THE ROLE OF PRAGMATICS IN OVERCOMING CHALLENGES OF ACADEMIC WRITING

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ANNOTATION

There have been a lot of investigations on receptive and productive skills. Being one of the receptive skills, academic reading requires a learner to make meaning from the language input. In contrast, individuals must produce both meaning and output in their own writing. Therefore, maybe, writing appears to be challenging or problematic for English language learners. This review firstly investigates the factors that affect students' performance in writing; secondly, it examines educators' awareness in understanding the subsistence of being listed impacts and finally it highlights some pragmatic factors which learners may encounter with while their production.

Keywords: academic writing, receptive skills, pragmatic awareness, pragmatic competence, research, cultural aspects, discourse patterns

Broad arguments on writing skills: problems of outstanding performance

There are some researchers who have contributed on overcoming the challenges of writing skills for English language learners. According to Nelson (1979), this skill has been identified as the most complicated one; therefore, the researcher defines it as a unique system of symbols.

Other scholars, for example, scientists Dyson and Freedman (1991) claim that writing skills require a coincidental use of various language components and discourse schemes.

Obviously, academic writing is crucial for the young generation if they aim to be scholars in the future. It can be a significant tool for learning process and can be means of assurance to distinguish other author's claims (Graham et la., 2013).

Primarily, being aware of writing skills can be a key point for academic life regarding hard preparation, creation, and publication of different genres, such as, articles, essays, reports, and research. The process of writing must be commenced after having set some specific objectives, since it must be well-established and sorted.

Typically, it is a common tradition that nearly all learners learn how to understand the oral speech at the beginning, later they discover how to read and write. This procedure is familiar for every language learner. For instance, Professor Yedlin (2003) determines that educators must draw their initial attention to the needs and demands of students; moreover, it is absolutely important to control this process from its early phase.

Noticeably, it is topmost to guide learners during this period and teachers must support their students until they are capable of segregating multiple aural sounds and visual posters, such as, letters, symbols, and combinations. Thus, they can understand connections of most sounds, letters, and symbols (visual elements of punctuation).

Apart from this, academic word lists illustrating high-frequency words are also important, since learners have to remember them, know how to use these words and lists, finally, they must be aware of writing accuracy. Moreover, learners must be familiar with shaping and scheduling letters, symbols and combinations, even they have to learn how to space words properly and systematically.

Finally, beginner writers must orient on choosing titles or topics and content of their writing. Furthermore, they have to go to deeper details to sort out pivotal discourse patterns that match their selected topics and matters. In such cases the part of pragmatics also matters. Sometimes writers may face with anxiety or shy. This could be because of the cultural and personal background of the writers. Still the role of gender and age can be undeniable.

Common characteristics of solutions to mastering basic writing skills

Those who have already experienced writing skills can also support beginner writers, as they themselves have some perceptions and abilities that can be shared and demonstrated. In order to master in academic writing learners must enrich their vocabulary scope and discover the multiple meanings of each academic word, learning from its synonyms to collocations. This method can assist them in producing an efficient writing material, even though it may be challenging enough.

Ellis (1994) points out that perceiving individual words or word groups (families) can be defined as "speech chunks" and they are really fruitful to focus on ideas or opinions of the person. He argues that educators should reveal the unfamiliarity of learners with sound systems and emphasize on their writing accuracy (producing proper spelling rules).

The research conducted by Yedlin (2003) reveals that commenting and giving feedback on the learner's writing play an important role in the writer's growth. Guiding every learner with clear oral and visual (written) instructions can help to enhance this skill being more eager to learn and write. Yedlin also suggests decorating classrooms with visual posters demonstrating discourse markers, collocations, and other writing guidelines in order to impact on learners' thinking abilities and creativity. Thus, teachers can establish a productive teaching and learning environment which is considered to be phenomenal in progressing as good writers. Moreover, this can generate learners' communicative power of writing.

Traditionally, teachers choose different types of writing tasks while arranging their lessons with learners. The authenticity of objectives, specificity of genres, availability of vocabulary, accuracy in spelling, validity of materials are always in the center of attention if the process turns to be assessed. Apart from this, instructors manage the situations by inspiring learners to revise, reread, and observe the material or task, and listen to their teachers, which may engage students as participants or assistants. Furthermore, taking into account the aspect of culture and pragmatic competence is also crucial and they can be fruitfully implemented into the process of writing.

Periodically, accomplishing writing tasks, such as, writing reports, essays, proposals, and other pieces of writing genres can establish well-framed academic writing. To practice writing invitations, letters, ingredients, recipes, and story books for the younger generation are the specific samples of authentic writing tasks can be highly motivating for beginner writers.

According to Maculaitis and Scheraga (1988) in order to encourage young authors to write it is necessary to give them a chance to cover the topics of culture, folklore, biographies, profiles, and reports. Simplifications and appraisals may become the endless motivation for early writers.

The same suggestions are put forward by Kellog and Raulerson (2007) as they also claim that simplicity can be a good lead-in for writers, additionally, they point out the necessity of memory and practice. They offer to coordinate interactions mutually, emphasizing the vital role of memory and practice in succeeding higher results. The more you practice, the more productive outcome can be achieved.

It is difficult to arrive at final conclusions on how to enhance writing skills perfectly. Even though writing skills are challenging and problematic, they can be mastered with much devotion, patience, practice, and orientation, undoubtedly, pragmatic competence should be sorted in this list. .

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