

## ENHANCING WRITING SKILLS THROUGH CORRECTION TECHNIQUES: AN ACTION RESEARCH STUDY

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### **Abstract:**

*Writing is a major element in the process of language learning. It is a dominant part of literary form which focuses on the word on the page reflecting the emotions, expressions, feelings and tone of the writer. As a fundamental part of language learning process, writing is concerned with the formation, regulation, improvisation and proper development of content through various techniques. The present paper is a study on developing writing skills through correction techniques. The objective of the study, action research in nature, is to test the progress of the learners while writing an essay. The study gives the result at the end of the investigation and data interpretation, after due completion of the pretest and the post test, it is evident that the learners improve the writing skills through peer and teacher correction technique. There are 50 students of undergraduate level are selected for the investigation and made a thorough study on their writing skills. The random samplings and the data interpretation is made in qualitative and quantitative mode. It is found at the end of the investigation, the learners are able to come over the hurdles in the writing mechanism related to usage of systematic arrangement of the sentences and proper syntactical formations in their writing.*

**Keywords:** Correction technique, Essay writing, interpretation, Sampling, writing skills.

### **Introduction:**

In the process of language learning, Writing plays an important role. It is an act of putting in order all the language symbols that express a meaning. In this process the receiver can understand what the communicator is expressing through the writing. According to Nunan, Writing is a complex cognitive activity in which the writer is required to demonstrate all his expressions through different symbols. (1989: 36) There are many elements in language expressions like words, sentences and so on. Out of which sentence level throws light on content, format structure, and vocabulary, spelling and word formation methods. It is the duty of the writer to arrange them in order as per the syntactical rules and integrate them into a complete paragraph. "The method of human intercommunication by means of conventionally visible marks" Jordan (1999:41) says that the writing is a kind of transcribing language into words and letters with the symbols. Writing is an evidential document produced in support of the communication.

The above review of the literature establishes that writing is a complex process which needs many skills in it like psychological, rhetorical, linguistic and literary aspects. Writing, which symbolizes sounds, symbols, signals, gestures, syllables, words and sentence, convey the meaning clearly in a language. Thus writing never limit to mere writing ideas on the paper but to generate multiple meanings after sending text to the society while making all the ideas express in the essay are very clear. Writing consists of the following process:

- i. Generate Ideas: from a layman to highly educated one, there are many ideas in their mind. There are only a few people to put them in words on the age. Primarily, the Writing generates ideas and identifies the purpose of writing. Ideas generation is a continuous process. It is proved at the primary stages that ideas motivate the technique of writing are to identify a topic, its purpose and its impact on the reader.
- ii. Focus: the main purpose of essay writing is to project theme and purpose behind the selection of the topic. In this section of the essay only the main theme is projected with proper reasons and evidences.
- iii. Structure: while projecting the theme of the topic, it is essential to organize them in proper manner. It includes the arrangement of ideas in a sequential manner. Generally, the writer opens an essay with general statement, after that he introduces new ideas and its texture of scheme of projection.
- iv. Draft: one of the most crucial stage of writing is the preparation of the draft. The primary draft exposes the ideas in an inorganised manner with all the pre writings steps. It continues to second study of the primary draft and extends with proper explanation and conclusion.

Among all the LSRW skills, most of the students feel writing is the most difficult one. The students from 6<sup>th</sup> to 10<sup>th</sup> class in Andhra Pradesh exposed to do various home works assigned to them basing the units completed. It is also difficult for them to express their ideas studied throughout the year in the examination. So most of the students depend on the study guides, supplied notes by the teacher, workbooks, previous question papers and important questions suggested by the experts. The major problem in the system prevailing in both the telugu state in general and Andhra Pradesh in particular is the lack of creative and independent thinking by the students. English language writing by the students are very poor because most of them follow memory method. There are various styles and approaches of expressing the ideas in sentential form but the students are not exposed to such methods and even students also feels burdensome if any teacher introduced independent style of writing.

