ENHANCING WRITING PROWESS IN ENGLISH OF THE TERTIARY LEVEL LEARNERS

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A DISSERTATION

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Authenticity Statement

"I do hereby attest that I am the soul author of this Project/Thesis and that its contents are only the result of the readings and research I have done."

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Problem Statement

To identify, evaluate and, analyze the recurring problems in writing skills of students at the tertiary level.

This millennium has witnessed an unprecedented need for effective communication skills. Surveys and research have listed communication skills above STEM skills. English language has become the Lingua Franca in the domain of communication. Whether it is employment or promotion, communication skills, particularly writing is paid much attention to. Unarguably, upskilling communication skill is imperative for success in the present world because it is more competitive, complex and demanding.

To achieve professionalism in communication, it is essential to build the four skills crucial for success: Listening, Speaking, Reading and Writing. Listening to a person genuinely builds rapport; speaking clearly and articulating the message enhances interpersonal skills; reading messages carefully before replying reflects attentiveness; and writing emails and reports with dexterity avoiding rambling, highlights the command over the language. Though the four skills occupy the same status in the acquisition of language, writing has to be approached and nurtured well. A student is required to write journals, lab records, reports, letters and presentation slides. Clearing competitive exams is also vital. By mastering writing skills students become independent thinkers, develop a creative mind, and build self –esteem.

However, converging ideas and thoughts into words has always been a challenging task for students. Advanced learners may speak fluently, but they make mistakes in formal writing. Students often lag behind in writing skills due to lack of interest, lack of opportunity or lack of practice and remain a novice in this domain. Difficulty in writing can slow down the pace and have a devastating effect on the education and self-esteem of a student.

Hence, the primary responsibility of an educator is to raise the level of awareness for the need of enhancing writing skills. In addition to this, it is also important to make students aware of formal and informal writing. Finally, through careful observation and constructive feedback, educators must strive to transition the students' writing skills to a higher level.

The aim of the research is to identify, evaluate and analyze the recurring problems in writing skills of students at the tertiary level and provide solutions and innovative methods to ameliorate the problem.

Abstract/Synopsis

Topic: Enhancing Writing Prowess in English at the Tertiary Level

Effective writing skills will help learners occupy an upper echelon in the business world!

English officially holds the status of second language in India because of the linguistic diversities. However, over the years, English has gained immense importance owing to globalization and referred to as a lingua franca of the modern era. In an age of science and technology, the need for effective communication skills has surged. The ability to express personal opinion and write business reports without any ambiguity or errors is a highly valued skill in today's world. When the reigns of control are gradually being given to robots and machines, it is the ingenuity of the humans that will come to the fore to sustain them. It is through a human touch in the writing skills that will strengthen relationships in the present mechanical world.

The art and science of writing skills in particular, have been of great interest and concern to educators. Though the four skills of communication, that is listening, speaking and reading, are listed as equally important, a piece of writing with a polite tone, cohesive devise and an appropriate style reflects a Zen mind. But this artistic skill has always been subdued due to various reasons.

In the state of Karnataka, though the medium of instruction is English in majority of the educational Institutions, Kannada serves as the first language. Hence, it is quite natural that students are prone to make mistakes in English. As students come from urban, rural and sub-urban background, it generates a heterogeneous classroom. The variation of errors in writing is palpable. It is an onerous task for students to put their thoughts into words. In addition to this, students have an inclination to spend most of their study time on core subjects. There are several reasons for this kind of an attitude towards English subject. The importance given to English Language is minimal. Students assume that the little knowledge they have acquired in English is good enough for communication. Hardly do they realize that by enhancing their communication skills in English, they will set a benchmark and climb the ladder of success more easily. Owing to this negligent attitude, students do not concentrate in the class. They miss English Classes and treat English class as a relaxation class. Once students reach the

threshold of Placements, they realize the importance of communication skills as it is an integral part of placement process.

The irresponsible attitude towards the study of English creates difficulty and affects their academics, mars their emotions and further lowers the self-esteem. An academic concern in the writing domain at this level has created an opportunity for an in-depth study and research in totality to reach a conclusion.

This study attempts to throw light on different techniques to enhance writing skills at the tertiary level. The prime focus would be on writing domain through paragraph writing, essay writing, report writing, letter writing and Email writing. It would be apt to identify errors in their writing, analyze threadbare to reach an appropriate solution by taking corrective measures. The assessment material would include case study, notebooks, test papers, questionnaire etc. Being a practicing teacher and devoting 15 hours of teaching ESL students, it would be quite convenient for me to maintain relevant data that I can rely upon for better results.

By reviewing scholarly journal, relevant books and interaction with Professors of different department and different colleges, the study outcome will be shaped effectively.

Introduction

In order to develop strategies to improve writing skills and take it to a professional level, it is essential to keep the audience in mind. Brief information about the learners gives clarity of vision and a sense of direction. This study focuses on engineering students who study English as Second Language in their school and pre university course. The higher education system in India is based upon the British system of Education. Students, who complete their high school and pre university education, have a basic to intermediate knowledge of English. The rules and concepts are not explained in depth. In lieu of enabling authentic learning and for promoting wellbeing of students, the education system in India is ever developing. In order to strengthen the knowledge of English grammar and phonetics, the All India Council of Technical Education introduced Technical English Course for the tertiary level learners. The course is an integral part of their curriculum. This is a welcome change in the educational field. As this is a credited course, students show seriousness in acquiring language skills. When the students are cognizant of the fact that communication skills play a crucial role in their personal as well as professional lives, it is easier for the educators to elevate their skills to a global standard.

The Institution situated in the heart of the city attracts students from rural, semi-rural and urban areas. Students also come from different states. These students come with high aspirations to be technocrats, innovators and entrepreneurs. But little do they realize that communication skills are the missing piece that completes the puzzle of success. Hence, the first step that educators need to do is to create the awareness toward the importance of effective communication skills. This would make the transition from campus to corporate smooth. When students graduate as engineers, the comprehensive study will add value to a workplace and the community in which they live.

Writing according to Meriam Webster Dictionary is the act or art of forming visible letters or characters.

As defined by Wikipedia, writing is a medium of human communication that represents language with signs and symbols.

Cambridge Dictionary defines writing as a skill and an activity of creating pieces of written work, such as stories, poems, or articles.

Great thinkers and scholars have etched the definition of writing in their choicest words.

Aristotle believed that, "Writing means knowing yourself; knowing yourself is the beginning of all wisdom."

Socrates led the human race with his observation that, written words, much like the painting, stands as a mute testament and allows the readers to delve into it.

H G Wells argued that, "writing has the ability to put arguments, laws and commandments on records."

Writing as we know is a form of communication that involves interaction through written words, signs and symbols. As opined by the scholars, one can elucidate that writing is a smooth process of dissemination of thoughts with coherence and cohesion of words, phrases and sentences that consolidates into a text. The wielding of facile pen: oozes elite wisdom, creates history and leaves behind unforgettable personalities.

The evolution of writing can be traced to around 4th millennium BC when the complexity of trade and administration outgrew human memory. Writing acquired more prominence as it was used to maintain the Egyptian Empire. Though literacy was palpable, it concentrated on the elite society who had the privilege of education. The main tool and writing materials used throughout history included stone-slates, clay-tablets, bamboo-slates, brush, pencils, pens and other styles of lithography. With the advent of technology, typewriters and word-processors have become vanguard of writing tools.

In this era of technology, teaching, learning and displaying the knowledge of English Language has become inevitable. It serves as the link language for common wealth countries and enjoys one of the six positions in the U.N.O. Due to globalization; cities are turning into IT hubs; Jobs are being outsourced; and collaboration with foreign countries is on the rise. In this scenario, English language forms a common platform for business; every employer in a company prefers candidates with a good command on English. It is essential that learners communicate in a neutralized accent and display a good hold on grammar. Engineering students are required to express their ideas and their knowledge without ambiguity during presentations in seminars and conferences. Writing journals and lab-manuals with clarity and cohesion is the need of the hour. Composing e-mails and well drafted letters at a work place is a valuable skill desired by employers.

Writing, one of the four important skills of LSWR in English, can be categorized as Academic and Non-Academic. Academic writing refers to a clear, concise, focused and

structured style of expression that defines the edifice of knowledge of a scholar's proficiency. Academic writing while maintaining a formal tone and register, is written for scholarly purpose, dissertation, presentations, reports, proposals and business negotiations. Citing sources along with footnotes is of prime importance in an academic writing.

Non-academic writing is informal in the choice of words and the tone. This type of writing is subjective and includes emotions and personal feelings. The language is informal and conversational and makes use of second or first person. Memoirs, autobiographical writing and personal journals are examples of nonacademic or informal writing.

English language now adorns the common platform for business across the globe, so, it is essential to delve into the depths of the main elements of writing skills.

The effective elements of Academic writing are as follows:

1. Central idea - A zealous central idea grabs attention
2. Organizing thoughts - Coherent and sequential thoughts to keep the reader oriented.
3. Supporting materials - Use of specific examples and transition words to persuade
4. Choice of words and phrases - Clear and specific language reduces wordiness
5. Spelling Grammar and Punctuation - Grammar and Syntax avoids ambiguity

Second Language Learners

Second Language English Learners refers to students who learn English as their second language (ESL). The dominance of English Language prevailed with the Colonial rule in India gradually taking over the curriculum in the schools. Due to linguistic diversity in India, the curriculum gives the students a choice of their mother tongue or English as a second language in the primary grade. However, as the student progresses, the curriculum demands for learning English Language intensifies. Students from the urban areas blend with the Institutional culture where as the students from the rural areas, and the diploma holders who join the Engineering course at a later stage, find it hard to blend with the culture as the lack of English communication skills become the biggest barrier. In a heterogeneous classroom, where students come from different regions and are seated in a large number, students lack confidence and hesitate to mingle with the other students. They get overshadowed by other students.

Why do they commit mistakes?

Though English Language has won the global status, in India teaching and learning English has been challenging as it is a phobia for many. In the teaching and learning process in India, English Language proficiency depends on the ESL students who either have their regional language or English language as the medium of study from the primary grade to the tenth grade or the pre-university level.

At the higher level, the focus is on core technical skills. Students are not given an opportunity to work on tasks that would require showcasing their English communication skills.

Majority of the schools in rural India do not have English as the medium of instruction. This leads to a poor guidance and exposure for the students. Due to cultural diversity, the Mother Tongue Influence makes it an uphill task for students to learn the language. Lack of exposure and adequate opportunities to learn or speak English does not kindle their interest. Students do not see an immediate need to learn English. Faculty members do not possess in-depth knowledge of the subject due to lack of training programs in remote areas. ESL students are prone to committing errors in their written and oral communication even though they are from urban areas. At times, lack of financial aids prevents them from buying books and additional resources. In the urban schools, the ESL students learn the minimal basics of the language without much exposure to phonetics or strong grammatical concepts in the primary

grade. Writing and speaking in English is not given importance. The zeal for learning the language is missing amongst students. But during their secondary education, they get overwhelmed to see the vast curriculum that stresses upon the need for interaction in English. As a fresh man, students are busy trying to get familiar with the study of technology. They neglect or give little importance to study of English.Their seriousness is palpable only when they are at the threshold of placements for jobs, as English forms an integral part of placement tests and group discussions. By then, it is a little too late for them to build proficiency in English.

Some of the common idiosyncrasy in students is missing classes. They assume that they can fetch enough marks to pass an exam. Their complacent attitude makes them less receptive.

Significance of Errors

When an educator comes across the errors made by students in the writing tasks, it gives an opportunity to the educator to get a deeper insight and understanding of the concept. The teaching –learning process is enhanced. A careful study of the concept is done to deliver it in a very simple way so that the student easily grasps the concepts. With the help of relevant examples, the educator helps the students to rectify the mistakes. The student on the other hand gets clarity though feedback and evaluation. This builds confidence and trust. Consequentially, the student does not hesitate to ask questions. The mistakes do not recur. This becomes life time learning for both, the teacher and the taught.

Steps to be taken to rectify those mistakes

As English is a global language, it has become imperative to develop fluency in speaking and writing English. Teaching English language will enable students to be on par with international developments and standards; build confidence to negotiate in business; debate over the controversies in politics and live with high esteem in society. To make this possible, a facilitator plays a crucial role.

Firstly, a teacher has to understand the students and develop a good rapport. The teacher must make the students aware that English communication is indispensable in this arena. For professional growth and for personal growth, English communication cannot be overlooked.

It is essential for teachers to undergo constant training and skill building programs in order to hone their skills and enhance student's skills. Building English communication skills may not be restricted to English class. Rather, every subject teacher can give a task that would

bring out the communication skills of the student. Giving students incentive for writing journals, articles and book reviews can be integrated in the curriculum. Setting up a writer's club and organizing writing competitions can ignite interest in students.

A clear cut policy to make the subject mandatory would develop seriousness in students. English as a credited subject would add more value. Teachers have to rise up to the situation and shoulder the responsibility to prepare students for oral and written communication. Weaving soft skills along with teaching English language can strengthen the delivery of concepts.

To propagate the importance of reading to help students face challenges and build leadership skills, teachers have to facilitate effective communication skills of the students.

Reducing the classroom size to a manageable group for effective discussions will be helpful in giving attention to each student.

Radhakrishna University Education Commission (1948) rightly states that, "English is a language which is rich in literature, humanistic, scientific and technical resource.If under sentimental urges we give up English we would cut ourselves from the living stream of ever-growing knowledge,"

Literature Review

When students work as part of a team, they must master interpersonal communication because they need constant interaction with their superiors, the team members, the managers, and the clients. Writing letters, memos or emails reflects their proficiency. Their professionalism is gauged by the way they write descriptions of projects in graphs and journals which are specific to the engineering career. Therefore, it becomes imperative that they have consistent exposure to writing activities which should equip them with the skills to perform well at a workplace.

