

Does Awareness of Writing Process Improve the Student's Writing Skills?

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***Abstract---** The gap in the competent writing skills expected of students for a few positions in companies, and the writing skills which they possess, in actual, out of the practice in the class assignments given bring to limelight the necessity for following the techniques in writing, and paucity of time for the teachers to impart techniques to students in the class for enhancing their writing skills. The researchers' quench for finding out the impact of the appropriate techniques to improve the writing skills by creating awareness about the writing process has kindled to carry out the present study. A single group pre and post-test design was followed to find out whether it proves the researchers' surmise in the failure of following the writing techniques on the part of students. The subsequent analysis employing the paired t test confirmed the actual practice in the class which has been bereft of the knowledge of students about the writing process.*

***Keywords---** Writing Process, Writing Techniques, Writing Skills, Organisation Skill.*

I. INTRODUCTION

The mismatch between the expectations of organisations and skills of professional course students is substantially due to the incapacity of students to communicate efficiently both in writing as well as speaking. Contrary to the traditional practice of being overly trained in writing, students receive a lot of instructions on how to speak in the classes at present. The insufficient training in writing may cause students to present the matter in desultory manner, much against the expectations of organisations.

Discursive and desultory writing never promotes action and organisations seek employees to promote actions to reach their target of their profit and in turn, of growth. They emphasize the efficacy of their plans for the successful organisation functioning. So, they look for employees with efficient writing skills.

Students need to think/ visualise the action plan comprehensively and critically view the consequences for the successful implementation and to express the information with clarity and genre specific words. In order to make the concerned employees well-informed, the comprehensive matter must be put across succinctly also.

In the light of these facts on the importance of writing, the researcher decided to find out the effect of the awareness of writing process on professional course students' writing ability. It may sound like reinventing the wheel but the dire need of the hour prodded her to carry out the research to ensure how much students were aware of stages in writing and what her curiosity about the possibility of improvement in their writing skill, if they were instructed on the three stages and modalities of writing.

The writing assignment presupposes the knowledge about the format and the writing process. To be well-versed in the nitty-gritty of writing in any genre, a lot of reading on varied types of writing and practice are imperative since the close relationship exists between second-language reading and writing (Ryu 112). The researcher's

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argument is for the high language proficiency students to focus on the information for the successful completion of any piece of writing. The writing practice pressurises students into familiarising themselves with the organisation of information about the topic and genre specific words and content, the way it creates interest and how it relates to the real world, how it develops expectations in readers and it solves the problem of misunderstanding of readers while reading any piece of writing to develop efficient writing skill (113). However, majority of the present generation of students show lack of interest in reading the dailies for understanding the critical analysis of any happenings and their flat response to teachers' prod in making them read wide and in-depth necessitates a lot of practice in the class in academic writing. They need to ensure the appropriateness and adequacy of the information gathered for in-depth processing for the elaboration and modification of ideas to form hypotheses, interpretations, syntheses or classifications (Zwiers 200). Their repeated attempt to organise the information strategically demands strategic thinking also and this efficient writing ability is expected of students to get into and succeed in their chosen profession later in life. In order to equip students with the required skills for writing efficiently, interaction on the various aspects of the topic as well as consideration and, if needed, inclusion of different perspectives (Ede 123) is essential in a few cases.

Views from the Relational Studies:

The literature review studies shed lights on the researches carried out in the relevant area. Instead of giving attention to the attempt of students to develop a piece of writing, considering the grammatical skill of students in writing alone was the practice followed traditionally. Hoyeol Ryu , in his study on the effect of threshold level of English language proficiency on the students' EFL writing, has confirmed the indispensable need for developing higher level writing skill(117). The high language proficiency will be inadequate for producing effective piece of writing. The familiarity with the writing process aids them in drafting any piece of writing, in addition to the ins and outs of the matter to be presented about the item and the format of the genre. The genre under which the item falls dictates the layout of the matter. Hence, along with the possession of language proficiency, the writer has to equip themselves with matter, layout and process of writing to dash out any item. Students need guidance for the different stages of writing process. The pre writing stage gives them room for knowing to what extent their knowledge about the topic is and taking them to explore further. This stage helps them to narrow down their focus in the form of main ideas and supporting ideas on different aspects of the chosen topic using the organising tools -mind-mapping, clustering and the like.

