

Different Approaches In Teaching Writing Skills Of College Students In Tamilnadu

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Abstract

The English language has a significant impact on education, particularly in agricultural countries such as India. It is clear that English was studied at some point in one's education. Writing is a process of self-disclosure that necessitates enough thought time. It promotes a flexible, modern linguistic order that incorporates phonetic elements like as spelling, emphasis, space, and connectives. Writing to communicate is a difficult talent to master: it goes beyond simply copying letters and words or, in certain cases, composing basic sentences. It is expected that students would create a literary product by skillfully and essentially using objective language, employing sophisticated mental skills, breaking down material, and producing fascinating work. More to the point, the open event is frequently embodied by collaboration with a large number of people who are not there. For a long time, English has been taught as a middle topic throughout the educational journey, but it has consistently been seen that understudies are now lagging behind in the acquisition of critical helpful skills, particularly writing. Learning to write short sections and articles is one of the most difficult things for students to learn in school, but it is also a necessary talent. If understudies do not make an effort to learn how to write right on, they may face difficulties in mastering the talent later on. As a result, the current research focuses on instructional methods for improving college students' writing skills in Karaikudi's chosen colleges.

Keywords: - Linguistic Knowledge, Complex Skills, Cognitive Ability, Mixed Approaches, Educational Journey, Comprehensive Productive Skills and Grammar & Lexical Structures.

INTRODUCTION

Writing has long been an underappreciated component of obscure language instruction, and it is presumably the most difficult ability to acquire among understudies. However, it has recently evolved as an important component of the correspondence dyad, which also includes talking, which is an oral indicator of social cooperation and information exchange. When it comes to figuring out how to write in practical terms, the emphasis is on demonstrating that there should be a link between certified requirements and direction, both from a linguistic and a business standpoint. Understanding writing proficiently ensures compelling writing results, but it also prompts the acquisition of a discretionary plan of language-related limits: an educated assurance in terms of punctuation and lexical plans; a reasonable illustration of relationship in the development of thoughts; a legitimate choice of register and style; and a general better way to deal with writing endeavours and contextualization.

The ability to write huge sentences, lines, entries which a reader can without a very remarkable stretch grasp is named as splendid writing skills. It is an optimal way to deal with write and express

one's points of view on their ideal subject to address their group and crowd individuals.

The benefits of writing extend beyond the classroom. Candidates who can write and communicate clearly are sought by associations. Without a doubt, even in this modern age, writing is still necessary. Messages, online chat sessions, faxes, and web pages all necessitate exceptional writing abilities. The higher the possibility of a high completion rate, the clearer the correspondence is. Writing ability is common in some part of the journey throughout everyday life, regardless of field or calling. Additionally, writing helps people think more clearly. When students learn to write, they are better equipped to investigate what they read, untangle, and consider. Writing, on the other hand, has all the hallmarks of being fundamental while pondering everything, and it frequently results in tumultuous and dispersed scribbles on paper. This frequently results in chaos or conveys the wrong message. Strong writing can be a difficult task since it involves far more than just the use of proper grammar.

IMPORTANCE OF WRITING SKILL FOR STUDENTS

In order to advance in the profession, you'll need exceptional writing skills. Whether it's in messages, project reports, or proposal proposals, information brimming with typos, grammatical errors, and poorly constructed sentences suggests a similar attitude about work. As a result, knowing the importance of writing abilities, in addition to other forms of correspondence, can have an impact on how people are perceived to be working. Their spouses can sort out messages in an unequalled manner if they have convincing writing talents. Others will find it easier to understand concerns and examinations if you write clear messages. People might evaluate even a few phonetic errors and spelling blunders from material, regardless of whether the job involves a lot of writing. Furthermore, even tiny blunders may give the impression that you are less capable at work. Writing is apparently the un-well-known skill to gain among understudies, which is generally excused in the display of obscure vernacular training. However, it has recently developed as an important part of the correspondence dyad, which also includes talking, such as the oral indication of social attachment and information sharing.

Writing has always been a difficult and inconvenient endeavour. The real writing course instils in understudies the ability to write clearly, apply appropriate punctuation and lexical strategies, spell correctly, and select the proper language register. Exceptional writing requires exposure, orchestration, consideration, innovation, and change, regardless of the degree. To overcome their fear of writing, understudies must master a variety of approaches that assist them in comprehending and approaching writing tasks in order to effectively address them. Teaching writing, as with all cycles, necessitates an effective methodology aimed at motivating students to express themselves in writing and educating them on the advantages of great writing.

VARIOUS APPROACHES FOR ENHANCING WRITING SKILLS

Writing as a useful ability is a beautiful component that should be dismantled into its most basic components in order to be seen, taught, and learned. There is no reply to the question of how to teach writing, regardless of the countless assumptions that support it as a desirable ability. However, as far as teachers, understudies, teaching

styles, and learning styles go, there are numerous options. Regardless, understanding the what, why, and how of writing is critical in order to select the most practical methods and methodologies.

