that allows students to sound out conventional words, and dictate and write random letters that represent almost words. Teachers follow-up to assist with an accurate spelling of the students' work, and revisit the words the students attempted for three or four weeks. Instead, other students may need wordless picture books or photographs to write about as they develop oral vocabulary and develop levels of language proficiency for writing. Teachers can choose subjects based on their life experiences, culture, and family practices as they relate to the reading and writing process. Fortunately, there are new assessments and practical resources that support teachers in evolving practices for written language development. For instance, the Literably assessment tests all functions during authentic reading, including reading fluency, comprehension, and phonemic awareness.

**15. Addressing Common Writing Challenges**

English for Academic Purposes (EAP) programs often have the goal of developing students' writing skills in order to prepare them for college coursework. Educators can address each of the writing challenges described below by using practical techniques and strategies. Most writers experience difficulty getting started and generating ideas. In addition, some writers have difficulty organizing their ideas in a clear manner, and once written, the ideas may lack clarity and coherence. An increasing number of students experience problems due to technological advances in computer software, word processing programs, and the use of messaging, Twitter, and other social media. As a result, a number of students who use computers text quickly and inconsistently without effective use of spelling and grammar, sentence boundaries and even thought and argument. Model effective and grammatically correct writing, do not initially focus on grammar and formal correctness.

A number of struggling writing students may have difficulty organizing their ideas and thoughts in writing and have limited abilities to use language. Help students improve their sense of organization by providing them with simple pre-writing, drafting, and re-writing processes. Teach students the importance of structurally organizing their writing so that it has a logical coherency. Effective prewriting strategies such as brainstorming, making an outline, clustering and free-writing can assist students by helping them organize their thoughts, find patterns, identify missing information, revise headings, generate headlines and create catchy first introductory paragraphs. Guide students through the writing process from beginning to end in order to reinforce that finishing a draft is as important as writing multiple drafts. Since students can vary from highly organized, logical writers to unfocused writers, be consistent and have each student write using a cohesive style,

---

**RESEARCH ARTICLE**

at least initially in the year.

**16. Incorporating Literature in Writing Instruction**

In a case study, Janet Emiga (2021) demonstrates the positive impact of teaching narrative writing in conjunction with literature. Reading short stories engages and encourages learners to write narratives. Teaching narrative writing and supplementing it with lessons from stories involves literary works that inspire and motivate students, making it ideal for developing and promoting literature. Students appreciate the opportunity to see stories "come to life" as raw materials, allowing them to practice critical thinking as they translate words on the page into thoughts and emotions suggested by the theme, situation, or character.

Based on the findings that reviewed the general definition of writing and text for the proposed writing instruction, students were then asked to write using a given prompt. Teaching creative literature through exposure to interesting works, graded for age appropriateness, provides children with good models for their own writing. However, it is evident that in many cases, little work is done with the child on these books, and the work that is done is limited. Therefore, a clear systematic plan of integrating literature into various writing forms would be beneficial. This combination of studying literature and developing writing skills is very useful. The biggest advantage is that it makes students take writing seriously, and the process of reading literature is facilitated by creative writing.

**17. Writing for Different Purposes and Audiences**

General English language tests seek to measure an ability to write for a variety of purposes and audiences. So at all levels, and not just in an exam class, it is a good idea to encourage students to try things and to adapt their style and their language to different needs, constraints, and readerships. Trying to solve 'real' tasks of this kind in class can also serve to remind students that there are reasons for the existence of different writing genres and audiences - the craft of writing is often about knowing what is suitable for the task in hand as it is often about the task itself. Moreover, many students will be required to write for different purposes – many of them very different from a genre such as an essay - in their future academic, professional, and social life, and the ability to be versatile may well become, if it has not already, a communicative asset.

The range of task types possible is difficult to limit. Few seem interested in the idea of taking a stand, though this does not rule out the use of project work with a discussion essay at the end in which they advocate their own view. There are many contexts in which giving information to an audience is the major point, not some abstract thought-provoking or irritation-provoking opinion. And information can be interpreted as data or statistics, pure and simple, or more story-like. A factual information essay also allows for specialization – special knowledge about some aspects of what is needed to pass a driving test, for instance, could be brought to bear, or about markets for prospective entrepreneurs. As for the interests of your learners, they are the best judges of that and if they are able to undertake work that seems to be based on their real-life experiences, learning is more meaningful.

