



ENGLISH WRITING SKILL MAJOR COMPONENTS TO BE FOCUSED

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INTRODUCTION

Reading maketh a full man, conference a ready man and writing exact man."(Francis Bacon)Writing skills are the skills you use to write effectively and succinctly Writing is the fourth skills in language learning. It involves many manual skills for instance holding a note book properly, handeye coordination and copying the letters correctly. Writing is expected to be logical, properly organised speech vanishes but writing can be preserved read and read. In writing appropriate words and structures have to be used therefore knowledge of various shades of meanings of words and context in which they can be used is necessary. Writing is the most powerful medium of human communication that not only involves just a graphical representation of speech but the development and presentation of thoughts in a structured way

According to Klein (1985)

Writing is the ability to put pen and paper to express ideas through symbols. Writing skills are specific abilities which help writers put their thought into words in a meaningful form and to mentally interact with the message

According to Michael:

writing could be a semantically visible and permanent representation of the auditory and transient phenomena of speech. Writing relies on vocabulary, grammar, and semantics with the added dependency of a system of sign or symbols. Good writing skills are needed for all the students in

order to accomplish their educational and employable requirements. Writing skills is an essential skill which includes all knowledge and abilities to express one ideas through the written word.

IMPORTANCE OF SPEECH AND ACCURACY IN ENGLISH WRITING SKILLS:

Speed and accuracy these two words are very important to attempt an exam and get through it with flying colours. You have a good speed of attempting all the questions as well as accuracy on doing those is there Accurate language requires the careful use o the careful of paragraph and sentence

structure and word choice to describe and analyze your topics effectively

Speed writing is immensely beneficial to take down short notes A student should essentially be a good listner to be able to write in speed.

OBJECTIVES OF THE RESEARCH:

(To)study the English writing speed of 5th grade students.

(2) To study the accuracy in English writing among 5th grade students

(3) To execute the teaching programme for improving speed and accuracy in English writing among 5th grade students.

(4) To study the effectiveness of teaching programme for improving spee and accuracy.

COMPONENTS OF ENGLISH WRITING SKILLS:

Writing skills can more specifically include. Grammar, Vocabulary, spelling, sentence construction, Structure, Research and accuracy,Clarity,

Persuasiveness, Focus, Content, Organisation, Mechanic.

(1)GRAMMAR:

Grammar is a system of rules that allow us to structure sentences. It includes several aspects of the English language like parts of speech (verbs, adjectives, Nouns, adverb, preposition, conjunctions, Modifiers)

(2) VOCABULARY

Vocabulary is one of the English components that need to be mastered for acquiring writing and reading. Writing needs various vocabularies to build different sentences. Reading understanding of different meaning of vocabularies based on the context in the sentence.

(3) SPELLING:

Spelling is the ability to arrange letters in the correct order to make words that are communally understood. Spelling is considered one aspect of literacy (reading, writing, and spelling.)

(4) SENTENCE STRUCTURE:

Sentence structures is the order of all the parts in a Subject predicate, objects, phrases, punctuation etc.

(5) SENTENCE CONSTRUCTION:

A sentence follows subject + verb+ object word order. He (subject) obtained (verb) his degree (object

(6) RESEARCH AND ACCURACY.

Consisted of 330 students.

Research skill are equally crucial in academic writing. They enable an academic writer to gather and analyze information from various sources, making the writing comprehensive and evidence based. The most important point to remember is that whatever you write must be in grammatically correct.

(7) CLARITY Clarity refers to how easy it is to understand something. The seven components of clarity brevity, accuracy, completeness, order emphasis, consistency, and objectivity.

(8) PERSUASIVENESS Persuasive language is a type of language that is written to persuade, it attempts to persuade a reader to adopt a certain point of view or to take a particular action.

(9) FOCUS The main benefit of focus is that it lets you fully engage in something. So your mental energy is pushed to one task.

(10) CONTENT: Something that is contained, the contents of the subjects or topics cover in a book or document.

(11) ORGANISATIONS: Organisation in writing is how ideas are presented. It also refers to how paragraph and sentences are written. There are many forms of organization patterns in writing. Some examples include chronological order, order of importance, compare and contrast and cause and effect.

