



Enhancing Writing Skills of Intermediate students of Odisha through the Process Approach

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Abstract

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

On a similar line, we can say:

Teach a learner WHAT to write and s/he writes once; teach a learner HOW to write and s/he writes for lifetime.

It has been observed that learners at intermediate level are not proficient enough in writing skills in English despite the prescription of a book especially for writing skills at intermediate level. In an attempt to find out the reason of low performance, an enquiry was initiated. Personal reflection as learner, classroom observation and interaction with learners and teachers reveal that product approach of teaching writing is still followed in the schools and colleges in Odisha. On this scenario, the present study tried out teaching writing through process approach and recorded significant changes in a set of intermediate learners at Govt. Women's College, Bolangir, Odisha in India.

Introduction

Writing in English has been treated as a necessary evil as conducting writing

activities in the classroom is thought to be a complex, time-taking, less productive and less required affair. Oral proficiency gets much attention always and writing is neglected. Lately, language researchers and practitioners established the fact that speaking and writing, as two distinct language skills, need to be paid attention in language classroom individually. Since then, writing as skills received some attention in the language classroom. Still, it is treated as less important aspect of language learning. Especially in second language (English) classroom, there is hardly a session fully dedicated to writing skills even though we have a system of evaluating learners only through their writing both in school and in higher education.

Having considered this problem, and having realized the importance and need of writing skills in English, the Council of Higher Secondary Education has prescribed a beautifully designed textbook especially for the writing practice and improvement. In spite of this, the intermediate learners are not good at writing skills. This worries stimulated the research endeavour where attempts have been made to find out the reasons of such low performance of the learners.



Background of the Study

The targeted context of the study is a government college where maximum learners are from regional medium schools. The maximum exposure they get in school is one hour a day. Even in college, there is provision of English and Odia medium for all core subjects. In this context, intermediate learners get one period to work with English in which the teachers are generally worried enough to finish prose pieces, poems and non-detailed stories of the prescribed syllabus neglecting the much required skills development.

As a well-designed book is prescribed at the intermediate level, the present study assumed that it might be teaching methodology or/and the teachers, rather than the materials, responsible for low performance of the learners in writing skills. The study also assumed that the low performance is due to the use of product approach of teaching writing where the teaching WHATs or the content is the focus. Consequently, the teacher, in the name of teaching writing, gives readymade notes, dictates or just assigns some topic and asks the learners to do it as homework. This practice prompts the learners to memorise the contents in examination point of view. This memorization does not help them to be a good writer and finally the learners are blamed to be poor at writing skills.

Thus, the study hypothesized that the process approaches of teaching writing, which focuses on HOWs of writing, would help them improve their writing skills.

The study addressed some important questions like how far the teachers are aware of modern trends of teaching English and how far they are updated in their teaching style. In order to obtain the answers to these questions, observations and interviews were conducted.

The study involved twenty-five intermediate students and five English teachers of Govt. Women's College, Bolangir, in western part of Odisha. As research tools, questionnaires were administered to both learners and teachers. Learners were given several tests. Apart from this, they were taught for a period of fifteen days. Process approach of teaching writing was used during this period.

Definitions

Writing is a productive skill. An orthographic representation of words and thoughts plays a major role in communication process. It has many unique features. Raimes (1983) says that teaching writing helps to reinforce the grammatical structures, idioms, vocabulary, etc which is taught to learners. Teaching writing helps the learners to be creative and adventurous. He opines the following things about writing.

- Writing is a well planned activity
- Written communication demands standard form of grammar, syntax and vocabulary
- Writing uses complex sentences connected by conjunctions and uses punctuations



- Writing relies only on the words on the page to express meaning
- Writing is formal and compact, progressing with fewer digressions and explanations.

Writing, a productive skill, has many sub-skills, which need to be addressed in language classroom.

