

## Effectiveness of writing skill in English Language for B.Ed. Trainees

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**Abstract:** *The present study is an attempt to study the effectiveness of writing skill in English language for B.Ed. trainees. The present study is developmental and experimental. The sample of the study comprised 30 B.Ed. trainees. Two equivalent groups of B.Ed. trainees were made. One is the control group which consists of 15 students and the second one is the experimental group which consists of 15 students. For this study pre-test post-test design was employed. Self constructed questionnaire which was validated by English language experts was used to collect data. Pre-tests were administered to both groups. Experimental group was subjected to writing skill training by providing intervention through a specially developed writing skill programme in the English language. After the treatment post test was administered to both groups. The collected data were subjected to statistical analysis and obtained results were interpreted. After analyzing the data it was found that the writing skill programme in English language was effective to enhance writing skills of B.Ed. trainees.*

**Key Words :** Writing Skill, language, B.Ed. trainees, expressional skill.

### 1. INTRODUCTION:

According to Sapir "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires and means of a system of voluntarily produced symbols" English occupies a very prominent place in the world one in ten persons of the world knows English. 50 % of the world's newspapers, scientific and technical periodicals, 60 % of the world's radio broadcasts and 75 % of the world's mail are in English. English has one of the richest literatures in the world. It is the only language which is understood in all the countries of the world. The English language is mostly a subject of skill. It requires proficiency in speaking, reading, and writing, three crucial communication abilities. The arts of reading, writing, and speaking should all be valued. The English language student will be able to use the language more effectively by putting these abilities into constant practice. Art, science and craft all go in writing. Good writing is a skill. Your thoughts are reflected in the words you use to express yourself. Naturally new tactics and procedures must be developed if we want to write effectively. Only then we will be able to convince the reader of our point. We referred to writing as a science. Because writing is based on a variety of genres, structures and forms. Writing itself is a craft. Craft demands talent. Through practice and experience our skills improve. Additionally writing exercises help you get better at it. If you want to become a better writer, you should write in a systematic and scientific way using a particular style. We should consciously work on improving our ability to communicate our thoughts, ideas and opinions through language. Writing skills can be improved with appropriate guided composition exercise. Writing skills can be enhanced with enough practice.

### 2. LITERATURE REVIEW:

Many studies were reviewed in order to study and understand the literature related to the title under study.

**Michaes Mallika D.(2022)** Conducted experimental study for linguistic exploration in Technical writing acquisition of technical writing skills by students of literature and students of engineering. This is a multicenter randomized 2 x 2 factorial design study evaluating two independent variables of T.W. design branching vocabulary and grammar and structured rezoning. For data collection quantitative and qualitative, methods were applied. The study aims at exploring how cognitive approach varies in the acquisition of technical writing skills between students of literature and students of information technology with regard to the emergence of technical writing namely burgeoning demands of the world, predisposed forward technology, revolution in linguistics and focus on the learning ability. The findings of the study proved that practice on the skills of technical writing enabled the students to get better in their

usage of vocabulary. Neco and technical vocabulary triggered the interest level of the students to put them in appropriate context.

**Amin, mamta Mukesh (2020)** - has done study on experimental research on developing an indigenous model for teaching, writing skills for engineering colleges of Gujarat. The objectives of the study were 1) To analyze the syllabus of four different universities, offering engineering degree at bachelor's level. 2) To examine the components of writing in these syllabi. 3) To inspect the approaches, methods and materials used to teach writing skills in these Engineering courses. 4) To analyze students needs in the learning of writing skills through random sampling 60 student's were selected for data collection questionnaire is used. The major findings of the study reveal the treatment given to experimental groups is well effective so we can observe the significant effect of indigenes model for teaching writing skills for engineering colleges of Gujarat.

**Shahin Sultana(2019)** has studied approaches to academic writing at the tertiary level in Bangladesh. The objective of this study was to explore a combined approach to academic writing for the Bangladeshi tertiary level learners. The tools of the study included classroom observations, written text evaluations (exam scripts, term papers, and portfolios), student interviews, and instructor interviews. The finding of the study proved that the combined approach to writing is significantly beneficial for tertiary level students.

**Raja Ratnam Jaladi (2019)** has carried out an experimental study on E writing skills a study on engineering undergraduates writing strategies. For this research the experimental mixed method research design was adopted. 1) The objectives of the study are "To identify the most and least used writing strategies prior of strategy training. 2) To analyse the impact of strategy training on the learners writing performance. 3) To see whether the impact of writing strategy training and strategy differ by gender. 4) To see if the impact of writing strategy training and strategy use differ by rural/urban background. The sample consisted 120 students. For data collection strategy instruction Questionnaire and writing task battery score was used. To quantitative method was used for data analysis. Major finding of the study are participants from the experimental group reported the revision. Strategies were most popular reported strategies for planning the participants term experimental group reported a high level writing strategy is proved that writing strategy instruction is not only practicable with the learners of English for academic Purpose but also beneficial irrespective of their social background gender.

