

Developing Engineering Students' Writing Skills

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Abstract: This paper focuses on the writing abilities of engineering students across all branches, particularly during placements. English writing skills are practically required for the position. Today, it is a requirement for students to take a writing test before attending interviews. Language learning requires the development of LSRW abilities. The teacher must take the effort to inspire the kids in order to assist them with these writing techniques. The majority of the pupils are from rural areas and primarily have a regional educational background. Therefore, they need assistance at every turn. For them, writing becomes an impossible task. A crucial part of the teacher's job is to set off their necessity. This paper discusses a variety of writing perspectives, including free writing, writing mechanics, vocabulary, grammar, description of an image, paragraph, essay, and summary writing, as well as writing for reports, resumes, letters, and emails. Students might also benefit from exercises like pair or group work on all projects. The student's interest and mastery in the chosen subject are not the same. Every activity benefits from analysis and feedback, which is a bonus for the teacher and a benefit for the student. Students might realize their desire of landing a job before finishing their undergraduate degree if they are given rational training starting in their first year of engineering.

Keywords: Feedback, Learning, Interviews, Training, Vocabulary, Writing.

I. INTRODUCTION

The English language is more in demand these days all across the world. The English language setting has drastically transformed from the middle of the 19th century to the present. Students from lower socioeconomic groups also long for an English-medium education. Once fashionable, English-language communication is now essential. For engineering students in all fields, English is required as one of their subjects in the curriculum. The efforts of a teacher and a pupil are the same. The purpose of the research paper is to impart writing abilities to engineering students across all branches, particularly during placement interviews, where writing proficiency testing is required.

Engineers have different writing demands than other professionals, so the teacher must thoroughly assess each student's needs before modifying the curriculum and instructional strategies to meet those needs. The teacher must assess the pupils' proficiency in standard writing techniques, fluency, good knowledge of specialized language, and lexical accuracy before the lesson can begin. Students gain familiarity with typical writing projects and the production stage by using actual materials in class.

The students benefit from the advent of the English Language Laboratory since it provides a true platform for them to demonstrate their LSRW abilities. Each ability is crucial to learning a language. Among these four fundamental talents, speaking and writing are productive skills whereas listening and reading are receptive skills. Writing is a crucial ability that students should acquire throughout their academic career. Cook (1996) claimed, "People who start learning English as an adult never managed to learn it properly and other who learn it as a child is indistinguishable from the natives" Today, writing in English is essential for employment. Teacher must take the effort to inspire the kids in order to assist them with these writing skills. The majority of the pupils are from rural areas and primarily have a regional educational background. Therefore, they need assistance at every turn. For them, writing becomes an impossible task.

II. WRITING FOR SPECIFIC PURPOSES

The recipient must comprehend the message for communication to be effective and to elicit the desired response or reaction. The written or spoken communication must be concise, accurate, complete, and relevant in order for this to be possible. The written message must be coherent, accurate, and cohesively written. To this purpose, the economy of the written language depends heavily on the usage of the appropriate linkers. Understanding, attitude, technique, tone, purpose (in business, the purpose is typically to remind, convince, inform, and request), and capability should be included as variables impacting communication. correctness, precise vocabulary and grammar structures, the avoidance of ambiguity, the use of specific terms, and correctness all contribute to a written text's cohesion and coherence.- coherence (both chronologically and spatially).

Writing serves a purpose that is directly related to their professional lives. For example, sales engineers must write and deal with orders, contracts, and brochures, production engineers must write charts, and research engineers must deal with research reports and scientific papers. Reference and documentation styles are a required stage for the latter type. Similar to how the organisation of spoken language varies depending on the sort of text produced.

III. VARIOUS PERCEPTIONS OF WRITING SKILLS

Prewriting is similar to free writing. This requires mental effort. The pupil is not given any topic. The teacher's guidance is crucial in inspiring students to write. Students may write about any subject they choose. There won't be any grammatical, spelling, or vocabulary fixes made. Producing content on the subject is essential on the student's end. Regularly starting the class with this practise will be very effective. Other students write about politics, other students write about the natural world, some students write about personal experiences, and so on. They have five minutes to write nonstop about the subject. The number of words will be considered. It doesn't matter what they write as long as they do it within the allotted time; what matters is how much work they put into it. Students must practise this free writing at home by adhering to the guidelines discussed in class. This ought to resemble a home journal entry.

