"Crafting Effective Communication: An Experimental Exploration Of Email Writing Skill Development For B.Ed. Trainees In Educational Settings"

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Abstract:

Abstract: The present study is an attempt to study the effectiveness of Email writing skill in English language for B.Ed. trainees. The present study is developmental and experimental. The sample of the study comprised 30 B.Ed. trainees. Two equivalent groups of B.Ed. trainees were made. One is the control group which consists of 15 students and the second one is the experimental group which consists of 15 students. For this study pre-test posttest design was employed. Self constructed questionnaire which was validated by English language experts was used to collect data. Pre-tests were administered to both groups. Experimental group was subjected to Email writing skill in English Language training by providing intervention through a specially developed Email writing skill programme in the English language. After the treatment post test was administered to both groups. The collected data were subjected to statistical analysis and obtained results were interpreted. After analyzing the data it was found that the Email writing skill programme in English language was effective to enhance Email writing skill of B.Ed. trainees.

Key Words : Writing Skill, Email writing skill,language, B.Ed. trainees.

1. Introduction:

Writing is a fundamental skill in language and communication that is applicable to many facets of personal, academic, and professional life. Writing proficiency is the capacity to communicate concepts, ideas, and information in written form in a clear and efficient manner. Effective communication through writing is crucial for presenting ideas clearly and effectively, whether one is writing essays, reports, emails, or creative projects.

Writing is a dynamic and creative endeavour that displays one's capacity for thinking organisation, audience specificity, and compelling information conveying. It is not just a mechanical procedure of putting words on paper. Proficiency in writing enhances understanding and participation in a variety of settings and is a prerequisite for effective communication.

In the technology era, email writing has become a cornerstone of effective communication across various domains, playing a pivotal role in personal, academic, and professional settings. The importance of email writing in the technology era can be highlighted through several key aspects:

Instant Communication: People can communicate information, updates, and comments in real-time via email, which is a rapid and effective method of communication. In the fast-paced world of the technological age, this immediacy is essential.

Global Connectivity: As technology has advanced, communication has surpassed national boundaries. Email facilitates global cooperation by enabling seamless communication between individuals, teams, and organisations, regardless of their physical location.

Professional Correspondence: The most common form of professional correspondence in the corporate sector is email. Professionals utilise email for a variety of things, such as internal cooperation, client communication, and project coordination. In these situations, being able to write emails with professionally and expertise is crucial.

Documentation and Record-Keeping: Email is a written record of communication for documentation and record-keeping purposes. Referencing previous discussions, monitoring project progress, and settling conflicts are all made possible by this documentation. Clarity and accuracy in these records are ensured by proficient email writing.

Formal and Informal Communication: Email has many uses and is suitable for both types of communication. When submitting a job application, sharing project updates, or corresponding with coworkers, people must modify their writing style to fit the situation.

Digital Etiquette: It is essential to comprehend and follow digital etiquette in the age of technology. In order to avoid misunderstandings when there are no non-verbal indications, email writing skills include knowing how to address recipients, use suitable salutations, and express tone effectively.

Importance of Email Writing Skill for B.Ed. trainees:

Email writing abilities are crucial for B.Ed. (Bachelor of Education) candidates to succeed in both professional and academic settings, so it is important for them to have these capabilities. In their capacity as prospective teachers, B.Ed. candidates will frequently have to interact with parents, administrators, coworkers, and other system stakeholders through communication. Professional email correspondence is the norm, thus B.Ed. candidates must learn how to write well in order to cooperate with others, share information, and communicate. When submitting an application for a teaching post or taking advantage of professional development opportunities, effective email writing abilities are essential. In order to network with other educators and submit strong and polished emails for cover letters and job applications, B.Ed. candidates must write these kinds of emails.

Working Together: Teachers and other staff members frequently collaborate in the classroom. Training for a master's degree in education will need B.Ed. candidates to collaborate on projects, share ideas, organise lessons, and interact with one another via email in an efficient manner. In conclusion, email writing abilities are essential to B.Ed. trainees' performance and professional growth. Being able to communicate successfully via email is a crucial part of their readiness for the demands and obligations that come with being teachers.

Components of Email Writing:

A successful email writing strategy incorporates a number of essential elements that work together to create a powerful message. The following are some crucial components of effective email writing:

Clear and Relevant Subject Line: a brief and informative subject line that effectively captures the essence of the communication. Facilitates the recipient's understanding of the message's goal or urgency.

Professional Greeting: a polite and fitting salutation determined by the degree of formality and the rapport with the recipient. "Hello [Name]," or "Dear [Name]," are a couple examples.