Some of the **sub skills of writing** (Adopted from M.L. Tickoo, 2003 and British Council, 2013) include:

- Expressing relations between parts of the text through basic grammatical cohesion devices like pronominal substitution and comparison
- Giving evidence of control over basic grammatical structures and the syntax of basic coordination and subordination
- Attempting organization of a text using paragraphing and a few basic discourse markers
- Organization and sequencing of ideas
- Presenting ideas coherently and logically
- Connecting sentences
- Construct a coherent and cohesive text, using a range of cohesive devices dealing with sequence, addition, opposition, contrast comparison, sequencing, ordering, substitution, synonyms, ellipsis, etc
- Revision and redrafting, spot errors and mistakes and correct them consulting dictionary and grammar book

- Make notes with abbreviations and establish interrelationships of points and sub points
- Develop self reliance in learning to write: e.g. use self regulatory procedures like planning, checking, monitoring and testing
- Showing some awareness of style which includes the purpose of writing and the intended audience
- Supplying personal information on simple forms, writing short messages, narratives and descriptions
- Revising their written work and correcting the more obvious errors of spelling and punctuation.

The abundance of sub-skills of writing indicates that both Writing and teaching writing are complex, spiral and time-taking process. In addition, it is evident that our teaching should deal with training of those sub-skills. There are two main approaches to teach writing. They are product and process approach.

Observation during the study revealed that memorization, drilling and dictation were the techniques used by the teachers to teach writing in the classroom. The classes were teacher-centered. The learners silently listened to the lecture of the teacher and did whatever they were told to do. It was clear that **product approach** of teaching was followed there. This approach always focuses on the content and does not consider writing as a skill. **Writing as a content** refers to the 'What' of writing. It is a traditional method of teaching writing. It focuses on the outcome of writing. It is practiced in the



class by dictation, memorization, rote learning, drilling, etc.

According to Vivian Jamel (1982), early research on teaching writing was focused on the usage and correct form of writing and very little attention was paid to important issues such as purpose, audience and the process of writing itself. In this approach, learners were encouraged to imitate a model text.

However, the *process approach* of teaching is just the opposite of the product approach. Here the teacher 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. Moreover, learners take active part in brainstorming the topic, collecting ideas, organizing, drafting and redrafting. This is a process which train the learners how to write. This is an approach that addresses *writing as a skill*. Writing as a skill refers to the ‘how’ of writing and mainly the steps that should be followed while writing. Writing in actual sense means clear and effective communication in written form.

Related Literature: the process Approach to Writing

In process approach to writing, the focus is on the steps involved in drafting and redrafting a piece of work (Nunan, 1999 Pp. 56). Its focus is to discover what the writers do when they write, by focusing on different stages that the writer goes through. O’ Brian (2004) defines process approach as an activity in which writing is regarded as the discovery of meanings and ideas. In other

words, it is defined as formulating and discovering how ideas are generated and formulated while writing. Process approach involves the ‘steps’ while writing. It deals with the “HOWS” of writing. This approach characterizes writing to be following some number of processes that first includes a writer start writing down ideas as drafts. He then checks whether the writing makes sense to him or not. After that, he checks the written piece according to the reader’s perspectives. This approach focus on how clearly and efficiently a learner can organize and express his/ her ideas. The learners here are also taught the organization and coherence pattern.

Tricia Hedge in her book “*Teaching and Learning in the Language Classroom*” has mentioned about four steps in writing through process approach. They are brainstorming, drafting, peer/ teacher feedback and redrafting. The primary aim of process approach is to help learners to gain greater control over the cognitive strategies involved in composing (Hedge, 2000 Pp.308). The main implications of this approach are:

- a. Helping students to generate ideas
- b. Providing practice in planning
- c. Contextualizing tasks to develop a sense of audience
- d. Encouraging students in revision strategies

The model focuses on what writers do when they compose (Flower and Hayes, 1980 Pp.81). It examines the rhetorical problem in order to determine the potential difficulties a writer could experience during the



composing process. The ‘problem-solving activity’ is divided into two major components: the rhetorical situation (audience, topic, assignment) and the writer’s own goals (involving the reader, the writer’s persona, the construction of meaning and the production of the formal text).

Bereiter and Scardamalia (1987) also proposed a model that suggests reason for differences in writing ability between skilled and less-skilled writers. The basic difference is revealed in their two models of writing: the *knowledge-telling model*, whose basic structure depends on the processes of retrieving content from memory with regard to topical, and genre cues, and the *knowledge-transforming model*, which involves more reflective problem-solving analysis and goal setting. The later model is important as it opens up the idea of multiple processing, which is revealed through writing tasks that vary in processing complexity.