Research Question

Will the awareness of writing process improve students' writing skills?

Hypothesis

Students' writing skills improve after their exposure to the writing process.

Method Adopted

The researcher followed a single group pre test-post test design to find out the effect of awareness of writing process on the writing performance of the students.

Research Participants

Undergraduate B.E students at a University in Chennai were participants of the research. The sampling includes twenty- nine students out of sixty-five registered for the advanced course in English available at University after clearing the common English Proficiency Test (EPT). The students are asked to take this common test, EPT, as they are from different parts of the country and thus; the class is a mixed bag of students from social, cultural and educational background. Equivalence is maintained on their English language proficiency level as students who secure above the cut off mark are eligible to choose the advanced two-credit course in English. The lab syllabus gives equal importance to the four basic skills of language though the students reveal their ignorance of writing process in a few academic pieces of writing. Their speaking skill is better than writing skill relatively. Perhaps, they are exposed to audio recordings on radio, television and Internet from their early school days. A lot of them had their CBSE or ICSE school education before securing admission for their UG in Engineering. So, the researcher decided to bring improvement in their writing and make their writing academically suitable.

II. RESEARCH PROCEDURE

Table 1: Shows Marks Secured by the Students

Respondents	Pre-Test(X)	Post-Test(Y)
1	1.25	3.5
2	2.5	4
3	3	3.5
4	2.5	2.5
5	2.5	3.5
6	3.5	4
7	2.25	2.5
8	2	4
9	1.5	1.5
10	1.5	1.5
11	1.75	3.5
12	1.25	2
13	1.75	4
14	2	3.5
15	2	4
16	1	3
17	3	4
18	2.5	4
19	2	4
20	1.5	4
21	1.5	4.5
22	0.75	1.75
23	0.75	2
24	2.25	2.5
25	1.25	2
26	3.25	4
27	2.5	4
28	1.5	3
29	0.5	1.5

The students had paragraph writing assignment on the stated topic in the first class of the first week of their course and the scripts were collected from all the participants. Their performance was assessed for their entry level knowledge about the writing process and subsequently, they were imparted the techniques to follow for writing a

paragraph. After the intervention, another assignment was administered in the following class and again their scripts on the same topic were collected from them and assessed.

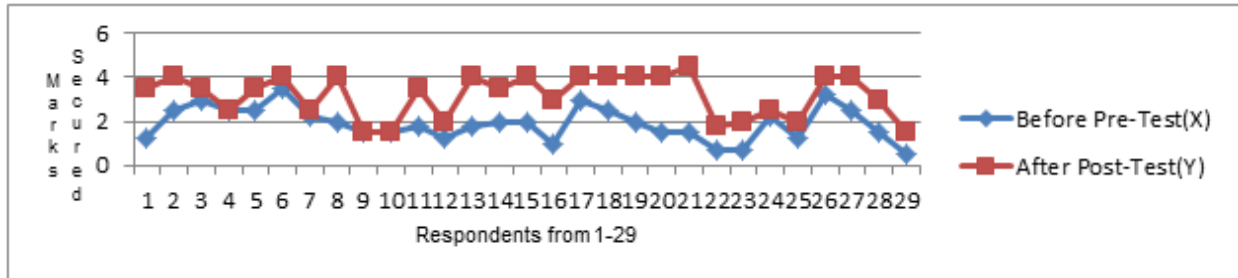


Figure 1: Shows the Comparison between Pre- and Post-Test Marks of Respondents

Table 2: Showing the Results of ‘Paired t-Test’

Data: X and Y $t = -8.3379,$ $df = 28,$ $p\text{-value} = 4.52,e-09$ Alternative hypothesis: true difference in means is not equal to 0. At 95 percent confidence interval: -1.5570928 -0.9429072 Sample estimates: mean of the differences -1.25

III. ANALYSIS OF THE RESULTS

Using r software a paired-samples t-test was conducted to compare writing skills of students before and after the intervention. There was a significant difference in the scores of

students before the intervention and after the intervention $t(28) = -8.3379$ $p = 4.52,e-09$ at the confidence interval of 95% .

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