### 3. MATERIALS:

To assess the effectiveness of the English writing skill program researchers developed an English Writing Skill test. The test contains two forms. The first form contains five subjective questions like letter writing, story writing, notice writing, report writing and email writing. The second form contains twenty five objective questions to test the knowledge of English writing skills of B.Ed. trainees. The researcher develops a training program of writing skills with the practical knowledge of English writing to enhance the writing skills of the B.Ed. trainees. The questionnaire was checked and validated by the Experts.

### 4. METHOD:

In the present study the effectiveness of the 'writing skill in English Language programme' was to be assessed. Hence the experimental method seemed more suitable and hence was used by the researcher. For the present study pre-test post-test design was employed.

### 5. DISCUSSION:

The present study aimed to study the effectiveness of writing skill in English Language for B.Ed. trainees. There are four basic skills of language- listening, speaking, reading and writing. Among the four skills writing is the most challenging skill. So the researcher developed the programme to enhance the writing skills in the English language for B.Ed. trainees. And after implementing the programme on B.Ed. trainees the researcher found the impact of the programme on B.Ed. trainees. The score of the post test shows the enhancement of B.Ed. trainees in writing skills in English language.

### 6. ANALYSIS:

The purpose of the present study is to develop the English writing skill program to enhance the English writing skills of the B.Ed. trainees. The scores of the B.Ed. trainees were analyzed to verify the hypothesis stated earlier. The data is analyzed by using SPSS statistical software.

**Table No. 1 : Descriptive statistics of Pre Test Post Test Writing Skill In English Language  
(Experimental Group)**

Pre test and Post Test	N	Mean	Std. Deviation	Std. Error Mean
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Experimental Group	Pre Test	15	17.6000	1.72378	.44508
	Post Test	15	39.6000	3.01899	.77950

**Table No 2.: Independent Sample ‘t’ Test for Experimental Group**

		Levine’s Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Experimental Group	Equal variances assumed	3.858	.060	24.509	28	.000	-22.00000	.89762
	Equal variances not assumed			24.509	22.251	.000	-22.00000	.89762

**Table No. 3 : Descriptive statistics of Pre Test Post Test Writing Skill In English Language (Control Group)**

Group Statistics					
	Pre test and Post Test	N	Mean	Std. Deviation	Std. Error Mean
Control Group	Pre Test	15	17.4000	2.61315	.67471
	Post Test	15	18.6667	2.25726	.58282

**Table No4.: Independent Sample ‘t’ Test for Control Group**

		Levine’s Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Control Group	Equal variances assumed	.571	.456	-1.421	28	.166	-1.26667	.89158	-3.09299	.55966
	Equal variances not assumed			1.421	27.421	.167	1.26667	.89158	-3.09473	.56140

## 7. RESULT AND FINDINGS:

Table no. 1 shows the Mean values of Pre-test and Post-test writing skills in English Language. The Mean value of Pre-test is 17.60. (SD is 1.72) and the Mean value of Post-test is 39.60 (SD is 3.01). From the mean value, the training of English writing skills can improve the student’s writing skills.

Table No. 2 shows the ‘t’ value of pre-test and post-test Writing Skills in English Language of Experimental Group. The ‘t’ value is 24.509 of pre-test and post-test Writing Skills in English Language of Experimental Group significant at .000 level of significance. Thus we can reject the null hypothesis that ‘There is no significant difference



between pre-test and post-test of writing skills in English Language' and conclude that training improves the Writing skills of English Language.

Table no. 3 shows the Mean values of Pre-test and Post-test writing skills in English Language. The Mean value of Pre-test is 17.40. (SD is 2.61) and the Mean value of Post-test is 18.66 (SD is 2.25). The Mean value shows that for the control group training is not given to the student and it shows that the writing skills did not improve in the students who are in the control group.

Table No. 4 shows the 't' value of pre-test and post-test Writing Skills in the English Language of Control Group. The 't' value is 1.421 of pre-test and post-test Writing Skills in English Language of Control Group significant at .166 level of significance. Thus we can conclude that there is no significant difference between two scores i.e. pre-test and post-test English Writing skills of English Language in Control Group.

## 8. RECOMMENDATIONS:

For this study researcher used fifteen hours in which she taught the five writing skills to B.Ed. trainees. But after implementing the programme researcher found that more duration is required to explain these skills in detail.

B.Ed. trainees were enthusiastically participated in program and they were taking interest to improve their writing skills. They understood the importance of writing skill in English language for getting better opportunities in future.

In the present study only five writing skill in English language were considered but other writing skills in English language should develop of B.Ed. trainees.

If B.Ed. trainees will get complete knowledge of writing skill in English language they can explain these writing skill in English language to secondary school students.

## 9. CONCLUSION :

From the above statistical data analysis it is clear that there is significant difference between pre-test and post test scores of writing skill in English language of B.Ed. trainees. The scores of post test are more than that of pre-test scores. So the null hypothesis is rejected. It shows the significant impact of writing skill in English language programme. Hence the programme of writing skill in English language was proved effective to improve writing skill in English language of B.Ed. trainees.

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