

Enhancement of Writing Skills in English of Engineering Students Through Autobiographies — A Literature-Based Approach

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Abstract—This study emphasizes the importance of writing skills in English and analyses from various perspectives the reasons for the present-day students lacking good writing skills in English. The authors insist on reading of autobiographies for better enhancement of writing skills and the insistence is justified appropriately. The paper begins with the importance of writing skills in the present scenario, throws light on literature-based approach and a detailed description of the methodology adopted by the researcher including conduct of a pre-test for the selected students of engineering students from various branches of engineering (at the entry-level), a three-month session on reading of select autobiographies along with language activities for the selected students, and a post-test after reading the autobiographies (at the exit level). The statistical approach paired-t-test and one-way ANOVA have been used to examine the efficiency of the autobiographies that help to improve the writing skills of students in English based on the marks secured in the post-test. A comprehensive input was given on the autobiography reading session by the students selected for the experiment. The performance of the students in the tests bears testimony to the fact that reading of autobiographies remarkably enables learners to enhance their writing skills.

Index Terms—written communication, autobiographies, employability skills, chastity in language

I. INTRODUCTION

Even though English is being taught right from the primary level of education in our system, employers and academics believe that the present-day students generally lack good writing skills in English. It is a logical and psychological fact that the blame cannot be just put on the students, when the number of students pursuing higher education is incredibly increasing year after year. The fact is that students, who lack good writing skills, in most cases, are the victims of the system when the system is not well-structured and well-planned. It is unfortunate that a candidate, despite his/her sound subject knowledge and field experience, goes down in the estimation of a recruiter when his/her application contains grammatical errors, ultimately leading to his rejection. Despite their rich contents, many research papers are not considered for publication when there are grammatical errors or when they are not presented pleasingly and appropriately. Any more silence over such a major lapse shall negatively affect not only the learners but also the system. With its heavy competition, the global world requires the services of not graduates with degrees in hands, but the services of potential and aspiring graduates with a good command over English, besides sound subject knowledge. “*Fluency in English is a must*” has become the frequently used sentence in most advertisements made by leading companies, industries, and academic institutes. What makes a whale of a difference in any graduate's academic and professional life is the communicative competence in English he/she is in possession of. Before an interviewer interacts with a candidate, what creates in him/her the first impression lies in the job application and the curriculum vitae properly drafted and designed by the candidate (McRell et al., 2021).

Of all the four language skills in English, writing is supposed to be technically the most challenging skill. Skills of any sort cannot be developed without enthusiasm and passion on the part of learners and teachers. Students mostly prefer the academic institutes where the Placement and Training Centers are functioning with utmost care and concern about them. Study of English was given importance only in arts and science colleges in those days, but now the scenario has completely changed. In technical colleges and universities, priority is equally given to technical subjects and the study of languages. Language labs are established even in technical institutes to develop learners' language abilities through software. Aspiring students who are aware of the competitions and challenges that they might have to encounter are also aware that proficiency in English is always a treasure in their possession (Shrestha et al., 2016).

Of all approaches and methods in English Language Teaching and Learning, the Literature-Based Approach is unique because literature continues to be a powerful and potential tool for enhancing language skills (Khatib et al., 2011). Language is quite unthinkable in the absence of literature. In the olden days, literature, besides grammar, was the primary tool for developing language abilities. There were powerful orators and prolific writers in English in the days

gone, despite the total absence of technological tools. It was undeniably because they read books on literature. For aspiring candidates to have a rosy future in their academic and professional careers, language is a powerful, potential, and meaningful tool for communication for the accomplishment of which reading of books on literature serves as a great contributor (Reddy, 2022).

Writing – An Employability Skill

The process of writing is productive and can be developed by constant reading, thinking, practising and producing, considering the positive feedback of the readers as a motivational factor and the negative feedback of the readers as an opportunity to improve the skills. To acquire good writing skills, one should have in mind the Process of writing, Mechanics of writing, Grammar, Syntax, Content, Vocabulary, and Organization. Three main stages of writing are Pre-writing, Writing and Re-writing. Writing as one of the main employability skills and the primary ways to assess one's knowledge in academic institutions is through lot of practice in writing. It equips one with thinking skills, fosters one's ability, refines one's ideas and makes it easier to communicate them to others, and one's creative skills could be developed through this. Written language supports the development of higher cognitive functions of synthesis and analysis. The success of engineering students in the Indian context is based mainly on how they demonstrate their communication skills to the employers during the campus interview (Perumal & Ajit, 2020). Thus teaching of English to engineering students is in need of new dimensions.

