

Original Article

# Writing Competence in English among Tamil Speaking Students of Tamilnadu

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Received Date: 10 December 2023

Revised Date: 01 January 2024

Accepted Date: 26 January 2024

**Abstract:** This study uses samples from the Madurai District of Tamil Nadu to investigate the methods used by English language second language learners whose mother tongue is Tamil and the extent of their writing proficiency in the language. Samples were selected from the Madurai District's twelve colleges. A random selection of fifty students from each college was made, with equal weight given to men and women. Consequently, a corpus of 600 undergraduate students from 12 colleges in the Madurai district of Tamil Nadu was collected by means of a structured questionnaire that contained 50 items categorised into different grammatical categories, such as numbers, nouns, verbs, articles, prepositions, fill in the blanks, use the forms in the appropriate contexts, match the following, complete the sentence, etc. This study's primary goal is to assess the writing proficiency of Tamil-speaking students learning English as a second language. It also promotes recommendations for enhancing undergraduate students' writing proficiency.

**Keywords:** Writing Competency, Tamil Speaking Students, English As Second Language (ESL).

## I. INTRODUCTION

Second language learners' (SLL) ability to communicate is greatly aided by English language teaching (ELT). Writing proficiency is highly valued in communication because of its many applications. Through the use of diverse writing practices, approaches, and strategies, undergraduate English students' writing skills will be improved. This research aims to understand the writing competency of SLL. This study attempts to identify the challenges higher education students encounter in honing their English writing skills, both theoretically and practically. Even after reaching a particular degree of English proficiency, the issues could persist. It is acknowledged that a significant number of real-world and contextual issues hinder higher education students' ability to use English. Undergraduate students struggle to become proficient in the English language because they are not exposed to the language in both the classroom and in their daily lives. They also struggle because they do not grasp the language, do not have enough opportunities for practice, and experience worry, uneasiness, and dread. In today's world, everyone must engage in the socially responsible tasks of speaking, listening, reading, and writing. Reading and listening are receptive activities, while writing and speaking are expressive. Reception and expression work together to keep the channels of communication open between people. The information and concepts communicated by oral and graphic symbols in speaking and writing, respectively, are picked up during listening and reading activities.

## II. THEORETICAL PERSPECTIVE

One of the biggest issues facing students is their inability to improve their English writing abilities even after having extensive exposure to the language. There have been numerous instances of this circumstance, and it is crucial to note that this issue is not exclusive to our nation but also exists in many other nations worldwide. 97% of all high school graduates in the US enrolled in college in 1874. Nevertheless, despite being natural English speakers, their writing was subpar. For instance, the Harvard faculty was concerned about the first-year students' poor English proficiency. For this reason, they established freshman English, a remedial course, in an effort to address writing shortcomings. The initial rationale behind the nearly nationwide implementation of freshman English courses in colleges, based on the Harvard model, was essentially to "make up" for the knowledge that students had "failed to acquire" in high school. Furthermore, topic A, a pre-freshman English course, was the first remedial writing course offered at the University of California at Berkeley, and it started in 1898. The University mandated that high schools take topic A, a non-credit composition course, at that time. Although there have been numerous disagreements regarding the course and its efficacy, the drop in college students' essay writing scores offered more concrete proof that their writing abilities were deteriorating. Errors involving run-on phrases, incomprehensible paragraphs, and inappropriate expression were noticeably more common. Compared to previous years, there were more bad writers and they received lower marks.

Furthermore, theorist Kitzhaber, A. R. (1963) found that the content and quality of composition courses in four-year universities varied greatly. "Teaching young people to write well has always proved so frustratingly difficult and the methods



used so time-consuming and laborious for teachers and students alike," he said, criticising composition instructors and their methods in ways that still hold true today. Put another way, no method or philosophy has proven to be effective in solving the issues, and none seems likely to do so in the near future. Every technique works for some pupils while failing for others. If pupils want to acquire excellent writing abilities, writing must continue, and teachers must teach composition, Kitzhaber continued. While teachers employ several ways to foster creativity and organisation in their students, it is insufficient. When writing, students need to consider a variety of factors, including vocabulary, mechanics, grammar, organisation, and content. They cannot just focus on one of these factors since they need to consider every single detail in order to produce writings that are satisfactory. The issue is in their disregard for the type of essays they are writing and their failure to take the proper procedures that will yield all the sources they need for their compositions. When it comes to homework, all that matters to them is the grade they will get.

Furthermore, some theories disagree with remedial writing classes for students who struggle with this ability. For instance, in 1974 English composition instructor Karliner stated that special remedial writing courses are not the answer for students' needs. According to him, "it is impossible to expect one student to become a good writer if he has never written before and if it will not be required to write again in their college career." He continued, "writing competency is a skill which needs continual reinforcement." "Poor writers seem to be getting poorer in those skills that are specific to written communication, but seldom called for in conversation: that are acquired largely through broad reading and considerable rewriting; that are most seldom taught, and when taught who have little use for written communication," according to the writer Martha Maxwell's 1975 National Assessment of Educational Progress Report. There is more proof of how widespread the issues are as the average grades on college entrance exams continue to decline. According to composition researcher Lloyd-Jones (1976), there is no crisis since the media has determined that bad writing is newsworthy. He goes on, "A crisis is a good turning point; maybe we are more aware of our shortcomings because we now require better writing." Even so, it's more likely that we have a chronic than an acute writing disease. Because grammar and mechanics are superficial parts of writing, Jones has criticised exams and other indications of a decrease in writing skills on the grounds that they emphasise them. He also brings up the fact that professors have secretaries and editors who make "silent changes" in their works. Additionally, English teachers find it difficult to teach open admissions, and they maintain that students' papers require more than just proofreading.