Models suggested by Flower and Hayes (1980) as well as Bereiter and Scardamalia (1987) have served as the theoretical basis for using the process approach in both L1 and L2 writing instruction. By incorporating pre-writing activities such as collaborative brainstorming, choice of personally

meaningful topics, strategy instruction in the stages of composing, drafting, revising and editing, multiple drafts and peer-group editing, the instructions take into account what writers do as they write. Attention to the writing process stresses more of a workshop approach to instruction, which fosters classroom interaction and engages students in analyzing as well as commenting on various texts. The L1 theories also seem to support less teacher intervention and less attention to form.

The process approach regards writing as a creative and purposeful activity of reflecting both in the sense of mirroring and deliberating on one’s own thoughts (Pennington & Oznoff, 1991 Pp. 287). 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 teacher 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 is expected to redo the writing tasks. The focus here is on meaning, organizing and the steps in writing.

The discussion above narrows down on the process of writing giving us a clear picture of what a writing process should be.

The Writing Process

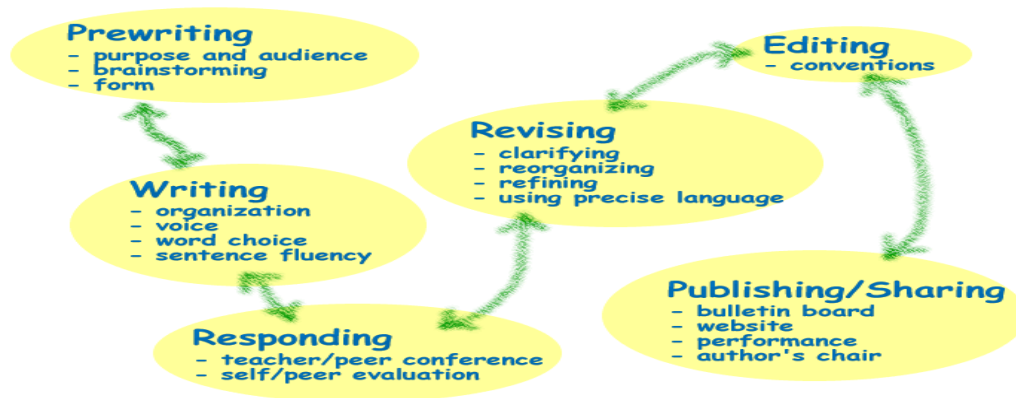


Image retrieved and adopted from Google images for 'Writing Process'

The discussed ideas bring in inspiration for the researcher to try out process approach of teaching writing to see whether it helps the learners do well in English writing skills.

For this purpose, tools like questionnaire, observation checklist, tests were designed and administered to the target group in the context.

The Study

The month-long study made use of some tools to collect data from teachers and learners about classroom practices in relation to teaching and learning writing. Those are:

- Classroom observation checklist
- Questionnaire for teachers and learners
- Informal interview protocol with learners and teachers
- Pre test and post test

Description of each tool, the way each tool was used and individual findings are as follows.

Classroom Observation Checklist was used to observe teaching-learning methods prevalent in the context. The checklist included questions to enquire how the writing book is taught or realized in the classroom by the teacher, what procedure was followed in the class to teach, whether there was any use of audio-video, how does a teacher start, goes on and finishes a writing class etc.

It was observed that it was a teacher dominated classroom and the learners were not encouraged to ask questions. The teacher just translated the whole content to the learners and then they were encouraged to memorise it and then produce similar kind of paragraph later in the exam.

Surprisingly it was found that the teacher just came and gave the definition of paragraph; he talked about topic sentence and then told about the characteristics of a paragraph. He also told about the kinds of paragraph. This is how paragraph writing was taught. In the next class, he just dictated the students a paragraph on a particular topic and then told them to



write a similar kind of paragraph as their homework.

Questionnaires were used to understand the background of teachers and learners and about their opinions with regard to process of teaching and learning writing.