Introduction: The email's primary goal or subject is stated in clear terms.

gives the reader background knowledge so they can comprehend what's about to happen.

Concise and Organized Body: information is presented in an understandable and structured way. Use bullet points and succinct paragraphs to make text easier to read.

skips superfluous details and concentrates on the essential issues.

Relevant Details: contains vital information that the recipient needs to know.

stays away from too many details that could divert attention from the essential point.

Polite and Professional Tone: keeps the email polite and professional at all times.

uses appropriate greetings and closings along with courteous wording.

Clarity and Simplicity: uses terminology that is simple and easy to understand to deliver the point. Stays clear of technical terms and jargon that could mislead the reader.

Grammar and Spelling: guarantees accurate spelling, grammar, and punctuation.

Verify the email for problems before sending it.

Professional Closing: concludes the email with a kind and appropriate message.

Some phrases to use include "Sincerely," "Best regards," or "Thank you."

Signature: features a polished email signature with the necessary contact details.

may contain the name, title, business, and pertinent contact information of the sender.

Attachments (if applicable): Make sure any attachments you include are pertinent to the email's subject line. Identifies and briefly discusses any files that are associated.

Follow-Up Information (if applicable): gives any more information required for comprehension or action. Offers support and expresses readiness to provide more information if needed.

Readability: makes use of a readable font format and size. Stays away from using italicised or bold material excessively.

2. Objectives:

The following objectives are formulated for the present study.

1.To develop a Email Writing Skill Programme in the English Language to enhance the Email writing skill of B.Ed. teacher trainees.

2.To assess the effectiveness of the Email Writing Skill Programme in the English Language in enhancing Email writing skills among B.Ed. trainees.

3. Hypothesis:

1. There is no significant difference in the mean score of pre-test of Email Writing Skill in the English Language of B.Ed. trainees belonging to the control group and experimental group.

2. There is no significant difference in the mean score of post-test of Email Writing Skill in the English Language of B.Ed. trainees belonging to the control group and experimental group.

4. Literature Review:

Raj Kumar Gurung (2023) has done the study on Examining +2 Level Students' Email Writing Proficiency: A Critical Analysis and Recommendations. This study objectively evaluates the email writing skills of +2 level students and offers the necessary corrections. In EFL lessons, email writing has become an essential part of the teaching and learning process. In terms of bulk texting, it is the fastest method of communication. Post offices as a practice are all but gone. Letters were delivered by the postman from one location to another, and

delays were usual. In the current digital era, sending emails to recipients has emerged as the quickest method of communication. Despite this, neither the instructors nor the students consider writing emails to be a serious undertaking. According to the study's findings, exam papers for students at the +2 level are written like emails. They are also able to do the same in real life. Their instructors need to give them quality instruction. Email writing is more difficult than students and teachers believe. Email writing persuades recipients in addition to providing information. By providing necessary approaches, tactics, and advice, the study seeks to empower the email writing skills of +2 level students. Their lack of serious instruction from their teachers is the reason behind their poorly patterned talents. As a result, the same forms and techniques should be used by teachers and students when approaching this email writing. The research is qualitative in nature, utilising descriptive survey methodologies to analyse the participants' email writing abilities.

Mr. A.K. Gopi Krishna,Dr. K. Suneetha Reddy,Dr. V.B. Chitra & Dr. Y. Suneetha (2021) have done study on Analysis of Email Writing Skills of Engineering Students - A Study. The purpose of this research is to determine how engineering students in Andhra Pradesh, India, are progressing in their email writing skills. Participating in this study were 125 engineering students in total. Using a questionnaire to gather data, the study examined formal email writing abilities. A framework for the best email writing results was created by the researchers. The questionnaire's mean values and associated percentages were used to display the results. These findings demonstrated the urgent need for engineering students' email writing abilities to be strengthened. According to the study's findings, pupils also lack formal language skills, conversational style, low level linguistic tactics, and email etiquette. This indicates that in order to enhance students' email writing techniques, it is necessary to address these problems with style, language, manners, formal academic accessibility, and email culture. In conclusion, the article provides some educational implications for email writing environments.

5. Material:

To assess the effectiveness of the English Email writing skill researcher developed an English Email Writing Skill test. The test contains two forms. The first form contains two subjective questions on Email writing, The second form contains ten objective questions to test the knowledge of English Email writing skill of B.Ed. trainees. The researcher develops a training program of English Email writing skills with the practical knowledge of English Email writing to enhance the English Email writing skill of the B.Ed. trainees. The questionnaire was checked and validated by the Experts.

6. Method:

In the present study the effectiveness of the Email writing skill in English language of B.Ed. trainees was to be assessed. Hence the experimental method seemed more suitable and hence was used by the researcher. For the present study pretest post-test design was employed.