In order to get a firm footing in the knowledge cruise on writing skills, it is essential to peek into the life of great scholars. A research is enriched when the researcher touches upon broader aspects of the topic and intensifies it with the knowledge shared by others on the chosen topic. Therefore, to get an in-depth knowledge and to gain momentum in the desired field a thorough review has been done to understand the clear perception of the writers of repute. Some of these observations have been woven together in an endeavor to be inculcated in the researcher's pedagogy.

Shormani J (1994), Feedback: Essential Writing Skills for Intermediate Students, Oxford University Press. Shormani speaks about the fossilization effect in the progress of a language learner which affects speaking and writing. No matter how hard a learner tries, the errors have s plateau effect and it is hard to rectify. Oral reading with conscious pronunciation can be one of the solutions. The Sherman J in, his work has deftly stated that developing writing skills is essential for intermediate students. It is mandatory to express their feelings cohesively and coherently.

He further conveyed this indispensable thought, "Your own thoughts in your own words: Writing is more of a daily art. There is a great reverence for literary writing; Journalists often indulge in 'fine writing'. There is also a very distinct intellectual register in one's writing, which anyone who aspires to being an intellectual must command.

The other notable writer is William Zinsser. His life changing message in, 'On Writing Well' 1976. is: "Simplify your language and thereby find your humanity."

William Zinsser, a lifelong journalist and nonfiction writer is best known for his book, 'On Writing Well'. In his teachings, he emphasizes; clarity, simplicity, and directness of expression. In his masterpiece, 'On Writing Well' he declares, "Clutter is the diseases of

American Writing. We are a society strangling in unnecessary words, circular constructions, pompous frills and meaningless jargons." He himself avoids the clutter to create clarity in his own writings which one can see in, 'The Writer Who Stayed'. He expresses the importance of drawing the reader's attention with a promise of pleasure, joy, warmth or surprises. On Writing, he provides immense guidance on editing and proof reading.

Another eminent technical writer, John W. Davies, in Communication for Engineering Students, London: Longman, 1996, pp.167, ISBN: 0582256488 in his examples teaches students to excel in clarity of writing skills. John W. Davies, Communication for Engineering Students. He gives an advice on clear writing, grammar, presenting technical information, and even writing job applications.

Kenji Tani, in his journal stresses that when advanced learners write in English, it is important to have a good knowledge of formal English. The importance of the adverb 'extremely' in writing can be used as a gateway to advanced English encoding.

The Sense of Style: The Thinking Person's Guide to Writing in 21st Century carries golden anecdotes by the author, Steven Pinker who writes: Style Matters, as it is the effective use of words to engage the human mind. It adds beauty to the world, Intricacies to our language, and creates a stylistic evolution.

The author Robert Barrass, in his book 'Students Must Write' 21 July 2005, strategically guides the readers with business communication skills.

Steven Pinker further elaborates on the iconic style and elements of writing skills by saying, "Writing is an act of Craftsmanship." To a literate reader, a crisp sentence and a resting metaphor reduce stress, and add beauty to the world; an elegant phrase is treasured as one amongst the life's pleasures.

Roy Johnson, Improve your Writing Skills, Manchester: Clifton Press, He lays emphasis on planning which is the essential part of developing content. With the focus on non-technical language he gives with solutions to common problems by laying emphasis on planning, structure, editing, and clarity of message.

Robert Allen, Punctuation, Oxford: Oxford University Press, 2002, The book covers the basics of punctuation usage and emphasis on the power of punctuation.

William Strunk and E.B. White, The Elements of Style, Boston: Allyn and Bacon, 1979. Many problems of writing structure are dealt with examples in this book.

Lynne Truss, Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation, London: Profile Books, 2003. Grammar and punctuation is made lively with examples and interesting situations.

Richard Marggraf Turley, Writing Essays: a guide for students in English and the Humanities, London: Routledge, 2000. He follows a unique technique to grip the attention of readers especially the undergraduate students. It follows a friendly tone and give real life situations.

Richard Palmer, Write in Style: a guide to good English, London: Routledge, 2nd edition, 2002. An extremely informative piece of writing, highlights the tone, and style of skillful writing along with the rules of spelling and grammar,

A writer is one who provides a window to the reader and positions the reader so that the reader can see what the writer has to show. A writer is always at the frontiers of knowledge. Always think of readers when you write, says Larry McEnerney, Director of the University of Chicago's Writing Program.

And finally, perceptions on writing skills would not excel without a mention of Francis Bacon - An important way in which writing makes an exact man is that a conscientious writer must always be searching his mind, as well as his dictionary and his thesaurus, for the exact word to express his meaning.

Ernest Hemingway, the author of, 'The Old Man and the Sea' in his simple yet vigorous words has remarked that a writer's style should be direct and personal, his imagery rich and earthy, and his words simple and vigorous.

Scholarly Journals:
- o **Developing Students' Writing Skills with the IDEAL Framework**
  Sinéad G. Ruane, Stacie ChappellFirst Published June 19, 2017 Research Article: Highlights the importance of writing skills in enhancing communication skills. The authors address this problem by designing a framework for developing a coherent and logical writing style.

- **Improving Functional Texts Writing Skills in English as a Foreign Language -** 2015;Corina Ileana Dumitrescu*1,Maria Lavinia Coman(Moldovan)1, Ioana – Claudia Nuшшu

  This research paper aimed at enhancing students' writing skills in English with focus on writing functional texts. Students showed interest in topics connected to real life. The authors emphasized that rather than just pointing out the inaccuracies of grammar, it is essential to focus on parameters of style, cohesion, and, vocabulary and task achievement.

- **A Didactic Approach to Writing Skills in a Technical Learning Environment** -Dana Rus:8-9 October 2015, Tirgu-Mures, Romania
  Practicing writing skills to excel in English language is a perineal need for a holistic growth of an Engineering student. The paper presents a proper approach and method to develop writing skills by listing serval tasks.

- **Mind Mapping Technique in Language Learning**
  Anna Buran*, Andrey Filyukov LKTI 2015, 9-11 November 2015, Tomsk, Russi
  This study deftly proposes that an effective and powerful tool for building writing skills is mind mapping. To organise and prepare presentations by mind mapping exudes creativity and imagination.

- **Improving Students' Writing Skills Through Writing Journal Articles:** Erna Iftanti IAIN Tulungagaung, East Java –June 2016
  The paper aims to prove that, writing, a painful activity as considered by the Indonesian Students, can be improved in a meaningful way by encouraging them to write a journal article. This develops an understanding of the true self.

- **Changing How Writing Is Taught - Steve Graham Arizona State University**
  Review of Research in Education March 2019, Vol. 43, pp. 277–303
  DOI: 10.3102/0091732X18821125

Success in life hinges on writing skills. This paper draws the reader's attention on how students lag behind in written skills. A solution of this problem would be to change the classroom

writing practices with guided writing instructions and a set amount of time. Tools and resources for practicing writing will make writing a priced part of the curriculum.

To conclude this review aptly, Samuel Johnson's succinct thoughts are worth quoting "Composition is, for the most part, an effort of slow diligence and steady perseverance, to which the mind is dragged by necessity or resolution, and from which the attention is every moment starting to be more delightful amusements."

Methodology

Evidently, effective methodology streamlines a suitable track to put the things in a befitting manner. It makes the vision clear and the goals achievable. The application of a systematic method integrated with the analysis of the theory generates an outcome that aligns with the set goals. Be it a research or any educational endeavor, it is imperative to structure the process and translate it into best practices.

It is important for researchers to record the principles and describe the methods applied when they embark into the subject of study or research in a branch of knowledge. The analysis of these methods based on their level of success, define the best practices. Unlike a method, it does not provide a solution. A methodology, therefore gives a level of clarity on which methods would be best suited for a desired outcome. A research process that encompasses a well recorded procedure, principles and methods to arrive at an outcome, holds high value for readers and other researchers.

- o Marriam Webster coins the term Methodology as "A body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures."
- o Collins's Dictionary defines Methodology as, "A methodology is a system of methods and principles for doing something, for teaching or for carrying out research."
- o Cambridge Dictionary relates Methodology to a system of ways of doing teaching, or studying something

As defined by Wikipedia, systematic use of a set of methods used in particular area of study or activity is called methodology. A few cues taken from the book–The Craft of Research, the fourth edition by Wayne C. Booth, has given this research a contemporary approach towards developing a methodology.

Keeping in view the target audience that is the tertiary level learners and in the context of teaching English to engineering students, a suitable methodology was adopted with the help of quantitative and qualitative data. The following methods were adopted:

A survey was done on the reasons why students lack dexterity in written communication. Firstly, a general data of the students under study was generated. This data gave background information of the students. The views and opinions of professors were recorded and maintained. A google form shared with professors across colleges generated a

useful data for analysis. Another survey form was used for student's opinion and point of view. They could voice their perspective on why it is important to hone written skills. An interview with professors in different colleges was done. Their statement was also recorded. Students were given written tasks and their writing was evaluated and analyzed

Some of the important survey questions and their outcome is as follows:

Survey Questions for students

Questions for students at the tertiary level to understand student's perspective with regard to writing skills:

Objective: This survey gave a deeper understanding of the point of view of the students and their attitude towards the enhancement of writing skills.

Questions:
1. Do you like writing?
2. How important do you think is writing skill for an engineering student?
3. How often and when do you write? (can choose multiple answers)
4. Are you aware of the areas that you need to put in extra effort when it comes to writing?
5. What motivates you to write? (can choose multiple answers)
6. How do you rate yourself in writing skills?
7. What Challenges do you face while writing? (can choose multiple answers)
8. Factors affecting the challenges that I face while completing a writing task: (can choose multiple answers)
9. What do you think can help students to strengthen their writing skills?
10. Which club would you join to enhance your skills?

Student Survey Analysis

Q. Do you like writing?
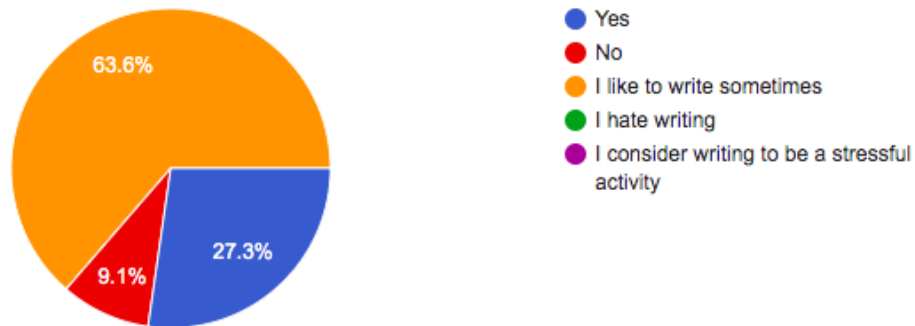
Analysis:

It is very clearly highlighted by the pie chart that majority of the students like to indulge in writing only sometimes. This usually creates a challenge for the educators. A hesitancy is towards writing is seen when a writing task is given to students

Q. How important do you think is writing skill for an engineering student?
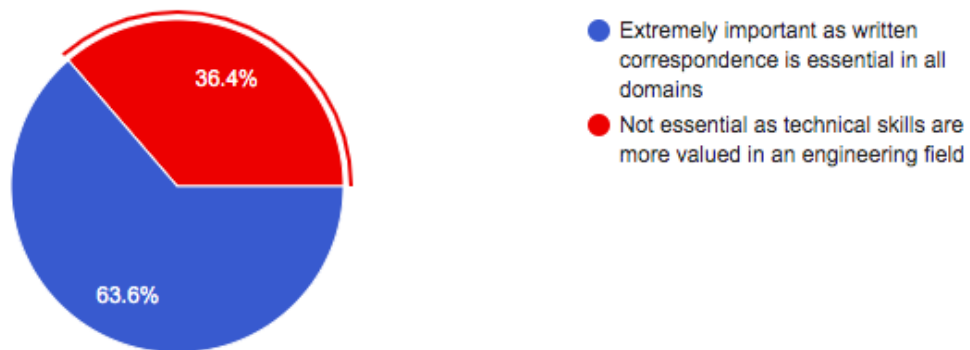
Analysis:

Students do agree that writing skills are essential for Engineering students. However, 36.4 percent of the respondents believe that written skills are not essential for engineers since they deal with coding and other technical aspects. It is therefore important to make every student aware on the importance of writing skills.

Q. What do you think can help students to strengthen their writing skills?

Analysis:

The pie chart reflects that team activities will ignite student' interest. Writing activities that can elicit the creativity of students and remain less focused on errors can be of great interest to students. Creative writing activity can also be used while teaching core engineering subjects.