In order to ascertain what methods teachers adopted in the classroom to teach writing, to help students overcome the problems in writing, questionnaires were administered to the teachers.

Apart from the teachers' questionnaire, another questionnaire was designed for learners to collect information regarding their feelings and experiences in writing and to know about kinds of difficulties they face while writing.

Four teachers were **interviewed** during the study and it was found that writing was not that effective in their colleges. For this, they held time, low competence of learners, pressure to complete the syllabus responsible. They taught writing just by writing on the board and asking the learners to take down. When asked to specify the problems areas in writing they defined them to be inadequate vocabulary, mother tongue influence, punctuation and low proficiency in English.

It was found during interview with students that maximum of them were from regional medium. They faced problems in writing due to lack of exposure and proper guidance in writing. They admitted that they were interested in writing but could not produce a good paragraph due to lack of vocabulary and poor idea of coherence and cohesion.

Pre-test, Intervention and Post-test

The researcher administered a **preliminary test** that required the learners to demonstrate knowledge of writing a paragraph and an essay. The topic of paragraph writing was

'Cell phone' and the essay topic was 'Advantages and disadvantages of television'. It was found that almost 90% of thirty learners had ideas but failed to express them. Coherent pattern was not adopted, unity was missing, and proper use of connectors was not seen in their writing. Proper tense form was to be given importance. A clearly stated topic sentence was missing. Punctuation and spellings also required improvement.

During **intervention**, the researcher took some classes on paragraph writing, essay writing with a target to help the learners to improve their writing skills by following process approach of teaching.

The very first day they were taught to write a paragraph on the topic 'My Village'. Various ideas related to village were elicited initially as brainstorming. Then, they were taught organising and drafting. They were given opportunity to evaluate each other's first draft and to give feedback and finally encouraged for redraft accommodating the feedback received. They were given a small orientation on use of linkers for cohesion. As an initial help, this technique gave them exposure to the way of organizing ideas into paragraph.

They were happy to see each other's draft and give feedback. This never happened in their class before as they told. Their teacher was also present in class and he too was happy to see his students' enthusiasm and interest. This way, they were taught writing paragraph and essays for 2 weeks.

Finally, a test was conducted to see how they compose a paragraph. Two activities conducted there dealt with cohesion and coherence. The first activity was a long passage without paragraph break where they had to identify the paragraphs, separate it and rewrite it as individual paragraphs. In the second activity, a story was jumbled and the learners were asked to arrange them



sequentially and form a paragraph. In addition, they were asked to use suitable linkers like once upon a time, after few days, as a result, one day, finally etc. It was pleasing to see that almost everybody used the linkers and many of them used linker appropriately. Their writings also reflected coherence and cohesion. This showed their gradual improvement.

Similarly, essay writing was also taught to them and the researcher could see some positive result.

The question pattern for the *post-test* was similar to that of pre-test for convenience of comparison. The topic was only changed. For paragraph writing, the topic was 'Diwali' and the topic of essay was 'Aim in your life'. Their performance in the post-test reflected their improvement in organizing their writings. It was clear that the main component in paragraph writing which is organizing, is found in the answer scripts of all the learners. They used linking devices like so, but etc. to produce cohesive paragraphs. The ideas were also interlinked to give the paragraphs a proper coherence. Thus, it can be inferred that the techniques like pair work, group work, individual work, motivation, brainstorming, schema, pre-test, intervention and practicing activities worked out and showed positive results for their improvement in writing.

Analysis of Findings

The discussions held with the learners revealed that they were not confident in writing and faced various problems. Very few learners revise and edit their first draft but majority replied that they do not get time to revise and edit due to limited time factor. The teacher's oral feedback was also not taken seriously to rectify their errors. They listen

and forget the feedback. Therefore, it is necessary for a teacher to give feedback both orally and in written form so that the learners take it seriously. The teacher should also check whether the learners have rectified their errors by revising. Mainly this informal interviews were held to cross check the responses made in the questionnaire and to be more compatible with both the teachers and learners so that they feel free and share what exactly is in their mind regarding the writing process.

Analysis of Questionnaires

A look at the first part of the questionnaire reveals that 4 out of 5 teachers are Master degree holders but untrained. Only one teacher has done B.Ed long back and none of them attended any refresher course in teaching English.