English has to be taught not only as a language skill, but also as an employability skill, which is indeed the ability of individual to live in a competitive, productive world. The job opportunities for engineering students become tough when the employers are not complacent about their performance in interviews (Domagała-Zyśk, 2015). The responsibilities of teachers of English have increased and innovative strategies have become essential to make teaching of English as effective as possible in order to enable the learners to face challenges linguistically well. Thus a course on writing is required for academic and professional growth in order to avail of the employment opportunities for the engineering students in India and abroad. English is being taught only in the first year in the Engineering colleges in India. But in the syllabus prescribed, the components on writing are not sufficient enough for learners to improve their writing skills as it is mostly technical. There are letter writing, report writing, checklist, instructional writing and the like but the need to learn about grammatical structures and the comprehension passages is important for engineering students as well. In these days, engineers should have a wide intellectual and professional exposure to work in a heterogeneous environment. Incorporation of literature in engineering syllabus along with some technical components enhances their intellectual and cultural understanding and that enables them to professionally equip themselves to establish their identity globally (Wale & Bogale, 2021). Study of literature provides the engineering students a value-based learning. Inclusion of literature in engineering curriculum aids students' thinking skills. Literature is undoubtedly an ideal means to develop communication skills. The purpose of incorporating literature in the curriculum is not only to enhance learners' language skills, but also to develop critical thinking that helps them excel in their career.

II. LITERATURE –BASED APPROACH

Literature – Based Approach is one of the approaches, in which literature is used as a tool for enriching the language skills. Literature – Based Approach is a means of using literature as the basis for class room instruction; it takes into account that literature is not just 'reading', but is a wealth of experiences to be shared and appreciated by those involved, especially the young readers. Literature – Based Instruction is the type of instruction in which the author's original narrative and the expository words are used as the core for experiences to support students in developing communication skills. It is much more than giving students quality literature; it is doing the authentic things with literature that all writers and readers would naturally do, and giving students support with the goal-oriented activities (Astrid et al., 2018).

A. Advantages of Literature-based Approach for Engineering Students

Literature-Based Approach makes the students of engineering courses understand the fact that literature is not meant only for students of arts and science courses, but for all, irrespective of the branches of study. This approach is an alternative to all other approaches, and gives them a great relief through creative thinking and writing. Literature-Based Approach has the following advantages.

- Literature is an effective tool for developing language abilities.
- Literature enables learners to develop taste for writing.
- Literature instills in learners an interest in further reading more books.
- Literature provides learners ample opportunities to practise writing skills.
- Literature makes learners think creatively in terms of employment of vocabulary, and expressions.
- Literature enables learners to gain experiences with and exposure to writing
- Unlike technical English, this approach enables learners to read pieces of literature, acquire sound vocabulary, think creatively and write effectively.
- Literature-based activities provide engineering students plenty of opportunities to learn writing without grammatical errors.
- This approach sharpens learners' thinking and enhances their creativity.

- Study of literature makes learners think and write beyond what they learn from the prescribed textbooks or classroom teaching and beyond what they feel, see and read as the focus is more on the use of language and expressions based on imagination, and emotions.
- Learners are not controlled by limited use of vocabulary, rule-based, monotonous or mechanical exercises.
- Unlike in technical English, in this approach learners are motivated to widely use of vocabulary, idioms and phrases and phrasal verbs.
- Literature familiarizes learners with plenty of expressions.