Q. What Challenges do you face while writing?

Challenges faced during writing

- I find it difficult to organise my thoughts: 64%
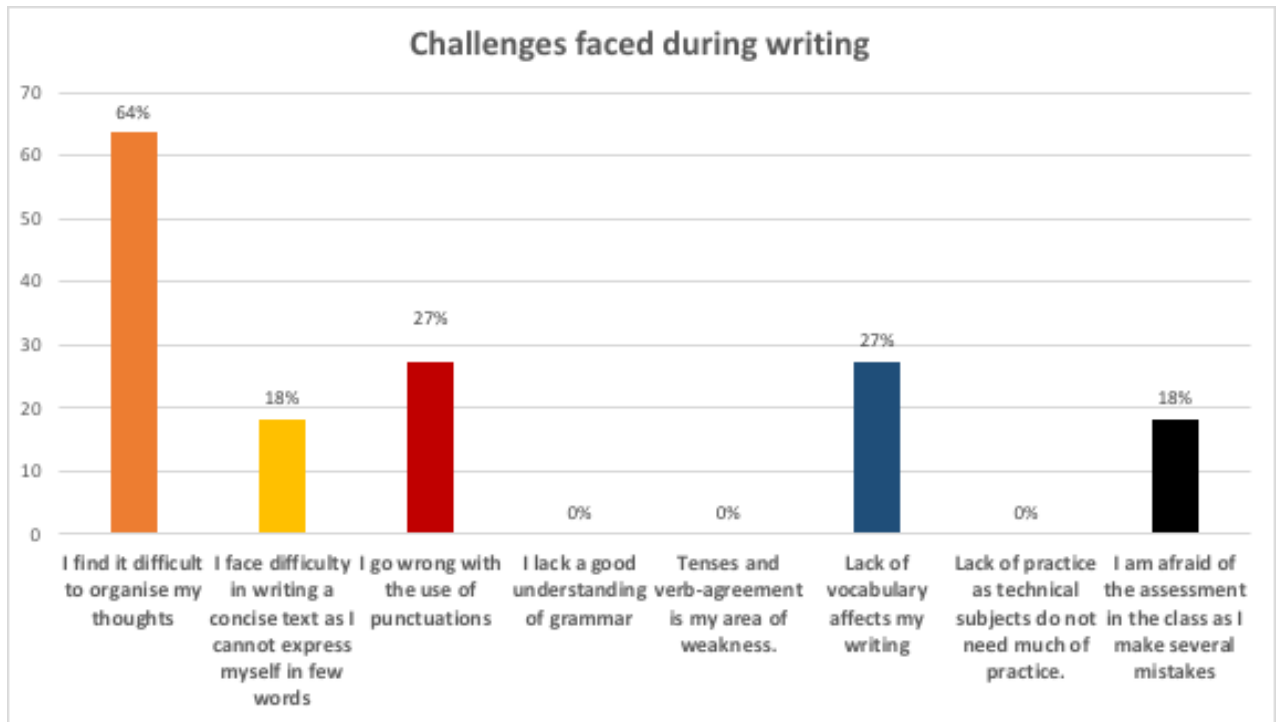- I face difficulty in writing a concise text as I cannot express myself in few words: 18%
- I go wrong with the use of punctuations: 27%
- I lack a good understanding of grammar: 0%
- Tenses and verb-agreement is my area of weakness: 0%
- Lack of vocabulary affects my writing: 27%
- Lack of practice as technical subjects do not need much of practice: 0%
- I am afraid of the assessment in the class as I make several mistakes: 18%

Analysis:

This is a bar graph generated by the student respondents' answer to the survey. The graph highlights the fact that 64 percent of the students feel that organizing the thoughts during writing is the most challenging. While 27 percent feel that they go wrong in the use of punctuations, the rest 27 percent felt that lack of vocabulary affects their communication. It is important to note that 18 percent of students feel that it is difficult to concise a text and at the same time, another 18 percent are apprehensive about the evaluation. Though the respondents felt that grammar, subject and verb agreement did not affect their communication, it was reflected in their writing. There were several errors in their writing that showed a lack of understanding of Subject verb agreement, Punctuation and Tenses and Syntax.

As some students felt that they find it difficult to organize their thoughts, educators can support students with the effective formula designed by Englert, Raphael, Anderson, Anthony, and Stevens (1991) who provided a model of a five-step writing process using the acronym POWER: Plan, Organize, Write, Edit, and Revise.

These questions were prepared for Professors who teach students at the tertiary level in order to understand their perspective with regard to writing skills:

Questions

1. Do you consider writing skills as an important tool for tertiary level students irrespective of the course they choose? *
2. What is the teaching methodology that you prefer for an effective outcome?
3. Mention the kinds of writing activities that you engage your students in the classroom. *
4. On the scale of 1 to 5, 1 being the least and 5 being the most, what is the willingness shown by students towards writing in the class? *
5. Has technology made an impact on the writing skills of engineering students?
6. What in your opinion is the best way to enhance writing skills of a learner at the tertiary level ? *
7. The common mistakes found in the student-writing content at the tertiary level is the following: *
8. Students from urban area are more expressive when writing and speaking as compared to students from rural area. *
9. Choose the appropriate option: In a formal writing, the content students generate, lacks organisation of thoughts, brevity, precision and coherence. This is on account of: *
10. How pertinent is the Technical English Course for Engineers? *
11. Please select the name of the program or the course of study of your students. *

Faculty Survey Analysis

Q. Do you consider writing skills as an important tool for tertiary level students irrespective of the course they choose?
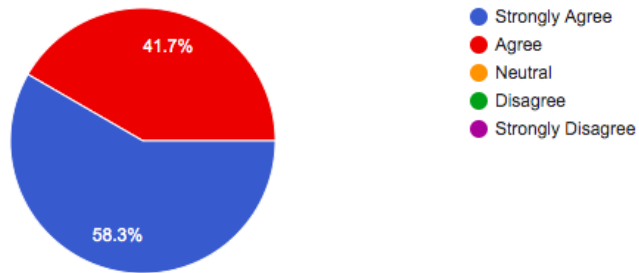
Analysis:

As the graph shows, more than half of the respondant Professors strongly feel that written skills are important.

Q. Mention the kinds of writing activities that you engage your students in the classroom.

Types of Writing Activities

A bar chart titled "Types of Writing Activities" with the following values: Paragraphs 46%, Essays 39%, Personal Narratives 39%, Mind maps 31%, Reports 69%, Journals 39%, Case Study 8%, Nothing 8%.
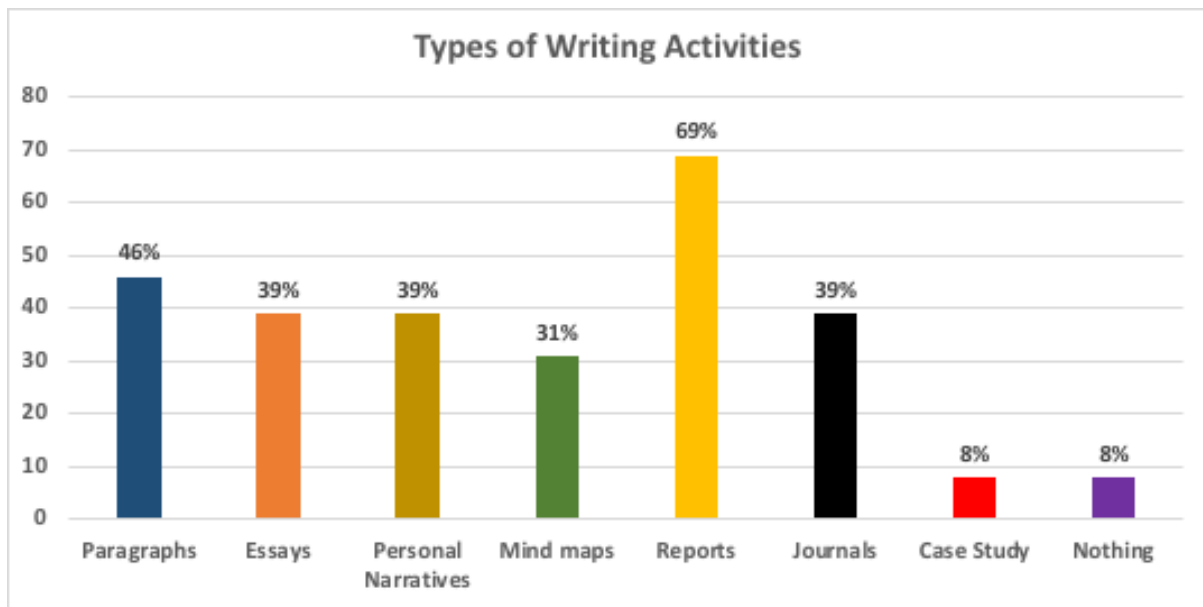
Analysis:

It is interesting to note that majority of the professors who teach different subjects involve their students in report writing. This helps in enhancing the writing skills as well as the subject knowledge.

Q. What in your opinion is the best way to enhance writing skills of a learner at the tertiary level?
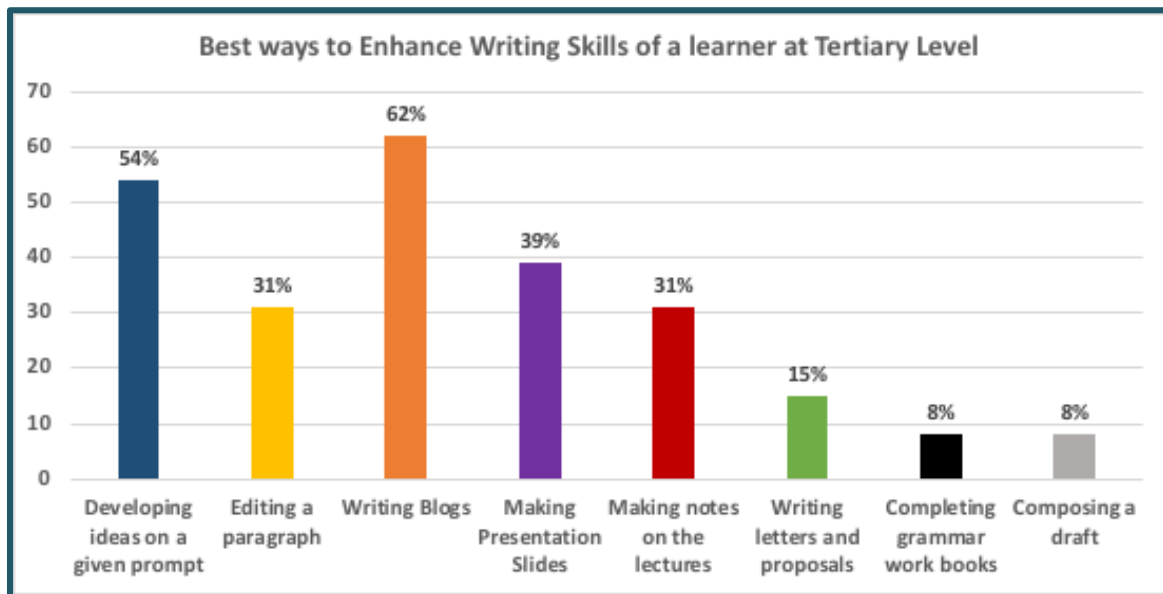
Analysis:

Majority of the professors felt that writing blogs is a great way to enhance the writing skills of the learners.

Q. In a formal writing, the content students generate, lacks organization of thoughts, brevity, precision and coherence. This is on account of
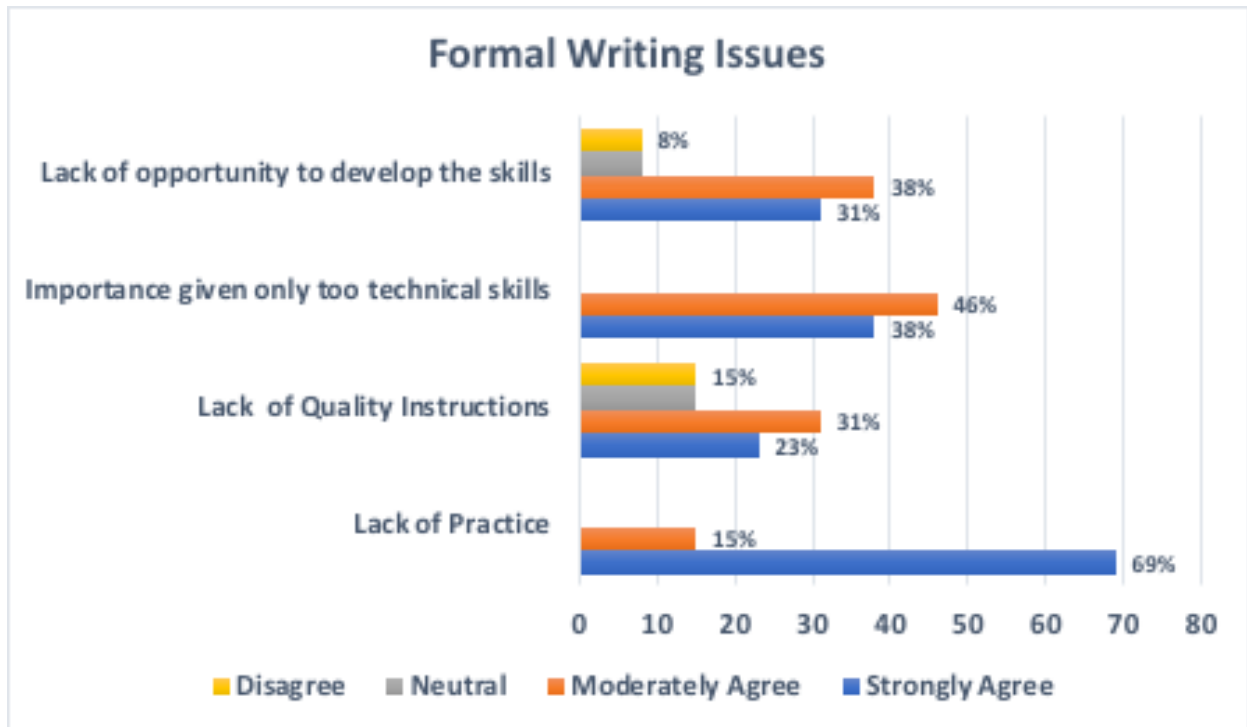
Analysis:

This graph is based on the opinion of professors who teach different subjects to BE students. Majority of the professors that is 69 percent of the respondents feel that lack of practice is responsible for the lack of skill in organization of thought, brevity, precision and coherence in academic writing. 38 percent of the professors also believe that too much importance is given to technical skills and because of this fact; students do not devote their time towards writing in English language.

Statement of professors from different Institutions as recorded in an interview

Dr Jamuna: B Schools – Tashkent

Professor, Dr Jamuna, from Tashkent, in an interview, expressed her opinion as follows, "There is no problem with Russian students because emphasis is laid on English writing skills from the primary class onwards. Phonetics is a part of their curriculum from pre-school onwards. Acquiring language skills is not difficult for the native speakers. However, the technical aspects of the language need to be built.

Practical sessions and lab sessions contribute towards the enhancement of language skills. Students give equal importance to languages. So, educators face fewer challenges in teaching English to native speakers as compared to Indian teachers."