The teacher's responses to the questionnaires are analyzed question wise in the form of table.

1. Is writing important for the higher secondary level learners in Odisha?

Yes	No
05	00

All the five teachers responded that writing is important for all the learners to express their feelings, thoughts, ideas, etc. The responses indicate that the teachers are very much aware of benefits and importance of writing.

2. Do the learners' face problem while writing?

Yes	No
05	00

Here also all the teachers agreed that their learners face problems while writing.

3. If yes what are the problems? (You can tick more than one option)



Lack of ideas	Inaccurate grammar	Inadequate vocabulary	Any other (Specify)
	04	05	02

02

According to two teachers, the students face problems in writing due to lack of ideas. This is because of lack of exposure to outer world. They do not get scope to know the world outside the four walls of their house.

Four teachers are of opinion that inaccurate grammar is the cause of the problems faced in writing by the students. Usually they make mistakes in using the proper form of tense. Spelling is also a problem for them.

Five teachers think inadequate vocabulary to be the reason behind the problems faced by the learners while writing. They fall short of words to express. Sentence structure construction also is a challenging task for the learners. This question was asked to find out the aspects of writing where the learners face difficulty. Poor organization (coherence and cohesion), poor mechanics (spelling, punctuation, capitalization) were also some other problems faced by the learners according to two teachers.

4. What type of writing tasks are your learners comfortable with?

Controlled writing	Guided writing	Free writing
00	04	01

Four teachers had chosen guided writing where their learners are comfortable and could perform better. Because in guided writing the teacher discuss the main points which need to be included while writing a paragraph, essay, letter, etc.

Only one teacher chose free writing where his learners are comfortable. Because he lets his learners write freely on a given topic.

5. Do your learners enjoy writing in English?

Yes	No
01	04

Four teachers are of the view that the learners do not enjoy writing. According to them, the learners get bored of writing and the main reason is lack of knowledge, vocabulary and ideas regarding the topic. They develop a kind of fear for the language and loose interest to write. Only one teacher supported that his students enjoy writing but guided writing only.

6. How often is writing given as assignments to the learners?

Always	Sometimes	Never
01	04	00

Only one teacher gives writing as assignment to the learners on a regular basis so that the learners develop. Rest four teachers give it sometimes because they say it is very difficult to correct all the answer scripts individually. This response indicates that writing is not usually given as assignments to the learners.

7. How can students write better?

Write individually	Write collaboratively with peers	Note down points and write	Read relevant material and write
00	00	04	01



Generally, learners are comfortable with guided writing. They perform well when they note down the points discussed by their teacher in class and then start writing. Four teachers have this opinion regarding their learners. Only one teacher had supported that the learners write better, when they read relevant materials to write.

8. Do you believe good writing skills are the result of multiple drafting?

Yes	No
05	00

All the five teachers support that good writing skills are the result of multiple drafting because the more we try the better result we get. At a particular stage, the works get refined without any errors. Faultless and flawless wordings are the final step of any writing project. It needs a lot of effort and time to fabricate a perfect writing. But they do not follow this with an excuse of lack of time in language class.

9. How do you teach writing?

By writing on board & asking students to copy	01
By dictating & asking students to write	01
By asking students to discuss the topic with peers & write	00
By asking students to write individually & revise with peers help	00
By providing model pieces of writing & asking students to study that & produce similar texts	03
Any other (please specify...)	00

Among five, one teacher teaches writing by writing on the board and then asking students to copy. But this method is not beneficial to the learners. One teacher teaches writing by

dictating and asking students to write it. According to that teacher, he adopts this method as the class size is very big and it is very difficult to correct the answer scripts of all. Rest three teachers teach writing by providing model pieces of writing & asking students to study that & produce similar texts. This question was asked just to know the way writing is taught in the class.

10. Do you think a course in writing will help learners to improve their writing skills?

Yes	No
05	00

All the teachers agree that a course in writing may help the learners to improve their writing quality. But the first thing is that a teacher should be updated and trained through orientation or refresher course "how" to teach writing then only he/ she can teach the learners how to write better.

