

Effective Writing Techniques for Engineering Students

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Abstract: Engineering Writing should be comprehensible, explicit, absolute and relevant. In the Corporate World Technical Writing Skills plays a significant role in the career lives of engineers. They are expected to write memos, brochures, proposals, technical manuscripts, contracts and newsletters. The paper is an attempt to explore various horizons in writing and to remediate writing deficiencies of the engineering students.

Index Terms: Writing Skills, Technical Writing, Comprehensible, Engineering Classroom

I. INTRODUCTION

In Corporate Industry engineers are expected to communicate effectively with employers, employees, consumers and partners. Written Communication plays an influential role in the careers of engineers. They ought to write application letters, Curriculum Vitae, Resumes, Reports, Memos, Proposals and Data Interpretation. In fact so much so that, many enterprises look for written communication as a prerequisite for hiring. Efficient Writing Skills integrate engineering students into international companies.

It is significant for engineering students to write anything that is comprehensible for career development. In the twenty-first era of information driven world the emphasis is laid on outcomes of each written documents. It is necessary for engineering students to write productively in order to prevent misunderstandings and to improve results. Introduction to Writing Skills: Writing skills help the learners to gain articulateness, coherence and creativity. If the learners have mastered these skills they can produce texts that is comprehensible for all readers. By writing constructively:

- Readers may read the text as per one's comfort.
- At times, rather than oral communication written communication can be persuasive.
- Written Communication is likeable to build professional relationships
- Written Communication plays a major role for overseas projects.

II. IMPORTANCE OF TECHNICAL WRITING

English Language Teachers can seek help of other branch teachers to provide topics. The role of English teacher is to guide students about fragmentation of ideas, cohesion and coherence, tenses, vocabulary, punctuation, sentence structures, spelling errors and subject-verb-agreement in

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writing an article.

III. TASKS TO DEVELOP WRITING SKILLS

A. Task 1: Note Making

The teacher displays few graphs/tables with little information to the class and explains that students will have to come up with paragraphs in a logical and sequential manner. Through the task, the teacher explains sentence structures, grammar and punctuations. The aim of the task is that students learn to construct information cohesively. Their use of creativity and vocabulary can be developed and assessed through the task.

B. Task 2: Email Writing

The teacher gives context for E-Mail writing for the class. The objectives of the task are to educate the students about email writing. Through the task the format and style of E-Mail Writing is taught. Through the task students learn to come out with adequate content according to the context of the mail, use of vocabulary, format and style of E-Mail Writing.

C. Task 3: Article Writing

Teacher explains the class the meaning of definition, article and significance of writing article in a professional arena. Teacher asks students to surf some articles or journals on the website for them to get a picture of article. Students then tend to understand the nature and characteristics of article writing. The purpose of the task is to create knowledge to students about various types of article writing. Also the purpose of the task includes to train students in writing articles and to make familiar students known about technical aspects of writing article. Through the activity students learn to frame accurate content, vocabulary, punctuation and sentence structures.

D. Task 4: Dialogue Writing

The teacher gives students social contexts for dialogue writing. Students draft a dialogue according to the given context and submit a copy for assessment. The intent of the activity is to enable imagination. At the end of the task students learn to strengthen grammatical aspects such as tenses, subject verb agreement and vocabulary.

E. Task 5: Description

In this activity the teacher explains the significance of writing a diary. Students are asked to write about their own routine activities or life experiences or on upcoming events of life. Students are asked to submit their diary in one month's time. The best write up can be displayed for other students to get motivated.



The goal of the activity is to provide an arena for their thoughts, routines and to encourage free writing.

IV. RESEARCH METHODOLOGY

A. Research Design

The adopted approach for this research paper is descriptive analytic method. Through this method the focus is on learner's perspective rather than the researcher's.

B. Population and Sample of the Study

This study was conducted at AVR & SVR Engineering College. The sample students taken for study are twenty students of fourth year electrical and mechanical engineering students.

C. Research Instrument

In order to improve writing skills among engineering students note making, e-mail writing, article writing, dialogue writing and describing essays are mainly used in this study. The tasks engage students to develop in sentence structures, vocabulary, subject-verb-agreement, punctuations, articles and tenses.

D. Data Analysis

Activities described in the paper were conducted with all the participants. The activities centre on the difficulties students encounter while writing English.

E. Result Analysis

Through the following tasks and activities students learn the basic tenets of writing skills. They include clarity to explain and express messages, accuracy of vocabulary, grammar, spelling and punctuation, using simple and relevant details. Students are able to render messages with completeness; place ideas in an orderly sequence and emphasis on arrangement of words.

V. DEVELOPING WRITING SKILLS THROUGH READING SKILLS

Reading and Writing are interconnected. Reading of English fiction, short stories and poems introduce students to various writing styles, sentence structures and a huge web of vocabulary. By inculcating popular literature in the syllabus students become aware of aspects of writing skills. To induce students to gain interest suggestions to read science fiction, detective stories and travelogues are given which in a way induces students to develop writing skills.

VI. CONCLUSION

Through the paper it is observed that the teacher provides optimum conditions for learning and writing. Students are given tasks that are challenging and requisite for their career in the case of writing.

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