

Teaching English Language Writing Skills to the Engineering Students Greater Noida, UP

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Abstract

This research paper proposes that among four (LSRW) skills of language abilities in communication, the writing is definitely the hardest skill for bilingual students. Raimes suggested that the value of writing skills is important to keep the things in record for future. Consequently writing is very crucial for engineering students or any professional field and it represents an important component in one's professional activity. Byrne, 1988; Hedge, 1988; Tribble, 1996; made the important points that the writing is the process of encoding (putting your message into words) carried out with a reader in mind. Hence one can think that engineers' writing should be more effective than others moreover to enhance engineers' writing skills, a teacher has to carefully diagnose engineers' needs and accordingly design the syllabus with the teaching methods in order to respond. Before conducting a class, the teacher must check the students' understanding of writing skills, fluency and their knowledge of English language and their lexical accuracy. This approach in the class will help engineers to facilitate their writing skills.

Keywords: Writing Skills, Teaching Methods, Syllabus, and Engineering Students.

Introduction:

Since 2018 I find out the engineering students are not proficient in English language writing as they must. A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code to express feelings and communicate to others. In the language there are four skills (LSRW) that play very crucial role in the language. Today it is the language of leaders, language of academics, language of business, fashion and so on. It is the most important and very crucial skill to have for personal success and a global formula for learning. It is the language one's sharing feeling anytime anywhere. Teaching must includes two major components sending and receiving the information. The effective teaching and learning skills have created a huge demand for all category of profession around the world. Now day's number of people wants to develop their communication and care for to send their children in English medium schools for which they pay a huge amount in their fees. This research actually focuses over the condition of B.Tech students in English at the secondary level. The knowledge they had predicted in the subject which differs in their actual performance. The test paper is given them to test their understanding level is critically examined and evaluated and found that the respondents need seriously to look into the subject to develop their writing skill to improve communication with the support of their English teacher or whatsoever sources are available to them. In the fields of profession all required being fluent in speaking, reading and writing skills.

It is hypothesised that the students who have been enrolled in the program are fluent in their writing skills. Whereas they get failure in the assigned task i.e. class assignments, application letter, job letter etc. apart from that it is also noticed that the majority of the students are unable to express their understanding effectively and their performance gets bothered. It also has been observed through their written messages several errors were noticed in the tenses, grammar, sentence structures, selection of vocabulary, and their handwriting, spellings, paragraphing, cohesion, word choice etc, and the purpose of their writing was missing, content was not clear and the level of readers was not decided to whom they had written that document. Where all the components are crucial in any type of document writing if it is not countered properly all the efforts made in writing the text shall go useless.

Engineers should be able to communicate efficiently with clients, partners, employees and employers not only in oral communication but in written also, because they produce categories of documents in a day i.e. application letters, CVs' resume to professional letters, reports, proposals, memos, summaries, proceedings, questionnaires, field and measurement reports, data interpretation etc. In the case of the above-mentioned B.Tech programs, the introduction of the writing component in the syllabus comes to highlight the fact that proficiency in writing is required by many companies as a privilege in hiring. Mention should be made of the fact that it also empowers students with writing skills which will help them to insert and train professionally and further on will help them to save time and money in their future career. It also helps students better integrate into international companies. For this reason, two semesters are assigned to teach B.Tech students how to be efficient in writing. This approach is crucial to enhancing students' proficiency in writing and will help students' better deal with writing tasks and assignments.

Writing for Specific Purposes

For communication to work and get the response or reaction we want, the receiver must understand the message. To make this possible the oral/ written message should be clear, simple, accurate, complete and relevant. The written message must have unity, accuracy and coherence. To this end the use of the right linkers is very important in the economy of the written text. Among the factors influencing communication mention should be made of: understanding, attitude, method, tone, purpose (in business the purpose is usually to remind, to persuade, inform and request), and capability. Cohesion and coherence of a written text is ensured by:

- accuracy: good command of grammar, avoidance of ambiguity, use of specific terms and clear vocabulary and grammar structures.
- coherence (spatial and chronological coherence).

