

## WRITING TO LEARN-LEARNING ENGLISH AS A SECOND LANGUAGE: A TEACHING MOTIVATIONAL STRATEGY

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### **Abstract**

Writing which retains the most prominent place among other basic skills of learning and doing a writing task is not equivalent to other skills and language learning skills are ordered as listening, speaking, reading and writing. Among the learning skills writing occupies the last position as it is the most difficult one. Perhaps the spoken words may be changed/vanished or mispronounced in future but the written form of a language cannot be like that. Therefore, writing is the soul of language. Hence teaching writing the high place in language teaching methods/strategies, it might have taken enormous strategies in order to make the learners feel more comfortable/ understood. Neither motivation of the tutor would help the learner to acquire the language nor is acquisition of a second language rather than learning of a first language's same situation by the learners' driving force. But it requires more cognitive and potential power of both the teacher and learner. And unless having rewards, expectation or punishment potential of a learner is decreased. Therefore unless the teacher/tutor knows thoroughly the strategies of motivating the learner to learn a language nothing is gained that may be the cause of declining the learner's self motivation to learning the language. Hence writing is the process that cannot be continued to get some fruitless efforts in language learning settings. It contrasts with specific method that is furnished by routine practice. Nevertheless it is the supreme impetus to learn a language. Thus learners' striving efforts of writing lead to good communication/ acquisition with others. Therefore learning to write is dependent on some motivational strategies.

**Keywords:** Motivation, Second Language Learning, Writing, Strategies for Writing

## INTRODUCTION

Despite the child begins to learn in womb his/her learning grows rapidly since he/she born and the child learns language even before it utters. But the strategy of learning is distinct from each other. Some learners are learning consciously and some are unconsciously it is mainly depends on learners' intelligence. According to the intelligence of the learner his/her capability of learning is distinguished, Krishnaswamy records in *English Language Teaching in India* that "language learning is seen as a cognitive, mentalistic process with learners ultimately responsible for their own learning" (K 93). Besides a few striving learners may adapt to certain learning atmosphere if they have already known that situations, but one's intelligence never changes. Therefore, according to the intelligence of human beings, they are categorized into two. One is born intelligence and another is trained intelligence. The former learns quickly and latter takes some more time to acquire thoroughly and so they are in need of some extra practice to understand. Yet, second language is required by both of them and their way of learning is also distinct. Second language (L2) requires striving effort to be taken by the learners to understand it is not like L1 which does not require much effort. In other words learner's urge of learning improves with their potentiality of learning. Furthermore the impetus efforts of cognition have been emphasising one's proficiency of learning. When learning comes to have a reward it is learnt quickly.

Therefore second language learning requires a reward for the young learners. Though a first language is learnt without much effort or else it gains unconsciously or by instincts, learners do not bother about how it is learnt or what are the uses of this language. Yet they are using the same language to fulfil all their needs. But, when they are switched over to second language they have to think a lot in order to acquire that successfully. Moreover, "variables in second language acquisition drive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the effective filter" (Gilakjani 12) and second language acquisition necessitates both cognition and potential of the learner and besides a longing mind of accepting a new culture and society. Besides learning a new language is that adopting a new socio-culture and taxonomy. Anyhow second language is proceeding through accepting and adapting both society and culture. Moreover, Stern.H.H points out in his *Fundamental Concept of Language Teaching* that "everyone has interested in second language, often after years of study or residence in the second language environment, and faces the problem of inadequate knowledge and frequent failure" (S 340). Yet second language cannot be learnt through the same process of learning first language.