Dr. Jamuna
Visiting Professor, B Schools – Tashkent

Dr Rosalia: Madanapalle Institute of Technology and Science Chithoor Dist.

According to Dr Rosalia, Professor of English at MIT, students consider writing an uphill task. She opines, "I have noted a few points regarding the challenges faced when teaching writing.

Students do not like writing as they feel it is an extra burden, since we ask them to write in English. Moreover, in writing, the mistakes are visible and recorded, therefore the hesitation to write.

Schools do not train the students in writing or even in improving their handwriting and when they come to college level, it is a little too late to train them to appreciate the nuances of writing or help them understand the writing styles or the need for a legible and neat writing.
Learning English is like learning a way to improve status and today's "mobile" generation is averse to hard work, so the tendency to resort to escapism."

Students would appreciate writing tasks that may be given for building their creativity without being graded.

Dr. Rosalia H Bonjour:

Professor & Head

Department of English and Foreign Languages

Madanapalle Institute of Technology and Science

Chithoor Dist., Andhra Pradesh

Dr Shashi Priya: Ambedkar Institute of Technology, Bengaluru

Dr Shashi Priya, Head of Department of Humanities from Ambedkar Institute of Technology, states that students' inhibition to write or learn rules of grammar at this age, creates challenges for educators. Teaching rules in a fun and creative way must be adopted to grip their attention.

Dr Shashi Priya

Head of Department of Humanities from Ambedkar Institute of Technology, Bangalore

At the very outset, the problems in writing were spotted through the following source:

1. Class note books
2. Test Papers
3. Lab records
4. Worksheets
5. Article writing for the magazine
6. Interaction with students and teachers
7. Survey questionnaires

Initially, 50 samples were taken for study to know the errors committed by students while writing. Out of those 50, 10 were taken for case study to get a deeper insight into the kinds of errors.

Thereafter, a questionnaire was served to students to know their socio economic conditions and other relevant details. (Copy included) in the Appendix section. After examining these from close quarters, important details were noted down for taking them in cognizance as and when required.

Finally, through this process, the test papers, lab records, written assignments, and note- books of the students were studied thoroughly to identify the errors in writing.

The main errors committed by the students were recorded and the frequency was also noted.

Data: *50 student sample (25 Boys, 25 Girls)*

Sl. No.	Types of errors	Percentage (%)	Gender based errors	
			No. of Boys	No. of Girls
1	Punctuation	90	23	22
2	Subject-Verb Concord	90	23	22
3	Tenses	80	25	15
4	Plurals	70	25	10
5	Articles & Determiners	60	15	15
6	Active & Passive Voice	60	15	15
8	Words Misused	80	20	20

Analysis of Errors in Grammar before training

GRAMMAR ANALYSIS BEFORE TRAINING
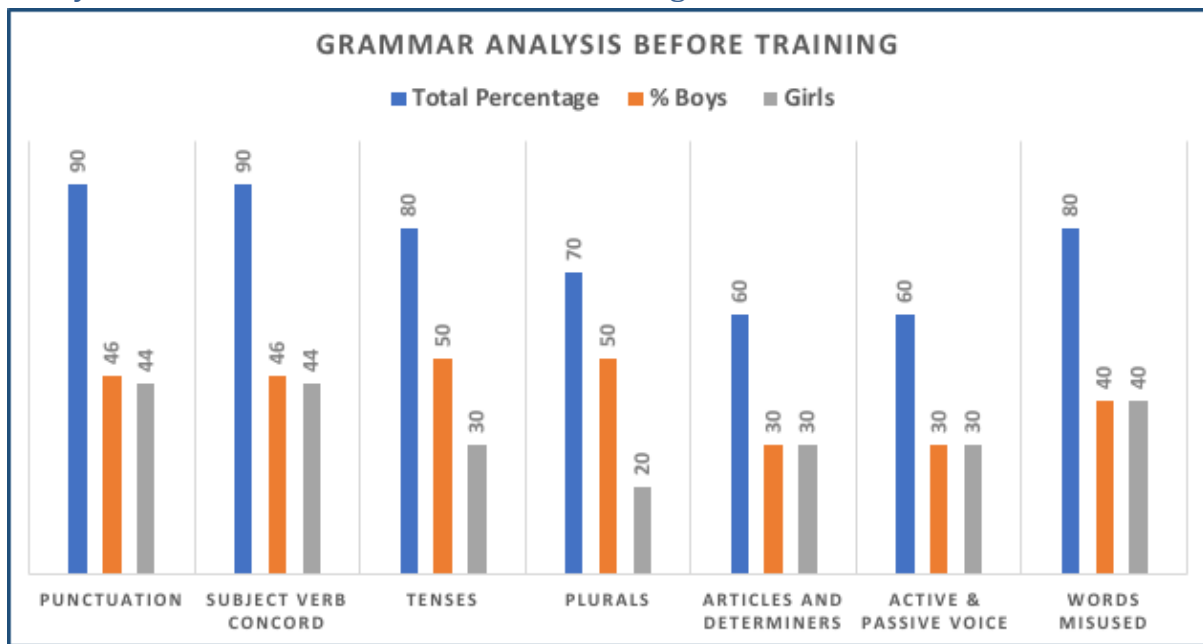
Analysis: As one can see in this bar graph, the maximum number of errors is seen in the use of punctuations and Subject verb agreement which forms the backbone of grammar. The second most common errors were found in the use of tenses and words misused. While 70 percent of the errors were in Active and Passive voice, Articles and Determiners and errors in the use of plurals constituted 60 percent of the errors. It can be observed that, girls made fewer mistakes as compared to boys. The reason is that girls have higher level of concentration. They are more attentive and mature. They also revisit the concepts that are taught in the sessions.

Errors in Punctuations

It was observed that students usually commit errors in punctuation. The confusion in the use of Apostrophe is a common error seen in the writing. Negligence in the use of comma and full stop creates overlapping sentences.

Rules of Punctuations; common errors identified in the written text:

Sl. No.	Types of error	Incorrect	Correct	Solution
1.	Misused Apostrophe leads to confusion between possessive and contraction	It's tail is furry It is a cats fur	Its tail is furry It is a cat's fur	Apostrophes are used for contraction or for possessive form
2.	Missing comma causes a punctuation error	As I was late I did not attend the program.	As I was late, I did not attend the program.	Speak the sentence aloud and insert a comma when you pause.
3.	Missing full stop leads to run on sentence.	The college is strict we must follow rules and regulations.	The college is strict. We must follow rules and regulations	End a sentence or a thought with a full stop.

Solution:

Students were given worksheets and peer correction was encouraged. Teams were formed in a class of 25 students. A set of rules were given to each team. Next, the teams were asked to discuss and understand the rule given to them. Each team was asked to explain the rules to the class with examples. The same activity was repeated with the other set.

Remedial Measures: Punctuation rules were served and taught – that minimized the errors. Capital letters were used after a period. Complex sentences were broken down to simpler sentences with a full stop.

Subject Verb Agreement - SVA

It was observed that the verb did not match with subject in number and person.

Solution

Work sheets, quiz and remedial classes were conducted to teach SVA rules related to the identified errors. A game was played – Find the error. In this game, sentences were cut into half and written on cue cards. A part of a sentence was given to each team. The team that could get the other half of the sentence and form the right sentence would be the winner.

Sl. No.	Type of error	Incorrect	Correct	Solution
1.	Verb did not match with subject in number and person.	Accenture and Infosys hires students with technical skills – Incorrect	Accenture and Infosys hire students with technical skills	Plural subject must agree with plural verb.
2.	Verb did not agree with subject in number and person.	They does not talk.	They do not talk	'Do' is used for the first person singular and plural and second person singular and plural and third person plural.

Tenses

A mistake in the use of perfect tenses was noted.

Example:

Sl. No	Types of error	Incorrect	Correct	Solution
1.	Use of perfect tense when simple past is to be applied	I have attended the class yesterday	I attended the class yesterday. or I have attended the class.	Adverb of past time 'Yesterday' cannot be used with a present perfect tense.
2.	A simple present continuous is used instead of present perfect.	I am listening to the lecture for two hours	I have been listening to the lecture for two hours.	A perfect tense is used for an action that started in the past and is continuing in the present.

Solution:

Applying the rules related to present perfect tense is helpful as it clears the confusion. Adverb of past time cannot be used with a present perfect tense. This is an important rule that was explained with several examples. A team with four members was formed. A newspaper was given to each team and students were asked to find as many sentences as possible on perfect tenses. The rules were explained.

Incorrect Article – 'a' 'the' and 'an'

Tricky words confuse students. Some of the given errors were identified in the written content.

Example:

Sl. No.	Types of error	Incorrect	Correct	Solution
1.	Use of wrong article	I spotted an horse	I spotted a horse	Use the article 'a' before words with consonant sounds of the first letter of the word.
2.	Use of the article 'A' before a vowel sound	I have a hour left	I have an hour left	Use the article 'an' before a vowel sound of the first letter of the word.

Note: It is not just the rules but the sound of letters play an important role in understanding this concept of use of articles. Practicing the sound of the words and observing the difference between the vowel and consonant sounds will give a better understanding to students.

When the word begins with a consonant sound, we use 'a' and when the word begins with a vowel sound, we use 'an'. However, students get confused because the role of sound is not emphasized. The students mistake it for the vowel and consonant letters rather than the sound of vowel and consonant of the letters.

So, as a rule of vowel and consonant before a word:

'I went to a restaurant'

'I ate an ice-cream"

However, in tricky words where the first letter is a silent consonant and the word starts with a vowel sound use 'an'

I have an hourglass - (first sound is 'ow')

He is an Heir to the throne – (first sound is –'eh')

She is a European – (first sound ie 'ewe')

Solution: Students were shown videos on sounds, pronunciation and intonation. They were made to practice individual sound of Vowels, Consonants and Diphthongs. Gradually, they practiced phonetics in the lab. The rules in the use of articles were explained. This gave them a clear picture of the vowel sounds and consonant sounds. Later, they practiced pronunciation of words and transcription.

Incorrect use of plurals

Since English is a language of exceptions, rules do not apply everywhere. Thus, it is essential to focus particularly on these topics with a structured format. Students usually go wrong with the use of plural-noun-words.

Example:

Sl. No.	Types of error	Incorrect	Correct	Solution
1	Use of 'S' in non-count noun; Incorrect plural	I bought equipment's for my lab'	I bought pieces of equipment for my lab	Non-count nouns like 'equipment' do not take an 's'
2	Use of plural noun instead of singular	I attended a 7-days' workshop	I attended a 7-day workshop	Use singular for day, when we use '7-day' as adjective
3	Use of plural form for uncountable noun	I had two coffees	I had two cups of coffee	Uncountable nouns do not have plural forms. Use a measurement to define the quantity

Solution: It is important to explain the rules related to the plural forms of nouns. Draw the attention of students towards this topic in an interesting way. For instance, it can be in the form of a quiz or a game.

Game: A list of sentences like the above two sentences was given. Students were asked to observe and note the difference. Next, they were asked to give similar examples. The team that came up with ten correct examples within the stipulated time won the game.

Additional activities can be given like they can be asked to note such words while reading a magazine or watching a movie. Finally, a list of words must be given to the students for practice.

Errors in formation of questions:

When writing a statement, we would use 'subject verb arrangement' and a question form would take 'Verb subject arrangement'. However, students retain the subject verb form for a question. In another case, the auxiliary verb is misplaced. This leads to error. Students write in the same manner as they speak.

Example:

Sl. No	Type of error	Incorrect	Correct	Solution
1	Misplaced auxiliary verb	Where your lab journal is?	Where is your lab journal?	Use an auxiliary verb after a question tag.
2	Subject and auxiliary verbs are inverted.	Why you don't like it?	Why don't you like it?	Use 'Verb-Subject' in a question form.

Solution: Practicing with a partner framing questions for statements

Game: Within a stipulated time, a student makes a statement and the partner formulates a question on it. The pair with maximum number of correctly framed statements and questions gets an incentive.

Active and Passive Voice

Active and passive voice mistakes were spotted when a writing task was given. Some of the errors found in the test papers are as follows:

Examples:

Sl. No	Types off error	Sentence	Incorrect	Correct	Solution
1	Missing out the preposition	She is looking at him.	He is being looked by her.	He is being looked at by her	The preposition 'at' is required in the sentence
2	The subject in the active voice is not changed to object	They cancelled the party.	The party was cancelled by they	The party was cancelled by them.	The subject in the active voice 'They' becomes 'Them' in the passive voice.

Solution:

Practice worksheets and peer correction was done. Students formed teams and discussed the kinds of errors and the correct usage.

A chart on subject and object was given to students: The subject in the active voice becomes an object in the passive voice.

Subject	Object
I	Me
You	You
We	Us
They	Them
He	Him
She	Her
It	It

Misused Words:

The word 'They' was found replaced by 'Their'

The incorrect spelling of 'There' was used for 'Their'

The word 'It's' was replaced by 'Its'

Sl No	Types of error	Incorrect	Correct	Solution
1	Words confused and misused - There' instead of 'Their'	Their lived with their family.	They lived with their family.	Though the words sound the same, they carry different spellings and meanings. 'They', 'Their'
2	'It's'was replaced by 'Its'	Its my pen	It's my pen.	It's is a contraction of 'it is' Whereas, **'Its'** is a possessive form.

Solution:

A clear understanding of these words was given through examples of real life situation and related context. Students were motivated to write a paragraph using the words that are often misused. This was followed by peer correction and a constructive feedback.

Before discussing Passive voice, it is important to discuss Active Voice.

After the Training (3 months)

No.	Types of errors	Percentage (%)	Gender Based Errors	
			Number of Boys	Number of Girls
1	**Punctuation**	75	21	17
2	**Subject Verb Concord**	85	22	21
3	**Tenses**	70	21	14
4	**Plurals**	65	24	9
5	**Articles and determiners**	50	13	13
6	**Active & Passive Voice**	50	13	12
8	**Words Misused**	55	15	13

Analysis: After the data collection and analysis of the results, effective solution was provided to enhance the writing skills. There was a gradual rise in the learning level and decrease in the percentage of errors.

