

DEVELOPING LANGUAGE WRITING SKILLS TO UNDER GRADUATE STUDENTS THROUGH DAILY LIFE RECOGNIZED HAPPENINGS IN CONTEXT GLOBALISATION

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Abstract

The purpose of this paper is to teach English language writing skills to under graduates of government degree colleges in rural area to daily life happenings. This research aimed to improve creative writing skills was designed under the archetype of action research. The study was conducted with 60 ESL students from different disciplines in 1st year Government Degree college. The Pre-test assessment was carried out to explore the pre-intervention writing skill score of the students prior to the intervention cycle one. Each cycle included four stages: planning, implementing, observing, and reflecting. In the closing stages, post-test was carried out to investigate the variations occurred in writing score of the students as a post involvement effect. The findings attained from the quantitative data showed the progress in written expression skills of students. The goal is to increase the sensitivity of ESL teachers to recognize their beliefs, role to motivate, encourage and optimize response of second language students in precious writing development. Analysis of the data revealed significant differences between the results of the pretest and post-test. The data also showed ESL students' improved in other areas, which greatly supported the belief that second language learning processes in LSRW are developed simultaneously with emotions creating problems.

Key words: Importance of writing skills, Methodology, Developing creative ideas, Report writing.

Introduction

According to Francis Bacon “Reading makes a man, conference makes a ready man and writing makes an exact man”. 21st century English became a really global language and since then it has kept its privileged position among other world languages. Speaking and writing skills are required to Under Graduate students for achieving their goals. The present Global environment communication skills are vital components to achieve jobs, specialisation and further studies. Graduates aims to progress well in society, acquire merits in career, qualifications which require powerful communication skills so that he can telecast his ideas effectively. Writing skill is the art and technique of writer ideas with visible and productive skill to persuade him or bring into him the change that you want him to be. For Nunan(1989,P.36). Writing is as extremely complex cognitive activity in which the writer is required to demonstrate control of variable simultaneously. Conscious teaching of writing in the second language situation has been a myth in our classrooms.

Writing is usually considered as an individual exercise. This paper discusses the findings of a classroom research done over a rural area Government Degree College Students in Andhra Pradesh. Initially, it was carried out as a group activity with a common goal of producing a text which resulted in increased report writing skills through showing known pictures. Writing is an effective way of developing ideas in a coherent manner. Drafting, clarifying, reorganizing and editing leads to final report preparation. The most appropriate variety on study is narration, speaking in terms of creative writing (Basaran, 2007).

Importance of writing skills

Aristotle expressed the relation thus: “Speech is the representation of the experiences of the mind, and writing is the representation of speech” (*On Interpretation*). English has four skills; LSRW.

Every language learner has a motto ‘**To speak is to listen and to write is to read.**’ Students require a lot of grip over the language to put their ideas into well-formed and meaningful sentences. Students believe that English only consists of two main parts; grammar and vocabulary, basically reading and writing. Even the educational system supports this notion through dull curricula, teaching methods and exams that only measure for students reading and writing skills. Graduates, on completion of degree courses and joining Post graduation, TOEFL or IELTS etc., fail in the very critical skill which is writing. In this era where print media is faltering, and people's hand written mails and letters are out of novelty rather than necessity, writing skills are still important. It has always been important for professionals, academics to use proper communications. Writing is a complex and challenging activity for under graduates of rural area government degree college, but the teachers focus on the completion of syllabus. Whilst teaching, the teachers often find that some students are able to articulate their thoughts quite well while the others are not. Graduates more efficient in reading other than writing in second language. In classes where students are required to master certain genres of writing, the importance of writing as a skill is highlighted (Hun & O Donnell, 1970). It becomes vital for the teachers in educational settings to pay concentration on the growing needs of students, their parents' expectations from their children to write in English and the requirement of the schools. Hence, this study was established with an aim of enhancing the creative writing. In university, they have to construct essays, project report and thesis in English.

Having a good command of English will greatly increase the opportunities for a well paid and interesting career. Being able to speak and write in English solves one of the communication barriers between people from different countries. We are able to work or deal with international companies and organization around the world. Writing in English is very important to employees for future career because if a graduate is selected and working in a company which deals with international clients and suppliers, the company will rely on the employee who knows how to speak and write in English to interpret the day-to-day operations. Working in an international company, they have business contacts from all over the world, so there is a need for communication through emails written in English.

