Improving English Writing Skills of Undergraduate Students from Engineering Colleges in Andhra Pradesh Region

Improving English Writing Skills of Undergraduate Students from Engineering Colleges in Andhra Pradesh Region

P. Sreehari Raju[1,2], P. Rajendra Karmarkar[1,*]

[1]*Department of English, Andhra University, Visakhapatnam-530003, (Andhra Pradesh) India*
[*]*Email: karmarkar999@gmail.com, Department of English, College of Arts and Commerce, Andhra University-530003, Andhra Pradesh, India*
[2]*Department of English, Shri Vishnu Engineering College for Women (A), Bhimavaram-534202*

Abstract

English Language Learning has emerged as a global tool of learner empowerment. It enriches the learner with the basic and most vital skill of the contemporary world: communication. To sensitize the students towards the use of language, appropriate materials, activities, and tasks are to be used by the learner in the classroom. Thus, this work is focused on implementing the product approach and process approach. The pre-service learners were not able to employ the process approach which is favored by researchers in preparing the students to be better writers due to the need for accurate sentence formation with perfect grammar rules and students' preparation in producing error-free final product. This study recommends the use of the suggested time framework for undergraduate students to practice the strategies of process approach and the free writing strategy of the product approach to help students in producing more independent written text beyond the sample texts or input. The researcher has implemented these two approaches in various engineering colleges in Andhra Pradesh region. From the statistical analysis, it is said that both approaches are useful to improve the English writing skills of undergraduate students.

Keywords: English language teaching, English writing language, effective writing skills, statistical analysis.

1. Introduction

In learning a language, it is necessary to learn how to communicate with other people, because they might not be escaped from oral and written communications. Communication skills are generally divided into receptive and productive skills. Receptive skills include listening and reading, whereas the productive skills include speaking and writing. Writing skill can be said to be the most complicated language skill among other types of language skills, because in writing we do not just copy words and sentences, but we also develop and express our ideas based on the writing rule. Similarly, writing skill is also difficult for the UG students, especially difficulties in vocabulary, learning experience, and lack of practice [1].Writing skills is a productive skill;it is the most important academic requirement especially in Indian context where all the evaluation, grading and recruitments happen through writing. In the present scenario[2], we are part of a perpetually fluid and transformative global environment where writing skills must essentially be acquired to be successful, especially in the professional situations. World Health Organization identified creative & critical thinking as one of the key areas of life skill. Self-expression in English is compulsory for professional development. As work environments become more collaborative and competitive, communication skills become more significant and crucial. Training then becomes imperative in both subjective and objective writing, from essays to corporate communication.

The learner's responsibility [3] is to motivate them self and arouse a feeling of interest by making the objectives of the activities and tasks clear and challenging for them self. There are two main approaches to learn writing. They are known to be product and process approach. Process approach of learning is just the opposite of the product approach. Here the learner is only a facilitator for the learners. Peer work and group work are encouraged where the learners feel free to express their thoughts and feelings. They learn by committing errors. Creative thinking is encouraged.The approaches that the writing learners adopt and adapt need to suit their own classroom situations including the students' proficiency level, availabilities of materials, sources, exposure, and several other pedagogical factors. Apparently, learners have the utmost liberty to select the type of writing instructions to accomplish the syllabus prepared by the policy makers in terms of the topics, themes, skills, and other elements of the subject. Learners in Indian English writing language (EWL) skill [4] classrooms tailor their writing lessons accordingly in order to best achieve the objectives of the lessons that they have planned. Two major approaches which have been practiced by EWL learners to learn writing are the product and process approaches [5]. These two contemporary approaches received many supports as well as critiques for their advantages and disadvantages in the context of writing instructions in EWL classrooms.

Figure 1: Workshop conducted on ELT.

2. Literature Review

Many writing approaches are practiced by undergraduate students around the world including India at various levels of educational settings to provide the best services to their learners to learn writing skills adequately. The product and process approach are among the many approaches which are popularly used in the EWL classroom contexts. In India, the writing approaches dominantly practiced by the EWLlearners have undergone several paradigm shifts based on the needs of the pedagogical factors [6].In 2000s and 2010s, process writing was popularlypracticed. According toauthors [7], the process writing includes eight strategies (brainstorming, planning, mind mapping, first draft, peer feedback, editing, final draft, and evaluation). It is a cyclical process where the emphasis is on the development of writing process rather than the linguistic aspects such as grammar and sentence structure [8]. The students need to prepare several drafts before they arrive at the final draft which they are satisfied of. The role of the learner is more of a facilitator who monitors the students' development in the writing process. However, this approach was found to be time consuming and increased the loads for the learners as they had to deal with many drafts [9]. In addition, the elaborate writing activities in this approach also affected the learners' target to finish the syllabus on time.