(12) MECHANIC: Writing mechanics are technical aspects of writing including spelling, punctuation, capitalization and abbreviations.

RESEARCH TOPIC:

To study the effectiveness of teaching programme on speed and accuracy of English writing skill among 5th standard of Urdu Medium school of Paithan Taluka.

REVIEW PAST RESEARCH AND LITERATURE:

(1) Asmita Ghosh, Dr Subirsen (2023)

Relation between different components of English Writing skill. Sidho-kanho- Birsha University Purulia, West Bengal, India. Research paper.

OBJECTIVE: A writer's primary goal is to make his writing understandable to.

PROCEDURE: (METHODOLOGY)

(a) **METHOD.** This study used correlational analysis as its methodology. It was one of the techniques used to correlate one variable to another in order to describe the current situation and correlations outcome.

(b) **POPULATION AND SAMPLE:**

Students in secondary school with a Bengali language curriculum made up the study's population. A total of 1204 students from four districts- Birbhum, Purba Bardhaman, Paschim Bardhaman and Murshidabad - made up the samples.

(c) **SAMPLING:**

Different strata including gender, residence, and class have been determined and data is collected using the stratified random sampling technique.

(d) **DATA COLLECTION:**

Data has been collected from class 9th and 10th students of both rural and urban schools.

CONCLUSION: Findings demonstrated a strong correlation between the various components of writing skill in English of secondary school students who attend Bengali medium school. The results additionally showed that, with regard to the various strata (gender, class and residence) of Bengali medium pupils. The relationships regarding components of writing skill remain constant.

(2) Andi Tenri Ampa and Hiduyak Qurdisy (2018)

Needs Analysis of the English writing as the base to design the learning materials. English Department of Faculty, Teacher training and Education. University Muhammadiyah. Indonesia.

OBJECTIVE: It was aimed at identifying students' learning needs for the English writing skills as the base for designing the learning materials.

PROCEDURE: (METHOD) The research was a descriptive method that aimed to describe the learning needs for the English writing skills. The populations of the research were the fourth semester students that consisted of 300 students. The samples were taken 15% randomly, so the number of samples was 50 students. The researcher used a simple random sampling. The instrument used was a questionnaire that aimed to get the responses from the students about the learning needs. Data analysis used were first identifying and scoring the students responses second doing percentage of students responses third ranking the percentage of students responses fourth deciding the level of students needs.

CONCLUSION: The English writing skill as a productive skill is normally put as the last sequence among the four language skills. It seems right that writing is the last skill which is acquired by children in getting their first language. For the purpose of achieving the writing skill a number of components are essential to have for the students. They are structure, vocabulary are the first two needs to be possessed by the students in learning the English writing skill. In making the English paragraph a variety of ways for the paragraph development that the students really need on their writing task. Then the types of text also frequently make the students confused so that they also need them. Therefore the matters being discussed in this research should be taught to the students for the sake of their writing development in the future.

(3) Ayuni Madarina Abdul Rahman, Mohd Nazri Latif Azmi, Isyaku Hasan (2020)

Improvement of English writing English through blended learning among University students in Malaysia, Faculty of Languages and communication, University Sultan Zainal Abidin, 21300 Kuala Terenggam, Malaysia.

OBJECTIVES: This study aims to explore the benefits of blended learning in learning writing among university students using focus group interviews. This study aims to capture the students actual believes.

METHODOLOGY: This study employed a qualitative approach in which focus group interviews were used to explore the perceived benefits of blended learning in developing ESL students writing skills qualitative research is considered as this. This method enables researchers to provide in depth into a problem and generate new ideas. Focus groups interview are chosen as they enable researchers to gather more information in a relatively shorter time than could be gathered through individual interviews. The study focus on a case study of a public university in the state Terengganu Malaysia

CONCLUSION: The dominant view of the respondents suggest that blended learning improves students written communication skills. The students believe that the blended learning approach enables them to organize their own pace of study and impacts their learning positively as they use podcasts and online forums to explore abundant writing potential. The respondents believe that their self confidence in writing has improved after learning through the blended learning approach. Blended learning tools play a crucial role in developing students interest and writing skills.