Analysis of Errors in Grammar after training

GRAMMAR ANALYSIS AFTER TRAINING

■ Percentage Students w/ Errors ■ % Boys ■ % Girls

Category	Percentage Students w/ Errors	% Boys	% Girls
PUNCTUATION	75	41	34
SUBJECT VERB CONCORD	85	43	42
TENSES	70	42	28
PLURALS	65	48	17
ARTICLES AND DETERMINERS	50	25	25
ACTIVE & PASSIVE VOICE	50	26	24
WORDS MISUSED	55	30	25
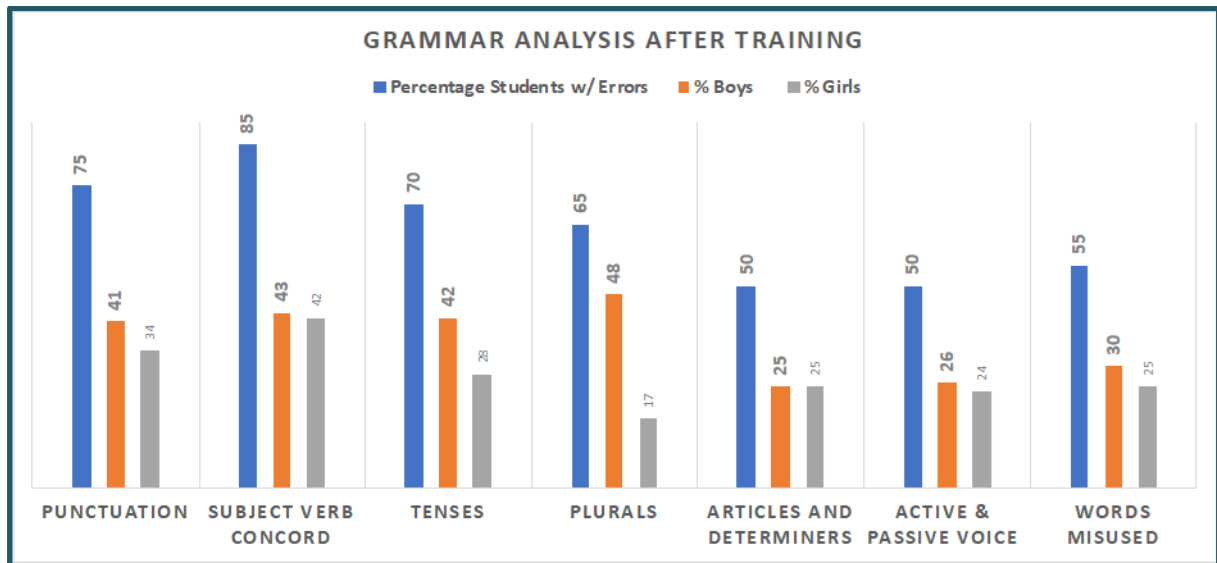
This graph highlights the analysis of the data generated after students underwent a structured training as provided in the curriculum and the research methodology used Integrating games and innovative teaching practice, an improvement in the learning pattern was palpable.

The comparative bar graph displays a decrease in the errors committed by students. But the fact that boys committed more errors and girls commit less errors, remained unchanged.

A Comparative Analysis on the Errors committed by students in English, before and after the Training

COMPARITIVE ANALYSIS OF GRAMMAR TRAINING

Category	Percentage Students w/ Errors (After)	Percentage Students w/ Errors (Before)
Words misused	55	80
Active & Passive Voice	50	60
Articles and determiners	50	60
Plurals	65	70
Tenses	70	80
Subject Verb Concord	85	90
Punctuation	75	90
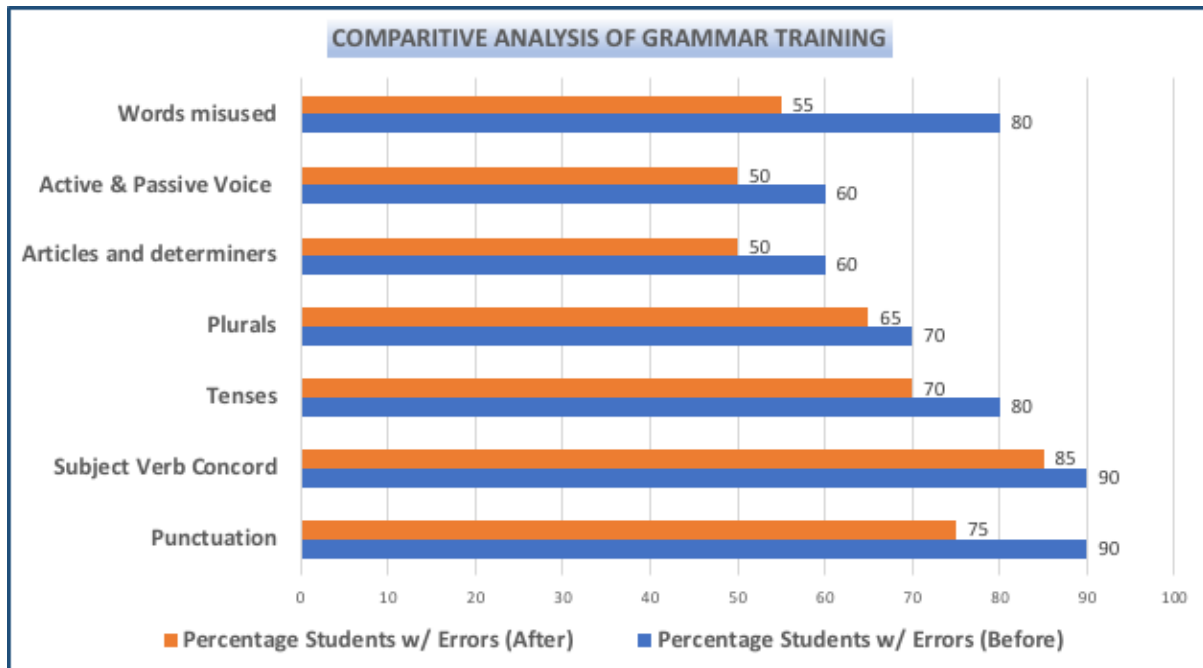
Analysis: This bar graph vividly highlights a comparison of the errors committed by students before the training and after a comprehensive training. Fewer errors were seen after a coaching and feedback session. Subject Verb agreement being a tough concept, saw only 5 percent decline in the errors committed by students. Whereas words misused saw a significant reduction in errors. Students understood the usage and had clarity on the concept. 15 percent reduction in the punctuation errors was also observed.

In conclusion, students benefitted from the teaching of rules and the practice sessions.

After reviewing the written tasks given to students, some of the common errors were identified and a solution was given.

Analysis of the Data

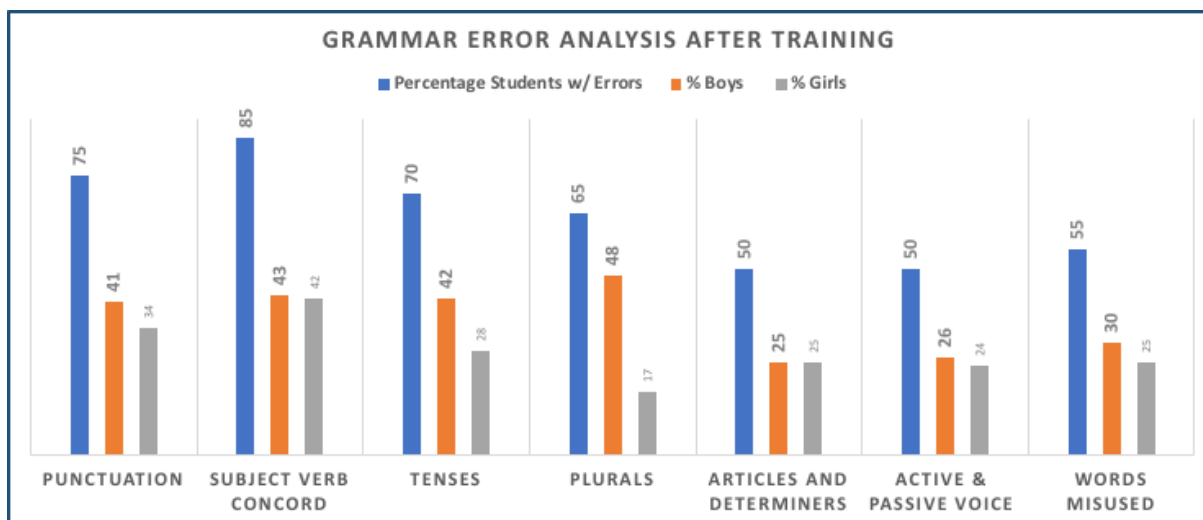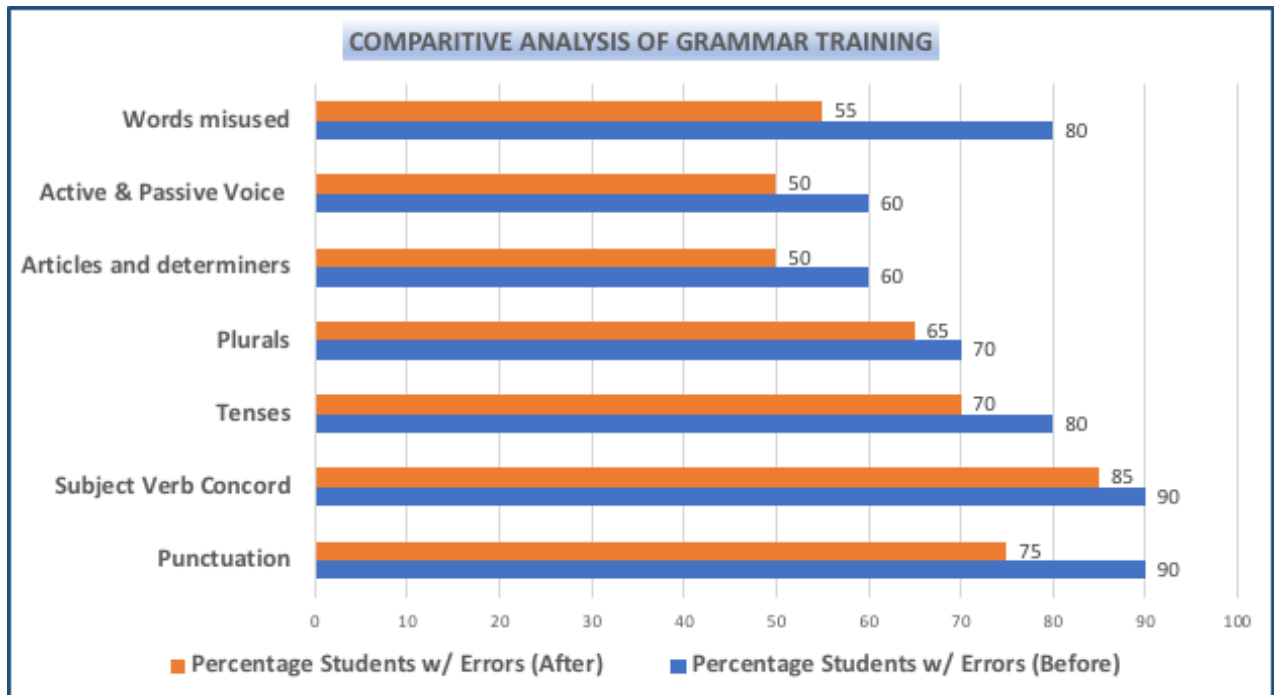**Grammar Error Analysis before the Training**
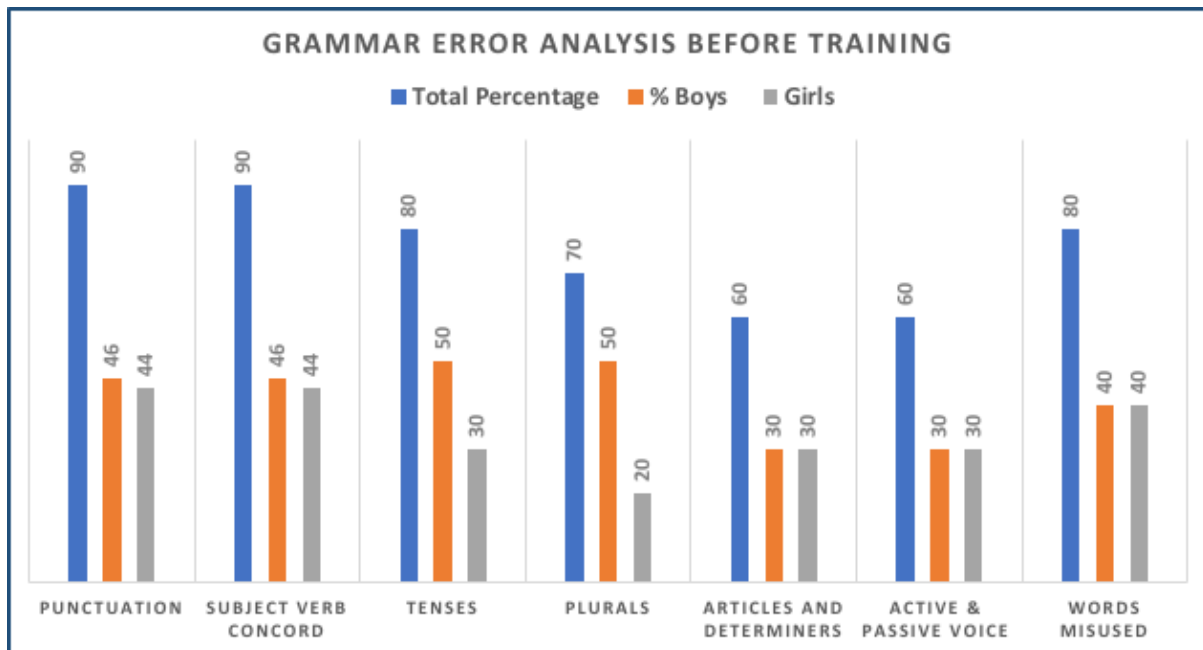
Grammar Error Analysis after the Training

Histogram - Depicting improvement before and after the training provided to students

COMPARITIVE ANALYSIS OF GRAMMAR TRAINING

Category	Percentage Students w/ Errors (After)	Percentage Students w/ Errors (Before)
Words misused	55	80
Active & Passive Voice	50	60
Articles and determiners	50	60
Plurals	65	70
Tenses	70	80
Subject Verb Concord	85	90
Punctuation	75	90

Justification and Analysis:

Based on the above data, a histogram, was prepared to identify and specify the findings clearly. A thorough analysis of the errors was done. A record and data was generated. These errors were found to be a good source for educators to design their lesson plan. Based on the reviews of scholarly journals, the books by authors and my own findings, a conclusion was drawn. Remedial measures were also implemented in the class. To make the teaching and learning process interesting, several games and team activities were introduced. These activities will serve as best practices for the other educators and scholars in the future. This elaborate process was adopted to maintain the standard of the language so that the scholars who intend to emulate the same may use the research data and findings to improve their techniques and approach towards teaching methodology. This research gave a better understanding to the researcher about which area needs to be dealt with more depth.

