teacher asks for a piece of work with some requirements. For example, in acrostics, a topic or key word is given and students have to write words beginning with each letter of the key word in order to form a poem. Haikus must be composed of 3 lines, the first with 5 syllables, the second with 7 syllables and the last one with 5 syllables each. Syllable poem demands the same but the teacher can vary the number of syllables in each line.

Also, some written mistakes may be corrected by the pupils themselves. The teacher will just point at the localization of such errors that will be called slips by means of a series of signs which localize and define the type of error (for instance, WO instead of word order). The set of these signs, called correction code must be known by the pupils before self-correction starts. The use of error codes to help students correct their writing has often been proved to be an effective method to facilitate error correction. This strategy "encourages learner autonomy" (Nunan, 1988) and students become more responsible for their learning.

All these activities provide opportunities for language practice which actively involve the students in creating and producing in English, paying attention to their writing and spelling since they can have a product at the end of the lesson and this needs to be correct.

CONCLUSION

To conclude, we can say that the writing skill can present difficulties to our students as English spelling is irregular and does not match the oral pronunciation. Furthermore, this skill is acquired later and it needs academic instruction. Consequently, teachers must bear all this in mind and devote a lot of practice to writing because of the difficulties it may arise.

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