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## **The Role of Teacher in Developing Writing Skills of ESL Learners**

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### **Introduction**

To develop the environment in which ESL (English as a Second Language) learners can give their best and perform various language skills related activities is teacher's most important and major concern. And, the outcomes because of teacher's role in a classroom as a facilitator, moderator and mediator always persist a sense making activity. Undoubtedly Teacher regularly and frequently performs various roles in a classroom. Various universities run teacher training programs to restrict teacher's error and mistake in a classroom. Such project run under the experts guidance in order to direct, encourage and broadly awake them to understand their roles in a classroom as an ESL teacher.

The prediction of achievable proficiency, action (lesson plans) plans and training support students for sustainable academic development. The careful use of language teaching activities and class control provide support to develop Listening, Speaking, Reading and Writing skills. The aim of teachers decides their roles in a classroom. If a teacher wants to develop writing skills, a teacher performs a duty of the facilitator, promoter, demonstrator, controller, collaborator and resource person.

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### **Teacher's Approach to Improve General Writing Skills**

To develop writing skills carry out by enthusiastic teachers in schools. The intention to improve student's writing skills is logically comprehensible because such vision of the teacher as a part course and curriculum Increases occupational opportunities expand knowledge, broaden terminology and also increase efficiency of learners. Indeed, Enthusiasm of the teacher develops a love for writing skills in students. The bond between a teacher and students optimistically becomes stronger while carry out such assignment with the intention to improve writing skills.

The role of teacher is strictly attached to interest generating approaches to push learners forward and increase the opportunities of learning. To be sure, Topic-focused daily exercise and frequently done practices make the learners perfect. At this juncture, teacher's positive approach motivates learners and encourages them to justify the pre-assigned writing assignments.

### **Understanding the task**

During assign the writing assignments in classrooms build and formulate specific aspect of all four skills (listening, reading, writing, and speaking). At this juncture, the students listen to teacher's instruction and give attention to verbal and nonverbal prompts. Controlling ESL Learner's behavior and counsel them altogether creates difference in positive language outcomes. Fairly, the clear perceptive to assign the writing task is developing writing skills through practice of .....

The writing skills development program stipulates the accurate use of Grammar, Punctuation and spellings. The different styles of writing something include the story/Narrative Writing, Descriptive Writing, Persuasive Writing, Expository Writing, and Creative Writing. Each style has unique characteristics. Learners should re-acquaint themselves with grammar rules, correct spellings and basic principles of writing. As we know, the satisfactory background knowledge and post-groundwork expand the probability of succession of writing assignments, here, if the learner has good practice of intensive and extensive reading, the range of learning outcomes are wide. A good reader has a bouquet of vocabulary, and it also reduces the chances of spelling mistakes. Here, the vast reading practice helps the learner to remain optimistic during the completion of the pre-assigned writing task. And it's a sign of the positive approach and sincere attitude. Moreover, if a teacher scaffolds students or guide them altogether and make them struggle during classroom practices, it increases the chances of generating self-confidence over correct use of spellings and accurate grammar. Certainly, learners acquire excellence.

The various ESL writings tasks contain writing emails, tweets, topic focused short or long paragraph, and image based story writing tasks. Moreover, only classroom practices can't justify the desirable goals of the optimistic teacher. Such tasks should be included as homework also in order to make learners more skillful. The teacher should pick the appropriate writing task to achieve pleasing result. Here, Teacher should predict the benefits i.e. sustainable and make a fruitful decision while selecting writing

materials i.e. age-appropriate. If such tasks are not selected carefully by class teachers, it confuses students instead of helping them. A teacher should not depend upon fun learning activities only. Over dependency of fun learning leads learners to lose the genuineness and sincerity of learning.

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### Key Points (Preparation and Modus Operandi)

The first major act a teacher has to perform at the beginning is to assign responsibility very carefully to learners, here, above mention points indicates the work-related function of the teacher in a classroom as a resource person, task-controller, collaborator and moderator.

- A role of teacher becomes more energetic and broad at the beginning of assigning a writing task. Firstly, the background knowledge sharing to ESL learners helps to comprehend the topic a lot more. Initially, Teacher brings awareness concerning to writing task provide ease to students. Fundamentally, this is the most important benefit of sharing such kind of background information. The meaningful core background information related to any writing task establish strong bond between a teacher and ESL learners.
- Secondly, ESL learners get awareness of the specific element of the writing Task they are going to learn through more verbal narratives. Initially, they approach themselves to know more about by asking relevant questions to teacher and clarify their doubts.
- Subsequently, ESL learners focus on receiving more task related information they require during the entire course of actions at third step. Here, if a teacher should share knowledge regarding the writing task, so learners can predict their actual role in a classroom. . The responsibility allocation of reading or writing task leads ESL learners to personalize their writing task and also give the platform to grow personal abilities.
- Second-last step is totally student-centered because learners approach themselves to present their work.
- The last step is reflective one because ESL learners give their opinions and share their overall experience. Relatively, this step is good for peer group members. The overall learning experience shared by ESL learners inspires others to perform the writing task too. Eventually, they learn new fruitful implementation and applicable possible strategies at the end of the task. Due to such entire course of action. The previous experience of ESL learners related to implemented action plans and strategies could be very useful while performing another writing task.

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