According to composition teacher Miles (1975), it is the duty of every faculty member to teach writing. We know that excellent writing and thinking are not "once and for all" skills, unlike swimming, which can be coached to get better and better, the speaker adds. Writing is a demonstration of thinking, which is one of the most sophisticated skills. Students therefore require assistance with writing at many levels, ranging from subject to subject and from third to eighth grade, tenth grade to high school, and beyond. The cumulative capacities of the pupils require deliberate, comprehensive adaptation to the new material and maturity whenever a new level of thought and a new subject matter arise. As a result, writing skills are a major issue for all pupils worldwide, even those whose mother tongue is English. Furthermore, writing is a very difficult activity that requires additional skill and effort to master and teach. Therefore, it goes without saying that learning and using English writing skills would provide several challenges for the kids under evaluation, whose mother tongue is Tamil. This justification leads this article's author to envision the following goals.

### **III. REVIEW OF LITERATURE**

A large number of experts and language instructors have endorsed films as realistic materials. "Exposure to real language," which is not prepared especially for English Language Teaching but rather in its original community, is the definition of authenticity (Widdowson, 1990). Students are more motivated as a result of this exposure, which also provides them with real information from a foreign culture that is thought to be relevant to their requirements and inspires more innovative teaching in the classroom. For this reason, films are used to educate vocabulary, speaking and listening, reading, and writing essays (Ergenekon, 2016). The study "Writing in a Second Language: A Pedagogic Perspective on the Interactive Processes in Language Structuring and Composition" was conducted by Nair, Bhaskar, P. (1991). This study begins with the premise that only by studying writing in the context of second language acquisition—of which writing is merely one aspect—can the nature of writing in a second or foreign language and the issues surrounding its teaching and learning be properly understood. He claims that the fundamental question of why a student studying a second or foreign language in a classroom is unable to master the use of the target code is still unresolved and haunts the teacher who is having difficulty meeting learning objectives in the classroom. The current study blames the lack of a sound theoretical or philosophical foundation for the shortcomings of second language teaching courses. Because they ignore factors that are critical to a theory of language learning, like the linguistic environment, learner traits, and learning processes, the current theories appear to be insufficient and incomplete in nature. This research identifies complex connections between thought and language as well as between culture, cognition, and language. As a result, language use emerges from the complex patterns that the interactions between the aforementioned elements weave into the fabric of the human experience. An adequate theory of language, language

learning, and language pedagogy can never be established without connecting the dots between the components gathered from all these interrelated phenomena since language cannot exist apart from these other realities that coexist with it.

An analysis of prior research focuses on writing ability not in the conventional sense, which views it as a tool for productivity alone, but as a way to learn how to utilise a second or foreign language meaningfully. The study supports the viewpoint that writing in a second language requires a distinct approach than writing in one's mother tongue. This study aims to challenge the current practice of importing fragmentary theories from acquisition-rich first language environments for use in acquisition-poor second or foreign language contexts, including writing instruction. It is important to note again that this study does not formulate any theory as such for several language pedagogies in general or writing instruction in particular. Developing communicative competence in written English among secondary school learners of Rajasthan (An experimental study) was the goal of Paliwal, A.K. (1996)'s study, which sought to identify the communicative needs of secondary school students in written English and enhance their proficiency in the language. The goal of the study is to assess the effectiveness of the TLT (Traditional Language Teaching) and CLT (Communicative Language Teaching) techniques in helping secondary school students become more communicatively competent in written English in a social setting. The study demonstrates that CLT is more successful in helping learners develop the ability to produce expressions that are acceptable for their social context. The book review "An Overview of Writing Assessment: Theory, Research and Practice" by Willa Wolcott (2000) discussed the value of writing and writing skill assessment. The author handled the significance of writing proficiency and how it is evaluated across disciplines fairly. According to her, writing and learning are interwoven, and the difficulties involved in creating assessments act as a microcosm of the assessment industry as a whole.

Here, writing is emphasised once more as a crucial subject that needs special attention. This book review is included in the study because the researcher believed that errors made while writing are not reviewed by responsible parties and are therefore not fixed. The value of writing should be understood because it is a talent that is applicable to all subjects. The method known as "Integrated Reading and Writing for Effective Language Teaching" was the subject of research by Rass (2001). The study's goal was to combine reading and writing instruction so that students may become more comfortable with English literature while also being able to write more freely, spontaneously, and fluently. The researcher also emphasised the use of constructive criticism and class activities. Because the students were required to listen, talk, read, and write in English, the investigator came to the conclusion that the course may increase all language skills. They claimed to have noticed improvements in the content, structure, and mechanics of their most recent written projects as compared to their initial ones. The researcher believed that a two-hour class each week was insufficient and that additional time should have been set out for students to practice error analysis and thought organisation so that they could compose sentences in an orderly manner.