**18. Writing in the Digital Age**

The emergence of writing in digitally mediated environments presents a number of considerations in teaching and developing writing technologies at a time when, as yet, the findings and implications of large-scale global studies investigating writing habits and practices are vague. Within educational studies, one approach to considering these changing habits is to develop a concept of digital literacy addressed towards developing writing skills. A concept of digital literacy can be beneficial for considering the practices of students when they are, for a variety of reasons, required to write using computers and electronic materials. However, the home and informal literacies, along with the language practices producing qualitative changes evident in the writing practices of

---



**RESEARCH ARTICLE**

individuals as well as institutions, contributed to the notion of multi-literacies.

Today, much thought and energy is dedicated to keeping writing alive and well in a digital age. Many see writing as having been in decline in spirit and purpose at least since the late 1960s, and digital technologies, some argue, can be seen as extenuating and furthering that decline. Still, one response of writing technologies to "extinction" is, of course, preservation. Computers and computer networks have, for some time, been revered as tools for the architecture of and access to this infinite archive, offering unprecedented opportunities for transmission and storage. The hope for preserving opportunities in a seemingly paperless or oral digital environment can be accessed frequently in discussions about technology initiatives for writing (often characterized by terms like "online community," "virtual" worlds or environments, or "content management").

**19. Professional Development for Writing Instruction**

Provide professional development opportunities for teachers to refine their writing instruction strategies, including sentence combining. The Sarason Center at the University of Rochester's Warner School of Education provides collaborative workshops where teachers can come together to learn about the theory and instructional tools children need for writing. The Center's programs offer a range of strategies and skills, provide effective instruction to English language learners, generate support for and suggest effective partnerships with high-needs schools, and provide district-wide professional development training to ensure widespread use of sentence combining.

A unique program for new literacy teachers, All-City New Teacher Initiative, creates coherence in professional development opportunities by focusing both on writing skills and pedagogy. All new teachers receive a professional development binder with resources for teaching writing such as articles and mentor text. Resource materials, activities, and PowerPoint presentations are based on Network highlights of time-tested strategies, instructional approaches, assessments, and encouragement for continuous professional development. Our representatives from the Comprehensive ATLAS User-Centered Design, Assessment & Promising Practices Network delivered many sessions during various Regional Academies and Connected Conferences.

**20. Parent and Community Involvement in Writing Skills Development**

Apart from teachers, parents, families, and communities play a crucial role in developing students' writing proficiencies. Parents may have some expertise in writing if they hold roles as accountants, literary professionals, or other jobs that involve writing, reading, and literacy comprehension. In this case, the involvement of parents in writing is likely because the abilities of family members are transferrable and could positively impact the abilities of other family members.

To further enhance students' writing skills and develop a positive attitude toward improving students' writing skills, schools and local communities can work together in building community partnerships. For example, schools and the local community can work together to provide programs that support students' writing skills in on-campus development programs, or students will also benefit from a program that exposes them to various types of writing skills that serve the community. Finally, adult role models, such as parents, community programs, and volunteers, can serve as positive writing sources for students and contribute to the development of these growing writing skills. A significant link between the home environment and children's performance in learning can be established with the intervention of interested parties and program implementers.

This multi-participant design encourages multiple perspectives conditioning reflection and the development of subsystems and active participation in the overall system. There are a few minor issues with eco-mapping involving parents and the wider community. Allowing a more comprehensive exploration of the strategies and activities that can be designed to involve parents and the local community in student learning, as well as collaborations, provides different examples of

---

**RESEARCH ARTICLE**

ways to design and work with this asset. For example, some schools have parents or local community members who are recognized for expertise in a variety of areas and are called to the classroom to share what they know. Some schools hold art exhibitions that benefit orphans, those with disabilities, or the elderly, and students are involved in the "Friends Show" which sponsors these organizations. Programs to recognize and celebrate student success are ways in which schools seek out local community members to contribute to awards or scholarships. Clubs, organizations, and committees are common landing spots for people from the local community to become involved. It is also important to recognize the need for a partnership with the local community in programs or courses delivered directly for those we serve. For example, if a program of competence brings university students to the area to work in schools or youth programs, close partnership with the local public or private sector is required, as may be the case. This is the asset/essence that delivering directly to those you serve is mainly dependent upon.

