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**RESEARCHING THE PEDAGOGY OF ENGLISH WRITING
A BRIDGE TO PROSPERITY IN THE GLOBAL WORLD**

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ABSTRACT

The contemporary world is one of information explosion. Once upon a time there was famine of information, now there is a deluge of information. (Post 1991 LPG – Liberalization, Privatization, Globalization) There is a gale of change blowing in the pedagogy of English Language Teaching -ELT. The role of the English teacher, the nature and context of learning, as well as the function and relative importance of course content have all been challenged and redefined. One observed fact is the below average performance of students in writing skills, especially so in government institutions. It is an accepted fact, that efficacy and good performance with spoken skills leads to upward mobility, where as effective writing would lead to upgraded financial standards.

This research project aims at probing the pedagogy of English language skills- listening, speaking, reading and writing in both English language and literature, with focus on government establishments with special focus on the writing skill. It deals with the imparting of pragmatic aspects of using effective communication skills, with the student community of commerce, humanities and business management students. The aim of this project is to develop a module for teaching that incorporates effective communication skills, especially writing skill in English

language. The model so developed it is hoped could be used by teachers of government educational institutions and hence facilitate the student community at large to learn effective and successful writing skills.

The methodology employed in this study is of the survey method, in which questionnaires were distributed to students of arts and commerce studying in urban and rural colleges at the under graduate level in government institutions all over Bangalore urban and rural areas in Karnataka. 100 teachers working both in urban and rural areas at the under graduate level were also given a separate questionnaire.

The questionnaires collected from students were analyzed for finding the problems areas in learning writing skills effectively and the questionnaire by the teachers were analyzed for probing the pedagogy presently employed for teaching the same.

- a. methodology employed presently by teachers
- b. methodology most suited (based on the responses of students)

Behaviorist Theory – 1914 of language learning perceives learning as a response to environmental stimuli and can be manipulated, observed, and described (Watson; 1919, Skinner, 1938) and therefore teaching is through practice, repetition, and rewards. Cognitive Theory – 1950 considers learning can be explained as a deep, complex psychological phenomenon such as motivation, schemas, and processes for learning (Bruner, 1996; Piaget, 1974) in which teaching occurs in phases with gradual complexity. Socio-cultural Theory – 1970 to the present, considers learning is influenced by social, cultural, and historical factors in which teaching/learning takes place through meaningful social interaction between experts and novices (Vygotsky, 1978; Wertsch, 1991). The above are the three major theories of learning of which the following methods have been discussed for their pros and cons in the ELT parlance over the number of years.

They are, Translation method, Bilingual Method, Direct Method, Communicative Approach to Language Teaching, Grammar Method, Genre Theory to improve academic writing, more recently after the technological boom (post liberalization) and the increased use of internet - ICT methods, some suggest an eclectic method and *a method which cannot be theorized* are all in existence in different classrooms based on the needs of the students. Some methods have considered English as an ESP – English for Specific Purpose and so on and so forth.

The outcome of this project has found that a judicious use of translation method with extensive focus on writing skills through written exercises, immediate evaluation of student written units and giving the students a detailed feedback on the marks that will be scored with each written exercise has shown success and improvement in the writing skills of the students.

The project report is divided into four chapters.

Chapter I is introduction of the research question, with particular attention to government institutions.

Chapter II critically analyses the methods of teaching writing skills and discusses the method most suited to Government College English classrooms and justifies the same.

Chapter III discusses and analyzes the questionnaires collected from students and teachers from urban and rural areas of government colleges and critically analyses the problem of learning/imparting writing skills effectively.

Chapter IV presents a module (based on responses to questionnaire administered in the survey) for teaching successful writing skills leading to academic accomplishments in India and consequently equips students with better writing skills for employment opportunities in India and abroad.