ABSTRACT

The present study focuses on developing the writing skills of the students using the process approach and a combination of multimedia tools. Even though there has been a growing body of research in the area of the Process approach to writing, none of the studies has so far integrated multimedia tools at every stage of the Process approach to writing. The study proposes a new approach to teaching writing-The Multimedia Supported Process Approach (MSPA) which uses multimedia materials during the various stages of the Process approach.

The study had two phases, namely the pilot study and the experimental study. The pilot study was conducted with a sample size of 60 students. After the pilot study, the experimental study was conducted at three engineering institutions with an overall sample of 186 students. In each institution, 62 samples (control group n=31 and experimental group n=31) were randomly selected for the study. Initially, a pretest was conducted to both the control and the experimental groups. The pretest was diagnostic by nature. The experimental group received 24 hours of instruction (spread over one semester) through the Multimedia Supported Process Approach (MSPA) while the control group was exposed to the traditional approach. The writing components selected for the study were reports and discursive essays.

The improvement in writing skills of both the groups was assessed at four levels such as i) Content level ii) Coherence and Cohesion level iii) Lexical level and iv) Grammatical level. The improvement in all the four components was measured using a paired sample t-test. The experimental group which was exposed to the Multimedia Supported Process Approach (MSPA) demonstrated better writing skills than the control group which was exposed to the traditional approach. The positive results indicated that the new approach proved to be effective in enhancing the written competence of students. Thus the efficacy of the new approach has been proved.