B. Autobiographies-acquisition of Writing Skills

Of all genres of literature such as biographies, short stories, poems, novels, and plays, the authors insist specifically on the reading of autobiographies owing to the fact that any autobiographer naturally might like to present his/her life in the use of best language possible (Jayaannapurna, 2017). The emotions and feelings of an autobiographer are more natural and spontaneous than those of writers of other genres. The focus of a short story writer, novelist, or playwright might be more on imagination, creativity, or construction of a plot or sub-plots. In contrast, an autobiographer makes a strenuous attempt to present his/her life in such a manner or style that is appealing to the readers. Thus, readers learn valuable lessons from an autobiographer and enhance their writing skills because autobiographies offer great scope for authors to reveal their philosophy of life and their views of the world associated with their life experiences. Unlike other genres of literature, autobiographies provide authors with chances to be themselves. Therefore, the authors insist on learners reading autobiographies as they enable them to develop their writing skills and a taste for literature, a powerful tool for developing language abilities. In the words of Williams and Burden, learning another language is different from learning any other subject. The learning of a foreign language implies more than just developing a set of skills, vocabulary and grammar; it entails “an alteration in self-image, the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner” (Williams & Burden, 1997, p. 115). Gardner states that “Languages are unlike any other subjects in that they involve the acquisition of skills and behavior patterns which are characteristic of another community” (Garden, 1985, p. 146). Autobiographies, a narrative non-fiction, helps students in the field of engineering who does not have interest to read poems and novel to enhance their communication skills could read autobiographies as it is depicted with facts, personal experiences, and perceptions that allow the students to deeply understand life out of great people’s experiences and learn the writing skills (Aurell, 2006).

III. METHODOLOGY

This research study has investigated that autobiographies need to be included in the learning of English language for learners to acquire good writing skills. Research findings show how relevant and essential the writing skills are for the engineering students to perform well in their respective careers, as well as to access or explore more employment opportunities. In this study, students made their individual choices and were given a period of three months to complete the reading of the autobiography they chose, respectively. The author was in constant touch with the students who experimented online and offline sources to review the reading work. In the comparison between the reading of autobiographies and reading of some other genre of literature, the students were motivated to subsequently read a novel or a short story and come out with their opinions to help them enhance their written communication in English.

The branches chosen for the experiment are

- Bio-technology
- Electronics and Communication Engineering
- Computer Applications
- Chemical Engineering
- Mechanical Engineering

The autobiographies recommended or suggested for reading were

- Pandit Jawaharlal Nehru’s “An Autobiography”.
- Nirad C. Chaudhuri’s “An Unknown Indian”.
- Justice V.R. Krishna Iyer’s “Leaves From My Personal Life”.
- Mahatma Gandhi’s “My Experiment with Truth”.
- Winston Churchill’s “My Early Life”.
- Dr Abdul Kalam’s “Wings of Fire”.
- Nelson Mandela’s “Long Walk to Freedom”.

