

## **Implementation of process Approaches to improve Academic Writing Skills of secondary level students through a teaching Programme in Odisha.**

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**ABSTRACT:** The study makes an experiment with secondary level ESL learners and aims at improving their writing skill through process approach. The study propose process approach interventions and techniques to support learner academic writing practices at the secondary level. So the data analysis of ESL teachers and students revealed a strong support for using a process approach method to improve learners ESL academic writing skills. Learners writing sample scores, determined by three writing rubric, differed by the end of the study comparing with their pre-wring samples. The study provided data to understand the importance of utilizing effectiveness of process approach method and its impact on ESL odia learners.

**Key terms:** Secondary students, academic writing , process approach, academic paragraph writing.

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Date of Submission: 07-07-2017

Date of acceptance: 15-07-2017

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### **I. INTRODUCTION**

The focus of this study is on the English academic writing of secondary level students through teaching Programme. The study identified a problem with regard to students' academic writing. This problem was identified in students' paragraph writing .In order to try and improve the weak academic writing competence of the students, the study implement a teaching writing programme through process approaches in twelve classes in two different school . These approaches were chosen because through pre-test the researcher realized that the students needed guidance when writing paragraph. The classroom teaching and learning context was suitable to apply the process approach and in order to measure the effectiveness of the implementation the researcher use quantitative method. This study reports to improve English academic writing skills of secondary level students and the approaches was adapt in teaching method to incorporate the techniques and strategies process approaches.

#### **Process approach:**

Writing is a process through which students can explore and discover their thoughts, constructing meaning and assessing it at the same time ( Zamel ,1983). According to (Kroll, 1990) the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)” (p. 96). While (Tribble, 1990) state that Writing in the product- based approach is viewed as a simple linear model of the writing process which proceeds systematically from prewriting to composing and to correcting .through this approach learners could be able to learn how to write in English composition systematically from using the pattern-product techniques, namely the logic of English rhetorical patterns such as narration, description, and persuasion.

The scholar like Leki (1991) states that the process approach is an approach to teaching writing that places more emphasis on the stages of the writing process than on the final product. The process approach enables the students to make clearer decisions about the direction of their writing by certain procedures such as discussion, tasks, drafting, feedback, and informed choices. While Mahon (1992) argue that Product writing focuses on , the production of neat, grammatically correct pieces of writing and to this approach, the teaching of writing focuses on “one-shot correct writing for the purpose of language practice. The scholar like Hyland (2003) also indicates that the conflict between process and product can only be damaging to classroom practice, and the two are more usefully used to supplement and round each other out. The best way to use these approaches is to know what the students need and what motivates them to improve their own abilities.

From the above discussion we may conclude that “the process approach in the classroom context calls for a positive, encouraging, and collaborative workshop environment” (Silva, 1990, p. 15) in which students are able to work through their process of composing with the help of the teachers. While through product approach students can learn how to use vocabulary and sentence structures for each type of rhetorical pattern appropriately.

### **Research Design:**

This part presents a picture of the research methodology to be used throughout this study. This part addresses the research design, procedure, participants, instruments, and data collection procedure.

### **Data collection:**

This study was intended to find out the problems faced by ESL learners and examine the roles using the writing process approach and in order to achieve these goals, this study use quantitative design methodology. Because for measuring the improvement in learners writing the research employed Quantitative methods which are frequently characterized as assuming that there is a single “truth” that exists, independent of human perception (Lincoln & Guba, 1985)). The pre and post writing samples were analysed once at the beginning of the programme and at the end after the intervention. Results of the pre-test and post-test were compared to investigate whether improvement was made by the students in their writing in general and in terms of the content, organization and language of the pieces of writing after attaining the writing intervention.

### **Selection of Samples:**

The subject of this study was drawn from BSE (Board of Secondary Education) students of Odisha. The samples for the present study are only secondary level students of regional medium High school of Odisha. The target population at each school was IX grade students and their teachers. Sample selection procedure and changes to sample characteristics. In an effort to find study subjects with shared characteristics, purposeful sampling strategy was adopted while enlisting study participants (Creswell, 2007; Mays & Pope, 1995; Shank, 2006). Homogeneous samples were considered ideal to ensure comparable experiences (Creswell, 2005; Creswell, 2007) in terms of school ESL learning. The samples for the field work, consisted 200 students, who were students had completed six years of English learning at the school and six teachers of the same schools.

### **Task for the Research:**

Task selected from the purpose of the current study is therefore to revisit and then expand upon issues raised in the study in it, so that diagnostic test could be employ in order to identify the weaknesses of the student from their writing samples .An analysis of the response will give an idea to researcher as to what re-measure is to be taken for the improvement of the learner’s writing. The research question focused in particular on the challenges faced by students in academic writing and identified common grammatical, structural and syntactic errors made in writing tasks. Raters were asked to use full 3-point scales in the analytic scoring process. The maximum mark given for each section was 4-3-3 and the total number of the sections is 3 as follows: Content, Organization, and Language in Use. Analytic scoring allows ratters to identify different aspects of writing and provides detailed diagnostic information about the learners’ writing performance (Kellogg,1990).The researcher decided to teach these three component through process approach and the analytic Scoring Rubrics adopted (, source: Eugenia Mora-Flores ,2009) by the researcher.