It was observed that girls make fewer mistakes because they are more mature and less careless. They can grasp concepts faster as compared to boys. They can concentrate for a longer period of time. Girls also spend time on reviewing topics that have been taught. On the other hand, boys seem to be restless and they treat English classes as a relaxation class. Absenteeism among boys is a prevailing issue as they lack seriousness. Hence, they are prone to making

mistakes. In general, both the boys and girls abstain from the required seriousness in the English class. This makes it challenging for the educator. The sessions have to be engaging enough to sustain the interest of the students. Secondly, the strength of the students in the class makes it difficult to give attention to every student. Finally, it is the dominance of the smarter student in the class that is inevitable. The weaker students are subdued and overshadowed.

During the process, it was found that most of the students commit errors due to the errors in the inbuilt system of the English Language. The idiosyncrasy of the language gives room for errors and ambiguity. English is a language of exceptions and rules do not apply everywhere.

However, this issue can be addressed by giving team projects. A conscious attempt can be made to focus on the students who need extra help.

Unarguably, competency in written communication is a crucial skill in any domain. Many learners genuinely aspire to learn English. Some students do not practice outside the class, and show no interest in completing assignments. They treat English class as a relaxation class. So naturally, they lag behind when a new topic is taught. Valuable time is often spent in the class in restating the same concept.

It was also observed that motivation plays an important role in teaching a language. During the sessions, I would appreciate the willingness of the students to help each other and share information. This strategy worked towards building a self-dependent and interdependent spirit. Students asked each other before getting the information from the facilitator.

Essentially, students at the tertiary level must possess effective writing skills in order to be a productive employee, an asset to the community and a valued citizen of the country.

For critical writing skills, a student must be aware of the following:

The audience and the purpose

Systematic Process
By following a systematic process, students can develop proficiency in writing skills. The following points will help students to organize their thought process in a systematic manner. .

1)   Pre-writing activity – It is essential to form a mind map

2)   Organizing thoughts – The language becomes lucid and fluent with organized

thoughts; Include an introduction, body and conclusion

3) Drafting – Even the best writers spend time on editing their material before sending it.

4) Collaboration –Collaboration with others widens the horizon of knowledge. This can be inculcated in writing article for scholarly journals.

5) Revising ideas and rephrasing – Revising and rephrasing will refine the content

6) Editing – Editing helps in eliminating superfluous words and phrases. Maintaining brevity is necessary in formal writing.

7) Final draft –Rereading the final draft will make an impact on the readers.

Design a task based syllabus for a writing class: To give students an opportunity to enhance their writing skills, a structured syllabus is essential. Essentially, students at the tertiary level must possess effective writing skills in order to be a productive employee, an asset to the community and a valued citizen of the country.

For critical writing skills, a student must be aware of the following:

1) The audience

2) The purpose

3) Pre-writing activity

- Organising
- Drafting
- Collaboration
- Revising ideas and rephrasing
- Final draft

Summation

Through my survey and research in which I included the perspective of the students and professors, I found that task based teaching and learning is a great way of enhancing the writing skills of students at the tertiary level.

It can be explained with a simple example given below that an interesting activity can bring out the language in the student. In this engaging activity, each student in the team is required to collaborate. Giving students an opportunity to discuss and work on a task together in a team helps students to bring out the language.

A warm up activity:

Designing a task based Activity for a Writing Class:

To give students an opportunity to enhance their writing skills, a structured syllabus is essential. An example of a task based activity is given below:

Example: You observe that there is no good platform for competition in your community. Students while away their time on the weekend. You think of an innovative way of engaging them and helping them to propel their knowledge. You invite teams to organize different competitions like Quiz, Hackathon, Photography, and other interesting events during the weekend. This will be organized in the open field in a common area. Form teams and come up with different events.

You must prepare a Proposal of 500 words and mention the following details in the proposal:

- The purpose
- The benefit
- Estimated success rate /projection
- A team name and number of team mates
- Activity
- Budget
- Space
- Audio sound system if any

Note: Students are given a format for proposal

A format for a proposal would include:

- A Title
- Purpose
- Program Details
- Your Research outcome and the gap observed
- The benefits of the Program
- Company details/team details
- Submitted to :

Letter Writing

It was observed during the writing sessions that students wrote letters without following a proper format. There was no coherence of thought. Hence, a structured method was followed.

Firstly, the importance of letters in a digital age was explained to students. The difference between casual and formal writing was explained. The introduction, body and content and conclusion was explained with different situations as examples.

Activity:

Students were asked to write to their partner: Students wrote a request for leave.

A difference between a letter and an email was explained. While a letter is a more formal form of communication, an email forms a less formal form of communication.

Note: *A format for letter was given to students*

Format to be followed for Letters:

Keep it left aligned. Use the font "Times New Roman" and maintain the size as 12. Do not exceed 200 words.

(Address)
Sender's Name
Address
Phone number

Date

Recipient's Name
Company name
Address

(Salutation)
Dear (Recipient's Name)/ Respected (If It is an Institution)
Subject:
Body of the letter: Consists of three paragraphs with at least 3 lines each

Introduction:	State the reason for writing the letter
Body of content:	Explain and elaborate
Conclusion:	Let the reader know what you want form him/her and conclude with a
thank you	
statement	

(Complimentary close)
Sincerely yours

(Sign here)
Your name and title
Enclosures

Business email writing

Students were taught how to maintain professionalism in writing. It is essential for students to understand the email etiquettes. Comprehending an email and noting the details before replying is a quality that must be built within the learners' writing style. Maintaining a polite tone even while complaining makes a lot of difference. Spelling the name of the receiver correctly and avoiding errors is the most important requirement in the business interactions.

Email Writing Activity

An employee requests for leave; A manager's reply to the employee

Students performed better once they followed the given format. The coherence and style improved and there was a smooth flow of thoughts in the writing.

Activity: Request your professor for a Recommendation

To: Joe55@sampleuniversity.edu

From: Sam.h@sampleuniversity.edu

Subject: Recommendation for Sam Su

Salutation: Greet the professor

Introduction: Mention the purpose and explain your connection with the Professor

Body: Remind your professor about your course and the assistance provided by the Professor

Conclusion: Offer to provide more information if needed

(Complimentary close)

Yours sincerely,

Sam

Other innovative classroom activities include the following:

1. **Learn grammar through Dictology**: Read a passage for the students. Allow them to listen for the first time. The second time they can note the key words. Then students must reproduce the paragraph that was read aloud. The teacher gives a feed back after peer correction.
2. This activity can be done by teachers who teach core engineering subjects also.
3. **Vocabulary**: Develop a story with 5 words given.
4. **Essay Essentials**: Given format of an Essay: Write an essay on a common topic
5. **Letter writing:** Write a letter of request and reply to each other on common topics
6. **Comprehension:** Critically analyze a paragraph
7. **Blog Writing**: Choose a theme and write a paragraph for your blog and give reasons
8. for your choice of the theme.
9. **Case study**: A case study based on every day scenario that students face: Give a
10. solution for a problem.
11. **English Club:** Contribute catchy titles and topics for debates to be conducted in the
12. English Club.
13. **Mobile Phones**: Capture interesting pictures and make a collage. Write a paragraph
14. on it. This will be displayed on the side walk.

Defence statement

Writing is an intellectual as well as an artistic skill. To influence an audience, to negotiate with a client or to entertain readers with the choice of words through writing, is a blissful art which every individual must possess. Students in particular must develop professionalism and dexterity in their writing style to succeed in their endeavors. In a world of automation and robot revolution, it is important that students learn the art of switching between language of emotions and language of business while they key the words and wield their pen.

In this globalized world, English Communication Skills has become an indispensable tool for success. It is imperative for students to raise their caliber to face a world which is more complex, challenging and demanding. It is also important for very educator and facilitator to adopt different strategies to equip students with writing skills. It must be an educator's motive to help students leave the college premises by being well taught in order to be readily absorbed in the profession they choose. The ability of an employee to correspond well in an organization definitely reduces the burden of the executive level managers who can in turn focus on innovative ideas to lead the organization. Effective correspondence means, to keep the readers in mind, maintain a polite tone, and avoid ambiguity and errors in the correspondence. A student and an employee who masters the writing skills will not only be valued but also become a trustworthy part of the organization. However, due to several reasons, there are factors that impede the development of writing skills; a skill that is precious and valued in every profession.

Some of the obstacles would include a heterogeneous classroom, time constraint, pressure to complete the syllabus, disruptive students, reluctance to write and learn rules or less focus on the subject.

As an educator, I see a dire need to ameliorate this concern. To take nimble steps in this direction, I reviewed literature, observed, evaluated, and analyzed the errors in writing made by students in order to gain an insight into the problem. I looked at the problem with different angles. I also studied the views of students and professors. During the process, I recorded my observations. Based on my observations, I came up with the reasons of the problem, and suggestions for overcoming it. I strongly feel that the activities I implemented during my sessions were receptive and enjoyed by the learners. The activities have helped them to reduce the errors in their writing. These activities can go into the list of best practices.

A well designed methodology serves to be a road map for the research process. My research methodology is very much attuned with my research topic, "Enhancing Writing Prowess of the Tertiary Level Learners."

The process that I followed to get a clear vision of my interest was to first find a problem which would form the backdrop of my thesis – "To identify, evaluate and analyze the recurring problems in writing skills at the tertiary level."

With this question and my audience in mind, I embarked on the journey with a noble intent of helping students to reinvigorate their enthusiasm to write. My methodology accelerated once I finalized the set of students which I chose randomly. Being an educator, it was not a difficult task to get a set of students. It was my regular classroom session and I devoted some time in my regular sessions towards the research questions that I had planned earlier and aligned it with my regular teaching. I informed my students about the project I had undertaken and requested them to support me. This was followed by students completing a questionnaire prior to beginning my research. This research gave me details of their socio-economic background. Through this survey, I learnt that some students came from places where there were inadequate learning materials. Some were not fortunate enough to get a good learning environment. Due to financial difficulties, they could not afford extra help. While there were a few others who lacked commitment towards learning. A small number in the study batch had teachers who were less qualified to handle the program. Around ten percent of the students were apprehensive of speaking before students who were smarter and dominated the classroom. This survey gave me an understanding of the foundation of their hold over the English language. The survey also prepared me to handle students in a different way as I was now familiar with their needs. I could foresee the level of communication skills.

Apart from this, my survey involved the opinion of students and professors from different colleges. Their opinion broadened my understanding on the reasons why mistakes are made by these students. Student's point of view on improving writing skills has generated an important road map for researchers and educators. My future lesson plans and assessments will be based on this. Students like to write only sometimes and they feel that technical skills are more important. They also prefer writing on creative writing tasks. This survey was valuable for me as it amplified the fact that a professors foremost responsibility is to provide opportunity and encouragement for writing to promote student's success. The importance of writing skills has to be explained in order to get their attention. It is a fact that at the tertiary level, professors

face challenges in moulding students or getting their attention while explaining rules of a language. However, by formulating assessment rules and explaining to students about the assessment criteria, educators can monitor their strength and weakness related to writing ability. In order to correct recurring errors and reinforce new skills learned, the educator must plan strategies to cater to the student's needs. Christenson, Yesseldyke, and Thurlow (1987) in their research, stress upon the fact that assessment forms an essential component of effective instruction. Self-assessment must also be encouraged. Revisiting the writing must be encouraged. The evaluation process must also involve instructional activities, a constructive feedback, and conveying the progress.

Simple ways of assessment would involve a purpose and a conceptual process with a significant outcome. Educators must give a certain amount of time for the learners to complete a task. A proper strategy must be explained. Rereading the written text and making changes is one of the most important steps in the writing process

The professor's views brought to limelight how they perceive this aspect of the problem and the measures they take. Most of the professors felt that students are reluctant to write because they spend much time in writing notes in the classroom. Any activity that is not graded propels their interest more.

Making notes in class form 8:00 am clock in the morning to 4:00 pm in the evening creates monotony. Professors in general agreed with the view that written project for submission on the subject of study would create interest. Secondly, the professors unanimously agreed upon the fact that there is lack of opportunity and encouragement given to students to enhance their writing skills. Blog writing would be an effective way to improve their skills. Since they could choose a theme of their interest and this would not be a graded activity.