Many writing learners are still grappling to find suitable and effective approach to conduct writing lessons as meaningful as possible to learn students at various levels including undergraduate,

secondary, and tertiary [10]. Writing skills can be overwhelming as it involves several stages beginning from choosing the appropriate strategy to be employed in the classrooms to getting the students to write effectively.The process of writing involves many aspects including grammar, sentence structure, vocabulary, and coherence. Thus, writing demands a good command of language ability which is pertinent in producing cohesive written work which that helps writers to expresses their message so that readers are able to comprehend without much difficulties. Writing becomes tedious for learners to learn as it involves several sub areas. As writing calls for a decent amount of prior language schemata, many students are found to undergo even writing anxiety when they are needed to write [11]. In [12] authors have highlighted four reasons for students to dislike writing: (1) becomes permanent record; (2) gives the lack of knowledge feeling; (3) needs to be grammatically correct and (4) has to be formally correct in the first attempt. All these factors become great treats that can intimidate students to start writing leaving the learners in the dark on how to get students to start writing. Thus, students need to find various ways and means to motivate. Despite the fact that writing is tough, this skill cannot be negated due to its vast importance in students' daily life, education and employment. Research also shows that students are unable to write effectively since they do not possess enough exposure towards the skill [13].It is very important to learn writing to students and it has to be emphasized as early as possible such as in undergraduatecolleges itself.

According to authors [14], there are four main reasons to learn writing to students: (1) reinforce writing sentences using the new language; (2) developing language as an on-going learning experience; (3) identify students' learning style and (4) emphasize the basic skill of a language. Thus, writing of perfect sentence hold a great responsibility in making sure that students learn writing meaningfully. Meanwhile, EWLskills need to find sufficient ways to help students to write effectively. A study conducted by authors [15], reported that some students admitted that they did not obtain enough training to practice process approach which was found to be beneficial for their students. Thus, it is also important to emphasize the student training institutions to provide sufficient training for the pre-service students to learn writing effectively when they start their writing profession.

Despite the fact that writing is tough, this skill cannot be negated due to its vast importance in students' daily life, education and employment. Research also shows that students are unable to write effectively since they do not possess enough exposure towards the skill [16-17]. It is very important to learn writing to students and it has to be emphasized as early as possible such as in undergraduatecolleges itself. Apparently, in 2020s, learners started practicing the product approach [18].A study conducted by authors,reported that the product approach has four strategies (familiarization, controlled writing, guided writing and free writing). Some studies refer the product approach as the model-based approach [20]. In this approach, a model or sample essay or paragraph is usually given to students to refer when they are preparing their written work. The focus is more on the accuracy of the language and content where the final product is emphasized. Thus, learners find that practicing this approach helps them in accomplishing the syllabus on time. In this way, the EWLskilllearners find that using product approach is useful where students can learn the language component that they want to emphasize. At the same time, the models provided guide students to produce a good piece of final written work that can award students good grades [21].Both the approaches seem to have their own strengths and weaknesses. Some research claim that process approach will be useful to help students to learn on how to develop their own writing skills [22].A study conducted by authors [23], showed that the eleventh-grade students benefited from the process writing practices in writing. The nature of the approach that involves brainstorming, planning, and rewriting several drafts help students to spend more time in writing activities which can enhance their writing ability. However, some researchers argue that process writing may consume a lot of time which learners are unable to afford [24]. On the other hand, some researchers claim that product

approach can be useful as a writing approach as it helps the low proficient students to learn the language better [25].

However, some researchers argue that product approach which focuses on the language accuracy and final product would contribute to develop students' critical thinking skills. Thus, students may become very dependent on models and are unable to write creatively [26-27]. Thus, the long-termabilities to become an independent writer become a question mark as the development of writing ability is less focused in product approach. In a nutshell, these ongoing arguments leave the EWLlearners in a huge dilemma as they strive to find the best approach to adopt and adapt to make their writing lessons successful not only in the short term but also in the long term.

2.1 Problem Statement

Thestudents face many challenges in implementation of EWL skills effectively from many areas including time constraints, pedagogical factors, institutional demands and many more. It is an undeniable fact that despite all the constraints and shortcomings, learners need to meet the demand of the educational institutions to produce results in terms of the passing rate and grades of their students. The pressure and demands from other faculties including higher officers, parents, stakeholder, society, and students they leave learners in no position but to opt any writing approaches or strategies that help students to score better grades in the examinations. Thus, neither learners nor students have the interest or motivation to think of writing activities that can help their writing ability in the long run. Consequently, everybody falls into the inevitable circumstances to only focus on the students' grades at the end of each educational level that they are involved [28]. This scenario becomes a huge problem in EWL classrooms especially in Indian context, where students may seem to pass with good grade but are unable to perform writing independently, which becomes evident only once the students enter tertiary level or workplace.