(4)Khayala Ismayilova Aydin Aliyev (2017)

Improving writing skills of Non native undergraduate learners with the help of movies support by online technologies.Azerbaijan state University of Economics Qafqaz University.

OBJECTIVES:To find out the effectiveness of integrating into teaching English writing movies which are supported by online technologies. Measuring the effectiveness of movie.

RESEARCH METHOD (PROCEDURES)

Quantitative research was held at Qafaz University Azerbaijan.Two classes from internediate level (B2) 16 students in each, participated in the action research. Almost equal numbers of both genders participated in the class. Two movie namely Ratatouille and Blood diamond were chosen for the experimental group and the content of the movie was related to the content of the writing unit in the chosen book.which was the same both for the control and the experimental group. Online technology pb works. Com was chosen for teaching. In the experiment after the instruct or taught the writing lesson in the class, learners watched a movie (half of the movie in the class, another half at home) and then they were assigned to do the activities at home which were uploaded to pb works. All the questions were related to the writing unit topic. Just the content of the questions was based on the watched movie. In the experimental group, the learners were able to see each other responses and also could write their comments. In the control group as extra materials for the writing kesson kearners were given to read intermediate level books, which were chosen by the teacher, learners were assigned to write the tasks which were given in the homework.

CONCLUSION: Movie mixed with educational technologies are likely to be useful in the writing instruction from linguistic (listening, speaking, and writing skill development enrichment of vocabulary critical and anakytical thinking, increasing motivation, decreasing anxiety.

(5) ABSHARINI JARDENA HERMAWAT ISYARIF MUHAMMAD ZAIM, HAMZAH (2020)
Analysis of students point of view regarding to writing skills at English Education. Section of IAIN Bukittinggi.

OBJECTIVES: To explore students point of view related to writing skill. To analyze students points of view regarding to some elements that may influence students acquisition in writing.

METHOD (PROCEDURES)

This research was conducted under the mixed method design which combines quantitative and qualitative research. The information of the research were all English education students. The instruments used in this research were questionnaire and interview. The questionnaire was used as the main instruments to analyze students point of view regarding writing skills. The questionnaire was distributed through Google form while the interview was conducted through whatsapp because of covid - 19 Pandemic. Meanwhile data taken from questionnaire were analyzing by calculating the percentages and frequency of students problems in writing.

CONCLUSION: Based on the interview carried out to twenty students of English education department who were selected by snowball sampling. The research found that mostly they said that writing was important to learn in order to help them speak and write. Their answers are presented. some quotations as follow. For me writing is very important because it is one of the skill in English. Very important because writing help me to share my ideas in written communication. Without writing we can't pass bachelor degree. We have to write thesis as an academic writing. It mean of course writing very important.

(6) Dew purnamasari Didin Hidayat (2021)

An analysis of students writing skill on English descriptive text.

OBJECTIVES. To investigate the students writing skill on descriptive text related to the five indicators of English descriptive text. To investigate the difficulties in writing English descriptive text.

METHOD (PROCEDURE) This research study used a descriptive quantitative research design. The participant of this research study were eight grade students of SMPN 16 South Tangerang 180 students consisted of 75 male students and 105 female students. The researcher developed the instruments test from Brown and Abeywickrama (2010) consisting of five indicators, content, grammar, vocabulary, mechanics, In this case the students were asked to write an English

descriptive text. Furthermore, the students writing English descriptive text test was analyzed using Heaton's theory and writing testing scoring.

CONCLUSION: Based on the discussion above. It can be concluded that the students writing skill of English descriptive text was average to good. It was found that 30% of students were very good to excellent and 43% were average to good writing content. Meanwhile 13% of the students were poor to fair and 10% of students were very poor in writing descriptive text content. Furthermore in writing description and identification 27% of students were very good to excellent. 44% were average to good 25% were poor to fair and 7% of students were very poor. Next in using grammar 29% of students were very good. In writing vocabulary 33% of students were average to good 23% were very poor to fair and 11% were very poor. In writing vocabulary 33% of students were good to excellent 30% were average to good 30% were poor to fair and 7% were very poor. The last in writing mechanics 27% of students were very good to excellent. 26% were average to good 23% were poor to fair and 22% were very poor.