11. Are you aware of Process approach of writing?

Yes	No
05	00

All the teachers responded that they are aware of process approach of writing. However, it was surprising to find during observation that nobody used this approach to teach writing.

12. Do you adopt Process approach of writing in English for learners' development in the classroom?

Never	Always	Sometimes
01	00	04

Though the teachers are aware of the process approach, they use it very less. Normally, they are much acquainted and habituated with the product approach of teaching writing where



the learners imitate, copy and transform the teacher-supplied model. It is a process of habit formation. The teachers follow this approach, as this is easy to use in a large classroom and easy to grade as emphasis is on form.

13. How often do your learners revise and edit their draft?

Never	Always	Sometimes
04	00	01

All except one teacher said that learners do not revise their work. Teacher should be more careful about this instead of blaming the learners.

14. How do your learners' revise and edit their draft?

With teacher's help	05
With peers	00
Using references (library, internet, etc)	00
Individually	00

All the teachers are of the opinion that their learner's revise and edit their drafts only with their help.

15. Do you give scope for peer evaluation?

Yes	No
01	04

Due to time constraint, usually peer evaluation is not practiced in such a huge classroom as per the teacher's responses. Only one teacher gives scope for this.

16. Do you give feedback on learners' writing?

Never	Always	Sometimes
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00	02	03
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The response of two teachers is positive and rest three teachers give feedback sometimes according to the information collected.

17. In what form is the feedback given?

Oral	Written	Both
04	01	01

Four out of five teachers give feedback orally, one teacher gives in written form and one teacher uses both. Oral feedback is time saving practice and also a more motivational and understandable process according to the teachers.

18. Is the English textbook prescribed helpful for developing learners writing skills?

Yes	No
04	01

The above responses show that the English textbook prescribed can help in the development of learners in intermediate level. It has various activities and tasks that can help the learners to improve their writing skills.

Findings from Teacher's Responses

The following are some observations and findings from the responses given in the teacher's questionnaire. They were also personally interviewed regarding their opinion on writing skills.

- i. The teacher considered reading and speaking to be more important than writing and listening.
- ii. According to the teacher, correction of grammatical errors should be given the first priority.
- iii. The English textbook prescribed to the intermediate students has a lot of



- activities and exercises for their practice. However, not all are discussed in class or even carried out in the class due to time constraint.
- iv. The teacher is not updated about the present trends and process of teaching writing. For this, he/she should attend refresher courses and keep himself/herself updated with the changing processes.
 - v. According to the teacher correcting all notebooks and giving individual feedback is not possible. Therefore, in class they just give a common feedback so that all the students get to know their mistakes and correct themselves.
 - vi. Peer evaluation is never encouraged in the classroom.
 - vii. No group work or group discussion has happened in the classroom so far.
 - viii. Writing a single draft alone takes the whole period, it is normally difficult to go for a second draft, and that is sometime unnecessary. Revision of the draft is also not possible, as the time never permits.

Findings from Learners' Response

The learners were also asked the similar questions so that it is helpful for the study to triangulate the data. Overall information gathered from the learners' response to the questionnaire are as follows:

- As most of the learners were from regional medium background, they felt English to be a difficult subject. They were more comfortable in their L1 i.e. Odia than in English.

- Planning a topic before writing was never done in the class. Their notebooks were seldom corrected.
- Majority students accepted that lack of vocabulary and lack of practice in writing English was the main for their inability to write.
- As majority of the learners came from a poor family it becomes difficult for them to take individual tuition because of their poor economic status to improve their English.
- They were never encouraged for peer evaluation and group work.
- They hardly get time to revise their first draft. Thinking about second draft or so is beyond their imagination in the class. This is also because of the time constraint.
- The teacher does not pay individual attention for their improvement, as it is a huge classroom with around 130 learners.
- A general or common feedback is given to the whole class so as how to write and what mistakes they should avoid while writing.
- Discussion of a particular essay or paragraph writing never took place in class. They were just taught about paragraph and essay then they were shown a model piece of that and asked to produce such similar kind of paragraph and essay later during their examination or were given as homework. But correction was occasionally done by the teacher.
- Except the teacher, they hardly got any guidance from their parents and elders at home. Therefore, they were dependent on the teacher in the class.
- Fear and anxiety of committing errors is also a problem for the learners.