Aim

Developing writing skills to Under graduates through report writing with showing pictures and recall those knowledge with motivation and how gather information to use relevant words. Explain to students that certain writing skills are fundamental to almost all types of writing, but there are also purpose-specific writing skills and styles giving Instructions. Describe to students the process you use to write journal articles and reports and how using the process benefits you. This process might include starting with an outline, completing several drafts of the document, checking the writing against the requirements, and asking another individual to proofread the document. In academia there is some overlap between reports and essays, and the two words are sometimes used interchangeably, but reports are more likely to be needed for business, scientific and technical subjects, and in the workplace. Whereas an essay presents arguments and reasoning, a report concentrates on facts. Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and wellstructured. Requirements for the precise form and content of a report will vary between organization, departments, study between courses, from tutor to tutor, as well as between subjects, so it's worth finding out if there are any specific guidelines before you start.

Research Methodology

Purpose

- a. To Emphasize students that good writing skills are important, both to their satisfactory completion of the unit and to their future careers . whether students have problem to write a report.
- b. To identify students previous writing skills.
- c. To identify students perception in composition and report writing skills.
- d. To identify students talent in logical structure of material.
- e. To identify students drafting skills.
- f. To identify if thought is expressed in a consolidated manner.
- g. To verify whether the teaching of how write a report through activities has yielded positive findings.

Research Design

This is action study hence the data collection and analysis is quantitative in nature. Meanwhile, when students are participated – the study cannot be carried out wholly in controlled environment. Many aspects that affect the results are outcome of study Thus, the research design included:

- Pre – Testing.
- Teaching how to write good report.
- Post – Testing.

Sample size 85 students in different disciplines in 1st year B.Sc. – 28, B.Com – 25, B.A – 32.

Activities:

The following materials were selected, according to the report writing in pre testing and writing skills were developed for the same.

Nirbhaya Rape Case: What Happened On That Dark Fateful Night Of December 16, 2012

With The Supreme Court Confirming The Death Sentence To The Four Convicts In
The Nirbhaya Rape Case, We Look Back At That Cold And Dark Night Of
December 16, 2012 When The Tragic Event Took Place



Vinay Sharma, one of the four men sentenced to death for gang-rape and murder in the Nirbhaya case. File Pic Nirbhaya and her male friend had just finished watching American survival drama "Life of Pi", little knowing that their own lives will change forever after moving out of the south Delhi theatre on the cold and dark night.

- Write report on showing picture for identification of language writing skills of under graduates. Students work towards the improvement of their own practices.
- Old news papers.

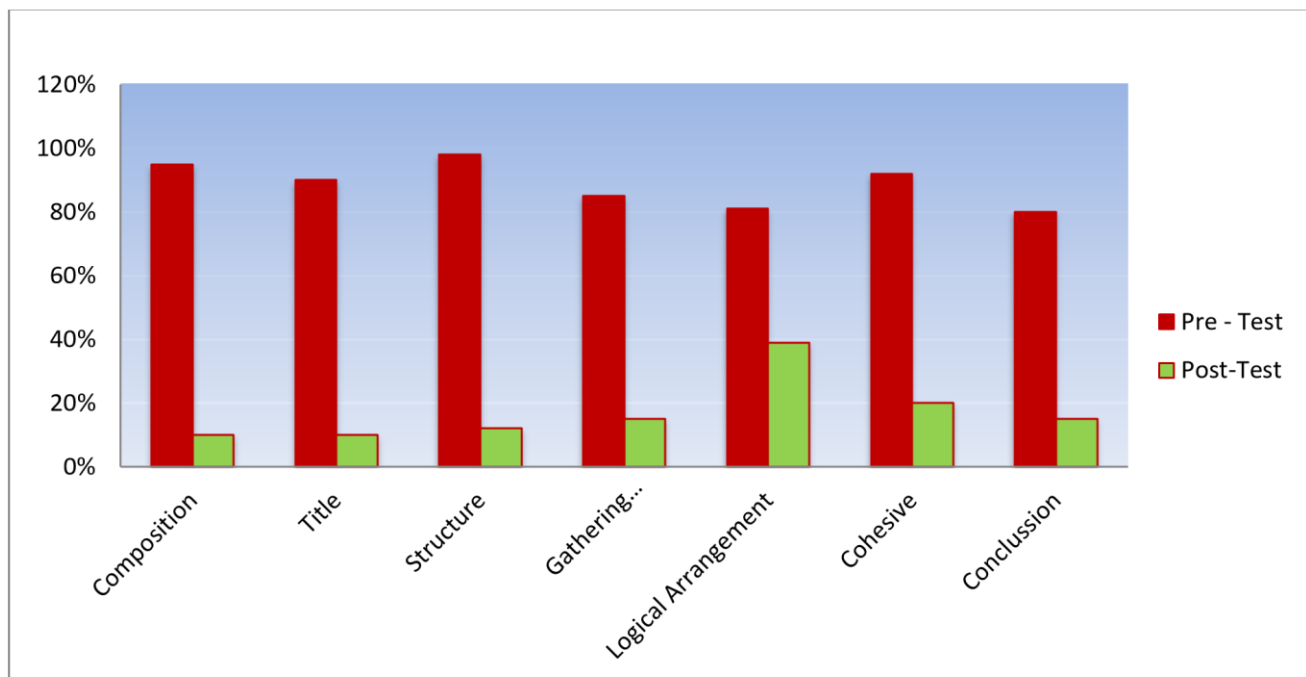
Simple questionnaire for recall students knowledge, Showing known picture of Nirbhaya Act, Crime picture, Farmers Suicide picture.