## MOTIVATION FOR LEARNING

Motivation is a driving force to do all the work which precedes either knowingly or unknowingly. Learning is happening even in the absence of mind it is due to strong motivation. Some persons are performing dual action, for instance simultaneously hearing songs and writing assignment have able to do by a few learners because of high motivation. But it is not applicable for all. Therefore motivation administrates our behaviour and attitude toward learning. Furthermore every actions of a learner have proceeded by the motivation and motivation cannot be uprooted from learning. A Korean researcher, Root in her "*Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean*" denotes that Wlodowski's explanation of "motivation can arouse and instigate behaviour give direction or purpose to behaviour" (R 2). Anyhow learner's attitude and acquisition are increased when they know that there are some extra rewards are waiting for them similarly motivation is concerned in

learners learning skills. But less number of self motivated learners are learning through integration. Gardner has distinguished motivation into two 1) Integrative 2) Instrumental. The former accents a favourable attitude toward the target language community and the learner is ready to adopt both the language and culture of the same community without expecting any rewards. The latter is longing for rewards to learn the language.

### **INSTRUMENTAL MOTIVATION**

It is the contradiction of integrative motivation. This type of motivation normally insists the learner must have extra notion to frame the structure of language learning atmosphere. Instrumental motivation expects more functional reason for learning the language as Oroujlous records in *Motivation, Attitude and Language Learning* that “a good, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors” (O 995). Besides learners are longing for additional benefits from learning the language and they are not ready to learn the language only for adapting culture and community. Actually learning is enhanced through showing extra benefits for instance learners are given rewards or punishment according to their performance. When the learner is exposed to the uses of learning a particular language his/her/ desire to learn comes spontaneously. Attitude and learning are increased while the learner is known about the benefits of the specific language and job opportunities in that language.

### **LEARNING WRITING**

Learner gets together with mother tongue ideas in mind even after composing in second language, besides tempts to discuss to with the peer in L1. Thus learner’s complete concentration and effective learning skills are expected to acquire the L2. There are vast difference between learner’s acquiring first and second language, L1 comes through the area of growing and L2 by gradual practice with enthusiasm because an interesting task improves proficiency of the learner rapidly. “Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of much different cognitive, linguistic and psycho-motor process” has posited by Westwood in his *What Teachers Need to Know about Reading and Writing Difficulties* (W 56). Whereas understanding through the first language and discussing with peer in the same language enhance learner’s notions and experience on the second language. When an idea is discussed with the peer learner’s comprehension of texts are thoroughly known to them. Here expanding of ideas are scattered to the peer that should produce more notions to help the writer (learner) to provide the best work as Raijilaarsdam in *Effective Learning and Teaching of Writing a Handbook of Writing in Education* states that “writers learn how the text they wrote is experienced by real peer readers; this simple intervention generates a strong learning and effective transfer” (R 7). Furthermore ideas are gathered through discussion as well as sharing views always helpful in writing. Comprehension of a subject is varied among people with their capability and utility of the knowledge. Despite writer dependents on his ideas the language should be recognised by all. If his/her language is failed to make the readers to understand what he has written, what is the use of his writing. Therefore learning writing requires lot of efforts but writing only comes through personal desire. Moreover a good work comes after knowing the basic methods of writing. Though learners have sufficient knowledge about writing skills in a second language their proficiency of that language rests in the hands of personal desire that is showing interest to write in second language. Yet when learners begin to write in second language they may skip to confusion of vocabulary and sentence structure. A few

acceptable mistakes and having fear of making the reader to understand are the causes of stopping them to write often. Indeed “competence writers do not produce final text at their first attempt, writing is in fact a long and often painful process in which the final product emerges through successive drafting” ( Khoii 494). Anyhow writing is only acquired through without /less amount of hesitation and fear. When their fears are rectified and encouragement is improved, he/she starts to write. Actually learning to write in a second language is gradually gained by repetition of practice and rewards.