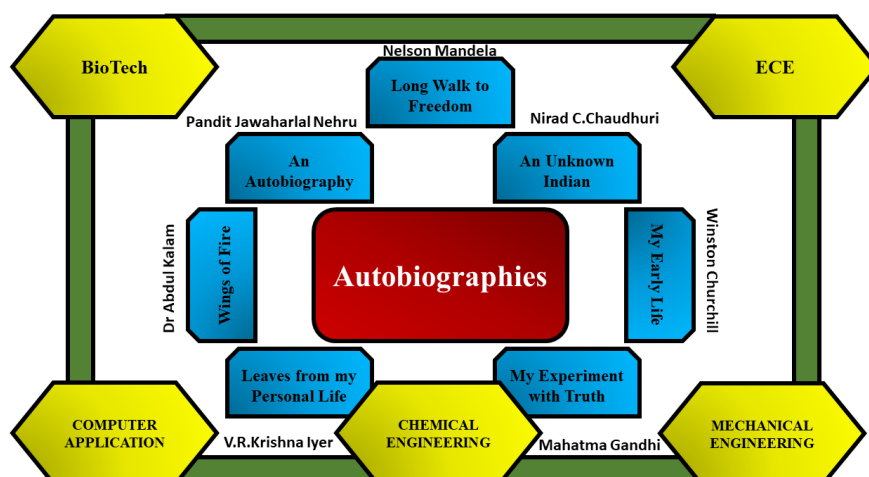


Figure 1. A Schematic of the Autobiographies and Number of Branches

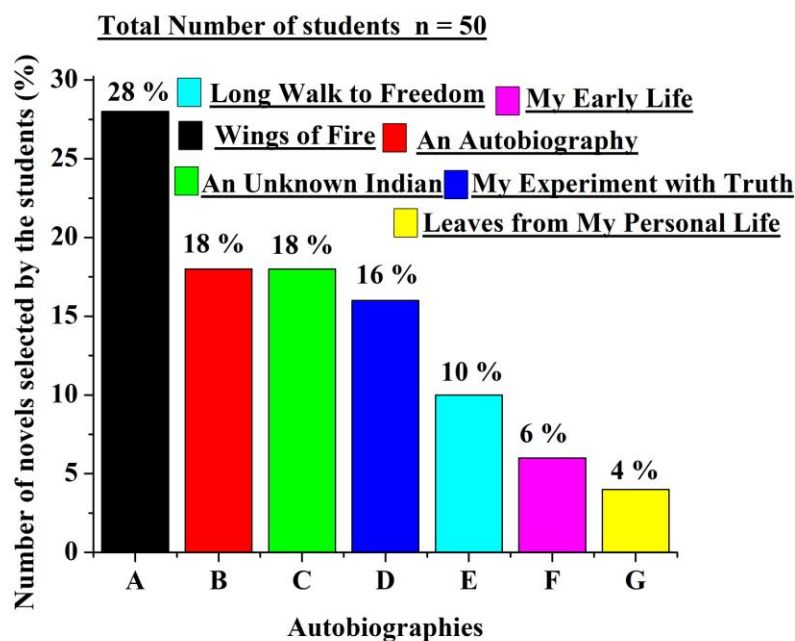


Figure 2. Mean of the Number of Autobiographies Selected by the Students

In Figure 2, the number of students who selected the individual autobiography is calculated as, mean and results reveals that 28 % of students selected Kalam's "Wings of Fire". Further, 18 % of students selected the autobiography "An Unknown Indian" written by Nirad C. Chaudhuri. The works titled "My Experiment with truth", "Long walk to Freedom", "My early life" and "Leaves from my personal life" were selected by 16 %, 10 %, 6 %, 4 % of the students respectively.

Also, in each branch the number of students who selected autobiography is listed in Table 1. The mean value reveals shows that maximum students of Computer Applications selected Unknown Indian, whereas Nehru's autobiography was selected a large number of students by students of all branches except those from Chemical Engineering course. In addition, "Wings of Fire" was mostly selected by the mechanical engineering students.

TABLE 1
NUMBER OF DIFFERENT BRANCHES OF STUDENTS SELECTED THE AUTOBIOGRAPHY

Autobiography	Bio-Technology	Chemical	Electronics	Mechanical	Computer application	Total
Nirad C. Chaudhuri's "An Unknown Indian".	1(11.11 %)	2 (22.22 %)	1(11.11 %)	2(22.22 %)	3(33.33 %)	9 (100%)
Pandit Jawaharlal Nehru's "An Autobiography"	2(22.22 %)	1(11.11 %)	2(22.22 %)	2(22.22 %)	2(22.22 %)	9 (100 %)
Dr Abdul Kalam's "Wings of Fire".	4(28.57 %)	2(14.28)	1 (7.14 %)	4 (28.57 %)	3(21.42 %)	14(100 %)
Nelson Mandela's "Long Walk to Freedom".	0(0%)	1(20 %)	1(20 %)	1(20 %)	2(40 %)	5 (100 %)
Mahatma Gandhi's "My Experiment with Truth".	2(25 %)	3(37.5 %)	2(25 %)	1(12.5 %)	0 (0 %)	8 (100 %)
Winston Churchill's "My Early Life".	1(33.33 %)	1(33.33 %)	1 (33.33 %)	0 (0 %)	0 (0 %)	3 (100 %)
V.R. Krishna Iyer's "Leaves From My Personal Life"	0 (0 %)	0 (0 %)	2 (100 %)	0 (0 %)	0 (0 %)	2 (100 %)

IV. RESEARCH EXPERIMENT

The main objective of the research experiment was to enhance written communication in English of engineering students admitted to B. Tech at Vellore Institute of Technology (VIT), Vellore. Vellore Institute of Technology, popularly known as VIT worldwide, was identified as the institute for conducting the research experiment. A pilot study with 50 students was conducted at the beginning to determine the feasibility of further research. A questionnaire with 150 students was administered to collect the personal and academic information required and to study the variables. The marks secured by students were recorded, and an instruction module was adopted to enrich the written communication of the sample group. It brings to light the views of engineering students about the study of literature, exhibits their performance in the set of 10 language activities given to the students during the autobiography reading session and it draws out the differences in the performance of the students from pre-test and post-test. A pre-test was conducted at the entry-level to determine engineering students' general English proficiency level. The objective is to constantly monitor the progress of students for one full semester. A post-test was conducted at the exit level. This study aims to analyze the data using statistical tools and determine whether literature is effective in enriching the written communication skills of engineering students in English (Panyawong-Ngam et al., 2015). The research tools are

- Pilot study
- Questionnaire
- Pre-test (at the entry level)
- Activities
- Post-test (at the exit level)

A. Identification of Students for the Pre-test

A Pre-test was conducted for the students shortlisted. The duration of the Pre-test was 60 minutes and the question paper contained 10 test items, each carrying 5 marks. The total number of test items was 10 and the total mark was 50. The test items of the Pre-test are shown in the following table.