**21. Research-Based Practices in Writing Instruction**

Virtually every department in higher education is grappling with questions about linking discipline expertise with affective and cognitive skills like writing to best prepare students for the 21st-century workplace and civic responsibilities. Writing is a complex and involving process that is fundamental to meaning making. Research in the teaching and learning of writing has resulted in identifying numerous best practices and evidence-based methodologies or strategies for writing instruction that are reviewed in this or similar forms in volumes such as *Handbooks of Writing Research* and *Research-Based Methods of Reading Instruction*. In recent trends, Warschauer and Ware (2006) and others describe methods for computer-assisted teaching of writing, including interactive, web-based programs that provide individualized learning to students constrained by classroom size and by differences in language capabilities, learning styles, and levels of experience, as well as provide resources to the teacher such as access to multimodal texts, print resources, and support for building a class-specific learning environment inclusive of strategic, content, and epistemic dimensions.

A meta-analysis by Graham and Perin (2007a) involving 96 writing instruction studies conducted between 1980 and 2006 revealed 11 elements strongly supported by empirical research, although fairly general, that resulted in improved writing performance across students in the United States of varied language and socioeconomic backgrounds. To help students translate their thoughts to writing, discuss topic-relevant existing knowledge in which students bring their own experiences and resources. Talk can be informal rather than instructional, oral, or written. Provide instruction and direct practice in the use of evidence-based writing strategies such as strategies to activate relevant prior knowledge, easily recall that information, and organize information for retrieval, planning, translating personal experiences to text, and monitoring the writing process. Regular (i.e., weekly) and distributed (i.e., over time, in different courses, and in multiple contexts) practice or intervention improved performance. Beyond saying or writing, individual and collaborative performance on writing improved in additional studies with the integration of spelling and handwriting (Pressley, Gaskins, Solic, & Collins, 2006; Pressley, Harris, & Marks, 1992). In this conclusion, it should be clear that the strategy-based processes described and emphasized by many are the recommended foci of convenient multiple repeated practice.

**22. Ethical Considerations in Teaching Writing**

When we teach writing, we implicitly expect our students to produce original work. Using others' words or ideas without proper citation is a form of dishonesty that many educators take seriously. In the US, this approach to honesty in writing emerged as a reaction to the increasing liberalization of the 20th-century university, which removed barriers to access, making higher education available to anyone who was interested in participating. In the 21st century, we have not only enshrined these egalitarian principles but have also even begun to commercialize them.

---

**RESEARCH ARTICLE**

Academic training is a step in acquiring the skills and knowledge necessary to attain high-paying jobs, and thus it carries more extrinsic value today than ever before. It is an economic privilege to access the years of education necessary to earn an academic degree. In this changed philosophical landscape, not everyone values ethical thinking about using sources or originality in writing.

However, ethical use of sources is one of many ways to enact ethical behavior, and teaching writing thus offers a critical space to reimagine the role of the university. Students can learn more than research skills and "how to save their skins" from being accused of plagiarism. In discussing intellectual property rights with students, for example, we might find ways to talk about the historical and philosophical contexts that have plagued the development and maintain our current systems of copyright and patent. This might be situated in the social and professional contexts and disciplines in which students are writing. What are the "rules" for using sources and attributions in the communities in which they hope to participate? Additionally, educators could adopt a more systemic approach that responds to the pervasiveness of commercial cheating services. We can refuse to let their ubiquity dictate the relationship of trust we want to build with our students. "Students need to be presumed innocent," Rebecca Moore Howard argues. The statistics on commercial cheating services are surely sobering, but the numbers of students implicated in those services don't speak to the potential guilt or innocence of future students. "In their introduction to Originality, Ira Gova, Jonathan Lethem, and Mary Kinzie caution us to consider the goals of our teaching "in the context of the larger pedagogical project of inculcating the practice of writing." "In keeping with any model of education that aspires to deepen understanding, we hope to see our assessment grapple more with matters of substance and content than with a scoring system for liquid (re)combinatorics," they write.

