

## CRITICAL ANALYSIS ON WRITING SKILLS OF PROSPECTIVE TEACHERS

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### **ABSTRACT**

*The main aim of this study is to find out the significance difference between writing skills in English of certain demographic variables. Writing skill provides support to prospective teachers with new learning ways and practices. Normative Survey method was adopted in this study. The sample consists of 300 prospective teachers in Thoothukudi area. Simple random sampling technique was used. Self made writing skill scale was used to collect the data. The statistical techniques used was percentage analysis and 't' test. The finding of the study were 16.7 % of prospective teachers have low level, 70.0% of prospective teachers have medium level 13.3% of prospective teachers have high level of writing skills. But it is found that there is significant difference between male and female prospective teachers in the writing skills and in the dimensions mechanical skill and grammatical skill. There is significant difference between rural and urban prospective teachers in the writing skills and in the dimensions mechanical skill, grammatical skill and discourse skill. that there is significant difference between the prospective teachers whose medium of instruction is Tamil and whose medium of instruction is English in the writing skills and in the dimensions mechanical skill, grammatical skill, discourse skill and judgment skill. The educational implications and suggestions for further study were also given based on the findings of the study.*

**KEYWORDS:** *Writing Skills, Prospective Teachers.*

### **INTRODUCTION**

English language under the present set up, is considered as an important widely used throughout the world. It is international language of science, technology, diplomacy, trade, civilization and culture. Written language is the language which is used to write. The main two language skills used in written language is reading and writing skills. Written language is not transient like spoken language; it tends to be permanent since there are written records of it. Written language is typically more formal, complex and intricate than spoken language. It contains longer sentences in complex tenses. However, some forms of written language like instant messages and informal letters are closer to spoken language. Written language makes use of features like punctuation, headings, layouts, colors, etc. to make a message clearer. Since written language does not receive immediate feedback, it should be very clear and unambiguous.

### **NEED FOR THE STUDY**

Prospective teachers when preparing for the university education with English as a language of instruction, he/she needs an active command over written language and additional vocabulary. Skills of writing have got an important place in language. But today, many of the prospective teachers do not know anything about the aspects and needs of the skill of writing. Since the present educational programs give top priority only to the achievement aspect. It helps the prospective teachers improve the habit of independent thinking and it also improves creativity in writing among prospective teachers.

Writing skill is the need of the hour for the prospective teachers .Taking this in mind, the investigator has selected this topic “Critical Analysis on Writing Skills of Prospective Teachers”

### **OBJECTIVES OF THE STUDY**

- To find out the level of writing skills of the prospective teachers.
- To find out the significant difference, if any, in the writing skills of the prospective teachers with respect to the gender with following dimensions mechanical skill, grammatical skill, discourse skill and judgment skill.
- To find out the significant difference, if any, in the writing skills of the prospective teachers with respect to the locality of the institution with following dimensions mechanical skill, grammatical skill, discourse skill and judgment skill.
- To find out the significant difference, if any, in the writing skills of the prospective teachers with respect to the medium of instruction with following dimensions mechanical skill, grammatical skill, discourse skill and judgment skill.

### **HYPOTHESES OF THE STUDY**

- Writing skills of the prospective teachers are moderate.
- There is no significant difference between gender in male and female prospective teachers in their dimensions namely mechanical skill, grammatical skill, discourse skill and judgment skill.
- There is no significant difference between locality of the institution in rural and urban prospective teachers in their dimensions mechanical skill, grammatical skill, discourse skill and judgment skill.
- There is no significant difference between medium of instruction in Tamil and English prospective teachers in their dimensions mechanical skill, grammatical skill, discourse skill and judgment skill.

### **METHODOLOGY**

The investigator adopted the survey method to find out the writing skill of the prospective teachers.

#### **Population and Sample**

The population for the present study was identified as the prospective teachers. Among the population, 300 prospective teachers were selected. Simple random sampling technique was adopted by the investigator. The samples were selected from Thoothukudi area.

#### **Tool**

The investigator had used a self made tool. The tool titled as “Writing Skill” was developed by Antony Arokia Anufia Mel (2022). The content validity of the tool was established by expert’s opinion. Test-re-test method was followed for establishing the reliability of the tool.

#### **Statistical Techniques**

The statistical techniques percentage analysis and ‘t’ test were applied for the study.

## DELIMITATION OF THE STUDY

- This study is delimited to 300 students only.
- This study is delimited to Arts and Science college students from Thoothukudi only.
- Only the limited variable was taken the study.

## ANALYSES OF DATA

### Hypothesis 1

Writing skills of the prospective teachers are moderate

**Table 1**

SI. No.	Variables	Category	Number	Low		Medium		High	
				No	%	No	%	No	%
1.	Gender	Male	23	0	0	19	82.6	4	17.4
		Female	277	50	18.1	191	69.0	36	13.0
2.	Locality of the institution	Rural	59	28	47.5	29	49.2	2	3.4
		Urban	241	22	9.1	181	75.1	38	15.8
3.	Medium of Instruction at school level	Tamil	200	45	22.5	138	69.0	17	8.5
		English	100	5	5.0	72	72.0	23	23.0
<b>Total</b>			<b>300</b>	<b>50</b>	<b>16.7</b>	<b>210</b>	<b>70.0</b>	<b>40</b>	<b>13.3</b>

### Hypothesis 2

There is no significant difference between the writing skills of male and female prospective teachers.