2.2 Questionnaires

keeping in the mind the difficulties faced by the students in summarizing to think of vocabulary continuously and find appropriate words for expression used in course of writing. Unfortunately, in the Indian Education context, writing skills are given only a limited weightage in all types of examinations. "It is essential for learners to emphasize that summarizing is a transition from knowledge telling knowledge transforming and they should not assume that writing word replacement and grammatical restructuring strategies is all that enough for it." Thus, the following questions are raised.

Question NO. 1: What arethe challenges do undergraduate students face in summarizing?

After understanding various levels of writing skills of the students at pre- and post-tests, it is observed as.

Problem	Strategy to solve the difficulty
Poor writing Skills	Understand the writers' ideas, enhance to understand main ideas, practice various types of texts, Ignite the previous knowledge
Vocabulary	Increase the word power, knowledge of synonyms and antonyms. Use appropriate expressions through idioms and phrases
Others	Continuous practice on exercises, spending more time to complete the task, attention to read and understand

Question No. 2: Addressing these difficulties with guided instructions?

It is imperative after evaluating the summery of the participants that reading instructions be explicit enough to focus on the development of reading comprehension skills as basic as identifying the topic sentence, the main ideas understanding and interpreting the source text and overlooking supporting details. Providing basic knowledge of identifying the topic sentence, main ideas and supporting ideas is needed for the participants. Expression of own ideas after reading the text, it needs to understand the text properly and be able to determine the major content of the text given. Some of the students did not understand the text and summarized the content of it which the paper identified it as an unfair way of approach. Based on the results of the observations, appropriate instructions are to be given to understand the proper understanding the text and progress of the instructions are to evaluate rigorously from time to time. It is also observed while drawing conclusions, to evaluate not only the author's intention but also the texts content.

2.3 Objectives

The objective of the paper comes to close in finding suitable reasons for the failure of academic summarizing by the Engineering undergraduates. It is possible only through the data collected and analysis of the data with all the possible measures. Generally, students are asked to reflect in their summery the following points.

- Problem in identifying substitute approach for rewriting.
- Addressing these difficulties with guided instructions.
- To identify the preferred approaches employed by the pre-service learners in their writing lessons in the EWL classrooms.
- To identify the effects of the pre-service learners' writing practices on the written tasks.

The major focus is made on the usage of synonyms and antonyms, word formation, identifying topic ideas, differencing, and making possible conclusion. While doing so, there is a special focus on language proficiency like sentence construction, organization of ideas in own words. To identify the probable differences every student's submitted paper is examined and these examinations reflected the research questions to analyze the data. At the initial stages, the general difficulties are found related to the usage of proper synonyms and antonyms in rewritings the script. It is also found among the students that the extracting the meaning of the passage whole and reflecting it in their own words. The general text given for the summery is validated basing on the general understanding of the highest level while the specific passage is given for the same purpose there is a failure in composing appropriate summery, understanding the grammatical content of the text and reflecting the quality of the content.

3. Methodology

3.1 Research design

Writing as a skill refers to the 'how' of writing and mainly the steps that should be followed while writing. In writing, constructive communication is very much required. Here speaker is absent so writing must be clear, simple, and intelligible. Tricia hedge in her book learning and writing in the language classroom has mentioned about four steps in writing through process approach. They are brain storming, drafting, peer/ learner feedback and redrafting. The undergraduate aim of process approach is to help learners to gain greater control over the cognitive strategies involved in composing. The main implications of this approach are.

- Students to generate their own idea of writing.
- Providing practice in planning.
- Contextualizing tasks to develop a sense of audience.

- Encouraging students in revision strategies.

The basic model clearly explains the main difference between skilled and less-skilled writers.

Knowledge-telling model: The basic structure turns on the processes of recuperate content from memory with respective to topical, and genre cues and on external help from the learner.

Intentional model: This model demands significant problem-solving study and setting the goal, creating purpose of multiple processing, given through writing activities change in processing difficulty achieved through the comprise process and the determined in reaching these objectives.

These process models have set out as the conceptual basis for utilizing in L1 and L2 students writing specification. By including pre-writing tasks like blend brainstorming, choosing relevant topics, strategy directions in the stages of composing, peer-group editing etc., and understand what writers do as they write. Concentration must be given to the writing process focus more of a workshop approach to instruction, which encourages classroom communication and involves students in analyzing as well as interpreting on varied excerpts. This process perspective looks on writing as a prolific and determined task of showing - in replicating and deliberating on one's own thoughts. In other words, this approach is viewed as a process of discovering and focusing on how ideas are generated and formulated while writing.