Through the report writing session of the research, the investigator kept a close watch on the students and their levels of questionnaire and interview during the activities. The researcher also conducted informal interviews through few structured and unstructured set of questions to examine the students perception on the practice of using activities for the teaching of writing skills and observe the writing of report in a natural happenings. A test was conducted to verify whether the under graduates were able to write report as learnt in the class correctly. The results are described after.

Before the action began, a pre-teaching session on writing was conducted in order to detect the problems in students for writing report. Then the students were taught different aspects of writing skills like composition and report writing through specific exercises. Eventually at the end of class, a testing was conducted with the same sample of group. Thus the results are compared to reassess the performance and measure the effectiveness of the exercises used to develop their writing skills. Data Analysis

The sample consisted of 85 students pursuing their second language English in under graduate level(1st year) majority of these students had completed their Intermediate in English.



As shown in the table, students were not able to write the report in Pre-test. The average performance was very low as can be seen from the table and most of the students (95%) have written the report like a composition. After the pre-test, we have explained the difference between report and composition by showing pictures, old new papers etc. Daily life happenings, clues and structures were introduced in the language classroom to gather information. The results, after the use activities, showed a sheer reduction in the number of students making the same mistake.

Findings

The detailed comparative chart present above proves that there was a 90% improvement in report writing capacity. The comparative analysis of thee two tables (Annexure – I, and II) is as such

1. Pre- teaching 95% students were writing the report like composition. This was reduced nearly 10% after explaining the difference between report and composition.
2. 90% students have no idea about title issue of the report which was reduced 10% after post teaching.
3. Pre- teaching there were 98% students who don't know what is structure of report writing. This was reduced to 12% post teaching.
4. 85% students were not aware how gathering information which was reduced to 15% post teaching.
5. The percentage of students writing wrong logical structure was high at 81% which dropped to 39% post session.
6. Around 92% of students we bad at writing cohesively which improved to 20% by teaching them to write.

7. 95% students were writing wrong conclusion which was reduced to 15% after explaining how to write conclusion.
8. The use of activity based and student participant teaching of report writing has yielded positive results.

Conclusion

From the research it is clear that the students showed significant difference between the test results by educating them various aspects of report writing. Those who maintain continued practice in writing tasks will establish strong communication skills required at interviews or keenly notice daily life happenings for creative writing of the report.

This experiment was testimony that after completion of graduation for students who will not necessarily be able to learn good report writing skills without consistent, focused support and instruction. Teacher should motivate students to improve writing skills through daily life happenings and explain without controlling emotions, the impact of language professionally in reaching life goals. This implies that report writing learning must be continued outside the classroom to achieve greater heights in life with clarity of thought.

Annexure –I

Pre – Teaching			
Sl.No.	Steps of report	No. of students writing it wrong(out of 85 students)	Percentage
1.	Composition	81	95
2.	Title	77	90
3.	Structure	83	98
4.	Information Gathering	72	85
5.	Logical arrangement	69	81
6.	Cohesive	78	92
7.	Conclusion	81	95

Annexure –II

Pre – Teaching			
Sl.No.	Steps of report	No. of students writing it wrong(out of 85 students)	Percentage
1.	Composition	9	10
2.	Title	9	10
3.	Structure	10	12
4.	Information Gathering	13	15
5.	Logical arrangement	33	39
6.	Cohesive	17	20
7.	Conclusion	13	15

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