According to Popescu (2010) the following issues need to be taken into account in order to ensure text coherence and cohesion:

Text coherence (clearly organised text, logical sequence of ideas – mainly analysed in the previous section); **Text cohesion** (well constructed and well linked together sentences; no unnecessary repetition)

Considerations that pay heed to grammatical accuracy:

evaluation criteria: spelling; morphological; lexical – inappropriate use of lexis; lexical – collocations; syntactic.” (Popescu: 2010, p.422).

Objectives of the research paper:

1. To study and assess the writing skills of B.Tech students through error analysis with specific attention to English tense system
2. To analyze writing skills, written composition and problem faced by B.Tech students in English tense.
3. To identify parameters/variable which interfere in the writing skills of the subject?
4. To establish correlation between the tense errors and the variable
5. To identify and classify types and frequency of tense errors
6. To find suggestion based on the research finding and pedagogical implication for better process of writing skills for engineers

Research Questions:

1. Is there co-relation between B.Tech students' competence in English tense and the process of learning the tense?
2. Does the pedagogy of English tense contribute to improve the writing skills of B.Tech students?
3. What are the variables that interfere in the writing skills of B.Tech students?
4. Are the errors in English tense attributable to target language structures?
5. Are the errors in English tense attributable to mother language structures?

Methodology adopted**1. Students' data**

- a) Free composition test
- b) Nature of learners' writing (total number of words and sentences)
- c) Word percentage
- d) Language ability test

2. Attitude and profile

The present data is received from the students who have joined the B.Tech course after completing intermediate or having equivalent degree are eligible for B.Tech. program, the respondents are currently pursuing B.Tech program in 2nd year (Promoted in 3rd Sem.). The data is collected in both the qualitative and quantitative methods. The questionnaire is prepared on Google form and shared through what app official group and directed with instructions and guidelines. The questionnaires were not bound with restrictions to any category of the specific branch it was open to all B.Tech students those have been promoted in 3rd semester currently. The respondents are selected only those are pursuing B.Tech from Greater Noida. UP.

Data of the study:

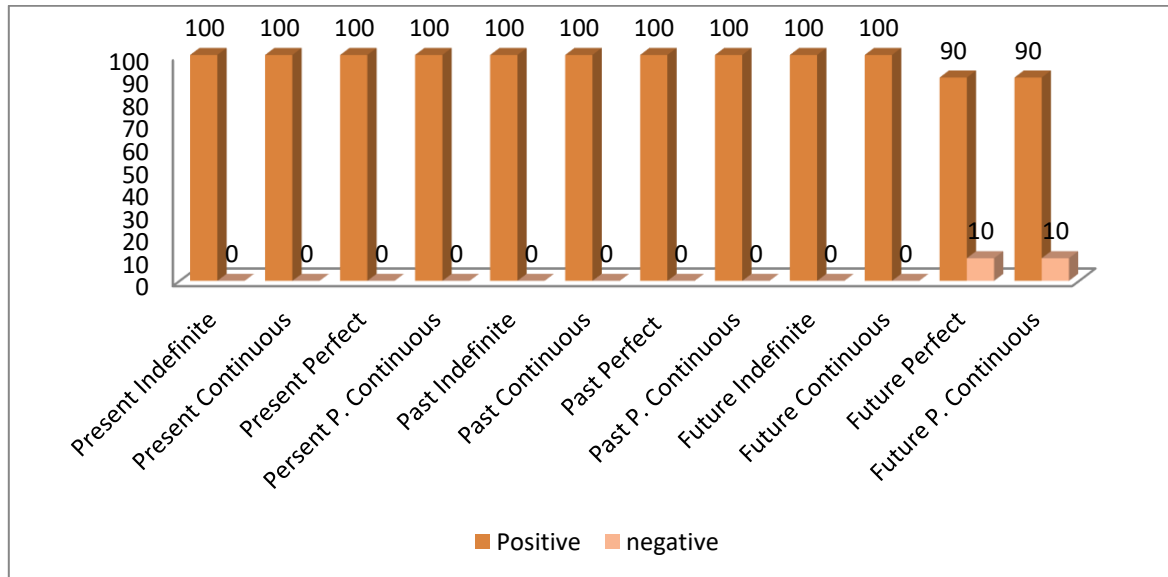
The data have been collected only from the B.Tech pursuing 2nd year students of the college of Greater Noida. The questionnaires were shared among more than 500 students and the stipulated periods were 3 to 5 days for the responses; however I could receive only 39 responses from the respective respondents.