Here the learner is just a facilitator. He acts as a co-participant, rectifies the errors from a reader's point of view, and provides suggestion for their improvement. The learner is an active participant who goes through the whole process of writing and then learns from it. Based on the feedback provided, he/she are expected to redo the writing tasks. The focus here is on meaning, organizing and the steps in writing.

3.2 Writing related to the context

The most important function of learning is documentation as writing is always permanent transient. One cannot imagine world without books, newspapers, letters, etc. In the field of academics, writing is used in classrooms for making notes, drafts, projects, assignments, reports, etc. Writing occupies a place in the field of literacy as well.A person is considered literate only if he can read and write. Just knowing to speak a language is not important. Writing facilitates the reinforcement of other language skills also. Reading, vocabulary, orthography and grammar skills are associated with writing.

Reading for additional information helps to strengthen writing. Reading for specific purposes strengthens vocabulary, as there are word choices. Writing aids to enhance the desiring inputs and to strengthen grammatical forms, vocabulary, and phrases. It also enhances learners' ability in problem solving and makes them think logically where they gather information by reading, observing, discussing, synthesizing, and evaluating data.

So, it is observed that paragraph writing and essay writing along with their sub-skills like sentence structure, vocabulary, coherence (organization) and cohesion (using linkers) will be effective in learning writing to the learners of college level. Writing is not the mere production of grammatically correct and clear sentences but also a whole piece of communication and information. Writing should be encouraged in classrooms as it helps the learners in their social, educational, and professional life. To be a successful writer, learners must be encouraged and exposed to a wide range of writing tasks and activities in the classroom as well as outside the classroom. There are various aspects that a learner should know while learning in the classroom. It is a known fact that traditional way of learning writing is known as Product approach. Here the final product is given importance.

Recently process oriented approach of writing is followed where the whole process of going through the writing is given importance rather than just final product. When end product is given importance, learners tend to focus more on the mechanics of the writing process (grammar, spelling, etc.). When

the whole process is given importance, the learner needs to focus on planning, organizing, revising, drafting, redrafting, etc.

Classroom Assessment Techniques: Differentiating the slow leaner from the advanced leaner can be easily done with the help of some Classroom Techniques.

One-minute summary highlight: Students should be made asked to think for one minute and write an answer to the question, "What was the most important thing you learned today?" and "What questions remain unanswered in your mind after this class?"

Obscurity in instructional content: Students should be made to jot down three main summary points of the content taught in class and then asked to answer the question, "What was the most confusing point in the lesson today?"

Single sentence summary: Students should be made to write for two to three minutes at the end of a class and answer the following questions: "Who did what to /for whom, when, where, how, and why?" This asks students to summaries a large amount of information from a lecture or activity and can be used to create further analyses.

Supervision of paraphrasing content: Students should be made to paraphrase a concept or an extract of content in ten seconds for the class so that the learner can judge the extent to which they grasped that concept.

3.3 Data collection and analysis

Students commonly regarded and referred to as a slow learner, are the ones unable to understand and master at a standard from various directive resources like textbooks, worksheets, and learning information that are framed for most of the students in the classroom. The major challenge with the slow learner is less concentration at par with the meritorious students. They are further characterized by deficiencies in basic skills, difficulty in grasping and expressing abstract ideas, their usually haphazard and untidy work habits. They lack coherence in their work and have a limited attention span. So, they need special tasks designed which intern to boost their confidence, continuous feedback from learners as well as from their peers also because it an encouraging gesture and a range of versatile and flexible learning conditions so that learning can be achieved. These students are generally educated in the below categories.

a) Generally, in a class most of them are average students, out of them 20% are slow learners.
b) Exclusive class designed for slow learners.

Many learners can adopt advanced skills through academic and gives their best performance and test scores. High ability does not always manifest itself so clearly. To enhance the learners' understanding of the advanced skills in the classrooms, one must observe the student's thinking, learning, and behavior patterns in terms of their creativity, intellect, and the sensibility they bring to their learning approaches. There are various ways to implement strategies of instructional efficacy that can help a learner address the English Language Writing needs of an advanced student. This may be achieved through the following ways:

Choice of Instructional Strategy: Advanced learners may improve their writing skills from various sources and can easily complete their work assignments. They thrive on the availability of alternatives, and this involves the advanced learner to absorb and understand the subject in detail. Not only that but they could turn up to a complex expert from the authentic materials and able to complete their research proposals on their own. Students must be encouraged to progress from understanding facts to the concepts and learn to connect, relate and associate in writing instead of just stating facts. Along with writing essays, they must be encouraged to learn from podcasts, poems etc. English Language Writing can be both critical and creative.