The study, "Exploring Issues in the Teaching of Expository Writing at Addis Ababa University, Ethiopia," was conducted in Ethiopia's undergraduate programme. (Ph.D. 2007) looks into, examines, and comprehends the problems associated with using the CLT (Communicative Language Teaching) approach, specifically with regard to teaching expository writing to undergraduate students in the first year of the English Language Education department at Addis Ababa University in Ethiopia. This study examines the effects of a CLT strategy on the instruction and learning of expository writing for first-year teacher candidates at Addis Ababa University in Ethiopia. It looks at how writing is taught and learned at the freshman level and offers solutions to address issues and make things better. Examining the suitability of the curriculum and course materials for the writing course "Intermediate writing skills" in the context of teaching expository writing through CLT are the specific goals of this study. In order to look the issues with applying the CLT technique in Ethiopian universities, To investigate factors pertaining to students and teachers that impede the instruction and acquisition of expository writing, to offer practical methods for enhancing your expository writing skills. This study's attempt to pinpoint methods for raising academic writing at the UG (Under Graduate) level gave it significance. Here, the issue was the kids' inadequate writing abilities. For a portion of these children, instruction was provided in their mother tongue (L1) up until grade VIII, with English serving only as a subject. They struggled with academic writing when they entered universities since they didn't speak English well.

All things considered, the kids' backgrounds had a significant role in their subpar writing ability. According to the data, the majority of the kids attended regionally accredited schools with little to no exposure to English. The majority of the time, instruction in Ethiopia was given in Amharic, the recognised national language of that country. The vast majority of students claimed to be graduates of government schools, which did not emphasise study. This was starkly different from private schools, where pupils received excellent instruction and had access to a number of amenities that were not available to those attending government schools. Additionally, it was discovered that parents of students attending government schools had low levels of education and were therefore unable to provide their kids with the support they required for their education.

### A. Review of Articles Published in Journals and Encyclopedias

The following books and articles from respected periodicals and encyclopaedias offered essential details regarding different facets of teaching English as a second language.

Breen "The essentials of a communicative curriculum in language teaching," by Michel, P. and Candlin, Christopher, N. (1980), "Teaching English," by King Peter (1985), "Understanding second language acquisition," by Ellis Rod (1986), Sandra J. Savignon, "Communicative Language Teaching: State of Art," (1991), "Trends and Tensions in Post-colonial Language Education in the South Pacific," by Heather Lotherington, was published in 1998. published as a research paper in the Vol. 1 No. 1 of the International Journal of Bilingual Education and Bilingualism. Developing excellent communication abilities among high school students was the focus of Padmavati, M. (2000). Principle and practice in second language learning, Krashen, S. D. "Conversational skills in English" (Listening Skill), Nagarjun Arjun Wadkar, 2003 Lynne Cameron, 2003 "Difficulties for ELT arising from the Growth in Child Education," Research article published in April 2003's number 57/2 of the ELT Journal. Kumbhar, R.A. (2004) "Communicative Language Teaching," National Focus Group on the Teaching of English, NCERT: Position Paper (2006), A Comparative Analysis of the Communicative Approach and Grammar Translation Method in the Teaching of English Grammar was published in June 2011 by Chang, Shih-Chuan. (www.ccsenet.org/elt - June 2011, Vol. 4, No. 2) The role of cooperative learning and the communicative approach in higher education was published in 2011 by Jelena Basta. British Council (2011): ELT Research Papers 11 - 01: Investigating Global Practices in Teaching English to Young Learners, (Linguistics and Literature, Vol.9, No.2, 2011, pp. 125-143), Anjum Nadeem, Bilal, Tariq, Din ud Noor, Lalit, (2013) looking at the issues teachers have when trying to help students improve their writing abilities in English. (2013), Vol. 2, No. 3, pp. 238-244), Arul Jayaraj Joseph (2014) "The competency of the learners in the selected schools of Trichirapalli District in acquiring paragraph writing skill in English in Rural Vernacular Medium Government Schools and Urban English Medium Private Schools." (Pages 56-62, Vol. 4, No. 4, 2014), An analysis of Saudi students' difficulties with listening comprehension in the EL listening classroom was conducted by Hamouda Arafat in 2013. (2013), Vol. 2, No. 2, pp. 113-155 Javed Mohamed (2013): An investigation of students' evaluations of their English language writing proficiency. (2013), Vol. 6, No. 2, pp. 129-144 English language teaching in India: A theoretical research, Narayanan R, Nair Rajasekaran N, and Iyyappan S, 2009. Journal of Applied Linguistics, Volume 1, Issue 1, 2009, pages 16-19 Mistakes Made by Rural Students at the UG Level When Learning English as a Second Language (Preethi, J., 2013). (2013, Vol. 14, No. 4, p. 219), Amutha, S. and Philomina, M.J. (2015) Diagnosing reading and writing abilities in elementary school. (2015, Vol. 3, No. 7, pp. 1-7) Hameed Sangamithra.A. Sahul Mohammed (2016), College Level: A Process Approach, Developing Students' English Writing Capabilities. (2016), Vol. 11, pp. 40-43).

### B. Points Emerged from the Review of Articles:

Certain articles provide useful information regarding conversational skills. They also talked on how important it is to teach pupils how to have conversations. A few of them discussed the value of engaging in communicative activities to hone communication abilities. There is also discussion of the fundamentals and principles of learning a second language. How to create enthusiasm for studying English is targeted, A few of the papers shed insight on the roles that teachers play in teaching communicative languages. Some of the articles address the value and advantages of communicative language teaching as well as its guiding principles. A few of the articles discuss the value and requirement of writing proficiency. A few articles discuss the importance of communicative ability and the necessity of teaching English as a foreign language in India. A few of the articles discuss the challenges that teachers and students encounter when learning and teaching English as a second language. Some studies examine the benefits and drawbacks of both English-medium schools and rural and urban governments for developing students' ability to write English paragraphs.