## TEACHING WRITING

Unless the teacher is taken enough effort in order to enhance the motivation of learners in writing, second language writing is considered as a bottled lamp. In *Internal Structure of Language Learning Motivation and Its Relationship with Language Choice and Learning Effort* Dornyei asserts that “motivation, the desire to reduce the perceived discrepancies between the learner’s actual and possible self” (D 29). Therefore motivation plays significant role in enhancing teaching writing. If the learners are unknown to the uses of second language writing how they will turn over interest on it. Moreover teacher’s personal interest on teaching also plays a pivotal role in writing. Learning anticipates both teachers’ and learners’ interest, in contrast with teachers’ opinion, Hashemian states that “teacher may determine what gets taught; only the students can decide what will be learned. We learn best when we have a reason propel us to want to learn” (H 477) but actually writing is taught since schooling. Here different methods are used to teach the language such as group processing, brainstorming ideas, prewriting, first draft, and final draft. In the group processing learners are trained to interact with the peer and they are moulding to share their ideas with the group members without any hesitation and ready to accept the peer’s comments whether it is encouraging or discouraging about the learner’s performance. This gives opportunity to rectify the mistakes he/she has in the previous sessions. Somehow rooms are delivered to enrich his/her activities from the group members. Brainstorming ideas sometime works with good learners but it is not suitable for all the learners. This is meant for vocabulary development and improving new ideas in a specific subject. Some slow learners skip away from this because they are less motivated than the good learners and well motivated learner is good in performance of framing sentences and different usages of a same word. Normally learners are differentiated as slow and quick. Intelligent learners or quick learners are always ready to accept and willing to utilize this brainstorming ideas better than others.

Nevertheless, prewriting lays impetus to acquire outline/significant ideas about a topic that gathers sufficient information to frame at least a paragraph that comes through motivation, “the core of motivation is what might be called passion, which relates to a person’s intrinsic goals and desires” states by Oroujlous in *Motivation and Attitude in Language Learning* (O 995). This prewriting motivates the learners to collect ideas according to the given topic. When the prewriting is finished the write should courageously frame what are the essential points are needed here. This leads to first draft after the first draft is circulated with peer some changes to be added in the draft. Each learner in a group rises up some suggestions about the writing. These are the only hope of avoiding mistakes and enrich the worthiness of writing. Then the final draft is framed by the writer, after managing all the suggestions made up by the peer. This final draft could be an error free one. When learning is combined with the group learners get sufficient suggestions to enhance themselves.

## **SECOND LANGUAGE WRITING**

Writing is the only effective tool to express one's feelings or notions better than any other tools. It brings up enduring tendencies to impel a language effectively. So the process of writing must subsume factors of tendency and the process constitutes ideas of writing that expresses inner consciousness. Besides Bello opines that "writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings" (B 9). Nevertheless, an effective writing requires numerous factors such as alphabet, word, vocabulary, content, context, ideas, word power and phrases that are to be furnished aptly in the work. Neither the work carries some ideas and phrases that are not easy to transform by the learner nor his language is used in the text entirely covers L1-feelings are very hard to understand furthermore that kind of implicit texts never be achieved. Incomprehensible texts are always out of reach for the society. Therefore writing is an impetus act that is happening actually through the driving force of one's own interest. It is not impossible to learn. It is not like learning cycling or other skills; learning is a natural process and not a product. Therefore learning to write in a second language depends on number of practices/strategies. Copying words and sentences are applicable in beginning stage but gradually learners have to enrich vocabulary as well as formation of sentence in a correct manner. First language writing is growing through learning alphabets, copying words, and vocabulary. But in second language the learner's difficulty is increased and Hewins implies that "struggling to express their ideas in a language which is not their own" (H 219) learning practice extends till the learner frames at least a sentence. So the language is used by the learner should furnish some relevant strategies to enrich writing, similarly improving concentration on acquiring the correct form of writing. Unless the learner fails to read correctly his/her writing skills may not be fulfilled. Hence writing is meant for communication that requires reading skills.

## **MOTIVATION STRATEGY FOR TEACHING**

There are number of strategies and methods for second language teaching. It starts from GT (Grammar Translation) method but all these teaching methods have equal merits and demerits or else there will be only one method for ever. Since all the methods are varying teachers should adopt various techniques for the capability of the students. Besides strategies are used by the teachers have been changing from one another. According to the skills of learners, teachers are using specific strategies. As motivation is the master key of one's attitude towards learning that should be utilized in a good manner. Somehow "motivation is a concept that explains why people behave as they do rather than how successful their behaviour will be" (Dornyei 20) indeed motivation plays an essential role in handling these strategies in teaching. In order to make the students understand what the teacher is teaching, there are number of strategies or techniques implemented in classrooms by the teacher. Strategies are specific methods that are adopted by the individual to understand anything. Hence successful learners are more strategy users than unsuccessful. So teachers have been using some specific chosen techniques. In addition to strategies of appropriate and inappropriate explain good and poor learning performances and there are vast difference between learning and acquisition, learning is happening from consciously and acquisition is rest on unconsciously. Unsuccessful learners have failed to accept significant strategies in learning process. Therefore learners should be known to the value of learning a language and repetitions practice may be relevant to them and the teacher might capture the learner's cognition power. Furthermore cognition of a learner is determined by the capabilities of learning. Gradual practice of writing in the field of process of learning would