Questionnaire

Questionnaire is designed for all the B.Tech students, who have been promoted in 2nd year (3rd sem.) in Greater Noida UP. In the questionnaire each question is designed in such a way that can elicit the perceptions of the students about the English tenses in general. The questionnaire also seeks information as the respondents’ familiarity with the English tenses and uses in writings.

Data analysis:

Q.A: Attitude Test of B.Tech students in English Tenses.



The bar graph illustrates the responses which are given by the respondents in English tenses. The majority of the respondents have given hundred percent responses though a small section of the respondents is found lacking in the given last two tenses. It suggests that the students are not familiar as they predicted in their results with the tenses while they had studied tenses from first to the secondary level though they take the tenses casual in their writing and speaking. It produces two phenomena whether the students have not been taught with the effective purpose of the subject or they think that the subject has no more demand in their field of engineering.

Q.B: Ability test of B.Tech students through the sentences. Change into tenses as directed in the box.

Q.1: The boat sailed yesterday. (Simple Present)	Right	Wrong
	32	7

The table displays the ability of the respondents on present indefinite tense. The majority of the respondents scored well while less number of the respondents has not scored up to their level. But it cannot be avoided due to the reasons. Respondents do not take that tenses are so important to enhance their writing or other skills and the other reason may be their living environment. Hence one can see their flippant attitude on tenses. In the beginning of the question they have given their hundred percent on each tense.

Q.2: The baby cried for hours. (Present P. Conti.)	Right	Wrong
	33	6

The table displays the percentage of the respondents’ understanding on tense. Where the majority of the respondents have attended the question with correct answer and a small section have not done correctly. The repeating activities classify their tense ability.

Q.3: Mr Bert had taught for five years. (Past Inde.)	Right	Wrong
	23	16

The table notifies that the numbers of the respondents are having good knowledge in the area but the other section of the respondents’ performance also could not be avoided. Here the problem may absolute whether the respondents did not understand the significance of the questionnaire shared with them to know their view on tense or they are really not aware with it.

Q.4: Priya shall finish her stitching by then. (Future perfect)	Right	Wrong
	29	10

The table shows the ability of the respondents on tenses with the significances of the writing skills in English language. The current responses fit to the results of the first questionnaire as they mentioned in the given tense where 26 % of the respondents failed to answer correctly. Consequently the data as the respondents answered is matching to their actual understanding and knowledge about the tense and sentences structures. The result indicates that students are required to be sincere in the subject for better in writing skills.

Q.5: I have finished my assignment. (Past Perfect)	Right	Wrong
	39	0

The above table shows the hundred percent results on the same question while above all the questions have different results shared by the respondents that do fit to the pre-test as this is. On the basis of this data one may assume that the result of this question is okay as they predicted though the one tense only cannot serve the need of complete writing skills moreover to be fluent in the subject they need to practice all required skills for their efficient writing..

Note: Identify the type of sentences below and write the names of the tenses.

Q.6: The school will be closed for winter break.	Right	Wrong
	23	16

The above table shows the results of the respondents a sentence is given to right the name of the tense where 58 % majority of the respondents secured and 42 % majority failed to answer correctly. The feedback of their results shows the lack of seriousness and interest in language skills. English tenses are the basic and primary tool for the communication therefore one may assume that with lack of understanding of the tense may affect their reading and writing of English text or to write any document etc.

Q.7: The sick child has been sleeping for three hours.	Right	Wrong
	31	8

The above table discusses the understanding of the respondents on the tense. The results state 80% of the respondents has successfully responded while 20 % get failed. If one notices their responses they made

in first questionnaire than the questions raise on their ability on tenses is not justifiable. Thus the gap can be seen in both the situation at the actual level result and their prediction they made.