(7) SAMINA SARWAT, NAEEM ULLAH, HAFIZ M. SHEHZAD ANJUM (2021)

Problems and factors affecting students English writing skills at elementary level Khwaja fareed University of Engineering and information technology RYK, 64200 (Punjab) Pakistan.

OBJECTIVES. To investigate elementary students writing problems and factors that hamper their English writing skill.

METHODOLOGY (PROCEDURE)

A mixed method approach has been used in this research that involves assembling and analyzing both quantitative and qualitative data. To investigate the question of interest. Questionnaire for students and semi structure interview for English teachers were the main source for data collection. The population of the present research was all the government boys elementary schools of district of Rahim yarkhan province punjab. Pakistan. The researcher has used a random sampling technique while conducting the present research. The samples of the study were 155 students and 32 English teacher of elementary level in the government boys elementary schools of Tahsil khan pur. To address the grammatical competence of the students of grade eight, a paragraph of English writing of learners own choice was given to them Both open ended and closed - ended type questions were used in this investigational research and spss software was used to compute and analyze the results of the present research.

CONCLUSION: The study concludes with pedagogical implications for the development of students writing skills in English. It suggests that majority of elementary students do not have adequate knowledge and exposure about English writing skills. As a result, the numbers of students who are good in effective English writing skills are too limited. It can be concluded that students of elementary level encounter various problems concerning effective English writing. However, students' writing proficiency can be developed by considering the main causes of those problems. The practice of writing on different unknown topics may enhance the effective writing aptitude of the students. English teachers should assign creative writing activities in the class consistently. English teachers should arrange various learning activities concerning writing skills in grade eight classrooms.

(8) VANESSA A JOYS Z JUDITH (2022) CORRESPONDING AUTHOR.

English writing composition skills among education students.

OBJECTIVES To determine the level of writing composition skills among education students in terms of structure, grammar, and mechanics.

METHODOLOGY (PROCEDURE) RESEARCH DESIGN: This study utilized the descriptive method, particularly the utilization of quantitative method. Qualitative research is the process of collecting and analyzing numerical data. This study was conducted in 1 of the state colleges in the southern part of Negros Occidental. The instrument that was used to gather data for this study was a researcher-made instrument. It is composed of two (2) parts. Part one of the questionnaire used to gather data for the respondents' profile, which consisted of sex, age, and the exposure to mass media. Part 2nd of the instruments was the questionnaire on the writing skills, focusing on the structure, grammar, and mechanics. As for the structure, there were three parts, namely the main topic/sentence, supporting details, and elaborating detail sentences. Each indicator was composed of five items test in which in every correct answer was provided a value of 1 point. A total of five points was allocated in every indicator. Second part is the grammar, which is sub-divided into subject-verb agreement, pronoun, verb, tenses of verbs, adjectives, and adverbs. Each indicator is composed of five item test in which every correct answer is equivalent to one point. Third part is the mechanics, which is sub-divided into capitalization, punctuation, and spelling. Part 3rd of the instrument is the essay. The composition was checked by the inter-rater with the use of rubrics. The specific errors in writing were tallied and categorized. It classified errors in three classes.

namely structure, grammar and mechanics The out put was rated using the following rubrics. (5) Superior(4)Very good (3) Acceptable (2) Marginal (1) Poor.

CONCUSION: The very low rating in the area of structure among older students with regards to their skill in writing composition shows certain complacency with regards to their ability to arrange sentences in paragraph. This research, however, revealed that girls scored very low in the area of structure. This show that girls are tending to be complacent

with regards to the structure of their composition. This study also revealed that English major students usually read news paper. This is a helpful results especially in the conduct of a needed intervention programme since newspaper can be interesting and creative source of learning since it offers a variety interms of vocabulary use, grammatical structure and writing styles. The use of Facebook is found to adversely affects the skill in writing composition of students.