### C. Overview of the Review of Literature

The purpose of this chapter is to provide an overview of the body of knowledge about the teaching of communicative languages. The researcher was able to correctly understand the theoretical framework thanks to the literature. A summary of the aforementioned studies indicates that a small number of them have been conducted in the area of Communicative Approach to English Language Teaching (ELT). As a result, the investigator understood that the current probe was necessary. The review was helpful in defining the study's goals and hypotheses. It was quite helpful in selecting the study's variables. The investigation's design was informed by the insights provided by related investigations.

Savignon (1972) conducted work at many levels pertaining to communicative skills. Rafik (2000) has studied tertiary-level oral communicative English proficiency. Vanbhatte (2003) has determined the reasons for mistakes and created a plan to enhance their English communication abilities. The investigator chose to focus on the idea of improving communicative competence in written English for the given study with the assistance of a survey of these studies. At various stages, the Communicative Approach and writing skills have been worked on by Mohanraj, S. (1980), Saraswathi, V. (1981), Sowmini, P. (1984), Jallaludin, K. (1985), Bhaskar Nair (1991), Sumalini, P. (1993), Willa Wolcott (2000), Rass (2001), Gade,

Innyasamma (2005), Nation (2005), Telda, Assefa Zeru (2007), and Nirmala, Y (2008). The research studies greatly aided the investigator in formulating the study's aims and hypotheses as well as in choosing the study's variables. They have also assisted the researcher in getting the research instruments ready. As a result, the investigator could decide between the Communicative Approach and Communicative Competence in Written English domains. Rachel Lalita, Eapen (1979), Unissa Syalath (1995), Deepa Reddy (1986), and Sankarappan, R. (1992). A.K. Paliwal (1996) Kalpan and Grabe (1996) Researchers Vernon and Ferrerio (1996), Kamel (2003), and Hazarika Mousumme (2004) have all worked to improve communicative skills at various levels. The researcher now has a better understanding of communication skills and techniques because to these studies. The researcher is aware that this review is neither thorough nor in-depth. It provides a summary of the studies on written English communicative skills and communicative approach.

#### **IV. STATEMENT OF THE PROBLEM**

It has been discovered that undergraduate students in Madurai District colleges possess inadequate writing skills. The purpose of the study is to assess the writing component of the Part II General English Course among Madurai district undergraduate students. The researcher, an English teacher, saw the need for more efficient methods of teaching and mastering writing in English as a second language. Even when instructors and students understand the importance of writing skills and their complexity, they do not give them the attention they need. The demands of real-world situations for writers and the acquired competence that ESL learners gain diverge. Writing is a highly crucial ability that is not well taught or learned, and it is completely ignored.

There are three primary stages of the investigation. During the first phase, thorough questionnaires are distributed to undergraduate students and instructors in an effort to pinpoint the issues related to the writing component. Second, an analysis of the data was conducted, and some conclusions were drawn. Thirdly, practical recommendations are made to enhance the approach based on theories of ESL writing instruction and learning.

Since these are the factors that have an impact on the results, the study primarily focuses on four areas of composition instruction: goals and objectives, instructional materials, classroom techniques, and testing processes. This study aims to examine the perspectives of two distinct groups of respondents—teachers and students—about the process of teaching and learning. These are the two sets of individuals who are best suited to provide an accurate account of the situation. Teachers can also offer suggestions on how to enhance writing skills in order to meet the demands of their students. Their views regarding the writing component are evident in their opinions.

The present study is titled as:

“Writing Competence in English among Tamil mother Tongue students of Tamil Nadu”.

#### **V. AIM AND OBJECTIVES**

1. To measure the writing competency of English among the students whose mother tongue is Tamil and who learn English as second language in their under graduation.
2. To understand the problems in learning and using writing skill in English among the students whose mother tongue is Tamil and who learn English as second language in their under graduation, and
3. To explore suitable corrective measures for improving the writing competency of those students based on their idiosyncratic issues of learning English as second language in general and of learning writing skill in English.

#### **VI. LIMITATIONS OF THE STUDY**

Writing to learn is a teaching strategy based on the idea that students would learn a topic or concept better if they are asked to reason about it. Research, however, suggests that context affects how writing affects students' learning. We investigated the effects of integrating writing-to-learn pedagogy into a mandatory college course on students' learning and views of writing to learn using a mixed-method, quasi-experimental, repeated measures approach. According to our quantitative study, there was no discernible difference in the impact of writing for learning on students' attainment of the course objectives. Qualitative analysis, however, turned up data showing how much students valued writing as a method of reasoning through their thoughts and reactions to class experiences in order to make sense of the material covered in the course. Writing to learn, in the instructor's opinion, also facilitated rapport-building with pupils. Our findings showed that writing to learn pedagogy has advantages and disadvantages in our setting. Drawing from our research and experiences, we provide pedagogical recommendations and practical implications.

#### **VII. METHODOLOGY**

For this study, data were collected from 600 informants who were selected using a straightforward random selection technique. Twelve colleges in the Madurai district of Tamil Nadu, both in urban and rural areas, provided the samples. Male

and female student samples were chosen from each college with equal weight, and 50 samples total from each college were chosen to serve as the study's subjects. The colleges listed below are those from which samples were selected.

## VII. RESEARCH TOOLS

### A. List of colleges where the study was conducted:

P.M.T College, Usilampatti, Madurai, Arul Anandar College, Karumathur, Madurai, N.M.S.S.V.N College, Nagamalai, Madurai, Senthamarai College, Palkalai Nagar, Madurai, Madura College, Madurai, Ambiga College for women, Madurai, Sri Meenakshi Govt College for women, Madurai, Govt Arts College, Melur, Madurai, Fatima College, Madurai, P.K.N College, Thirumangalam, Madurai, EMG Yadava College, Madurai, Mannar Thirumalai Naicker College, Pasumalai, Madurai.

