

An introductory view on Problems in Teaching Writing Skills to the Polytechnic Students in Andhra Pradesh

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Abstract - The main objective of this paper is to justify the teaching and writing skills in the teaching methods of English in polytechnic colleges of Andhra Pradesh. The things that they have learned from receptive skills can be applied as on writing skills. They also stated that writing is meant for expressing thoughts and ideas in an easily understandable language. Students have to learn the good writing skills which is essential in order to excel in both academic and professional purposes such as documents and report writing. Good writing skills are needed for all the students in order to accomplish their educational and employment requirements.

Index Terms - argumentative, expository, etiquette, interlingual, motivational, teaching, writing.

I.INTRODUCTION

Priya and Divya (2017) supported that effective grammar instructions start with what learners know already about grammar and the knowledge will help them while writing. [1] Ellis, (2009) identified that learning grammar difficulties can be divided into three. These are: the difficulties related with environmental factors of language, linguistic factors, and psychological difficulties.[2] Collie et. al (2016). verified that positive writing motivation and engagement were associated with greater enjoyment, participation, positive goals, and resiliency in facing difficulties when writing.[3] Yaakob (2015) also suggested that teachers and parents should encourage the students because it is the appropriate input to written expressions for mastering writing skills. Teachers should be also equipped with the four macro

skills namely: reading, writing, speaking, and listening before they engage in teaching.[4] Subhan (2017) also suggested that giving interesting topics, using visual aids and pictures, and giving students reward in a form of score motivated the students make them interest to write. [5] Awad (2012) found out that the most common technical errors committed by students are: overuse of comma, incorrect use of capital letter, confusion in using periods and misuse of semicolon in which it was rarely used.[6] Hourani (2008) also supported that there are two main causes of grammatical errors. These are: Interlingual and Intralingual reasons. Interlingual refers to being Hindrances in the Enhancement of English Writing Skills Among Grade 9 Students 27 bilingual or multilingual of a person and intralingual refers only to a single language spoken.[7] Roberts (2017) identified the best motivational strategies for implementing writing are high interests, personal connections, student choice, collaborative groups, and teacher modeling. It is sensible that students who has interest on the topic that they will write will generate vast knowledge likewise as collaborative group works. Letting students choose what to write may give them improvements in their organization of ideas since they will choose their topic of interest. [8] Alinsunod's (2014) study showed that students are likely to think critically as they advance to the final writing stage. Moreover, the post-writing stage obtained a highest mean, showing that students have more attention to the content, writing mechanics and the final output.[9] Durga and Rao (2018) also stated that students that have good writing skills are always successful in

expressing their ideas and the process of writing is to teach students how to write with coherence and appropriate grammar structure and correct spelling. As students learn to write legibly, they also process the same thing as their speaking skills wherein they formulate words and thoughts to express what they want to say and convey ideas that they want to. The things that they have learned from receptive skills can be applied as on writing skills. They also stated that writing is meant for expressing thoughts and ideas in an easily understandable language. Students have to learn the good writing skills which is essential in order to excel in both academic and professional purposes such as documents and report writing. Good writing skills are needed for all the students in order to accomplish their educational and employment requirements. The purpose of writing is to give creative and logical thinking needed in academic and professional level.[10]

II. CONCEPT OF WRITING SKILLS

Writing Comprehension: It is the intentional during which meaning is constructed through interactions between mind and hand. Even though it is totally a mental and physical process, it is nothing but the level of understanding of the text. It is a multi-faceted and creative process. When a student reads a text, he may get engaged in a complex view of cognitive process. These experiences include learning how to get meaning from text using comprehension process.

English as a Foreign Language: It is the use of English by a non-native English speaker in a country where English is not spoken. English is primary learnt in a classroom setting EFL learners are also called L2 learners.

English as a Second Language: It is the use of English as a Second Language by a non-native English speaker in a country where English as English is spoken natively and is widely used as administrative and communicate language. ESL learners are also called L2 learners.

Cognitive Process Parents can identify that around 16 years old, students begin the thinking almost “developed.” Students at this age are on the cusp of adolescence and have the language skills and cognitive ability to gain knowledge and information and formulate well-organized thoughts and opinions. Many 16-year-old students may be pleasant

cooperation at dinner time to be capable of expressing their thoughts on present events.

Meta Cognitive Process: This process refers to the processes that accept people to impact on their own cognitive abilities. In other words, Meta cognition accepts people to know what they know or to think regarding their ideology. Meta cognitive processes include planning, monitoring one's own ideas, problem-solving, making decisions and evaluating one's thought processes. It also consists the utility of plans for remembering information. Meta cognition is predominant to the reading process and is a crucial part of child's growth of maturity.

