

A COLLABORATIVE CAPACITY FOR GENERATING IDEAS IN THE WRITING CLASSROOM

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Abstract: this article will be mainly argued about cooperative capability for generating new viewpoints inside the classroom. Besides that, following article can assist an overwhelming majority of people, particularly, students and adults how to write any kinds of essays appropriately or how to express their point of views or ideas in a practical way. In this article it is universally depicted that writing skills are how crucial or essential to gain the knowledge.

Keywords: collaborative abilities for enhancing writing skills, the significance of autonomous writing, how to create new ideas by practical techniques .

As we know that language, particularly English is an essential implement in the branches involving cultural exchanges, business world, political issues, scientific communications and so on. It is universally accepted that in the English language is an indispensableness to success in human being's life. In this case, nowadays, a great deal of people, namely students are attempting to learn English intensively by using a number of teaching abilities, such as reading, writing, listening and speaking. Obviously, one of the most significant activities is a writing process. In this article will be discussed in a collaborative capacity for generating ideas in the writing classroom.

"The scariest moment is always just before you start " above quote from Stephen King (2000) illustrates the difficulty many language learners experience when they are imposed to write. They reckon that they have lack ideas or they believe their views are not good enough. Pre writing techniques, for instance, clustering, brainstorming and free writing, which assist students to enhancing their capability to consider and their self-confidence in creating ideas. Furthermore, cooperative prewriting activities extent students' point of views as they learn from the experiences as well as knowledge of their classmates. In the English as a foreign language (EFL) classroom, collaborative skills and actuate vocabulary needed to write about the topic[1].

A collaborative capacity for generating ideas

Below is a capability utilizing collaborative techniques for imagining opinions inside the classroom. The activity has been used in an EFL university or institution writing course. An excellent example of this, students are making preparations so as to write an opinion essay on the following topic: "What is the most necessary room in the house?"

Activity summary

Below this article's objective is that language learners will be able to cooperate in the development of other ones come up with ideas for an essay topic and also reflect on how their ideas are similarities along with differences from others. Moreover, as above mentioned that in order to gain our ambitious goal effectively, we ought to accomplish some writing techniques appropriately. The technique is eligible to majority of human beings, actually, adults and teenagers. What is more, it is encouraged the learners at the level of intermediate within the level of advanced. The technique may be adapted other ages of students and other levels of language to use. As Elise Brittain illustrated how to practice one of the techniques sequencely. The teaching materials demanded are sheets of paper or cards for each group "label" (in this case, the name of a room) and two sheets of paper for brainstorming/listing for each student group[2].

The activity should take approximately fifteen to twenty minutes. Following is a summary of the steps in the training:

- The whole class brainstorms a list of rooms in the house;
- Groups are selected various rooms; every group brainstorms reasons for assigning its room as the most pivotal;
- Groups are chosen again a distinctive room along with brainstorming a second time;
- Groups compare the answers of colourful groups and have a discussion about similarities and differences in point of views[3];

Procedure

Below, the strides of the activity are indicated in more detail:

- Tell students they are going to improve the creating ideas for an essay topic.

- Represent the essay topic: "What is the most vital room in the house? Students explain their response with details why do they think so".

• All of this class members ask, "What are the principal rooms at home?" Provide students, first of all, main rooms, for example, living room, kitchen, bedroom etc. Teacher ought to list/write them on the blackboard. Then, teacher should ask the students "Are there any other ones at home?" Teacher should add other rooms to the list: cellar, closet, etc.

• Teacher should split students into groups of three or four. Assign one room to each group. Have a student in every group write the name of the room on a card or sheet of paper and demonstrate it in front of the group as a label for that group. As note that if you have a large class, more than one group might be selected a similar room.

• Teacher should control over the groups to brainstorm as lots of causes as they can support the point that the room, they are chosen, is the most essential room in the house. They ought to write their reasons on a variety of paper - not only the paper, but also card that gives the name of the room. Teacher should set a time limit of two or three minutes or a bit longer if the groups need more time to brainstorm and write.

• Teacher attempts to direct the whole students regularly whether they are getting chance to suggest plans supply vocabulary as needed.

• At the end of the time limit, teacher collects the cards with names of rooms and give them cards again to distinctive groups (on a new sheet of paper) brainstorm reasons why the new room is the most significant. Then, teacher allows two to three minutes[4].

A template of an essential outline could be used -written on the blackboard or distributed as a handout for students to fill in their selections within addings, namely examples or additional details. The structure of the outline should be based on the organizational structure of the essay that the teacher will assign. The outline could look something like this:

The most necessary room in the house is the _____ due to the fact that _____ and _____.

Reason1: _____
_____.

Example/Details: _____
_____.

Reason2: _____
_____.

Examples/Details: _____
_____.

Conclusion: _____
_____.

After being completed the outlines, above organizational structure can be used for writing the views in paragraphs to be shaped essays and expend students' ideas with additional detail. Such forms of outline can assist students to exchange their ideas when they write, yet if students improve their writing competence, they should be inspired to try different methods of arranging and expressing their opinions accurately. Taking into everything consideration, the collaborative writing activity is the most effective way for creating and criticizing colourful suggestions in order to reach our aims comprehensively [5].

References

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