The next and most important step involved the observation and recording of grammatical mistakes. Designing games and strategize to teach the important rules was aligned with my methodology. It is relevant from the survey that students feel they know the grammar rules. But their writing reflected errors in the basic concept of grammar. Though students learn basics of English in their primary and secondary level of education, they are not aware of the basic concepts of grammar. They do not follow the right format to draft letters. Letters and proposals were improved when they were given formats. They could organize ideas well when they were given prompts to write. Students were allowed to form teams and discuss given

topics. They designed a mind map with their team. Then the students worked individually and developed the paragraph. Students find interest in activities that engage them.

To delve into professors views on writing skills was interesting. Most of the professors believe that projects and team work enhance their writing skills. Professors unanimously agreed that students are usually reluctant to write. But they take interest in projects which they can do in a group and where technology is involved. Practicing writing and revising the basics of grammar, as and when required, builds dexterity and enhances the writing prowess among the tertiary level learners. The process of my research ended with an evaluation of the student's writing after the coaching. Students were found to make fewer mistakes. They were able to revisit their writing and make corrections and necessary changes. A constructive feedback was included in all the activities. This made students more confident and receptive. They could freely ask and discuss their doubts. It clearly showed that their learning was transcended to a higher level.

It is thus obvious that to be a good writer, one must plan the topic, organize the ideas, write a draft, edit and revise the content of the text. Students must be encouraged and given enough time to organize their writing the preferred style. Reading, listening and speaking is also important to aid writing skills.

At the tertiary level, students find it embarrassing to be pointed out or to be corrected. Hence, it is essential to be a guiding force and use a motivational language rather than a corrective language. Example: "I can see your effort", "I appreciate your involvement" and "Your answer shows how well you have comprehended the question".

Summation

Through my survey and research in which I included the perspective of the students and professors, I found that task based teaching and learning is a great way of enhancing the writing skills of students at the tertiary level.

Design a task-based syllabus for a writing class: To give students an opportunity to enhance their writing skills, a structured syllabus is essential. An example of a task based activity is given below. Educators can include warm up activities in the sessions. Giving students an opportunity to discuss and work on a task together in a team helps students to bring out the language. An example of an engaging task which can be used as a warm up activity can be used by the educators in the class.

Several other innovative activities like Dictology, Vocabulary Games and News Paper based games were suggested.

Limitations of the Research:

The topic – "Enhancing Writing Prowess of the Tertiary Level Learners" is a vast topic. It is evident that every domain has certain benefits and limitations. English being a language with the depth of an ocean, it is possible to attain the goal by limiting my focus to the common problems that recur in writing. In this research the main focus was on the 50 samples collected on writing task. In my research, samples around 50 were taken for in-depth study. This resulted into limited data. A larger sample for study that is around 200 samples would give a better input and widen the horizon of study.

Implications

Since research is an adverse exercise, it will certainly leave implications such as collecting data and aligning it closely with subject of study without drifting at any point. This has to be meticulously done in order to avoid a mismatch between facts and figures.

Suggestive measures

Writing forms the pillar of learning language skills. The other three skills in communication that is, reading, listening and speaking play an important role in strengthening the writing skills. It is a Prima Facie that students, commit errors at all levels in writing. The main reason being, they write what they speak. This requires immediate corrective measures in order to maintain the essence of English language which is the Lingua Franca in the domain of communication.

At the tertiary level, students find it embarrassing to be pointed out or to be corrected. Hence, it is essential to be a guiding force and use a motivational language rather than a corrective language especially at the tertiary level.

To ignite the intellect of the young learners, it is essential to engage them with activities. Thus, teaching of spelling rules and basic usage of language with the help of games will help in rectifying the errors. A wider exposure in the language under proper tutelage will also maintain the standard of language. Faculty development programs play a pivotal role because a better teacher can educate the children in a better way. The core rule of learning is to create a culture of continuous improvement. So a relevant approach would be, "Teach and get taught, learn and become learned."

This research will certainly enlighten the teaching fraternity to spread the language across the country and the world in a refined manner.

This research can be taken forward by doing a comparative study between two groups to see the impact of the training: A group that receives the training versus a group that does not receive the training. The analysis will serve in formulating a lesson plan and evaluation criteria that would be immensely beneficial.

May all the students bench mark their skills to global standards by enhancing writing prowess!

Paper Presentation: National Conference

The ICT tools used for collaborative learning helped students to strengthen their writing skills. In this project, 'Whiteboard.fi' tool was used to work on writing tasks. An immediate feedback given to students helped them to understand the concepts.

Paper Presented in a conference:

One day Online National Conference on: "COVID-19: Implications for Economy organized by Jain College 12th June 2020

Title

Thriving and Burgeoning Education – In an arena where Technology meets Tradition

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Abstract

The novel Corona Virus and the outbreak of the disease COVID -19 flummoxed the world. The world leaders faced an unprecedented challenge of saving humanity and sustaining the educational gamut. The impact of the pandemic disrupted every field, including education and its practices. In an effort towards containing the spread of the virus among the young and the adult population, on March 25, 2020, almost 150 countries shut down schools and Educational Institutions nationwide. Several Exams, Seminars and Conferences were cancelled. This meant that the youngsters would sulk and see a bleak future. However, it did not happen. Rather, the educational fraternity sprang up to the occasion and changed the paradigm of futuristic teaching.

On the positive side, the pandemic has flung open the doors to plethora of combinations and alternatives of teaching methodology. Technology integrated teaching has now become an icing on the cake. The straight and narrow path followed in traditional teaching has widened with endless avenues for teaching and learning. The sense of togetherness has never been this

strong. Educators, musicians, artists and other professionals are coming together on one platform to share and learn. This has placed education in a new orbit. Now education is not just surviving, but it has placed a cherry on the cake. If I had opted to teach my set of students online in January, I would have been frowned at or given the option to join Coursera and U Demy. Today, we resonate on the thought of integrating traditional teaching with virtual teaching. Information is flooding from every corner and our interest has never been so satiated.

For instance, using ICT tool in Teaching would be a forced option for many teachers. Lack of practice, workshops and minimal awareness would lead to apprehension. The workshops during these three months have given colossal materials and awareness. The turbulent time has taught us to look up at the wider picture. The open sky reminds us of the endless avenues available for teaching and learning .We walk with a head held high, beyond the streamlined path, not complaining about time constrain. We are not just thriving and striving but we are growing seamlessly.

Thriving and Burgeoning Education – In an arena where Technology meets Tradition

The world today is witnessing an increasingly interconnected global economy and collaborative opportunities due to globalization. Undoubtedly, it is education that plays a vital role in elevating the economy.

This paper discusses on how the changes that educationists talked about for years, have ensued within a short span of time. In the tumultuous wave of the pandemic, the teachers and students together have converted the diversity to opportunity; they have zoomed into an era of digitization. Education has moved from being teacher centric to student centric. Technology has helped to bind the teachers and students and reduce the pain and trepidation of the grim future and saved the young minds from sulking into a void. It has propelled the young aspirants to innovate, imagine, critically analyze and cast an impact on this world.

When talking of education, you all will agree with Confucius who has rightly stated that Education breeds confidence, Confidence breeds hope and Hope breeds peace. This is completely aligned with the dreary time that the world is facing. It is the education and the educated that are helping citizens to adapt to changes and stabilize their adrenaline. The poise and discipline of the highest order displayed by the Indian leader and the citizens have won the admiration of many countries. This has paved way for the nation to restructure the economy

that is resilient and highlights a paradigm shift. The prime focus in every field is to work differently and to reach out to maximum number of people.

The concerns in the education system and the efforts to change were long simmering. But unequivocally, this crisis has flung open the doors to creativity. The novel Corona Virus and the outbreak of the disease COVID -19 bewildered the world. The swift and decisive action of the educated management team with resolute mind acted swiftly and effected the most required change. The critical time challenged the educators who sprang into action and with great commitment extended their unprecedented support during the adversity. During bleak and dreadful moments it is our clarity of thoughts and motive that illuminates the path.

On the positive side, the pandemic has flung open the doors to plethora of combinations and alternatives of teaching methodology. Technology integrated teaching is now an icing on the cake. The straight and narrow path followed in traditional teaching has widened with endless avenues for teaching and learning. The sense of togetherness has never been this strong. Educators, musicians, artists and other professionals are coming together on one platform to share and learn. This has placed education in a new orbit. Now education is not just surviving, but it is thriving and growing seamlessly. If I had opted to teach my set of students online in January 2020, I would have been frowned at or given the option to join Coursera and U Demy. Now, we resonate on the thought of integrating traditional teaching with virtual teaching. Information is flooding from every corner and our interest has never been as satiated as it is today.

When teaching in an Engineering College, we often remind ourselves of the word 'Engineering'. The word Engineering is derived from the Latin Word 'Ingeniare' which means to create or innovate. However, on retrospection, one finds that there is a missing piece of puzzle in the teaching and learning process. The tedious assessment methods, the dry theory classes and the lack of visual practical aids focused on marks cripple imagination. The best practices give less solace. But the lockdown period due to the outbreak of the disease COVID-19 has transcended the level of our thinking and our approach towards educating the aspired.

For instance, using ICT tool in Teaching would be a forced option for many teachers. Lack of practice and awareness would lead to apprehension. Time constraints, tremendous workload and time consuming commutes to workshop locations has often restricted teachers from attending FDPs. But now, numerous online Workshops, Webinars and Faculty Development Programs, provide the convenience of choosing the desired session and attending

it from home. The astonishing fact is that the workshops during these three months have given colossal materials and awareness. The resource persons have extended help even after the webinars. The turbulent time has taught us to look up at the wider picture. The open sky reminds us of the endless avenues for teaching and learning. We walk with a head held high, beyond the streamlined path, not complaining about time constrain. We are not just striving but we are growing seamlessly.

The collaboration of technology and traditional methods of teaching has helped students to conceptualize their learning in generating prototype products. Faculty members have started experimenting with platforms like Zoom, Microsoft Teams, Codetantra, Quiklrn, Hiremee etc. Students in rural areas are not deprived of education despite connectivity issues. Flipped classroom and video lessons to recapitulate the concepts has brought additional value. For English Communication, lively and interactive teaching tools have been used. The assessment method using the platform Hiremee has helped educators in automated assessment. Students have learnt how to scan their theory answers and upload it through the digital tools. The colossal tools and the experimentation, has brought in a variety in the teaching and learning process like never before. The teaching staff and the students have upgraded their skills and also learnt the fact that adapting to changes smoothly, helps us survive in every field. It is the mind-set that matters.

As an English Professor, I handle English Communication skills for Bachelor of Engineering students. On an experimental basis, I involved two students from Information Science branch in a project. I introduced them to ICT tools like Miro and Whiteboard.fi. As a facilitator, I guided them and asked them to work on a topic in collaboration. The outcome was that they learnt how to make mind maps, practiced coding, and shared it with their classmates. The students also worked on topics for communication with the help of the Speech to Text tools. These students recorded their conversation with the help of a voice recorder tool called Otter.ai and shared it with me for a feedback and assessment. My students also made use of 'Duolingo' to learn languages in their free time. They are enjoying their journey on the digital platform. Giving a constructive feedback has helped students develop confidence. Students have collaboratively used Whiteboard.fi for interaction and doubt clearing. I run an English Club online. The **Whiteboard.fi** tool helps me in teaching and learning Precis Writing. Professors make use of Google Classroom for assignment and updates. Identifying the concepts that students find confusing and difficult, and making self-videos is more beneficial than using ready videos which may not serve the purpose. Students have improved to a great extent by my

videos that accentuate the concepts using the Loom App. This has broadened the prospect of our teaching and learning methodology. The sense of immense satisfaction envelops the educator the kind of education imparted swirls the thinking process in the student. This was the missing piece of puzzle in the education system on which the holistic approach hinges. Ironically, it has been gifted to us by the current pandemic.

Two students under my observation have commented that, "Flipped classroom has made grammar concepts livelier. We can stop the video, replay, and watch it at our own pace. In the classroom, where the strength is so high, we often get distracted and so miss out listening to some of the concepts. The videos help us to grasp the concepts. It has not only increased our marks but has promoted a lifelong learning." – Student of Bachelor of Engineering, Second Semester.

The months during the lock down have flooded the inbox of students and the teaching staff with Webinar, Digital books and E-learning materials to an extent that Educational Arena has now occupied a higher orbit. It has significantly accelerated the progress towards the desired quality in education.

We have proved to our community and to the world that Educationists remain undaunted by setbacks and are incessantly driven to ensure a bright future for aspiring learners. The moments may be dreadful, but the clarity of vision triumphs when our attitude alters according to the requirements. It is our choice to either sulk into the moments of sadness or to extend unflinching help and be remembered when the history of our nation will be read aloud.

Since the colleges and schools were shut, Government of India, as well as state governments and corporates, has extended great support to overcome the challenge of sustaining education. They have published information on various initiatives undertaken by ministries like MHRD, Department of Technical Education, NCERT to support students. This is an undaunting effort by the government to encourage students to be self-motivated, critical thinkers and problem solvers.

Apart from online classes, E-library, MOOCs, and Digital books have come to the aid of students. SWAYAM, an online course for teachers and the taught has shaped the teaching Panache. In this course, teachers can also become mentors and facilitate the learning. Students get an internship if they perform well. In addition to this, UG/PG MOOCs serves the non-

technology courses. The e-PG Pathshala or E-content is designed for modules on social science, arts, fine arts, and sciences.

A repository of teaching and learning resources with a single window facility is provided by the National Digital Library (NDL). The AICTE attempts to enhance the employability skills amongst students. Expert information is infused in You Tube channels like VIDWAN. Video tutorials also provide a generous resource. The Free and Open Source Software for Education (FOSSEE) has extended a new world to the learners. The amazing part is that the free resources have surfaced and have gained prominence only during the COVID-19 outbreak. With the audio visual lecture repository in place and the changing trends, the educational scenario is rapidly expanding to attain global standards and meet UNSECO's definition of the four pillars of education: learning to know, learning to do, learning to live together and learning to be.