Acquisition of Writing Skills

If an approach refers to research theories regarding to the nature of the language and language learning that serve as the source of practices and principles in language teaching, a method is a general or specific activity in which an activity is done and a plan is one which necessity planning, particularly when faced with a new same situation. In the following section, the researcher proceeds to present a few plans those which can be applicable through teachers depending upon the situations or the actions of the students.

Writing Strategies

One of the best language skills is writing skill which is the most important useful in conveying to the readers. Among the four language skills, written expression is the most significant skill for academicians. Students and research scholars are expected to write research and seminar papers, articles, reports, newsletters, etc. For students, this skill gains special importance for the fact that most of the examinations are in the written form.

Practice to write and learning to write which make the best individual writer and Learning to write effectively involves a process of planning, writing, revising and editing. This is an independently carried out activity. That is, the burden of good writing is on the individual writer, not the instructor. Writing is an inherently individual process in terms of the choice of ideas, of words, sentence patterns and the overall style of each writer is unique. Writing is a process that requires many revisions before a satisfactory piece of writing has been produced.

Types of writing

There are five types of writing skills each style will expose in different ways

Narrative Writing: this is a kind of a writing basically used for narrating events. It is the usual style in storytelling.

Descriptive Writing: this is a kind of writing used for describing people, places, objects, etc. A unique feature of such writing is that a large number of adjectives are used to describe the people, places and objects.

Expository Writing: this is found in discussing an idea or a subject. Expository writing has to be carried out more thoughtfully and systematically. The teacher has to form a plan as to how s/he would introduce the major steps to help the learner develop expository writing. The topic has to be introducing along orally with the help of appropriate vocabulary and appropriate sentence pattern. The adjectives have to be used judiciously. For example – a ‘generous king’ is being talked about.

Argumentative Writing: This is basically used for placing one’s ideas on a given subject and to justify the stand that one takes. It includes not only the points of argument but also evidence or examples. The most common and clear case of such a writing is found in legal writing. For students this is an important style to debate over issues and to justify their stand and actions.

Persuasive Writing: this is normally used in informal contexts. The most evident example of such writing is in advertisements of different goods. Further, for students, writing requests and appeals for some favours this style can be useful for technical report writing for the technical students.

III. LISTENING

Listening is a skill that involves receiving, interpreting and responding. Poor listening might become a barrier to communication, and wrong interpretation might result in miscommunication and even misunderstanding. Effective listening skills are essential for developing various other skills such as presentation, negotiation and communication. Though listening is a receptive skill, it helps one develop

speaking, which is a productive skill. The academic performance of any communication depends on the quality and quantity of listening. Listening helps one interact well in formal and informal situations, take decisions, and it promotes human relations too. Listening to classroom lectures enables learners to gather information, gain knowledge and expertise to prosper well in various fields. Unlike hearing, listening is a conscious activity that demands one’s concentration. Most problems in listening arise due to discrepancy in speaking and listening in respect of ‘speed’. One, on an average, can speak about 120-150 words a minute, but the brain has the capacity of processing 500-750 words a minute. An active listener, after grasping the content, is engaged in understanding, or interpreting the message. He/she studies the content from the communicator’s perspective and uses appropriate body language and responds.

Speaking is a productive skill that boosts up a good communicator. Lacks of knowledge, lack of confidence, lack of ideas, stage fear are some of the major factors for one’s inability to speak well. By involving learners in various activities such as group discussions, debates, presentations, meetings, conversations and interactions, they can be motivated and helped to develop their speaking skills. Speaking is the crux of communication.

Some of the micro-skills involved in speaking are:

- To pronounce the distinctive sounds of a language clearly
- To use stress, pause and intonation
- To use words in correct order
- To use appropriate vocabulary
- To ensure clarity

IV. READING

Reading is a great phenomenon in various perspectives, even though it is a receptive skill. An active reader makes it productive and constructive by actively involving himself/herself during the process of reading. Reading contributes a lot to one’s academic and professional success. Reading involves processes such as comprehending, analysing, interpreting and responding. Reading is not just a mechanical process of interpreting the message, but an active and

communicative process in which the reader approaches or rather interacts with the text for some specific purpose. Active reading results in interpretation, interaction and production of new materials, thoughts and ideas. Constant reading enhances one's writing skills. It promotes the relationship between encoder and decoder. Accurate recognition of words is the outcome of reading.

V. CONCLUSION

Therefore, it can be said that English is not just a language in India it is much more larger than a language. English is now it becomes very much familiar to us. It is plays a tactical and vital role in developing Indian economy. Considering a whole process of modernization in India, English language is working as a catalyst. Knowledge of English language provides wings to an Individual to fly in sky of knowledge and fills him up with solid confidence in his formal and informal communications through the etiquettes too.

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