Syntax, Spelling, Pronunciation and Punctuation are the fundamentals of writing. One effective method for students to produce material is through free writing. Then, students should focus on developing their writing abilities. Reading is important. They can get a decent concept of sentence form if they are encouraged to read novels, periodicals, articles in the newspaper, etc. Along with voice and punctuation, spelling ability initially grabs the reader or examiner's attention. They must be aware that the words they write can conjure up specific images in the examiner's head. No language seems decent without word order or syntax. Those who are good speakers also make good writers. In addition to writing practise, speaking practise is more crucial. Each student must comprehend how all LSRW skills are related to one another. The skill that pupils wish to develop won't materialise if they don't possess even one of these abilities.

Students find vocabulary and grammar exercises to be difficult. Teachers emphasise grammatical principles because they are crucial for conveying information clearly. Sentence, clause, and phrase are some of grammar's most important concepts. Vocabulary development for students will improve their writing abilities. The frequency of the words must be understood by the students. In their writing, students frequently employ uncommon words. To produce high-quality writing, certain terms should be swapped out by high frequency words. Nathaniel Hawthorn said: "Words, so innocent and powerless

as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them." Student can express their power of thought through powerful words.

Students are instructed to describe a picture of their choice once they have a handle on using mechanics, vocabulary, and syntax. They must describe, contrast, and compare the provided or chosen image using the appropriate language. If the teacher gives the expressions, great; if not, instruct them to research appropriate expressions online. Students are required to provide the image a title and an explanation. For instance, they must focus on the picture's background, which includes the setting, the time of day, the weather, the location, the culture, etc. They are urged to describe the image in as many phrases as they can. They must concentrate on the tenses, locations of prepositions, sentence structures, and high frequency terms from the list provided to them in the last task. They are able to comprehend the importance of language and syntax in sentence construction.

Students will be directed through paragraph writing, essay writing that includes a number of paragraphs, and summary writing after practising free writing and visual description. The teacher has students concentrate on paragraph writing because it serves as the basis for essays and summaries. They must learn how to handle the paragraph with coherence, unity, and completion. Students must understand the significance of a topic sentence that draws the reader's attention and is free of all mistakes. The topic will then be related in a series of cohesive paragraphs. Students must begin their writing assignments with a strong introduction, body, and conclusion. It must conclude with a profound idea or clever twist in the logic. The core concept of the essay is woven throughout every paragraph. Writing summaries is a streamlined way of reading longer texts. Paragraphs are an added grace in this case as well. It might be challenging for teachers to help students understand certain types of essays. When they began writing the essay, they quickly grasped the differences between expository, narrative, and descriptive essays.

Writing reports, letters, resumes, and emails is an area where engineering students are evaluated. The engineering students' writing is at its best in this piece. It is referred to as a professional writing style. Students can handle all forms of writing skills by the time they reach their fourth year. They are mature in their writing and reasoning at this level. Students can practise writing if the teacher gives templates for reports, letters, resumes and emails. Students are taught that in order to build their professional skills, they must use phrases and paragraphs that are clear, short, and exact. Instead of using clear and concise English, teachers should teach complex language. Exams are the perfect time for students to show off their writing abilities to their other students. The verbal and written communication skills of the students are evaluated on entrance exams like the GRE, TOEFL, SAT, GMAT, and CAT.

IV. CONCLUSION

One of the most efficient forms of communication is writing. It will take time for it to develop because it is an art. The students' energy levels are extremely high, according to the current observations. The writing abilities of aspiring engineers can be channelled in such a way by adequate coaching and counselling that they could outright stand in good stead in the chosen avenue of their lives. The teacher's actual responsibility is to foster an enthusiasm in learning among the students. Students that are taught logically in the manner described above from the start of their first year of engineering realise their goal of landing a job before finishing their bachelor's degree. Thus, writing abilities always end up being the deciding elements.

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