

Effective Usage of Models at the Tertiary Level ESL Writing Classroom

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Writing is an extremely complex cognitive activity. Learners of English as a Second Language need to produce pieces of writings in different genres. Therefore, teachers of English as a Second Language are expected to provide writing models to guide the learners. However, there is a counter-argument remaining that the learners replicate the models as ideal ones instead of producing their writings. On the other hand, students may face difficulties in writing a particular genre as a consequence of their lack of experience in reading and writing. Therefore, this study was an investigation on the effective usage of models in learning essay writing in the ESL writing classroom of second-year students from the Faculty of Science, University of Jaffna. The data were collected by conducting a pre-test and post-test. The students were divided into two as the control group and the experimental group. SPSS statistical package and paired sample T-tests were used for data analysis. The duration of this study was for four months. The experimental group was given models as instruments to guide and modify their writing and produce original pieces. Learners won't be rewarded for having memorized full blocks of texts. After the treatment period, a post-test was given to both groups to see the significant differences between the two groups. Finally, in the post-test, the experimental group out-performed the control group. At this juncture, the findings showed particular improvements on the micro and macro level of writing especially the overall organization, content, and the structure of sentences and paragraphs in writing. The results have some implications for language teachers and material designers.

Keywords: English as a Second Language, Writing skill, Models, Micro and macro level of writing