### B. Preparation of Test Device

The following elements were taken into consideration when creating a competency-based accomplishment test device, in accordance with the goals of teaching English at the undergraduate level, the University of Tamil Nadu's syllabus, and the text books required for the same.

1. Identification of sounds and letters,
2. Identification of words and meanings,
3. Application of word meanings in sentences,
4. Letter writing,
5. Composition.

### C. Pilot Study

For the pilot study, a sample of one hundred students was chosen to represent the group. Without setting a time limit, the students were instructed to respond to every question on the test. By amending and improving the test gadget, this pilot study has led to its finalisation.

### D. Test Device

The competency-based achievement test had fifteen elements in its final version, with a maximum score of 100. The test apparatus had the following five components.

1. Identification of sounds and letters contains 4 questions for 20 marks.
2. Identification of word meanings contains 8 questions for 40 marks.
3. Application of word meanings in phrases and sentences contains 5 questions for 25 marks.
4. Letter writing contains 1 question for 5 marks.
5. Component composition contains 2 questions for 10 marks.

## IX. DATA ELICITATION

Statistics and the inferential approach have been used to quantitatively examine the data collected using the test gadget. Relevance arguments have been used to descriptively explain the dawn inferences.

### A. Scheme of Test

**Table 1: The test device employed for the present work has the following scheme designed based on Components**

| S. No.       | Name of the Component                     | Marks      | No. of Questions Given | Question Numbers                  |
|--------------|---|------------|------------------------|-----------------------------------|
| 1.           | Identification of sounds and letters      | 20         | 4                      | II, III, IV, XVIII                |
| 2.           | Identification of word meanings           | 40         | 8                      | I, V, VII, X, XI, XII, XIII, XVII |
| 3.           | Application of word meanings in sentences | 25         | 5                      | VI, VIII, IX, XV, XVI             |
| 4.           | Letter Writing                            | 05         | 1                      | XIV                               |
| 5.           | Composition                               | 10         | 2                      | XIX, XX                           |
| <b>Total</b> |   | <b>100</b> | <b>20</b>              | <b>20 Q</b>                       |

**Table 2: Scoring pattern of test device based on Components**

| S. No.       | Type of Questions | Q. No.                | Q. No.                       | Marks      |
|--------------|-------------------|-----------------------|------------------------------|------------|
| 1.           | Objective         | I, II, III, IV, V, VI | VII, IX, XI, XII, XVI, XVIII | 60         |
| 2.           | Short Answer      | VIII, X, XIII,        | XV, XVII, XIX                | 30         |
| 3.           | Essay             | XIV, XX               | -                            | 10         |
| <b>Total</b> |                   |                       |                              | <b>100</b> |

**Table 3: Scoring Pattern of the Test Device Based on Difficulty Level**

| S. No.       | Type of Questions | Q. No.                            | Marks      |
|--------------|-------------------|-----------------------------------|------------|
| 1.           | Easy              | I, II, III, IV, VI, XII, XVIII    | 35         |
| 2.           | Average           | VII, VIII, IX, XI, XVI, XVII, XIX | 35         |
| 3.           | Difficult         | V, X, XIII, XIV, XV, XX           | 30         |
| <b>Total</b> |                   |                                   | <b>100</b> |

#### X. SCOPE OF THE STUDY

It is difficult for undergraduate students to develop their writing skills. Because writing is one of the four LSRW talents that is most important. Gaining writing proficiency is necessary before engaging in further conversation.

Writing is the act of conveying thoughts to another person through written form. Writing is a way to communicate coherent thought. Speaking usually happens on its own, but writing needs deliberate use of vocabulary, grammar, and spelling in addition to context encoding so that readers may understand the intended meaning. Reader comprehension of desired ideas will be facilitated by appropriate expression.

Globalisation has made English its language. Since the study's main focus is on undergraduate students' writing proficiency, this paper goes into great detail into the theoretical underpinnings of ESL writing, writing as a critical skill, writing as a thought process, writing subskills, organising writing assignments, etc. It's also talked about how reading and writing are mutually beneficial to one another. Additionally, it covers crucial writing elements including organisation, coherence and unity, mechanics, and writing issues, among others.

#### XI. ANALYSIS AND INTERPRETATION

The distribution of scores on the Competency Based Achievement Test and the English Language Usage Inventory have been examined, and the corpuses acquired using the aforementioned testing apparatus have been examined in detail. The combined scores from all five components have been used to determine the students' competency-based English writing proficiency.

##### a) Frequency Distribution of Scores on Competency Based Achievement Test

**Table 4: Frequency Distribution of Scores on Competency Based Achievement Test**

| S. No. | CI    | Mid point | F   | Cf  | %Cf    |
|--------|-------|-----------|-----|-----|--------|
| 1.     | 20-29 | 24.5      | 10  | 10  | 1.50   |
| 2.     | 30-39 | 34.5      | 24  | 34  | 5.67   |
| 3.     | 40-49 | 44.5      | 82  | 116 | 19.33  |
| 4.     | 50-59 | 54.5      | 85  | 201 | 33.50  |
| 5.     | 60-69 | 64.5      | 143 | 344 | 57.33  |
| 6.     | 70-79 | 74.5      | 129 | 473 | 78.83  |
| 7.     | 80-89 | 84.5      | 110 | 583 | 97.17  |
| 8.     | 90-99 | 94.5      | 17  | 600 | 100.00 |

The statistical values of the above distributions are as follows

|        |   |       |          |   |       |
|--------|---|-------|----------|---|-------|
| Mean   | = | 65.21 | SD       | = | 80.10 |
| Median | = | 66.90 | Kurtosis | = | 2.11  |
| Mode   | = | 68.1  | Skewness | = | -0.04 |

The competency-based accomplishment test's frequency distribution of scores is displayed in the above table. The Mean, Median, and Mode have statistical values of 65.21, 66.90, and 68.1. Kurtosis is 2.11, Skewness is -0.04, and SD is 80.10. It is shown by the chart that is described below.