TABLE 2
QUESTIONS FOR IDENTIFICATION OF STUDENTS FOR PRE-TEST

S.No	TEST ITEMS	MARKS
i	Completion of poem in about 100 words, using one's imagination	5
ii	Description of a place in the about 100 words	5
iii	Interpretation of autobiography read in about 100 words	5
iv	Critical comments in about 150 words on any book one has read	5
v	Identification of metaphor in the following sentences	5
vi	Write views in about 100 words on any one of the situations given	5
vii	Construction of sentences on blanks, using the idioms and phrases given	5
viii	Narration of an inspiring incident happened in one's life in about 150 words	5
ix	Writing comments on any two of the following expressions	5
x	Construction of sentences, using phrasal verbs given	5

B. Activities and Objectives

The author carefully chose the activities with the purpose of enabling engineering students to enjoy and experience reading and writing. Literature creates an environment conducive to language learning. When the materials are relevant and interesting, the target outcome is easily achieved. The below activities are well-designed and executed.

TABLE 3
LIST OF ACTIVITIES GIVEN FOR THE STUDENTS

1	Paraphrasing
2	Construction of sentences, using idioms and phrases
3	Tenses
4	Preposition
5	Writing of a short story
6	Error Analysis
7	Development of Hints
8	Dialogue Writing
9	Description
10	Letter Writing

C. Conduct of Post-test

The activities planned and prepared for the students were completed at the end of the semester. A post-test was conducted for the students. The test components of the post-test are shown in the following table

TABLE 4
LIST OF COMPONENTS OPTED FOR POST TEST

SLNO	Test Items	Marks
I	Description of a favorite political leader	5
ii	Construction of sentences, using idioms/phrases given	5
iii	Find the literary devices in the following sentences	5
iv	Dialogue Writing	5
v	Development of Hints	5
vi	Expressing views on Proverbs	5
vii	Letter Writing	5
viii	Critical analysis on the book read	5
ix	Error Analysis	5
x	Writing an Auto-biography	5

The conduct of a post-test at the end of the experiment is as per the research format in English Language Teaching. The objectives of the Post-test are as follows

- To find out the effectiveness of using different genres of literature for enriching learners' writing skills
- To perceive the interest level of technical students in literature
- To study and analyze the outputs of using autobiography and use of English for technical purposes in the objectives of enhancing written communication skills in English of engineering students
- To observe and analyze the perspectives of engineering students about study of autobiographies.
- To find out how far use of reading autobiographies is effective in enhancing the writing skills of engineering students.
- To make engineering students realize the fact that reading of autobiographies is effective for developing not only language skills, but also most desirable leadership qualities.

The author carefully evaluated the post-test answer scripts and the differences in performances before and after reading autobiographies in the post-test were analyzed, using the following statistical tools (Mishra et al., 2019).

- Mean
- Standard Deviation (SD)

- Coefficient of variation
- Paired t-test
- One way ANOVA

The outcomes of the use of autobiography in enriching written communication of engineering students in English and the use of English for engineering students, the statistical analysis on the performance of the target group of the research experiment is discussed here.

V. STATISTICAL ANALYSIS

A. Mean and Coefficient of Variation

The mean and coefficient of variation of the pre and post-test marks of five different branches are calculated to see the effectiveness of reading the autobiographies. Let $X = \{x_i : i = 1, 2, \dots, n\}$ and $Y = \{y_j : j = 1, 2, \dots, m\}$ be two sets of data. X = pre-test marks; Y = post-test marks;

Now, the mean of the set X , $\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$

and the mean of the set Y , $\bar{y} = \frac{1}{m} \sum_{j=1}^m y_j$

If $\bar{x} < \bar{y}$, it is inferred that set Y is more efficient than set X .

Now, the standard deviation of X :

$$\sigma_x = \sqrt{\frac{1}{n} \sum_{i=1}^n (x_i - \bar{x})^2}$$

and the standard deviation of Y :

$$\sigma_y = \sqrt{\frac{1}{m} \sum_{j=1}^m (y_j - \bar{y})^2}$$

Now, the coefficient of variation of X , $CV_x = \frac{\sigma_x}{\bar{x}} \times 100$

and the coefficient of variation of Y , $CV_y = \frac{\sigma_y}{\bar{y}} \times 100$

If $CV_x < CV_y$, it is concluded that set Y is more consistent than set X .