**23. Conclusion and Future Directions**

This paper has discussed various ways for improving students' writing skills. It has presented to the audience the different perspectives on what students need in today's world and has also highlighted the challenges adults faced when they were in school. Trends and methodologies in teaching writing have been examined as well. So when a language teacher is going to teach writing with professional insight, the teacher is supposed to be aware of the final goal of writing as a skill. It can be preferable to use a different method or a strategy of instruction when the final outcome is to produce a cover letter or to create a brochure for a new product in response to a particular real or imagined situation. Technology has made a significant difference in not only the delivery of our lessons but has also made a difference in the way we can develop and assess language, content, and culture. Hopefully, as the printing press and ball-point pen did earlier in the century, the computer will eventually allow us to focus our attention to the effective writing process and the writing product students produce.

There are new trends that are making their presence felt in the writing classroom. For example, although holistic scoring is still used by various organizations, more and more composition instructors around the world are calling for a systemic evaluation of a student's writing. Systemic evaluation recognizes both 'echo-terror' and 'global' problems. A number of studies and researchers believe that 21st-century students are not ready for the world outside of the classroom. There is a new call toward critical thinking and creative thinking and interdisciplinary contexts. Some classrooms these days are teaching students how to practice a business plan, presentation, or an advertisement as a process of writing. In real-life, looking at online articles, we are able to see examples of writers cross-referencing the works of their colleagues in the same magazine in an article reminding the reader that this article was the follow-up or is in agreement with the other writer's point of view. Another future direction involves face-to-face correction of papers will be immediately obsolete when students from around the world are able to send papers as an attachment and expect comments or marking from teachers when the teacher is living halfway around the world. We will have a teaching assistant to check if any of the student's sentences are too similar to one on the web.

---

**RESEARCH ARTICLE**

A little closer to reality is Eduardo Varela Martinez's suggestion that writing assessment online is likely to spread through the United States. He says that "before long, the US Federal agencies and commercial corporations will demand documentation of the authenticity and security of electronically-delivered student papers. Authenticity will be required. Writing teachers will no longer be able to claim that online assessments are easily manipulated." What will the corporate world be expecting from the writing produced by their employees? Further questions are worthy of investigation, such as whether students in the private sector will demand reading, writing, and technological literacy factors included in their contracts. Considering the spoken and written English for ratings reason as there is now an international language and culture influence that cannot be ignored. Will students in large USA universities start to study holistically such as the essays already developed by Yu Zhanou? The other option for future investigation is to see what are the views of non-English speaking students thinking of the writing that they were taught.

**24. References**

- Abdulammer, M. S., Mahdi, G. S., & Ali, D. H. (2022). The Effect of Feminism on Jane Austen's Novels. *International Journal of Early Childhood Special Education*, 14(3).
- Addai, S. M., Kadhim, A. L. H. I., & Mahdi, A. L. G. S. (2022). A Pragmatic Approach of Blackmail in Online Messages. *Texas Journal of Multidisciplinary Studies*, 7, 304-309.
- Al Hassani, M. S., & Mahdi, G. S. (2022). The Effect Of The Postcolonial On Palestinian Literature. *European Scholar Journal*, 3(1), 1-5.
- Al-Shamarti, A. D. M., & Mahdi, G. S. (2023). ECOFEMINISM: THE 21ST CENTURY FEMINIST MANIFESTO FOR REAL LIFE.
- Boser, U., & Moran, M. (2014). Public engagement and collaboration in accountable development.
- Calkins, L. (2017). *Writing Pathways: Performance Assessments and Learning Progressions*. Portchester, NY: Heinemann.
- Dawood, M. A. M. (2022). Literature In English Studies: A Theory Of How Teachers And Students With The Subject. *European Journal of Humanities and Educational Advancements*, 3(1), 33-39.
- Edge, J. (2001). Attitude and identities in L2 motivation. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and second language acquisition*, pp. 191-313. Holland: Mouton de Gruyter.
- Flower, L., & Hayes, J. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32 (4), 365-387.
- Ghaith, S. (2024). A Post-Method Perspective on English Language Teaching. *International Journal Of English and Studies(IJOES)*. Vol-6, Issue-8(Aug), 2024. ISSN:2581-8333.
- Ghaith, S. (2024). Interactive Teaching Methods in English Classes. *Research Journal Of English (RJOE)*. )Vol-9, Issue-3,2024. DOI:10.36993/RJOE.2024.9.3.324.
- Ghaith, S. (2024). The Use of Old and New Methods of Teaching English. *Alford Council of International English & Literature Journal (ACIELJ)*. Vol-6,Issue-2 ,2024 ISSN:2581-6500. DOI:10.37854/ACIELJ.2024.73010.
- Hyland, K., & Jenkins, J. (Eds.), (2000). *Innovation in English language teaching: A reader*. London: Routledge.
- Kadhim, A. L. Q. K., Zbar, A. A., Mahdi, A. L. G. S., & Abdulammer, A. L. M. S. (2022). The Role of Iraqi EFL Teacher in English Language Discussion Class. *NeuroQuantology*, 20(6), 1982.
- Kadhim, W. A. M., Mahdi, G. S., & Maktoof, Z. R. (2022). Acronyms and Abbreviations in the Language of social media. *Zien Journal of Social Sciences and Humanities*, 15, 51-57.
- Leder, G. C., Maylam, G. P., Bicknell, B., Goodworth, C., & Speldewinde, D. (2000). *Queensland*