The competency-based accomplishment test score distribution is displayed in the above graphic. 10, 24, 82, 85, 143, 129, 110, and 17 are the frequency scores. The raw data is ungrouped before the values are computed. The scores are regularly distributed, as indicated by the values above.

##### b) Distribution of Scores on English Language Usage Inventory

Three main reasons why written English is used are listed in the English language usage inventory: (1) learning purpose, (2) communication purpose, and (3) self-expression. Ten assertions, each with a 5-point rating, are included under each component. Students' comments on a 5-point rating system are translated into numerical scores. The students' results are taken into consideration as their overall written English usage.



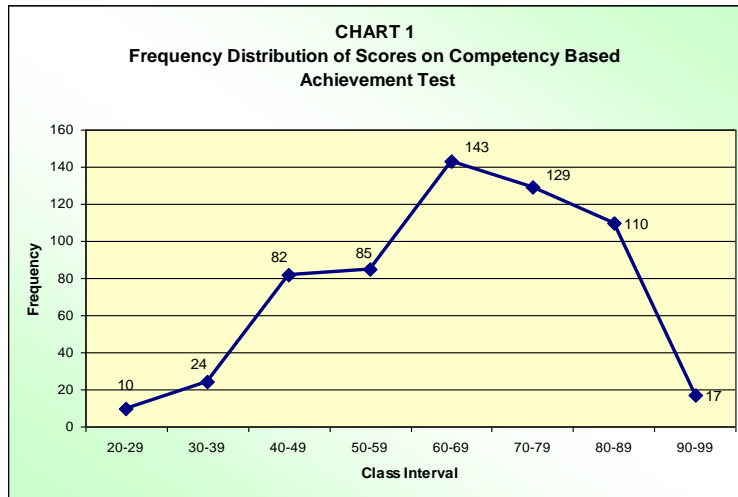


Figure 1: Frequency Distribution of Scores on Competency Based Achievement Test

c) Frequency Distribution of Scores on English Language Usage Inventory

Table 5: Frequency Distribution of Scores on English Language Usage Inventory

| S. No. | CI    | Mid point | F   | Cf  | %Cf    |
|--------|-------|-----------|-----|-----|--------|
| 1.     | 20-29 | 24.5      | 8   | 8   | 1.33   |
| 2.     | 30-39 | 34.5      | 15  | 23  | 3.33   |
| 3.     | 40-49 | 44.5      | 73  | 96  | 16.00  |
| 4.     | 50-59 | 54.5      | 92  | 188 | 31.33  |
| 5.     | 60-69 | 64.5      | 101 | 289 | 48.17  |
| 6.     | 70-79 | 74.5      | 155 | 444 | 74.00  |
| 7.     | 80-89 | 84.5      | 124 | 568 | 94.67  |
| 8.     | 90-99 | 94.5      | 32  | 600 | 100.00 |

The frequency distribution of the English Language Usage Inventory scores is displayed in the above table. These are the values of the frequency distribution: 8, 15, 73, 92, 101, 155, 124, and 32. 24.5, 34.5, 44.5, 54.5, 64.5, 74.5, 84.5, and 94.5 are the middle values. This is seen in the accompanying chart.

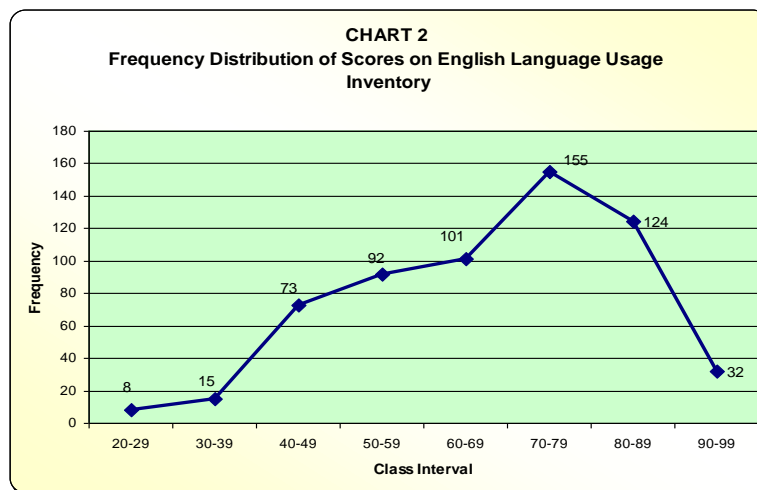


Figure 2: Frequency Distribution of Scores on English Language Usage Inventory

The statistical values of the above distributions are as follows:

Mean = 67.57      SD = 112.4  
 Median = 70.71      Kurtosis = 1.96  
 Mode = 76.35      Skewness = -0.08  
 Maximum possible score = 150, Minimum score = 30.