Q.8: When I went there Hudi was playing video games.	Right	Wrong
	26	13

The above details are showing the data received from the B.Tech and those have been promoted in 3rd semester. Where more than 30% respondents' get fail to answer correctly and the difference could be seen in respondents' familiarity on English tenses. It seems that respondents are not proficient in tenses and grammar rest parts of the language skills can't be conversed anymore because tenses are considered the basic tool for further skills of language.

Q.9: Mr. Arnold had been writing his last book for four months.	Right	Wrong
	34	5

The table proposes the results of respondents. A majority could be seen with good results. Only a small section of the group failed to respond correctly to the question. Hence one may assume that the failure respondents may be irregular in attending the classes and completing the assigned work of their subject teacher. Consequently their performance get disturbed their learning of English communication and in other subjects as well. Those who scored well appears solely dependent in the classroom learning and gained sufficient proficiency in comprehension, writing and grammatical skills.

Q.10: I will move to Delhi soon.	Right	Wrong
	36	3

The above table shows that more than 90% of the respondents have correctly answered only a small section fails to attempt. It assumes that respondents may not be inquisitive to answer the question or they might have given the importance to their own regional language.

Q.11: Mr. Peter will have been teaching for twelve years next month.	Right	Wrong
	31	8

The results as shown in above table are like 80% of the respondents has rightly answered and 20% are failed. The overall results indicate that respondents are not much interested to make efforts to study it. While they love to communicate in English language but certain regions their performance in the subject is missing their positive concern. Therefore extra attention should be paid by the teacher in the classroom and institute also needs much to create English environment where English can be used in their day to day conversation.

Q.12: Have you read Pride and Preduces?	Right	Wrong
	29	10

The table talks up to 75% of the respondents are well acquainted with the tenses while the failure section also cannot be avoided. The level of the respondents selected for the research should be competent to answer all the question easily as per their first questionnaire they answered but the received responses are differing from first to the last question. Therefore it appears that the current situation of the English language for the B.Tech students is not so easy for any type of communication skills.

Findings of the data

A careful analysis of the responses to the questionnaire for B.Tech students reveals the following major findings

1. B.Tech students stated that they are overburdened with the syllabus is assigned by the AKTU in their B.Tech program and their attitude about the language does not reflect positive due to certain reasons i.e. in the curriculum of the B.Tech English is not given so importance as other subject are. Here students are attending the classes to pass in the exam only. They also mention their profession demands practical knowledge in the field and language plays a nominal role for that they are acquainted with. In a short discussion one of the respondents assumes according to NEP-2020 their mother tongue can serve their need indeed.
2. They assume that English is not only to earn their bread if they have not practical knowledge in the subject and communication may be enhanced later and small section also could be seen is affected by the environment and social affection also it is hurdling in their nature. Therefore they prefer the medium of communication in their regional language. The other reasons are they have been taught in their regional medium hence they are comfortable in their mother tongue and they have never been taught with the purpose and importance of English language.
3. The discussed syllabus in the B.Tech program emphasizes upon the learning and teaching of four skills (listening, speaking, reading and writing). However, due to the short semester duration teachers are unable to equally emphasize upon each skill effectively in their classrooms.

Conclusion

We may conclude that the skills students acquire during and attainment of this course it may be of great help for their future career if the B.Tech students effort to enhance the LSRW skills under the supervision of the subject teacher with full of purposes and effectiveness. Undertaking the teaching of writing skills to engineering students is not an easy task, the teacher`s role is to teach students general and specialized writing assignments without letting them discover these assignments on their own devices. Moreover, we as Indian teacher are not able to cope up with existing demand of the learners; instead we go ahead with our own teaching and pedagogy without compatibility of the learners` knowledge. The teacher should observe the competence of the learners before undertaking and learning and teaching pedagogy. The current study is supporting the natural approach of learning as discussed by S.D Krashen & et.al.

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