diminish learners' clear expression in learning. Inappropriate strategies are used by the teacher never help the learner to enhance extrinsic motivation. Strategies that are used for the purpose of improving young learners-external-potential to be accept by them. When a teacher captures the attention of learner through instrumental motivation, they are coming forward to him/her. And according to the experience or need of the students that subject should be taught. Here teaching topic plays a vital role. Furnishing a gap between the teacher and learner are depend on the topic has chosen by the tutor.

### **STRATEGY OF WRITING**

The purpose of strategy use is to improve performance in the learning and use of one's second language. Strategies are the conscious actions that learners take to improve their language learning. Writing makes sure that learners are involved in meaningful usages and strategies they are used and "strategy which inspires students to write is to tie the writing in to the students own experience" (Hewins 222). It shows that writers(learners) are focused by keen observation in framing their ideas in a sound language and make the text as an esteemed text besides written form of any language has engaged lifelong status as ideas that travel to upcoming generation. Therefore a learner's writing, work of art is the representation of whole nation, which includes society, culture, and everything. Besides, one's written work should focus a valid meaning that may be taken as an example for the next generation. Thus writing should have meaning and static ideas and the writer has to bring out good attention for framing texts. Furthermore the text which is drawn by the writer must have meaningful ideas. This meaning focused writing anticipates clear notions and lucid language. In order to make a text effective the writer must collect all the relevant sources before he/she begins to write. When a composition is framed in worthless manner what is the use of it?

While writing, gathering ideas are placed in a prominent state because ideas in a work of art are considered as soul of writing. Yet the biggest block in writing is a lack of ideas and inadequate interpretation in a work will not be succeeded. So before writing the writer must discuss with the peer to collect sufficient ideas and suitable vocabulary. Khoii in his work supports the complicities of writing as "difficulties not only in generating ideas but also in translating these ideas into readable text" (k 493). Moreover relevant point gathers through deep thinking of a subject/content and the writer has to furnish some chart related with resources of the specific texts. Nevertheless giving attention on organising essential component in a writing process is made for effective writing. Organising ideas gives the writer a chance to put his own point of view and thought into the work successfully. This organisation of ideas makes the writer to feel more comfortable.

### **CONCLUSION**

All languages are easier to learn with sufficient practice but their forms and rules do not have orchestration for easily comprehension. As a result this implicit formation of rules has not been a permanent obstacle in learning. Hence a second language is any language which acquired later than native language, gets proficiency with enormous exercise to satisfy the task with strategically. Strategies are not isolated actions, but rather a process of orchestrating more than one action to accomplish L2 task/writing. Moreover unsuccessful language learners often use the same strategies over and over again and do not make significant progress in their task but learning to write requires cognitive and affective investments. Anyhow learner should write with a message- focused purpose and writing should be done with the aim of communicating a

message to the reader and the writer should have a reader in mind when he/she is writing. Writing makes sure that learners are involved in meaning focused use, language-focused learning, and fluency development. It is also important to make sure that the uses of writing cover the range of uses that learners will perform in their daily lives. Therefore effective writing requires the writer to spend adequate time generating ideas and sequencing the ideas into the best order before beginning to write. The problems with writing are that it neglects the human capacity to transfer, the capacity of adjust what was learnt in one specific situation to another, somewhat in different situation. Thus a less able student whose strategy on motivation is improved by gradual practice can achieve greater success than the more intelligent student who is not well motivated.

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