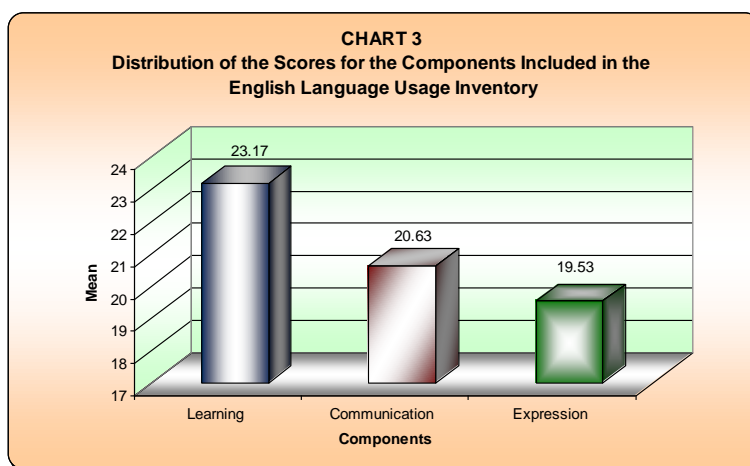
The frequency distribution of English Language Usage Inventory scores is shown in chart 2 above. Numbers 8, 15, 73, 92, 101, 155, 124, and 32 are the frequency scores. The figures for the Mean, Median, and Mode are 76.35, 70.71, and 67.57, in that order. The values are from raw data that hasn't been grouped. It can be seen from the above values of the Mode, Skewness, Kurtosis, and Median that the distribution is normal.

d) *Distribution of the Scores for the Components included in the English Language Usage Inventory*

**Table 6: Distribution of the Scores for the Components included in the English Language Usage Inventory**

| S. No.                              | Name of the Component | No. of Cases | Mean         | SD           |
|-------------------------------------|-----------------------|--------------|--------------|--------------|
| 1.                                  | Learning              | 600          | 23.17        | 8.43         |
| 2.                                  | Communication         | 600          | 20.63        | 8.05         |
| 3.                                  | Expression            | 600          | 19.53        | 7.84         |
| <b>Total Use of Written English</b> |                       | <b>600</b>   | <b>21.11</b> | <b>12.66</b> |

The distribution of scores for the Learning, Communication, and Expression components of the English language usage inventory is displayed in the above table. There are 600 examples in all. On the English language usage inventory, the student component's mean scores are 23.17, 20.63, and 19.53. They are 8.43, 8.05, and 7.84 for the SD. Mean and SD total values are 21.11 and 12.66, respectively.



**Figure 3: Distribution of the Scores for the Components Included in the English Language Usage Inventory**

The distribution of scores for the English Language Usage Inventory's component parts is displayed in chart 3 above. The aforementioned data makes it clear that the mean score for communication and expression is 19.53 and for component learning is 23.17, respectively.

e) *Correlation Matrix for Components of English Language Usage*

**Table 7: Inventory**

| S. No.                              | Components    | Learning     | Communication | Expression   | Total Usage of Written English |
|-------------------------------------|---------------|--------------|---------------|--------------|--------------------------------|
| 1.                                  | Learning      | 1.000        | 0.871         | 0.715        | 0.843                          |
| 2.                                  | Communication | 0.871        | 1.000         | 0.923        | 0.958                          |
| 3.                                  | Expression    | 0.715        | 0.923         | 1.000        | 0.981                          |
| <b>Total Use of Written English</b> |               | <b>0.843</b> | <b>0.985</b>  | <b>0.981</b> | <b>1.000</b>                   |

The correlation matrix between the English Language Usage Inventory's component parts is displayed in the above table. The inventory's three components—learning, communication, and expression—are shown to be strongly related to one another in the given table. There is a 0.843 link between component learning and the overall amount of written English used. Correlations have also been found between the overall usage of written English and component expression (0.981) and communication (0.985) between the entire use of written English and component communication.

The distribution of mean differences in the location-based accomplishment test scores for certain college-related factors, together with the disparities between them, has been provided below.

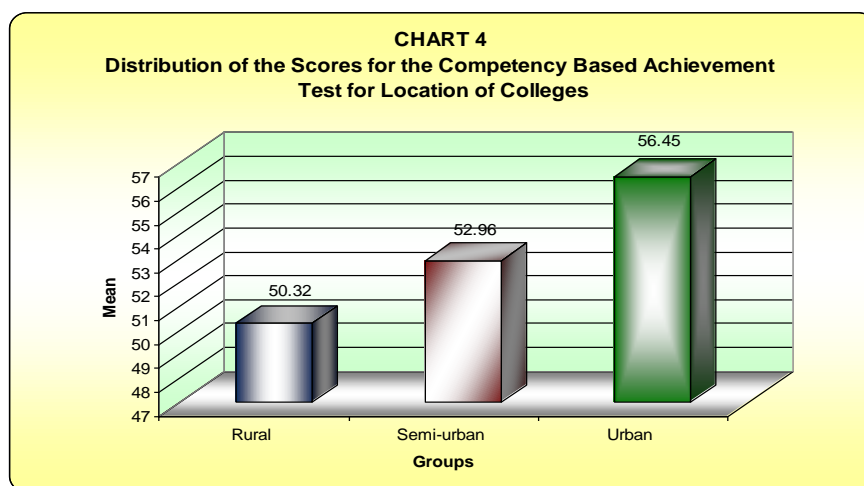
i) *Competency Based Achievement and Location of College*

The distribution of competency-based accomplishment test scores by college location, as well as the variations between them, are displayed in the following table.