Now, based on the data obtained from the above-mentioned formulas, the following information about the samples are furnished, using origin software

TABLE 5
STATISTICAL DATA FOR THE MARKS OBTAINED BY THE STUDENTS

Batch	No. of Samples	Mean		SD		CV	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
B1	10	31.9	39.5	5.80	5.38	18.18	13.62
B2	10	27.1	38.1	6.74	4.55	24.87	11.94
B3	10	31.3	40.3	7.80	5.07	24.92	12.58
B4	10	32.3	42.9	7.73	3.28	23.93	7.64
B5	10	27.7	38.4	5.71	5.64	20.61	14.68

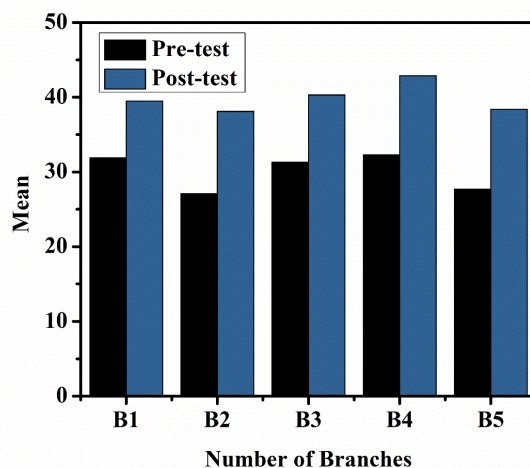


Figure 3. Mean Value of the pre and Post-test of Selected Students

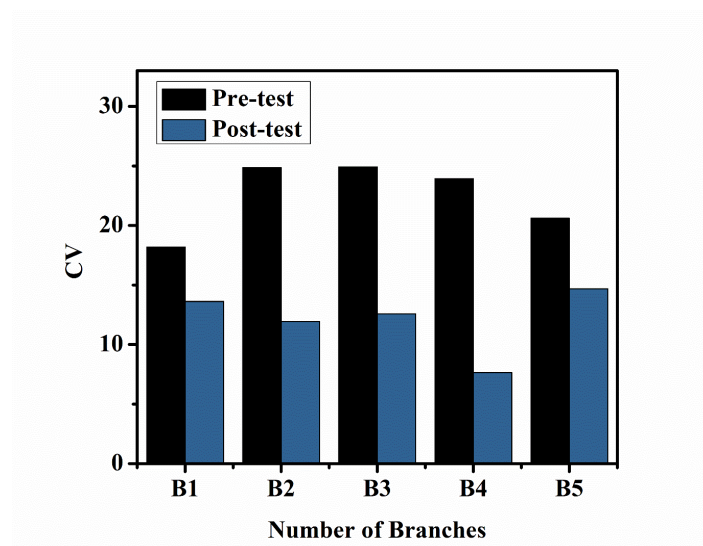


Figure 4. CV Value of the pre and Post-test of Selected Students

B. Paired T-test

Let $X = \{x_i : i = 1, 2, \dots, n\}$ be a set of marks obtained by 50 students. Then, different autobiographies were given to the students and let, $Y = \{y_i : i = 1, 2, \dots, n\}$ be a set of marks of the same students after reading the autobiographies (Kuan PF & Huang, 2013).

$$\text{Test statistic: } t = \frac{\bar{d}}{\sigma_d} (\sqrt{n-1})$$

Let $d = \{d_i; d_i = y_i - x_i, i = 1, 2, \dots, n\}$. Then, \bar{d} and σ_d are the mean and the standard deviation of d . Using the test statistic formula and the data set d , the value of t , t_0 is computed. Let t_r be the table value of t for $(n-1)$ degrees of freedom at 0.05 level of significance.

We infer that if $|t_0| < t_r$, the null hypothesis is accepted, that is, the marks obtained after reading the biographies are not effective; Otherwise, the null hypothesis is rejected that the increasing marks is effective. Now, based on the data obtained from Pre-Test and Post-Test, we get the following information about the samples.