(9)XIUZENG (2018) FOREIGN LANGUAGE SCHOOL, NANCHANG NORMAL UNIVERSITY, NANCHANG, JIANGXI, CHINA .

study on the improvement of English Writing competence for college students.

OBJECTIVES: To explore efficient ways to integrate writing into the whole process of English learning and teaching put on suggested solutions to writing problems and the improvement in the efficiency of English writing learning and teaching.

METHODOLOGY (PROCEDURE)

(A) Building language foundation through reading.

It is chiefly through reading process that students can accumulate vocabulary, build solid language foundation and grow familiar with the organization of an essay, all of which makes the completion of a piece of good writing possible. Students are often asks to practice a certain number of language models. Such as word substitution, sentence pattern. structure of paragraph etc.

B) ORGANIZING ORAL ACTIVITIES: Students are divided into small group to discuss the question in English. Most of the question are connected with the theme of the text. After the discussion or play, They are required to write an article on the basis of their discussion with question serving as a framework

learning improves students written communication skills. The students believe that the blended learning approach enables them to organize their own pace of study and impacts their learning positively as they use podcasts and online forums to explore abundant writing potential. The respondents believe that their self confidence in writing has improved after learning through the

blended learning approach. Blended learning tools play a crucial role in developing students interest and writing skills.

(4)Khayala Ismayilova Aydin Aliyev (2017)

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OBJECTIVES:To find out the effectiveness of integrating into teaching English writing movies which are supported by online technologies. Measuring the effectiveness of movie.

RESEARCH METHOD (PROCEDURES)

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(C)PROVIDING SUPPORTIVE ENVIRONMENT:

In brainstorming stage, students can freely associate and exchange idea with their peers in groups. They can make up for each others deficiencies, learn from each other and meet each others needs. As a results of sharing ideas, students do not fear their ideas will be rejected by teachers.

CONCLUSION:

Practice of every other language skill practice and the related activities are involved and interrelated. On the one hand practice o every other language skills help to bring about improvement in writing proficiency. Well targeted and extended reading and speaking helps to bring about proper fluent and well organized creation of writing.

(10) THE RESA A DEAN - RUMSEY (1998) GRANDVALLEY STATE UNIVERSITY.

Improving the writing skills of at risk students through the use of writing across the curriculum and writing.

OBJECTIVE: To conduct an experiment to determine effective strategies for increasing the writing skills of at risk students at Hesperia middle school. To increase opportunities for students to write by using writing across the curriculum.

METHODOLOGY: (PROCEDURES)

Fifteen seventh grade students eight males and seven females were selected for this study. These students are all considered to be at - risk of academic failure due to their unsatisfactory MEAP TEST scores. The fifteen students were randomly selected from the group of twenty five students currently receiving title I assistance in language arts. Many of the students had difficulty organizing their ideas into a logical sequence. Almost all of the students writing showed errors in punctuation fragments and run on sentences were the most common mechanical errors. Students C,s writing lacked a focused main idea, this student had difficulty organizing into a logical sequence and he wrote many run on sentences. Students D showed problems with organization and elaboration of ideas, mechanical errors consisted mainly of run- on sentences. Students E had difficulty focusing his writing when responding to a prompt. Students Fs writing was organized and focused but elaboration of ideas needed improvement. She did not use correct paragraph form and wrote many run on sentences.

PRE TEST:

All the students were given the pre test. The pre test used was a practice version of the MEAP WRITING PROFICIENCY TEST. It was given over a three day period, fifty minutes per day with each day focused on a stage of the writing process. On day one, students were given ten minutes to read view materials and think about a provided topic ten minutes of discussion in small peer groups followed students were given a series of questions that helped them explore ideas about the topic. The problem areas noted were as follow insufficient evidence of pre writing lack of topic sentences and supporting details and various mechanical errors such as incomplete sentences, incorrect spelling. punctuation.

(11) G Vijayshree (2017)

Accelerated learning technique for enhancing writing skills to improve research and employability potential among tertiary learners University of Madras.

OBJECTIVE: To determine the factors that lead to effective and quick phased learning at the tertiary level and formulate an accelerated learning model. To design a teaching content an accelerated learning module. To help the students to learn skills of writing in a short span of time.