The impulsion in integrating technology with the traditional teaching is set by the impact of Covid-19 disease. Though a pandemic, it has given us a clear vision and a well-defined path to tread on. The emergent teaching methodology will improve the educational infrastructure and it will be based on mapping live situations to all the concepts that will be made vivid and clear with video lessons. I would like to conclude by quoting educationist Salman Khan, 'Let's use videos to reinvent education'.

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Note:

This paper focuses on the effective ways of helping students to enhance their writing skills. With the help of interactive communicative tools (ICT) as '**Whiteboard.fi'** students can be encouraged to do collaborative tasks. They can work on a given topic by making mind map. The tertiary level learners grasp concepts faster with the help of technology. The technical tool makes the learning interesting. The involvement of the teacher as a facilitator creates a strong educational background. During the lockdown, this served as a fun and engaging tool for learning.

Students and Facilitator, Mrs. Shashi Prabha in a collaborative task on enhancing writing skills.

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APPENDIX

Socio Economic Background

1.   Name of the student

2.   Name of the Institution:

3.   Class: Section

4.   Sex:

5.   Address:

6.   Mother Tongue:

7.   Age of the student:

8.   Father's Name and Occupation:

9.   Father's Level of Education:

10.   Mother's Nam and Occupation:

11.   Mother's Level of Education:

12.   Father's Income:

13.   Mother's Income:

14.   Language spoke at home:

15.   Language spoken at the workplace/Institution:

16.   Do you use English in your everyday life? If so, how often and in what situation?

17.   When did you start to learn English?

18.   How often do you see English Films?

19.   Mention the names of three films you have seen recently.

i)

ii)

iii)

20. What books (other than prescribed ones), Magazines and Newspapers do you usually read? _____

21. Indicate the amount of time you spend every day in reading books, magazines and newspapers.

22. How do you spend your time after the class hours?

23. Do you write letters/Poems/essays/short stories and articles in English?

If so, please give details.

24. Details of the previous college:

PUC/CBSC :

Name and Address of the College

Medium of Instruction:

25. Are your neighbors well qualified? Yes/No

26. Do you belong to urban area, semi urban, or rural area?

Answer: _____

27. Why do you want to learn English?

Answer: _____

28. Do you want to become an English Teacher? (Yes/No)

29. Do you enjoy the programs of AIR, or The BBC or The Voice of America?

Answer:

Name of the Student:

Signature of the Student:

Questionnaire

Student's view on Writing Skills - Shashi Prabha

Student's view on Writing Skills – Shashi Prabha

As a part of my research, I kindly request you to take a few minutes of your time to complete this survey. The analysis of this data will give me a clear vision on your perspective towards writing skills. This will further help me to streamline my activities for building dexterity in writing skills for students.

*   Required

1.   Email address *

2.   Name *

3.   Email ID *

4.   Country *

5.   Course of Study *

6.   Medium of Study *

7.   Gender *

8.   1) Do you like writing?

   (Mark only one oval)

⬭ Yes

○ No

○ I like to write sometimes

○ I hate writing

○ I consider writing to be a stressful activity

9.   2) How important do you think is writing skill for an engineering student?

○ Extremely important as written correspondence is essential in all domains

○ Not essential as technical skills are more valued in an engineering field

10.   3) How often and when do you write? (can choose multiple answers)

Check all that apply.

☐ Sometimes in the class while taking notes

☐ When I am given a writing activity in the English class that takes place twice a week.

☐ Maintain a personal diary and write once a week

☐ I record my daily experiences in my journal

☐ My only writing activity is the cell phone messages during interaction with friends every now and then.

☐ Maintaining lab records is the only writing activity I do every day.

11.   4) Are you aware of the areas that you need to put in extra effort when it comes to writing?

Mark only one oval.

◯ Yes, I am aware and I am making an effort to overcome my weakness

◯ No, I never introspect on enhancing my writing skills

◯ I feel writing skills are not that important if one can excel at coding and other computer languages.

12.   5) What motivates you to write? (can choose multiple answers)

Check all that apply.

☐ I am passionate about writing

☐ When I read an interesting book I like to put my thoughts into words.

☐ When I learn some new concepts, I write to remember it

☐ An interesting topic given as a writing activity in class

☐ A writing competition

☐ I avoid writing as I feel it is a waste of time.

13.   6) How do you rate yourself in writing skills?

○ Advanced level where I can write proposals, reports and academic journals to influence my readers

○ Intermediate level where I can write simple sentences and use appropriate phrases while drafting letters and emails without any errors

○ Basic level where I can correspond informally through written text but need guidance for formal writing

14.   7) What Challenges do you face while writing? (can choose multiple answers)

Check all that apply.

☐ I find it difficult to organise my thoughts

☐ I face difficulty in writing a concise text as I cannot express myself in few words

☐ I go wrong with the use of punctuations

☐ I lack a good understanding of grammar

☐ Tenses and verb-agreement is my area of weakness.

☐ Lack of vocabulary affects my writing

☐ Lack of practice as technical subjects do not need much of practice. ☐ I am afraid of the assessment in the class as I make several mistakes

15.   8) Factors affecting the challenges that I face while completing a writing task: (can choose multiple answers)

Check all that apply.

☐ My early foundation of English Language was weak due to my study in Kannada medium

☐ Inadequate learning materials in my school/college

☐ Inadequate teaching skills inexperienced teachers

☐ Lack of opportunity given in the college for writing

☐ My lack of interest in writing

☐ No exposure to enhance writing skills

16.   9) What do you think can help students to strengthen their writing skills?

Mark only one oval.

◯ Making writing a credited elective

◯ Team or individual writing activity based on the main topic in every subject

◯ Maintaining a personal writing journal

◯ Fun writing activities in the class with less focus on errors and more focus on creativity

17.   10) Which club would you join to enhance your skills?

Mark only one oval.

◯ Hackathon (AI and ML)

◯ Quiz on latest technology

○ Science club

○ Nature Club

○ Enrich English Club

Professor's opinion on writing skills

Greetings!

Dear All, I request you to spare a few minutes of your time and fill this survey form. This is for research purpose and your genuine response will help me to complete it successfully. I would like to assure you that your identity will be kept confidential.

Thank You for your time.

*   Required

7.   Name *

8.   Email ID (this is required to verify the authenticity of the respondents) *

9.   Your designation *

10.   1. Do you consider writing skills as an important tool for tertiary level students irrespective of the course they choose? *

(Mark only one oval)

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

9.   2. What is the teaching methodology that you prefer for an effective outcome? *

(*Check all that apply*)

☐ Direct Instructions

☐ Flipped classroom

☐ Personalized Learning

☐ Inquiry based Learning

☐ Project based learning

Other: ☐

9.   3. Mention the kinds of writing activities that you engage your students in the classroom. *

Check all that apply.

Paragraphs
☐

Essays
☐

Personal Narratives
☐

Mind maps
☐

Reports
☐

Journals
☐

Other: ☐

10.   4. On the scale of 1 to 5, 1 being the least and 5 being the most, what is the willingness shown by students towards writing in the class? *

(Mark only one oval)

1   2   3   4   5

Least enthusiastic ⬭⬭⬭⬭⬭ Most enthusiastic

12.   5. Has technology made an impact on the writing skills of engineering students? *

(Mark only one oval)

⬭ improved their writing skills

⬭ Deteriorated their writing skills

13.   6. What in your opinion is the best way to enhance writing skills of a learner at the tertiary level ? *

Check all that apply.

☐ Developing ideas on a given prompt

☐ Editing a paragraph

☐ Writing Blogs

☐ Making Presentation Slides

☐ Making notes on the lectures

☐ Writing letters and proposals

☐ Completing grammar work books

Other: ☐

13. 7. The common mistakes found in the student-writing content at the tertiary level is the following: *

Check all that apply.

Subject Verb Agreement
☐

Tenses in grammar
☐

Punctuation
☐

Misuse of words
☐

Sentence construction
☐

Other: ☐

14.   8. Students from urban area are more expressive when writing and speaking as compared to students from rural area. *

(Mark only one oval)

⬭ Strongly Agree

⬭ Agree

⬭ Neutral

⬭ Disagree

⬭ Other

15.   9. Choose the appropriate option: In a formal writing, the content students generate, lacks organization of thoughts, brevity, precision and coherence. This is on account of: *

(Mark only one oval per row.)

	Strongly Agree	Moderately Agree	Neutral	Disagree
Lack of practice	⬭	⬭	⬭	⬭
Lack of quality instructions	⬭	⬭	⬭	⬭
Importance given only to technical skills	⬭	⬭	⬭	⬭
Lack of opportunity to develop the skills	⬭	⬭	⬭	⬭

16.   10. How pertinent is the Technical English Course for Engineers? *

(Mark only one oval)

	1	2	3	4	5	
Non-Essential	⬭	⬭	⬭	⬭	⬭	Essential

17.   11. Please select the name of the program or the course of study of your students.

(Mark only one oval)

⬭ Bachelor of Engineering

⬭ Master of Engineering

⬭ Technical English for Engineers

⬭ MBA

⬭ PhD

⬭ Diploma Course

⬭ Other

Glimpses of the Institution

BNM Institute of Technology, Bengaluru
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Banashankari, Bengaluru, Karnataka 560070

BNM Institute of Technology, fondly termed as BNMIT, established in the year 2001, maintains a lavish green Infrastructure and supports the growth and success of the students.

**Mrs. Shashi Prabha : Compering in a Faculty**

Development Program at BNMIT- Innovative Teaching Methods

A paper presentation by Mrs. Shashi Prabha titled- **Technology-
A Firm Foundation for Entrepreneurship,** in a 2-Day International Conference
on Innovative Practices in Management and Entrepreneurship.

Mrs. Shashi Prabha, Asst Professor of English conducting
a Classroom Activity on English Communication Skills
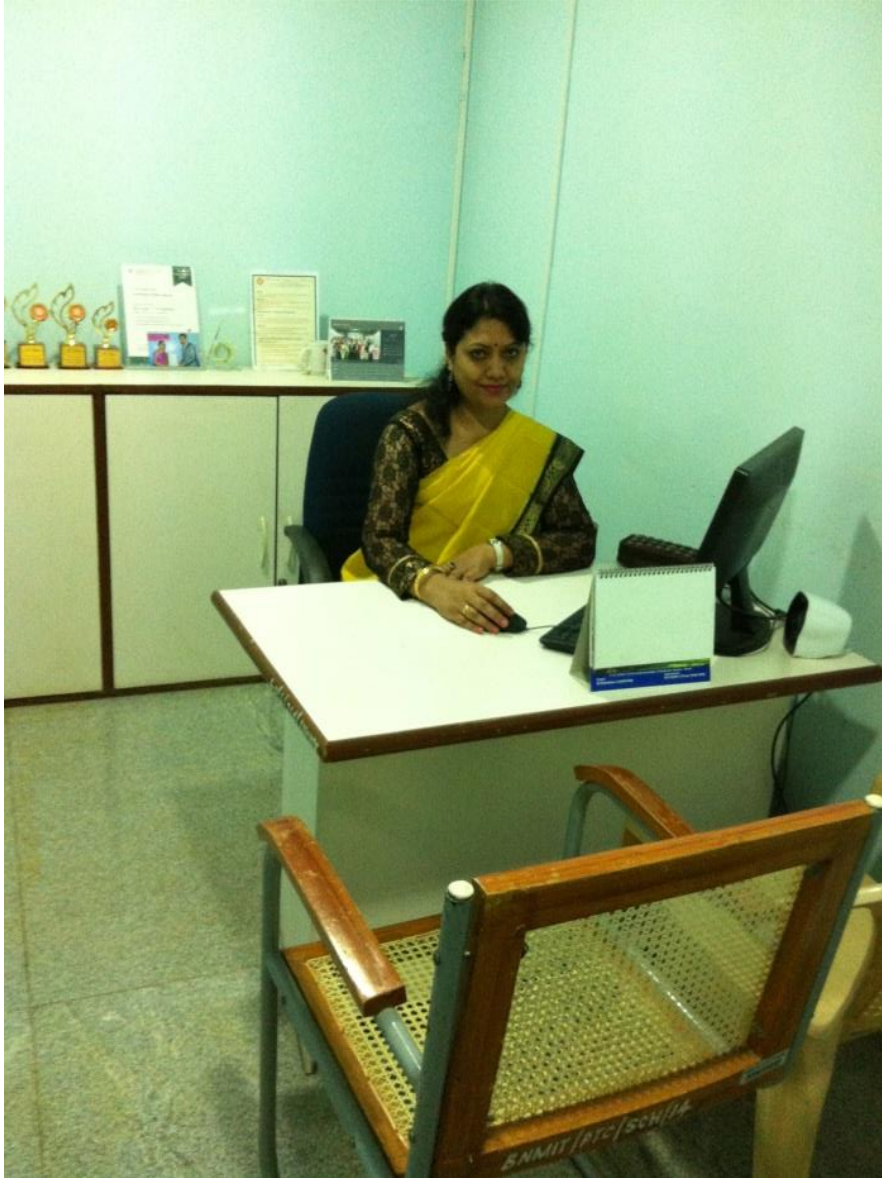
Mrs. Shashi Prabha at her desk in BNMIT

Mrs. Shashi Prabha in the college Premises: adorning the college logo

Selinus Certificate

Ph.D Program *Accredited by*
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Certificate
OF ENROLLMENT

DATE 8 AUGUST 2019

N° UNISE0889IT

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Faculty of **ARTS & HUMANITIES**
Major: **ENGLISH**
Degree: ☐ Associates ☐ Bachelor ☐ Master ☒ PhD (Philosophy Doctor)
Program of study: ☐ Ordinary ☒ Accelerated ☐ Honoris Causa
Method of study **Accelerated**
Student Advisory: Salvatore Fava PhD

TUITION AND FEE INFORMATION
Expiration date payment: **16 JANUARY 2020**
Payment method **6 INSTALLMENTS**
Type of payment **Bank remittance or PayPal**

Selinus University of Sciences and Literature

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and

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