

THE IMPACT OF COLLABORATIVE PRE - WRITING ON THE ACCURACY OF INDIVIDUAL WRITTEN PRODUCTS OF ENGLISH AS A SECOND LANGUAGE STUDENTS IN A GOVERNMENT SCHOOL IN MATARA

SA. Illamperuma Arachchi¹, MHS. Samarasinghe², WRIU. Nilaweera³

Writing is an important communication skill which is critical to the success of students in the second language learning process. According to McDonough & Neumann (2014), collaborative prewriting tasks provide students with opportunities to discuss and evaluate content and organization, while maintaining the programmatic emphasis on individual writing. According to the G.C.E (O/L) Examination - English Language Report, 74% of students who sit for the Ordinary Level exam score below 50 marks for the writing composition and no significant teaching practice has been yet introduced or implemented to find a solution for the issue. The present study carries out the hypothesis that the students who engage in collaborative pre-writing activities report higher levels of performance in terms of accuracy in their individual written work as compared to students who do not engage in collaborative pre-writing. Accordingly, the present study incorporates a quantitative research approach. 60 grade 10 students in a government school in Matara district were selected for the study. The students who were in the experimental group and the control group were given four essays to write. The experimental group was allowed to use collaborative pre- writing activities while the control group was asked to write the essays without engaging in collaborative pre-writing activities. The collected essays of the two groups were analyzed according to the accuracy of the written products. The rubric specifications used in the English Language marking scheme of the G.C.E O/L examination 2019 were used to check the accuracy and the results were analyzed using SPSS software. The findings of the study reveal that collaborative pre-writing has an impact on the individual written products of the students in terms of accuracy.

Keywords: Collaborative pre-writing, Second Language writing, ESL, Accuracy, Individual writing

¹ Department of English Language Teaching, University of Kelaniya.
ganguly.garukshika.gg@gmail.com

² Department of English Language Teaching, University of Kelaniya.

³ Department of English Language Teaching, University of Kelaniya.