#### **Methodology:**

In this study, the students of B.Tech First Year of a college Under JNTU Kakinada is taken for experiment. As a part of research, the error is identified as the result of unawareness of the principles and patterns of the language. It is not because of the learner's low cognitive levels but of lack of attention and carelessness. As a part of action research, the main focus of

the paper is look at the progressive changes of learners on writing skills in English. For this purpose following methodology is taken up.

There are 50 students from B.Tech First year of JUTUK affiliated college. The students and the college is chosen random sampling procedure. The questions given and their examination of writing is treated as the testing tool for the purpose of collection of the data. The main objective of the selection of this tool is to get exact data engaged the pretest and the post test. The testing tools are two different patterns of the questions on writing skills for the both the tests. i.e. Pre-Test and Post-Test. This study is limited only to the college and the students of First Year B.Tech.. This is also limited to the word level, sentence level at the grammatical units, punctuations, cohesion and coherence which are the major parts in the mechanism of writing. The peer and teacher correction techniques used in the study.

**Data Analysis and Interpretations:**

The outcome of the selected samples of the data is discussed here interpreting the pre-test, Progressive test and the post. For this purpose, descriptive approach is followed and statistical tools like frequency count are employed for the fulfillment of the objective of the paper. First, there were two free writing questions given in each test. Its focus was to know the proficiency of the writing. The parameters used for the test is no. of words used, total no of ungrammatical words, total no of sentences under grammatical units and under mechanics of writings total no of paragraphs, use of punctuation, sentential arrangements their cohesion, coherence were tested. The following table provides the holistic picture of frequency of count of total no of words and ungrammatical words total no of words and ungrammatical words, total number of sentences, total no of ungrammatical sentences and total in writing skills made by the students in each test. Only five are given here for example:

**Table No.1**

**The following table shows the development of writing skills on the units taken Through Peer and Teacher correction approach**

Sl.No	No. Qs	Use of Grammatical Units							
		Total No. of words		Total No. of Ungrammatical words		Total No. of Sentences		Total No. of ungrammatical Sentences	
		PRT	POT	PRT	POT	PRT	POT	PRT	POT
Student One	1	156	106	6	8	20	19	10	11
	2	184	123	8	6	10	12	11	10
Student Two	1	221	182	2	1	11	14	15	9
	2	178	127	0	0	14	11	12	11
Student Three	1	168	103	3	5	9	10	14	10
	2	149	98	7	4	11	14	14	14
Student Four	1	213	114	2	1	12	11	12	10
	2	186	106	4	2	14	11	11	12
Student Five	1	198	143	8	3	15	12	12	14
	2	174	114	5	1	16	17	13	11