Application of Technology: Using technology in the classroom creates an interface between academics and the existing reality. Advanced learners have a lot of scope of utilizing internet sources to broaden their knowledge. SMART Boards, blogs, e-mails, iPods, software programs, and Internet searches and so on are the sources to reinforce learning experiences. Technology provides the learners with access to an immense variety of resources and learning chances are exciting, immediate, holistic, and ubiquitous. Technology integrates education with life and connects people, thereby empowering communities, and shared networking globally.

Accelerated Learning: Stimulate learning should always be part of the instructional design for a bright student and must address a range of choices from entrusting more complex texts or analysis for a report to forming and coordinating a wide range of brilliant students. Advanced learners often acquire new concepts and knowledge quickly. Their faster pace of learning can be accommodated by providing advanced students with more challenging and innovative tasks. Strategies such as compacting, independent study, and even creative thinking activities enable above-grade students to learn at an appropriate pace for them.

Creative and Innovative Learning: Creativity refers to unique and innovative aspects of learning and learning; the out ofthe-box instructional strategies imparted to advanced learners, so that they may process new concepts and information. They should be encouraged to explore nuances as against set patterns; create creative and imaginative work; envision new initiatives and endeavors and improve errors, refine visions, elaborate ideas in writing. Advanced students must be provided with numerous chances to set their own learning targets. This can be done by determining their prior knowledge and their pace in acquiring it. Drill-and practice assignments that can be cumbersome and ennui-laden should be avoided in favor of an engaging procedure that challenges their thinking and includes their interests.

Independent Learning Projects & Self-Assessment: Advanced students must be given opportunities to engage themselves with independent projects that encourage deeper research. Independent learning options often include some of the following skills.

- Complete an assignment without periodic supervision.
- Comprehend and speedily summarizing the key ideas of a passage.
- Research variety of sources to find information for a project.
- Taking notes and recording sound or visual footage to aid recall.
- Become more self-aware as a learner and better able to build on personal strengths & aptitudes.

Sentence stretching and embellishment one innovative method that is relevant and effective for both slow and advanced learners is the art of sentence stretching. In this exercise, a simple sentence is embellished with detail to make it both interesting and meaningful. This becomes both a language acquisition as well as a language enhancement exercise simplifying the process of learning the art of writing correctly and yet creatively.

Critical Writing: It can be both professional and literary. In professional critical writing can be included analytical reports, commercial reports, datasheet analysis and comparative studies. In critical writing of a literary type, one can include summaries, stylistic analysis, identification of rhetorical figures and genre analysis. This is especially useful in the appreciation of unseen prose and poetic passages and / or extracts in the language and literature classrooms of English. To write potent critical work students must be enabled to:

- Think objectively assessing and embracing multiple perspectives and avoiding bias.
- Organize their flow of thoughts coherently and cogently to present both sides of a picture.
- Chart a sequence of short, concise and yet powerful assertions that can effectively convey unambiguous meaning.

- Create a statement of fact and opinion substantiated by reference to the context of the content.
- Conclude objectively by summation.

In this way, critical writing can be taught to both slow and advanced learners and enable them to acquire the vital life skills of communication and analysis.

4. Results and findings

The observation checklist used in the study was analyzed using Rasch Measurement Model. The value for item reliability was 0.98. According to (Fisher, 2007), this value is considered excellent. Moreover, the person reliability was 0.81 which was considered as good. Furthermore, the reading of alpha Cronbach was 0.86 which highlighted the reliability of this study. Subsequently the findings from the data analysis provided reactions for the two subdomains of this study, which were the pre-service learners' preferred practices in writing and the effects of their practices on students' written tasks.

4.1 The pre-service learners' preferred practices in writing

All the participants of this study were observed to have planned and divided their writing plans into five stages: introduction, presentation, practice, production, and closure. The focus of this study was on the three important stages (presentation, practice, and production) which involved the writing input from the participants and output from the students. The introduction and closure stages were merely used to draw students' attention towards the lesson and to conclude the lesson respectively, thus, these two stages were not discussed in this paper as they did not have significant impact towards the writing lessons. The summary of the observation checklist is illustrated in Table 1 below.

Table 1: Summary of analysis (Observation)

Stage	Presentation	Practice	Production
Frequency	6 Product Approach & 4 Mix Approaches	10 Product Approach	10 Product Approach
Preferred Approach (Stages)	Product Approach (60%)	Product Approach (100%)	Product Approach (100%)
Overall Preferred Approach	Product Approach		

Table 1 highlights the preferred pre-service learners' practices which are elaborated in the following three stages. The observations conducted (using recording and observation checklists) during the pre-service learners' writing lessons showed that majority of them employed product approach to learn writing during the presentation (60%), practice (100%) and production (100%) stages. Thus, the overall preferred writing practice employed by the pre-service learners was the product approach. The observation analysis was triangulated with the views shared by the preserve'slearners in the semi-structured interviews which highlighted the reasons for their practices in the three significant (presentation, practice and production) stages.