Free Writing Approach

Free writing is commonly thought of as a prewriting strategy used in insightful conditions, in which a person writes nonstop for a set period of time with little stress for the purpose of approaching talking, shows, and mechanics, with a portion of the time spent working from a specific brief provided by a teacher. While free writing can produce unpolished, even unusable material on occasion, it can aid writers in overcoming writing blockages and developing confidence by allowing them to exercise text-creation times of the writing framework without fear of rejection. A writer may also utilise the approach to gather initial thoughts and concerns about a subject, which is frequently a necessary part of formal writing. Unlike conceptualising, when thoughts are documented or assisted, a free-written part is moderately ambiguous or unstructured.

The Controlled to Free Approach

This method for progressing in writing is back to back, in which understudies are given sentence kinds first, then a segment to copy or control phonetically by altering requests to proclamations, present status to past, or plural to single. Understudies could also transform the word to proclamations or cement phrases, making change easier. After showing up at a centre level of capacity, the teachers permit understudies to develop a free structure. This strategy emphasises sentence structure, accentuation, and mechanics. It emphasises precision above commonality or progress.

The Paragraph-Pattern Approach

This method concentrates on the concept of affiliation. It is based on the notion that correspondence is produced and composed differently in different social classes and circumstances. Understudies work with sections that they replicate, examine, and duplicate since this strategy is based on progressive models. Re-sorting blended sentences (in an entry), mixed segments (in a more expanded combination), recognising general and express information, writing a proper subject sentence for a part, writing supporting nuances for an essential idea, or

perceiving the basic idea that covers a detail of nuances are all exercises that can be used to consolidate.

The Grammar-Syntax Approach

This viewpoint implies that writing should not be viewed as a collection of independent talents that are developed separately. More than reasonable language is required by the author. She need specific types of activity terms, as well as a multi-leveled plan based grouping. Students recognise the connection between what they want to write and what they need to write it. This method connects the reason for a piece of writing to the basic designs for communicating the message.

The Communicative Approach

The Communicative Approach concentrates on the rationale behind a piece of writing as well as the group. Students are expected to act like authors in real life and to make critical requests concerning reason and group. The writer believes that he or she is writing for a certain audience. If the teacher is using this tactic, the understudies are contacted. In a piece of writing, students respond, revise, summarise, or make comments. Students are given the option of selecting a genuine subject, language, and level of formality.

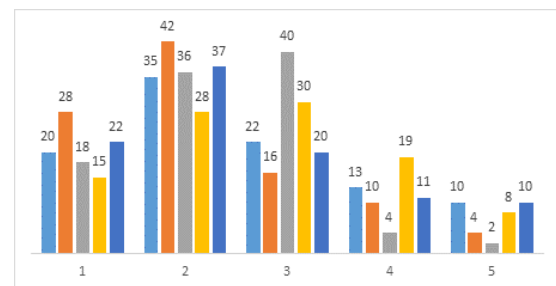
The Process Approach

Lately, writing instruction has begun to shift away from a focus on the written word and toward a complement to the most well-known method to writing. When this method is applied in a homeroom setting. It necessitates creating a nice, enabling, and helpful studio environment in which understudies can manage their creative processes with adequate time and immaterial impediment. The teacher's role is to support understudies by promoting conceivable working, composing, considering, and altering methods. Finally, the student gains more control over the substance and style of what they write as a result of their effective use of their acting approaches. Writing is a perplexing, recursive, and innovative evolution of many distinct techniques to performing, as seen in a cycle fast. Learning how to write messages is a capable and fruitful way of dealing with the dirt cycle. For the purpose of analysis, 100 students were chosen from various colleges in Karaikudi and asked a series of survey questions about the subject.

Table 1: Respondents' Opinion on the Different Dimensions on Learning Writing Skills in College (SA – Strongly Agree; A – Agree; N – Neutral; DA – Disagree and SDA – Strongly Disagree)

No .	Statements	S	A	N	D	SD
1	My establishment giving me the additional endeavors separated from homeroom teaching for upgrading my writing skills	20	35	22	13	10
2	Staff are attempting their greatest endeavors in best manner to improve our writing skills	28	42	10	10	4
3	Getting the blended approaches in writing skills is offers me the chance to confront my profession objective unafraid	18	36	6	4	2
4	This way the students can be outfitted with fundamental scholarly writing skills	15	28	3	19	8
5	My college gives me all the fundamental strategic help	22	37	7	11	10

Source: Primary data



Writing has always been considered a crucial ability in the acquisition of the English language. This significance stems from the fact that it helps instructors teach their students grammatical patterns and jargon. It is in this area that students should be given adequate opportunities to improve their writing skills, therefore more time should be allocated to it in homerooms with ELLs in order for them to be able to communicate effectively in both real-life and academic situations. Introducing them to the writing system as a whole through various scenes is a fantastic way to accomplish this. Writing abilities can also be developed when pupils' strengths are acknowledged and they are given several opportunities to practise writing. Because one of the primary goals of ESL students is to learn how to provide a well-researched piece of writing, a writing curriculum tailored to these students' needs should be established. Following a careful examination of the writing, it was discovered that a necessity for understudies to be exposed to diverse types, methods, and strategies to prevail in English writing was identified by many specialists.