Overall, it could be concluded from the questionnaire analysis that the learners had a



positive attitude towards learning English and had strong desire to improve their writing skills. They faced problems in writing because they were not taught how to write in the classroom. They face difficulties in organizing, punctuation, spellings, linkers, sentence structure, tense, vocabulary, etc. By this, it was clear that the learners if guided properly could improve their writings.

Statistical Analysis of Learners' Performances in pre-test and post-test

Mean of pre-test result = Total of scores in pre-test/ Total no. of students

$$= 134/25$$

$$= 5.36$$

Mean of post-test result = Total of scores in post-test/Total no. of students

$$= 218/25$$

$$= 8.72$$

It was thus found that the mean of pre-test is less than the mean of post-test. Thus, it was proved by comparing the results of the learners that they have shown improvement in their writing. Therefore, it is evident that the intervention helped them. We can conclude that if process approach of writing were adopted in the classroom then the learners would show interest and improvement.

Median of pre-test = the middle value of the pre-test scores or $(n+1)/2$ th term

where 'n' is the total no. of students = $(25+1)/2$ th term = 13th term = 5

Median of post-test = the middle value of the post-test scores or $(n+1)/2$ th term

where 'n' is the total no. of students = $(25+1)/2$ th term = 13th term = 9

It was also found that the median of post-test is more than that of pre-test that also marks the improvement in the learner's writing process. Median is defined as the point of distribution above which and below which 50% of the scores lie. For this, we need to arrange the scores or values either in ascending or in descending order.

Mode of pre-test = most frequently occurring score or value in the pre-test = 4

Mode of post-test = most frequently occurring score or value in the post-test = 7

Hence, the mode of the post-test also showed an improvement over the mode of the pre-test. Mode is defined as the most frequently occurring score or values.

Range of pre-test = (Highest score of pre-test) - (Lowest score of pre-test) = $10-3 = 7$

Range of post-test = (Highest score of post-test) - (Lowest score of post-test) = $15-4 = 11$

The range of post-test is more than that of the range of pre-test. This too means gradual progress in the learners writing. Range is defined as the difference between highest score value and lowest score value in a given data set.

Implications of the Study

The study and its findings have implications for the learners at intermediate level, concerned teachers, and the board as well.

If the finding of the study is implemented, the learners will benefit the most. They will learn how to write and will stop mugging up the contents. The process approach of teaching writing has potential to make learner an independent writer. Having learnt the technicalities of writing, they will be good at coherent and produce meaningful drafts.

The teachers will be able to make the class interactive and interesting following the



process approach of teaching writing. Teacher's job will be rather easier while making the learners write. The board and government may take insight to incorporate the training of new trends of teaching writing in its teacher training programs. The findings of the study can also be used in designing and prescribing tasks facilitating the learning of better writing skills in English.

Suggestions

The study would suggest that all the teachers teaching at the intermediate level should update themselves with new trends of teaching English through different refresher courses. The government should make sure that all English teachers have some kind of ELT training. Institutions like ELTI Odisha, with the help of EFL-University, should take prompt steps, regarding these training and refresher programmes. The textbook on writing should be accompanied with a teachers' handbook for the guidance of teachers about the ways of dealing with the book.

Conclusion

Since writing skills cannot be developed in a short period, proper attention should be given to it. It is worth remembering that competence in writing comes from knowing how to write rather than knowing what to write. It is essential to raise the awareness and provide the teachers and learners with opportunities, which promote a better understanding of the process of composing and help them appreciate a process approach to writing. Learner training, in the form of consciousness raising procedures could be built into the

pedagogy of writing itself. The process approach of teaching and learning writing has changed the perspective of both the teachers and the learners. This approach not only helps the learners to write better but also arouse interest, enthusiasm, self-confidence in them. Findings from each of the tools used in the study lead towards a conclusion with a positive note that the adoption of the process approach of teaching writing is very much fruitful for the learners. Both the teachers and learners have positive attitudes towards the process approach, which shows that process approach can be comfortably adopted in the context to facilitate the learners to do better in writing skills in English.

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