**Table 2**

SI No.	Dimensions	Category	Number	Mean	SD	CR value	Table value	Remarks
1.	Writing skill	Male	23	34.83	4.896	4.164	1.96	Significant
		Female	277	30.17	7.632			
2.	Mechanical Skill	Male	23	8.04	1.296	2.564	1.96	Significant
		Female	277	7.29	1.940			
3.	Grammatical Skill	Male	23	15.00	2.780	4.600	1.96	Significant
		Female	277	12.10	4.085			
4.	Discourse Skill	Male	23	7.65	1.402	1.668	1.96	Not Significant
		Female	277	7.13	1.866			
5.	Judgment Skill	Male	23	4.26	2.027	1.271	1.96	Not Significant
		Female	277	3.69	2.671			

It is inferred from the above table that there is no significant difference between male and female prospective teachers in the dimensions discourse skill and judgment skill.

But it is found that there is significant difference between male and female prospective teachers in the writing skills and in the dimensions mechanical skill and grammatical skill.

The mean scores show that male prospective teachers are better than female prospective teachers in the writing skills and in the dimensions mechanical skill and grammatical skill.

### Hypothesis 3

There is no significant difference between the writing skills of rural and urban prospective teachers.

**Table 3**

SI. No	Dimensions	Category	Number	Mean	SD	CR value	Table value	Remarks
1.	Writing Skill	Rural	59	24.34	7.119	7.496	1.96	Significant
		Urban	241	32.04	6.867			
2.	Mechanical Skill	Rural	59	6.86	1.934	2.147	1.96	Significant
		Urban	241	7.46	1.886			
3.	Grammatical Skill	Rural	59	8.39	3.113	10.436	1.96	Significant
		Urban	241	13.29	3.682			
4.	Discourse Skill	Rural	59	5.80	1.789	6.650	1.96	Significant
		Urban	241	7.51	1.691			
5.	Judgment Skill	Rural	59	3.29	2.573	1.464	1.96	Not Significant
		Urban	241	3.84	2.637			

It is inferred that from the above table that there is no significant difference between rural and urban prospective teachers in the dimension judgment skill.

But it is found that there is significant difference between rural and urban prospective teachers in the writing skills and in the dimensions mechanical skill, grammatical skill and discourse skill.

The mean score shows that prospective teachers of urban locality are better than prospective teachers of rural locality in the writing skills and in the dimensions mechanical skill, grammatical skill and discourse skill.

### Hypothesis 4

There is no significant difference between the writing skills of Tamil and English prospective teachers.

**Table 4**

SI. No	Dimensions	Category	Number	Mean	SD	CR value	Table value	Remarks
1.	Writing Skill	Tamil	200	28.73	7.671	6.723	1.96	Significant
		English	100	34.11	5.883			
2.	Mechanical Skill	Tamil	200	7.06	1.922	3.880	1.96	Significant
		English	100	7.92	1.750			
3.	Grammatical Skill	Tamil	200	11.69	4.238	4.223	1.96	Significant
		English	100	13.60	3.387			
4.	Discourse Skill	Tamil	200	6.84	1.893	4.868	1.96	Significant
		English	100	7.83	1.531			
5.	Judgment Skill	Tamil	200	3.24	2.480	4.671	1.96	Significant
		English	100	4.72	2.652			

It is inferred from the above table that there is significant difference between the prospective teachers whose medium of instruction is Tamil and whose medium of instruction is English in the writing skills and in the dimensions mechanical skill, grammatical skill, discourse skill and judgment skill.

The mean scores show that the prospective teachers whose medium of instruction is English are better than those whose medium of instruction is Tamil in the writing skills and in the dimensions mechanical skill, grammatical skill, discourse skill and judgment skill.

## FINDINGS

With respect to gender, t-test result reveals that prospective teachers of male are better than female in their writing skills, mechanical skill, grammatical skill. As female students are patient and careful in nature, they are interested in reading and listening. Were as male are interested in writing their own original and creative concept male enjoy and are more willing to take risk in stating their opinion through writing. They are strong at their mechanical and grammatical skill of writing, which act as the base for their writing.

With respect to locality of the institution, t-test reveals that prospective teachers of urban are better than rural in their writing skill, mechanical skill, grammatical skill, discourse skill. Rural college prospective teachers commit more errors than urban prospective teachers. This may be due to the fact that prospective teachers of urban give more importance for creative writing and systematic writing. They are also having the exposure to different styles of writing and its need, but the prospective teachers in rural locale doesn't have such exposure in writing.

With respect to medium of instruction at school level, t-test reveals that prospective teachers whose medium of instruction is English are better than Tamil in their writing skill, mechanical skill, grammatical skill, discourse skill and judgment skill. This may be due to the fact that Tamil prospective teachers had difficulties in learning English, because they learn only basics of the English language and give importance for Tamil. So they have difficulties in facing English language and find it difficult to translate their thoughts from mother tongue to English. Their study habits, facilities, home and school environment play a vital role.

## RECOMMENDATIONS

- Teacher educator can increase the amount of writing activities for the student prospective teachers.
- Prospective teachers should be made to enjoy activities in class, during their free time and at home they have must have activities.
- Prospective teacher educator should simplify and personalize the topic and link them to everyday- life situation.
- Writing tasks should be based on the student teacher needs and abilities.
- Environment should be friendly, helpful and co-operative enough to help prospective teachers to overcome their writing anxiety.

## CONCLUSION

Prospective teachers typically become panic about academic writing because they feel they've nothing to say or writing. This sense of mental blankness (writer's block) is, paradoxically. In this study, the researchers have made an attempt to study the level of writing skill of prospective teachers. Prospective teachers can evaluate themselves with further practices to resolve the writing skills.

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