To improvise a technique an accelerated learning method as a simple classroom procedure based on the arrived theoretical perceptions.

METHODOLOGY: (PROCEDURE)

The proposed accelerated technique. AL3M. Accelerated learning:

It is methodology that greatly increases the capacity to learn problem - solve and create. That is a learner centered frame work through which knowledge is easily acquired and retained. The knowledge acquired in an AL classroom can not be easily forgotten.

PEDAGOGY The term pedagogy, in this study refers to child - centric teaching or learning.

Technique: The term technique in this study refers is an umbrella term which encompasses the theoretical perspective the teaching content and a set of classroom procedure devised to attain a positive and meaningful learning outcome.

Accelerated learning Model :

The term accelerated learning model, In this study is used as a synonym to framework and based on teaching the English language skills according to specific needs.

Accelerated learning module:

The term, in this study, refers to framework to design accelerated learning teaching content based on the accelerated learning model arrived at.

Accelerated learning Method:

The term accelerated learning method refers to a strategy or a classroom procedure to execute (to teach) the accelerated learning module which ensures a positive and meaningful learning.

CONCLUSION: It is understood that involving the adult learners in the process of learning will improve their intrinsic motivation and encourage them to own responsibility for their learning.

(12) PADMAVATI-S (2019)

Developing writing skills through guided reformulation as study of slow learner language. Department of English. University of Madras.

OBJECTIVES:

Improving the writing ability of slow learners at the tertiary level. To diagnose the strength and weakness in the written communication of slow learners. To identify the communication strategy used by them which result in effective communication. To identify positive and negative

communication strategies To explore the possibility of exploiting learners competence in their language.

METHODOLOGY: (PROCEDURE)

First a pilot survey was conducted in two phases. They were given writing tasks. Each task was spread over nine phases. It should be pointed out that the progress made by the subjects of the experiment in respect of the linguistic skills has been measured and evaluated by two other ELT experts, apart from the researcher.

Slow learners are learners chosen for this study whose competence in English is inadequate to meet the academic requirement at the tertiary level.

Findings/Conclusion: This study, therefore has established that it is possible to develop writing skills but it calls for patience and perseverance on the part of teachers. This study also recognises the need for curricular reforms cater to the needs of economically changing modern society This study also proved a learning experience for the researcher slow learners do not always remain slow. An attitude of caring and sharing on the teachers part is sure to go a long way in enabling the slow learners to realize their potential and in the process, transform themselves into fast learners.

(13) LEVINA SURRENDER XAVIER (2022)

A study on the impact of portfolio assessment in developing the writing skill of tertiary ESL learners. Department of English, University of Madras.

OBJECTIVES:

To study the effectiveness of portfolio assessment in developing the writing skills of tertiary learners. To establish portfolio assessment as an effective assessment system for learning of English language. To study the usefulness of portfolio assessment in enhancing specific writing skills of learners. To understand the impact of the parameters of portfolio assessment in enhancing the writing skills of learners. To help learners become autonomous in learning through portfolio assessment.

METHODOLOGY: (PROCEDURE)

The findings of the study show that portfolio assessment when implemented effectively has the ability to bring about a significant development in the learners writing skills. The study also found that a majority of sample learners were indeed satisfied with the potential the portfolio assessment system in the form of teacher feed back student teacher conference and self- reflection. The present

study has brought out the fact that a systematic way of implementing portfolio assessment could help learners develop their writing skills.

METHODOLOGY (PROCEDURE)

The present study is based on a qualitative and quantitative analysis. It employed a screening test to a set of general English learners to find out their proficiency in writing based on the analysis of their written essay during the screening test. It was identified that there were sub- skills of writing that learners predominantly had problems with such as format, grammar, punctuation, capitalization spelling vocabulary. After narrow down the learners language problems under these sub- skills sixteen samples were selected for an intervention programme in which portfolio assessment was tried out in order to assess and find out its impact on the development of learners writing skills.

(14) VENKATLAKSHMI, T Shrimathy (2000)

Testing for teaching a study on the use of tests to help limited English proficiency students develop their writing skills. Faculty of science and humanities, Anna University, Tamilnadu.