### **Content**

Logical development of ideas  
Main ideas, supporting ideas, and examples

### **Organization**

Sequence of introduction, body, and conclusion  
Use of cohesive devices

### **Language In use**

Language in use: choice of vocabulary  
Register  
Grammar Sentence-level structure  
Mechanics  
Punctuation  
Spelling, capitalization

**Teaching classes of process approach:**

Independent writing samples were collected at six different times from the participating students throughout the six weeks teaching programme period of the study. Writing samples were collected at six different times from the participating students throughout the study and evaluated. These samples were analyzed to identify areas where there were patterns of notable changes in students' writing as a result of process approach method of teaching. The task was designed on the basis of pre-test test. The tasks are same in nature though topics are different.

**Improvement in writing in school-A through process approach:**

The tables a below illustrate the average result of process approach teaching in the school of six intervention teaching.

**Table 1:** Improvement in writing in school-A through process approach

Class taken through process approach	Number of Participating Students out	Total marks Secured in content out of 4	Average mark secured per Student in content	Total marks secured in organization out of 3	Average mark secured per Student in Organisation	Total marks secured in language out of 3	Average mark secured per Student in Language	Total average marks secured per student out of 10
First class	35	38	1.08	35	1.0	36	1.02	3.10
Second class	34	44	1.29	43	1.26	42	1.23	3.78
Third class	36	50	1.38	51	1.41	52	1.44	4.23
Fourth class	36	57	1.58	56	1.55	59	1.63	4.76
Fifth class	35	66	1.88	67	1.91	67	1.91	5.70
Sixth class	35	76	2.17	75	2.14	77	2.20	6.51

Under the process approach instruction it was recorded the good achievement result from 3.10 to 6.51. The table indicate that the process approach was effective to a certain extent to improve students' writing skills. The improvement of three rubrics the results indicate that the process approach was effective constantly in improving the average writing skills of the students.

**Improvement in writing in school-B through process approach:**

The tables a below illustrate the average result of process approach teaching in school-F in six intervention teaching.

**Table 2:** Improvement in writing in school-B through process approach

Class taken through process approach	Number of Participating Students out	Total marks Secured in content out of 4	Average mark secured per Student in content	Total marks secured in organization out of 3	Average mark secured per Student in Organisation	Total marks secured in language out of 3	Average mark secured per Student in Language	Total average marks secured per student out of 10
First class	33	39	1.18	41	1.24	38	1.15	3.57
Second class	34	44	1.29	47	1.38	45	1.32	3.99
Third	32	49	1.53	52	1.62	54	1.68	4.83

class								
Fourth class	34	56	1.64	59	1.73	60	1.76	5.13
Fifth class	33	64	1.93	67	2.03	67	2.03	5.99
Sixth class	34	73	2.14	78	2.29	75	2.20	6.63

The table indicates that the process approach improved the learner's content, organization and language errors. The table above shows the differences in class 1 and class 6 intervention results by using the process approach methods of teaching. Before the intervention, a mean score was 3.02 recorded, which was 6.63 recorded in the class-6 of the intervention. It was found that there was a difference of 3.61. This means the process approach had a positive impact on the writing abilities of the students. It was also tested if this difference is statistically.

### Interpretation of the improvement:

It is found from the above tables that all six classes improvement increased after the intervention. The learners in the different writing class shown are less error free than in the first draft. Some students have shown more improvement than other after attaining classes because greatest advantage in process approach that through planning a learner can work properly before s/he writes. In addition to this the use of brainstorming, mind maps or just a list of point's learners want to include. It helps them to organize idea for the next steps and may not to confuse in sequencing ideas. Secondly, students try to remove their problem of vocabulary and grammar through asking teachers and peers during evaluation and discussion stage. What I observed was that the improvement rate has gone-up in draft-1 to draft-6. It shows that process approach has really impact on the ESL students.

### Post-intervention:

At the end of the intervention, the researcher collected the post-writing samples of the learners in order to find out the degree of improvement in their writing .The performance of the students of post-test as evidence in the table below. As discussed earlier about the set of rubric the researcher analysed the post writing samples like pre writing samples to compare between pre-test and post-test writing samples of the learners. This table; shows the scores of last writing samples of the students.

**Table3:** shows the scores of last writing samples of the students.

SCHOOL	NO OF POPULATION	Total Marks secured in content out of 4	Average marks secured per Student in content	Total Marks secured in Organisation out of 3	Average marks secured per Student in Organisation	Total Marks secured in Organisation out of 3	Average marks secured per Student in Organisation	Total average marks secured per student out of 10
A	36	84	2.33	82	2.27	83	2.30	6.90
B	34	80	2.35	85	2.50	85	2.50	7.35

## II. CONCLUSION

The study proved that process approach to writing is a very good stagey to improve the ESL writing skill of the learners .The study also succeeded in building confidence among L2 learners in certain extent .The cross data collection, analysis and techniques in this research were effective to provide findings that gave conclusive answers to the research questions and hypotheses. I can say without doubt that through proper guidance and effective approach in the classroom leads to improve academic writing skills the students.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Sasmita Bharati. "Implementation of process Approaches to improve Academic Writing Skills of secondary level students through a teaching Programme in Odisha." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 22.7 (2017): 18-22.