WRITING IMPROVEMENT AIDS IN STUDENTS

Reflective Journal Keeping

Journal (or) diary writing should be taught in a study hall atmosphere and put into practise. Teachers often ask that understudies keep a diary of their workouts and routines to help them

improve their writing skills. It can also be used as a support or correction tool by instructing understudies to summarise or circle back to what was presented in the study hall meeting.

Provide them Vocabulary Box

The teacher can provide understudies a jargon box whenever they need to write an exposition or an emotional piece in class. This container may comprise perplexing and significant words that understudies can employ in their articles. This can help understudies increase their vocabulary and learn how to place new words in a section or text in the most effective way. Teachers might make the task more evident for students in lower grades by providing examples of difficult vocabulary and then asking them to apply them in their writing.

Paraphrasing / Re-writing

One of the finest strategies for language learners who are just starting out is to have understudies rewrite a commonly used text in their language. This is a straightforward rephrase. In this way, understudies won't get off track or lose track of what they're supposed to write. However, this is a contentious topic, as some argue that this practise could subliminally change the personalities of understudies. At that moment, it is the teachers' responsibility and responsibility.

Peer Editing/ Reviewing

Make the editors out of understudies! Peer surveys can help students develop a sense of responsibility for the content. After understudies have done writing their texts or articles, they can trade them with other understudies and ask them to inspect and respond to the text. This will help understudies delve into the nitty-gritty of language and survey another person's work. They'll be exposed to a variety of writing styles, as well.

SUGGESTIONS FOR EFFECTIVE REACH OF VARIOUS TEACHING APPROACHES FOR ENHANCING WRITING SKILLS AMONG STUDENTS

1. Colleges should provide dependable aid by providing resource materials that will assist both teachers and students in improving their writing abilities.
2. As these draughts work on the outcome, they should be double-checked by professors or students (peer review).

3. Parents should be involved and willing to help their children with schoolwork and writing. This should be possible via school-based improvement programmes.
4. Students expected to succeed on that short if they could demonstrate their understanding in writing regarding agreeable examination issues.
5. Teachers should be knowledgeable about innovative systems for teaching writing skills.
6. Instructors should instil in their students a culture of learning. Students should also be familiar with writing difficulties in order to persuade them to improve their writing abilities.
7. The lack of knowledge and contribution of our students in the area of social diversity revealed a gap in our school's educational plan that should be monitored for multicultural education.
8. Pay as expenditures should be used to motivate the understudy where necessary.
9. Literature should be a requirement for all English students.
10. Literature should be a subject that is chosen at the student's own discretion.
11. Textbooks and writing books are not designed with the needs of understudies in mind.
12. English libraries are important for developing important writing abilities in school students.
13. English teachers should be well-prepared to teach writing effectively, and regular writing competitions in English can help students improve their writing abilities.

CONCLUSION

Although strong writing skills are a necessary for long-term student success, the way teachers educate and assess their students' writing abilities is extremely difficult. Various elements influence the success or failure of teaching writing. It is entirely dependent on the teachers' knowledge and understanding of writing, as well as their methods for dealing with it. The directing approaches also play a role in successful writing instruction. The selected schools' teacher-centered pedagogical approach targeted student collaboration and sidekick understanding, both of which are critical to sociocultural conjecture. It's a far shot to think that you can develop writing talents. Writing is a thinking cycle that necessitates a conscious analytical effort over a long period of time, far from being a simple matter of interpreting words into written structure. However, by emphasising writing as a strong form of correspondence, creating a sense of community and reason, and

seeing understudy work, understudies will no longer dread writing class and will instead regard it as exciting and challenging.

Teachers can use several types of text jargon capability, as well as various types of sorts and texts, to help students improve their skills. The understudy has the opportunity to build meaning in a variety of settings by employing various types of texts and valuable reading jargon exercises or processes. Basic legal materials that aid in the development of understudies' abilities should be used by rudimentary educators. Teachers should provide as much important guidance as possible and make every effort possible to help their pupils become better students. To boost reading skills among understudies, teachers could create an English reading climate in the homeroom. In order to develop writing skills in primary schools, grade school instructors must be trained to provide various picture books and other visual and educational materials. During specific seasons of the year, the government should organise various courses and studios for instructors to show them how to simplify image storybooks and how to instruct the understudies in the homeroom for their turn of events. All grade schools should provide a large number of vibrantly coloured visuals and other teaching aids, and this should be available for all topics.

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