OBJECTIVES: To explore the possibility of using class test purposefully to enhance language learning with specific reference to the development of the writing skills of limited English students. To make the class both learner and teacher friendly. To study the effect of continuous feedback on the language development of the students chosen for the study. To make LEP students take greater responsibility for their learning.

METHODOLOGY: The communicative methodology is used to teach English at the University. This methodology has been a phenomenal success with students with average and above average proficiency in English for students with poor proficiency in the language it has not been a success. LEP students are perhaps not yet ready for the communicative approach to language teaching.

CONCLUSION/Findings:

This study has demonstrated that LEP students can and do progress if they get some feedback on their performance and guidelines on how to do better. **The test Teach test chain** could motivate LEP students and lead them on to self-direction the ultimate goal of learning

(15) P. SREE HARI RAJU (2022)

Effective writing skills a selective investigative study among the engineering students in Andhra Pradesh Department of English. Andhra University, Vishakapatnam.

OBJECTIVES: To collect and analyze variables as well as other personal and academic information about learners through the administration of a questionnaire. To administer an entry-level English proficiency test to first year students enrolled in Engineering courses. In order to identify the problems and obstacles that students have when writing in English. To determine which groups will be used in research project. Using a process oriented approach for improving learner writing skills should be implemented. To provide instruction to the experimental group in accordance with the process approach. It was decided that the control group would be taught writing using the traditional styles of instruction. It is necessary to continuously examine the development of learners for a period of one complete academic year of two semesters. To provide a final assessment to all learners in both the experimental and control group in the end of this research.

METHODOLOGY: (PROCEDURE) PROCESS APPROACHING TO TEACHING OF WRITING:

This approach focuses on guiding them through the process of writing and revising making writing fundamentally a social a collaborative activity.

Determination of target group: First year students of Engineering courses were admitted in the academic year 2019-20 from the affiliated colleges of three reputed universities JNTUK, JNTUA and AU in Andhra Pradesh were as the target group for the experimental work in this research. Target group were chosen using a technique known as stratified random sampling.

RESEARCH TOOLS: The results of questionnaire for the pilot study. Process based activities (experimental group) teaching writing. traditionally.

Entry level proficiency test (pre test) (control group) Exit level examination (post test)

QUESTIONNAIRE: The researcher provided a questionnaire to participants based on the information acquired during the pilot study. Entry level proficiency test During the month of June 2019 a fifty point **Entry level English proficiency test**

(pre test) was administered to the conclude which had been short listed from all three colleges. The following test items are in the entry level English proficiency examination.

Test items

Exit level examination (post test)

An exit level test (post test) in English was administered to students from both the experimental and the control group at the conclusion of the academic year 2019-20.

Exit level ttest	Marks
Test items	
Rewriting sop (statement of purpose)	5
Making necessary modifications	5
Completion of a story using imagination	5
Converion of impolite sentences Into polite ones.	10
Mind maping (Concepts)	5
Brain storming (Situation)	5
Expressing views on social issues	5
Poor reading	

5

Editing

CONCLUSION/FINDINGS: The researcher advocates certain long term stratiefies that enables kearners to enrich their written communication in English. The effectiveness of the use of process approach in teaching writing.

RESULTS/FINDINGS:

After all is said and done. Writing skills is important as many parts of it are the foundational skills of literary. Improving writing skills in any of the components is done through focussed lessons and daily practice. English writing skills are part of the communication domain. It is essential professional to understand how to how to assess a childs ability to write in the classroom communication domain. English writing skills is extremely important in todays society.

We are encountered writing everyday of your lives. Whether it be an office memo, restaurant memo, or a wedding invitation.

METHODOLOGY: This study utilized the descriptive method particularly the utilization of qualitative method.

RECOMMENDATION/SUGGESTIONS:

Ask a native speaker to review your post.

Follow other users who post in English.

Review grammar basics.

Read what you want to write.

Get feedback.

Write something really short just 20 or 25 words.

Remember to use correct articles and preposition.

Pay attention to your grammar.

Use simple English.