7. Discussion:

The present study aimed to study the effectiveness of Email writing skill in English Language for B.Ed. trainees. There are different writing skills in English language. In all skills Email writing skill is one of the

challenging skills. So, the researcher developed the programme to enhance the Email writing skill in English language for B.Ed. trainees. And after implementing the programme on B.Ed. trainees the researcher found the impact of the programme on B.Ed. trainees. The score of the post-test shows the enhancement of B.Ed. trainees in Email writing skills in English language.

8. Analysis:

The purpose of the present study is to develop the English Email writing skill program to enhance the Email writing skill in English language of the B.Ed. trainees. The scores of the B.Ed. trainees were analysed to verify the hypothesis stated earlier.

Table No.8.1

Comparison of mean scores Of Pre and Post test scores of Control Group

CONTROL GROUP	MEAN	MEDIAN	MODE	SD	SK	KU
Pre test	8.062	7.5	7	2.407	0.244	-0.784
Post test	8.625	8.5	7	2.362	0.514	-0.318

Table No. 8.2

Comparison of mean scores of pre and post-test Experimental group

EXPERIMENTAL GROUP	MEAN	MEDIAN	MODE	SD	SK	KU
Pre test	7.53	7	10	2.26	0.698	-1.45
Post test	15.06	15	13	2.694	-0.098	-0.843

Table 8.3

Comparison of means score of pre-test of teacher trainees of Control group and Experimental group

GROUP	MEAN	MEDIAN	MODE	SD	SK	KU
CG Pre- test	8.062	7.5	7	2.407	0.244	-0.784
EG Pre - test	7.53	7	10	2.26	0.698	-1.45

Table 8.4

Comparison of means score of post-tests of teacher trainees of Control group and Experimental group

GROUP	MEAN	MEDIAN	MODE	SD	SK	KU
CG Post- test	8.625	8.5	7	2.362	0.514	-0.318
EG Post - test	15.06	15	13	2.694	-0.098	-0.843

8. Result and Finding:

The above table no.8.1 shows the comparison of mean scores of pre- and post- tests scores of Control Group. The mean score of post-test control group was slightly higher i.e. 8.625 than pre-test mean score of control group i.e. 8.062.

It means that the mean score of the post test of control group has increased.

The above table no.8.2 shows the comparison of mean scores of pre- and post- tests scores of teacher trainees of Experimental Group. The mean score of post-tests of teacher trainees of experimental group was significantly higher i.e. 15.06 than pre-test mean score of teacher trainees of experimental group i.e. 7.53.

It means that mean score of post-tests of teacher trainees of experimental group has increased due to the implementation of programme for the development of Email writing skill in English language.

The above table no.8.3 shows the comparison of mean scores of pre - tests scores of teacher trainees of Control group and Experimental Group. The mean score of pre-test score of teacher trainees was 8.06 of control group. Whereas, the mean score of pretests of teacher trainees of experimental group was 7.53. So, there was no remarkable difference between the mean score of pre-tests of teacher trainees of Control group and experimental group.

It means that the means scores of pretests of control group and experimental group are almost equal.

The above table no.8.4 shows the comparison of mean scores of post- tests scores of teacher trainees of Control group and Experimental Group. The mean score of post-test score of teacher trainees was 8.62 of control group. And the mean score of post-test of teacher trainees of experimental group was 15.06. So, there was remarkable difference between the mean score of post-tests of teacher trainees of Control group and experimental group.

It means that the mean score of post-tests of teacher trainees of experimental group has increased due to the implementation of programme for the development of Email writing skill in English language.

Recommendations:

For this study researcher used eight hours in which she taught the Email writing skill in English language to B.Ed. trainees. But after implementing the programme the researcher found that more duration is required to explain this skill in detail. B.Ed. trainees were enthusiastically participated in program and they were taking interest to improve their Email writing skills in English language. They understood the importance of Email writing skill in English language for getting better opportunities in future. In the present study only one writing skill in English language was considered but other writing skills in English language should develop of B.Ed. trainees. If B.Ed. trainees will get complete knowledge of writing skill in English language, they can explain this writing skill in English language to secondary school students

Conclusion:

From the above statistical data analysis, it is clear that there is significant difference between pre-test and post test scores of Email writing skill in English language of B.Ed. trainees. The scores of post-tests are more than that of pre-test scores. So, the null hypothesis is rejected. It shows the significant impact of Email writing skill in English language programme. Hence the programme of Email writing skill in English language was proved effective to improve writing skill in English language of B.Ed. trainees.

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