**RESEARCH ARTICLE**

school reform longitudinal study: Final report methodology. Maroochydore: Lemke & Graham, Publishers.

- Mahdi, A. L. G. S. (2022). Colonial dogmas in Frankenstein. *Texas Journal of Multidisciplinary Studies*, 7, 39-46.
- Mahdi, A. L. G. S., & Abdulabbas, A. L. J. I. (2021). GENDER AND AGE EFFECTS ON BAGHDAD LEXICAL CHOICES: A COGNITIVE SOCIOLINGUISTICS STUDY BY IRAQI STUDENTS. *ResearchJet Journal of Analysis and Inventions*, 2(12), 30-47.
- Mahdi, A. L. G. S., & Alwani, A. L. D. H. A. (2022). A Program to Develop the Students' Awareness Of E-Learning and Its Applications in English in The Foundation Program of Babylon University. *Eastern Journal of Languages, Linguistics and Literatures*, 3(1), 87-102.
- Mahdi, A. L. G. S., Al-Hassani, A. L. M. S., & Alwani, A. L. D. H. A. (2022). Micro-Strategies of Post-Method Language Teaching Developed for Iraqi EFL Context. *Texas Journal of Multidisciplinary Studies*, 6, 214-221.
- Mahdi, A. L. G. S., Mohammed, A. A. J., & Alsalmi, M. S. A. (2022). Writing Techniques in the English Love and Lyric Poems. *Eurasian Journal of Research, Development and Innovation*, 7, 18-21.
- MAHDI, G. S. (2021). *Yabancı Dil Olarak İngilizce (EFL) Lisans Yüksek Lisans Öğrencilerinin Öğretmenlerin Yazmaya İlişkin Geri Bildirimlerine İlişkin Bakışları* (Doctoral dissertation).
- Mahdi, G. S. Derek Wolcott's Pantomime as a Postcolonial Critique.
- Mahdi, G. S., Alsalmi, M. S. A., & Mohammed, A. A. J. (2022). Language acquisition and learning on children.
- Mahdi, G. S., Mohammed, A. A. J., & Alsalmi, M. S. A. (2022). Using Films in the Multimedia English Class. *Zien Journal of Social Sciences and Humanities*, 7, 19-24.
- Mustafa, A. A., & Mahdi, G. S. (2021). Critical Stylistic Analysis Of American Political Language. *European Journal of Research Development and Sustainability*, 2(12), 203-207.
- Papandreou, M. (2016). Kid writing. *The Reading Teacher*, 69 (5), 585-495.
- Reigel, L. (2015). Drawing to Learn: Using Pictures to Comprehend Art & Inform Writing. *Art Education*, 68 (5), 45-52.
- Schleppegrell, M. (2005). *The language of schooling: A functional linguistics perspective*. London: Lawrence Erlbaum Associates, Inc.
- Shin, J. K., Erzberger, E., & Talaei, T. (2019). Tutors' persuasion and resistance strategies to encourage student agency in peer review: A multimodal analysis. *Journal of Second Language Writing*, 44, 81-97.