Based on Table 1, majority (60%) of the participants employed product approach to learn writing. The pre-service learners shared that they had "to provide as much information as possible in the presentation stage so that students understood the topic well". They also provided sample texts (or model essays) "for the students to refer". Most of them felt that the models would "help the students to focus on important key words, sentences structures and correct spelling". The participants shared that it was important to offer necessary input prior to the final writing stage as it involved similar

written tasks. The participants' writing practices highlight the use of familiarization strategy of product approach. The use of brainstorming and planning strategies of process approach during the presentation stage were not profoundly practiced. Some of the participants who attempted to include the brainstorming strategy of the process approach were found to have employed it were only to get the students to guess the topic of the lesson. Subsequently, the familiarization strategy was employed by them to provide input to the students. Therefore, some of them (40%) have utilized both the approaches in this stage. Generally, most of the participants felt that the provision of input to students was crucial to "help students become clear of the facts" that they have planned to learn. Besides, the participants shared that the strategies of process approach such as brainstorming, and planning might "take longer time" and they will face time constraint issues for the upcoming stages. Therefore, the familiarization strategy of product approach was profoundly employed by the pre-service learners during the presentation stage.

The practice stage was used by the participants to involve the students in the training of the intended language exercises that they wanted to emphasize in the writing lessons. The participants felt that "students need to be given sufficient amount of practice in the selected language components" before they could use the similar "language patterns in the final writing" which would be of the same theme or topic. Based on Table 1, all the participants (100%) were found to have employed controlled writing strategy of the product approach in the practice stage where they advised the students to implement certain "features of writing based on the models" or input they taught earlier. This showed that the participants were in full control of the writing and learning process at this stage which portrays the controlled writing stage of the product approach. The strategies of process approach (mind mapping) were not practiced by them. The controlled writing strategy with restricted language components which were selected and highlighted by the participants was employed to support the students only to work in the context of the assigned task. This helped the students in terms of language accuracy where least mistakes could expect in the final piece of writing.

Table 1 shows that all the participants (100%) practiced product approach in the production stage. During the production stage the pre-servicelearners would "assign the final written tasks to students" where students need to write with or without guidance (depending on their proficiency levels). The tasks were selected carefully to suit the "input and training carried out during the presentation and practice stages". The students' written works were collected for marking (evaluation) and returned to them for correction (if any). These activities clearly resembled the guided writing strategy of product approach. The strategies of process approach which involved first draft, peer feedback, editing final draft, and evaluation were not found to be practiced with the students. The study found that all the ten pre-service learners utilized the guided writing strategy dominantly to get their students to write effectively in the production stage. The production stage was the final writing activity of a writing lesson allocated to learn writing based on the topic selected. Thus, the output (final written product) was the focus. Therefore, the product approach was found to facilitate the focus of producing the intended output of the writing lessons.

4.2 The effect of educational practices on EWL learners

A total of 5 written texts of the students' final written work were collected at the end of each observation (of the participants). The students' writing contents and patterns were analyzed to identify the effect of the writing approach employed on them in their writing. One sample textual analysis after one writing lesson is provided in Table 2 below:

Table 2: Sample textual analysis.

Notes Provided	Written Text produced by students
Camera, Screen, Keyboard, Touch Pad, Send Emails, Play Games, Search for Information, Watch Movies and Listen to the Music.	**Student 1:** This is my favorite notebook computer. It has akeyboard. It also has a touch pad and a screen. I can also send emails and play games. I can also search for information. Lastly, I can watch movies and listen to the music.
	Student 2: This is my favourite notebook komputer. It olso has a keyboard. It olso has a touch pad and a creen. I can search for information. I can olso send emails. I can olso play games and liten to the watch movies and listen to the music.

Table 2 shows the sample analysis conducted on the two randomly selected students' written texts. The input provided by the participant is very similar to the output (final writing) prepared by the students. It is obvious that almost both students prepared the final piece of writing in a very similar pattern which resembled the input prepared by the participant. Based on the textual analysis conducted on the overall texts collected also revealed that most of the participants' students prepared their final piece of writing in the similar way.

Thus, the participants' students were observed to have employed the product approach as well in preparing their written work. They have utilized all the words (notes) provided by their learner to construct sentences. These sentences were also used by the participants in the presentation stage to provide input to the students. Table 3 shows the frequencies of the approaches that the participants 'students' employed in their final written work.

Table 3: Frequencies of texts orientation based on participants practices.