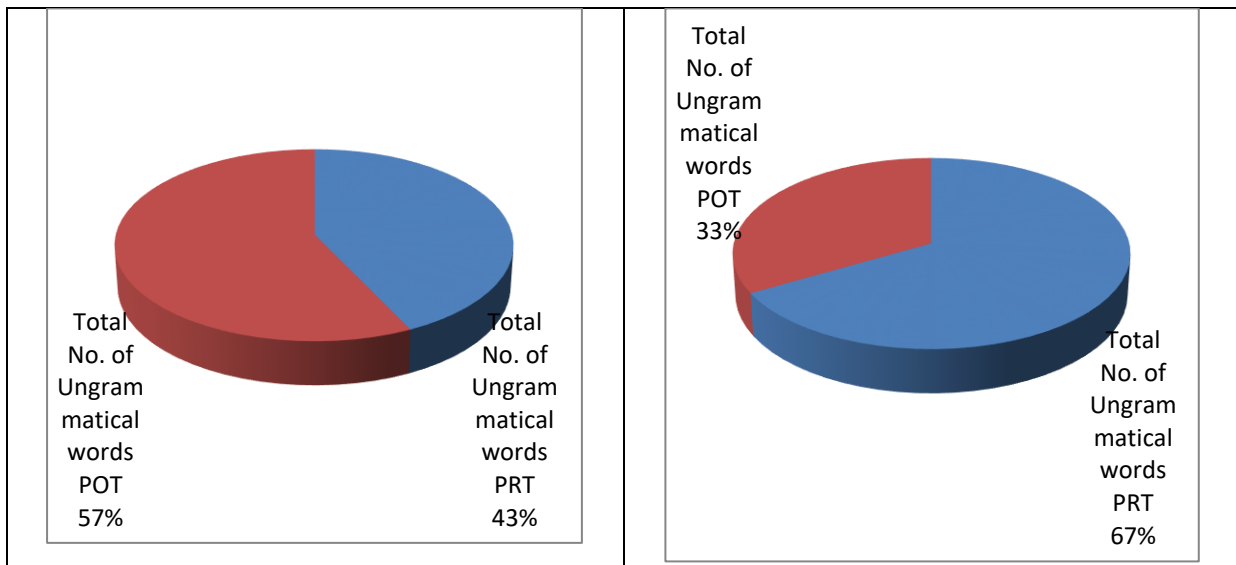
(Qs=Questions, PRT=Pre-Test, POT=Post-Test)

As per the above table, the analysis is taken for 5/50 students for the convenience of the space. All 50 students participated in the Pre and Post Tests. Every students is given two free open ended writing questions in each test. For Example:

Q.No.1: explain your daily routine in the first person narration in about 200 words.

Q.No.2: Write your opinion on the contemporary educational system: procedures and challenges in about 150 words

It shows that out of 50 28 students increased their use of number words in their writing in post test than in the pre test. Similarly, the ungrammatical words are also reduced to 32% when it compared to the pre and post tests. In addition to it, the total number of sentences used in posttest is also increased in order to explain the given topic in a proper coherent and cohesion.



In terms of using ungrammatical words in the formation writing an essay is increased at about 14% in random sampling when it is for the first five, but when the entire 50 Students random samples are taken it showed 34% variation in the entire peer group. The role of the teacher in this section is very critical and important. There are different types of faculty in handling the students. The response of the Faculty who corrected the item no 2 in the section 1 of the study opines:

“I teach in an Engineering College. I don’t like to comment on the way how faculty takes responsibility in terms of improving writing skills among the students. But Positive approach faculty and their care on students definitely gives good result which present study exhibits” (F-1:12)

When the study analyses the mechanics of writings, there is striking change in the pre and posttest when the faculty involved in correction and observation approach. The students changed their pattern of writing in the post test and found using proper punctuations and syntactical elements. There is a little progress found in case of sentential frameworks. Hence the study found better in posttest than the pre and progressive tests.

### Findings:

The entire analysis and interpretation of the data basing on the action research study and peer, teacher correction approach, the following findings are made;

1. The overall performance of the selected students was satisfactory
2. Most of the students were found with full understanding the aware of the way of using vocabulary in their writing skills. It is proves through the pre and post-test analysis
3. In case of using proper grammatical sentences improvement levels are satisfactory but some more care to be taken in cohesively and coherently issues of the writing skills.
4. Overall, it was found that the students were able to increase their proficiency in the use of grammatical and mechanics of writing in post-test. The use of pair-correction followed by teacher correction was found successful. Thus it could be established that the pair and teacher correction tool will work out in enhancing writings skills of the students.

### Conclusion:

It is the responsibility of the teacher to know the cognitive level of the students and should try to ground basic foundation whatever the level that they are. It is also fact that the present day students level of skills are very poor as against to their certificate performances. Their % of marks in English may be more than 75% but their writing skills are below high school standard. At this juncture, one should not blame neither the previous teachers nor the learners. Peer correction and teacher correction approach will bridge the gap and try to enhance the writing skills of the learners. This research report suggests that the both the approaches mentioned in the study can be used for the proper monitoring the writing practices.

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