**Table 8: Distribution of Scores on Competency Based Achievement Test for Location of Colleges**

| Groups       | N         | Mean         | SD          |
|--------------|-----------|--------------|-------------|
| Rural        | 5         | 50.32        | 4.34        |
| Semi-urban   | 4         | 52.96        | 2.75        |
| Urban        | 3         | 56.45        | 2.77        |
| <b>Total</b> | <b>12</b> | <b>53.24</b> | <b>5.34</b> |

The distribution of results on the competency-based accomplishment test for college locations is displayed in the above table. It displays the locations of colleges grouped together. Three categories of colleges—five rural, four semi-urban, and three urban—have been established based on their locations. The three groups' mean college values are 50.32, 52.96, and 56.45. Three groups have SD values of 4.34, 2.75, and 2.77. There are twelve colleges in all. The mean value is 53.24, the standard deviation is 5.34.

**Figure 4: Distribution of the Scores for the Competency Based Achievement Test for Location of Colleges**

The distribution of test results for the competency-based achievement test for college locations is displayed in the above chart. Students at three urban colleges had an average achievement of 56.45 with a standard deviation of 2.77. Students at four semi-urban universities had an average achievement of 52.96 with a standard deviation of 2.75. Students at five rural institutions had an average achievement of 50.32 with a standard deviation of 4.34.

## XII. FINDINGS AND INFERENCE

The present study has deduced the following conclusions from the aforementioned findings.

1. Because urban children are more exposed to the English language, the location (rural, semi-urban, and urban) has a substantial impact on the students' competency-based achievement and ability to use written English.
2. The college's management style—private or government—affects students' competency-based performance and written English proficiency.
3. The kind of institution (coeducational, men's, or women's) has a big influence on how well students do competency-based and how well they can write in English since unisex universities are more.
4. Regarding competency-based accomplishment and written English proficiency, there is no gender disparity among the pupils.
5. Physical college facilities, the teacher-to-student ratio, the college's evaluation policies, the college library's resources, and students' written English performance are all strongly positively correlated.
6. The social standing of the family, the parents' educational attainment, their occupation, and the family's money are all strongly positively correlated with the students' written English proficiency.
7. The training program's designed technique is highly effective in raising pupils' written English performance.
8. The training program's designed technique is highly effective in maintaining pupils' written English retention skills.

## XIII. EDUCATIONAL IMPLICATIONS OF THE STUDY

The study's conclusions have several educational ramifications, including the following: According to the study, stating out students' communicative demands and then giving them guidance can help students stay interested in studying English and even grow more interested in it. Learners who are exposed to authentic language are better able to

communicate in an accurate, suitable, and proficient manner. The study unequivocally shows that degree-level students' communicative competency in written English is best developed through the communicative approach. Classroom learning is facilitated by an informal setting. When the teacher participates in the language learning activities, the students are more attentive and responsive; this implies that the utilisation of group work discussions aids in the development of communicative competence in the students. Images, graphs, and magazine and newspaper cutouts pique their curiosity about communication. Instructors ought to receive training in creating self-study materials in order to enhance their pupils' written English proficiency. According to the study, teachers' pre-service and in-service training should be geared towards communicative approach strategies. According to the study, undergraduate students can develop communicative competence in written English and improve their spelling, vocabulary, punctuation, grammar, and letter writing skills if they use a communicative approach. They can also get better at writing essays, describing people and places, and sending out invitations, greetings, and well wishes.

Since the study's conclusions and findings will be helpful to college English professors, it can be considered a big step forward for Tamil Nadu's English language education system. The study's conclusions have the following consequences for education: According to the study, stating out students' communicative demands and then giving them guidance can assist students stay interested in studying English and even grow more so. Learners who are exposed to authentic language are more likely to be precise, acceptable, and proficient communicators. The study unequivocally shows that degree-level students' communicative competency in written English is best developed through the communicative approach. Classroom learning is facilitated by an informal setting. When the teacher participates in the language learning activities, the students are more responsive and receptive. The investigation also reveals that group projects and conversations aid in the development of students' communicative competence. Images, graphs, and magazine and newspaper cutouts pique their curiosity about language acquisition. to provide materials for self-instruction aimed at enhancing pupils' written English performance. According to the study, pre-service and in-service educators ought to be trained in communicative approach strategies. According to the study, degree-level students who are taught using a communicative approach increase their written English spelling, vocabulary, grammar, punctuation, and letter writing, which leads to the development of communicative competence. According to the study, degree-level students who receive instruction using a communicative method are better able to write essays, describe people and locations, send written invites, greetings, and well wishes, and increase their communicative competence. It is advised that English language teachers employ the Communicative Approach to help degree-level students increase their communicative competence in written English by helping them with spelling, vocabulary, punctuation, grammar, letter writing, and essay writing.

#### XIV. CONCLUSION

The study on helping Tamil-speaking rural kids write better in English revealed a number of subtleties in writing instruction. According to the results of the English language usage inventory and the Competency Based Achievement Test, communicative language education methods can help Tamil-speaking rural students' writing skills. Students studying in four semi-urban colleges achieved 52.96 with an SD of 2.75, students studying in five rural colleges achieved 50.32 with an SD of 4.34, while students studying in three urban colleges achieved 56.45 with a 2.77 SD. When evaluating students' English writing abilities, the competency-based accomplishment test appears to be a more useful assessment instrument. Additionally, the pupils' proficiency in written English is improved by the self-instructional tools.

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