No of Participants' Observation	Frequencies of Written Texts orientation (based on participants' practices)		
	Product	Process	Mix
50 (100%)	40 (80%)	1 (2%)	9 (18%)

Dominant Approach = Product Approach

Based on Table 3, a majority of 80 percent of the participants' students were found to have employed product approach in preparing their final written work which was very identical to the participants' input. The output of the students wasobserved to be almost perfect without much errors in terms of language knowledge such as spelling, punctuation and sentence structure. The result of this study also confirmed the findings of a study conducted by (Foo, 2007) that product approach was intensely used in assigning tasks to students in IndianEWL classrooms. Thus, the pre-service learners' writingpractices of adopting product approach also influenced their students to produce very similar ways of final written work with significant language accuracy but lack of creativity on their own.

4.3 Discussion

Based on the findings from the observation, semi-structured interview, and written text, writing constraints and institutional factors were found to have influenced the pre-service learners' selection

of writing approaches. Basically, the writing lessons were conducted for about one hour in a week (on a particular theme). Most of the participants felt obliged in providing sufficient input to students so that the students will have sufficient knowledge on the topic discussed. The learners were found to have spent more than 20 minutes during the presentation stage to provide input for the students. The practice and production stages were conducted in about 15 minutes each. Apparently, 15 minutes were not enough for the students even to do guide writing activities let alone the free writing activities (which were not found to be practiced based on the finding of this study). Based on the timeframe practiced by the preserve'slearners, the strategies of process approach will be difficult to be practiced. Thus, this study suggests that some strategies of process approach (if not all) to be integrated into the writing instructions by increasing the in-class writing sessions by increasing the time allocated for the production stage. The general division of time practiced and suggested highlighted as a time framework in Table 4 below:

Table 4: Practiced and suggested time framework.

Stages	Practiced Time Frame (60 Mins)	Suggested Time Frame (60 Mins)	Note
Introduction	5 mins	5 mins	Same
Presentation	20 mins	10 mins	Need to reduce
Practice	15 mins	10 mins	Need to reduce
Production	15 mins	35 mins	Need to increase
Closure	5 mins	5 mins	Same

Based on Table 4, writing learners may have more time to get their students to be directly involved in the writing activities. This can be done by adjusting the time spends on other stages such as the presentation and practice stages. This can be done by utilizing the current technology and social media to provide students some input online prior to the writing lessons. Thus, learners can find more time to practice the writing activities in the classroom. At the same time some strategies of the process writing such as the preparation of several drafts before arriving at the final draft can be practiced with students. This training is important so that students do not become very dependent on mere input from the learners or similar models to prepare their own writing. Learners can also practice the free writing strategies of the product approach which is crucial in getting the students to write independently.

5. Conclusion

The overall findings of the study revealed that the dominant approach practiced by the preserveslearners was the product approach. The pre-service learners were not able to employ the process approach which is favored by researchers in preparing the students to be better writers due to the need for syllabus completion and students' preparation in producing error-free final product. Thus, the input became more important that the output. This study recommends the use of the suggested time framework for learners to practice the strategies of process approach and the free writing strategy of the product approach to help students in producing more independent written text beyond the sample texts or input.Despite the debate of which approach is superior or inferior, both the approaches are worth to be utilized wisely in the writing classrooms. Thus, a constructive learning process may take place rather than mere memorization and regurgitation of the input provided by the learners. The writing lessons need to be construed carefully to provide room for free

writing with several drafts and editing stages for students to develop the writing skills under a less stressful environment. It is timely that this effort is done to take the learners to the next level of writing as well as preparing independent writers of the future.

References

[1]. Padmini, I. "Education vs employability-the need to bridge the skills gap among the engineering and management graduates in Andhra Pradesh." *International Journal of Management and Business Studies* 2.3 (2012): 90-94.

[2]. Anjaneyulu, Thotapally. "A critical analysis of the English language textbooks in Andhra Pradesh, India." *ELT Research Journal* 3.4 (2014): 181-200.

[3]. Sreehari, Pusuluri. "Communicative Language Teaching: Possibilities and Problems." *English Language Teaching* 5.12 (2012): 87-93.

[4]. Nakajima, Maki, Yoko Kijima, and Keijiro Otsuka. "Is the learning crisis responsible for school dropout? A longitudinal study of Andhra Pradesh, India." *International Journal of Educational Development* 62 (2018): 245-253.

[5]. Evans, Catrin, Rafath Razia, and Elaine Cook. "Building nurse education capacity in India: insights from a faculty development programme in Andhra Pradesh." *BMC nursing* 12.1 (2013): 1-8.

[6]. Aryadoust, Vahid. "Understanding the growth of ESL paragraph writing skills and its relationships with linguistic features." *Educational Psychology* 36.10 (2016): 1742-1770.

[7]. Sinaga, Parlindungan, and Shelly Feranie. "Enhancing Critical Thinking Skills and Writing Skills through the Variation in Non-Traditional Writing Task." *International Journal of Instruction* 10.2 (2017): 69-84.

[8]. Tangpermpoon, Thanatkun. "Integrated approaches to improve students writing skills for English major students." *ABAC journal* 28.2 (2008).

[9]. Gillespie-Lynch, Kristen, et al. "Comparing the writing skills of autistic and nonautistic university students: A collaboration with autistic university students." *Autism* 24.7 (2020): 1898-1912.

[10]. Bailey, Annette, et al. "Building a scholar in writing (BSW): A model for developing students' critical writing skills." *Nurse education in practice* 15.6 (2015): 524-529.

[11]. Pelger, Susanne, and Anders Sigrell. "Rhetorical meta-language to promote the development of students' writing skills and subject matter understanding." *Research in Science & Technological Education* 34.1 (2016): 25-42.

[12]. Sampson, Victor, et al. "Writing to learn by learning to write during the school science laboratory: Helping middle and high school students develop argumentative writing skills as they learn core ideas." *Science Education* 97.5 (2013): 643-670.

[13]. Puranik, Cynthia S., et al. "Home literacy practices and preschool children's emergent writing skills: An initial investigation." *Early Childhood Research Quarterly* 42 (2018): 228-238.

[14]. Puranik, Cynthia S., Christopher J. Lonigan, and Young-Suk Kim. "Contributions of emergent literacy skills to name writing, letter writing, and spelling in preschool children." *Early childhood research quarterly* 26.4 (2011): 465-474.

[15]. Johnstone, Karla M., Hollis Ashbaugh, and Terry D. Warfield. "Effects of repeated practice and contextual-writing experiences on college students' writing skills." *Journal of educational psychology* 94.2 (2002): 305.

[16]. Kellogg, Ronald T. "Training writing skills: A cognitive developmental perspective." *Journal of writing research* 1.1 (2008).

[17]. Crank, Virginia. "From high school to college: Developing writing skills in the disciplines." *The WAC Journal* 23 (2012): 49-63.

[18]. Allen, Matthew. *Smart thinking skills for critical understanding and writing*. Oxford University Press, 2004.

[19]. Engin, Marion. "Extending the flipped classroom model: Developing second language writing skills through student-created digital videos." *Journal of the Scholarship of Teaching and Learning* (2014): 12-26.

[20]. Bingham, Gary E., Margaret F. Quinn, and Hope K. Gerde. "Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills." *Early Childhood Research Quarterly* 39 (2017): 35-46.

[21]. Ali, S. S., & Ramana, V. L. (2018). Academic writing challenges at Universities in Saudi Arabia and solutions. International Journal of English Language, Literature and Humanities, 291–298.

[22]. Nabhan, S. (2016). The Process Approach to Improve Students' Writing Ability in English Education Department University of PGRI Adi Buana Surabaya. JurnalPengajaran Bahasa Dan Sastera, 13(May), 1–15.

[23]. Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts : A Literature Review. Scientific Research Publishing, 3385–3391.

[24]. Hasim, Z., &Zuwati, H. (2014). An Integration of a Process Approach and Formative Assessment into the Development of Teaching and Learning of ESL Writing in a Malaysian University: A Sociocultural Perspective. University of Waikato.

[25]. Adula, H. S. (2018). The practice of process approach in writing classes : Grade eleven learners of Jimma preparatory and Jimma University community preparatory school in focus. International Journal of English and Literature, 9(October), 39–49.

[26]. Dar, M. F., & Khan, I. (2015). Writing Anxiety among Public and Private Sectors Pakistani Undergraduate University Students. Pakistan Journal of Gender Studies, 10(April), 121–136.

[27]. Hasim, Z., &Zuwati, H. (2014). An Integration of a Process Approach and Formative Assessment into the Development of Teaching and Learning of ESL Writing in a Malaysian University: A Sociocultural Perspective. University of Waikato.

[28]. Hosseini, M., Taghizadeh, M. E., Abedin, M. J. Z., & Naseri, E. (2013). In the Importance of EFL Learners' writing Skill: Is there any Relation between Writing Skill and Content Score of English Essay Test ? International Letters of Social and Humanistic Sciences, 6, 1–12.

[29]. Maarof, N., Yamat, H., & Li, K. L. (2011). Role of Teacher, Peer and Teacher-Peer Feedback in Enhancing ESL Students' Writing. World Applied Sciences Journal, 15, 29–35.

[30]. Macbeth, K. P. (2010). Deliberate false provisions: The use and usefulness of models in learning academic writing. Journal of Second Language Writing, 19, 33–48