TABLE 6
EFFECTIVENESS STUDY OF THE GIVEN BIOGRAPHY

Batch	Size of the sample	Mean	SD	t_0	t_r	Inference
B1	10	7.6	2.221	10.8204	2.262	Effective
B2	10	11	4.5704	7.6109	2.262	Effective
B3	10	8	2.7386	8.7636	2.262	Effective
B4	10	10.6	6.186	5.4187	2.262	Effective
B5	10	10.7	6.4816	5.2204	2.262	Effective

From the Table 6, it is evident that after reading the autobiographies, the performance of the students was remarkable and their writing skills were enhanced resulting in an effective condition of paired t-test because an obtained t_0 value is higher than the critical t value. Engineering students of all five branches could enhance their writing skills in English after reading the given autobiographies. The paired-test value of pre and post-test is shown in Figure 5.

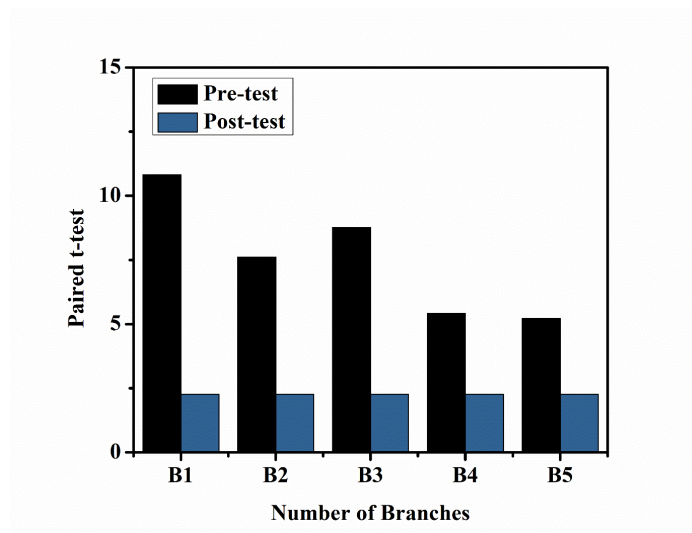


Figure 5. Paired T-test of the Branches

C. One Way ANOVA

ANOVA is a statistical technique that enables us to test the significance of the difference among more than two sample mean that is based on F test. Let K number of classes and let $N = n_1 + n_2 + n_3 + \dots + n_k$ be the total number of items in the given data where n_i is the number of items in the i th class. Now, sum of squares between samples (SSC), sum of squares of errors (SSE), mean squares between samples (MSC) and mean squares of errors (MSE) and F-value with degrees of freedoms are computed using the following formulae.

1. Sum of all items (T) =

Where X_i is the sum of the i th class items.

2. Total sum of squares (TSS) = $(\sum X_1^2 + \sum X_2^2 + \sum X_3^2 + \dots) - \frac{T^2}{N}$

Where $\sum X_i^2$ is the sum of square of the i th class items.

3. SSC = $\left(\frac{(\sum x_1^2)}{n_1} + \frac{(\sum x_2^2)}{n_2} + \dots \right) - \left(\frac{T^2}{N} \right)$

4. SSE = TSS – SSC

5. MSC = $\frac{SSC}{K-1}$ and MSE = $\frac{SSE}{N-K}$

6. The value of F with degrees of freedom (DF) for given data can be obtained as follows:

(i) If $MSC > MSE$, $F_c = \frac{MSC}{MSE}$ and $DF = \eta = (\eta_1, \eta_2)$

(ii) If $MSE > MSC$, $F_c = \frac{MSE}{MSC}$ and $DF = \eta = (\eta_2, \eta_1)$

Now, using the above determining values of the given data, we complete the following table.

TABLE 7
ONEWAY ANOVA DATA ANALYSIS FOR SELECTED STUDENTS

Groups	N	Mean	St. Dev.	Std.error
Group 1	50	30.06	6.9029	0.9762
Group 2	50	32.6	6.6639	0.9424
Group 3	50	39.84	4.9708	0.703

TABLE 8
STATISTICAL ANALYSIS FOR SELECTED STUDENTS

Sources	Degree of Freedom	Sum of Squares	Mean Square	F-Stat
Between the Groups	2	2575.2933	1287.6467	33.0826
Within Groups	147	5721.5558	38.9221	
Total	149	8296.8491		

In this statistical approach, three sets of 50 samples were analyzed i.e. 50 samples for marks obtained from the pre-test, 50 sample marks for activities given over a period of three months, 50 samples mark for post-test. The samples are marks obtained by the student for 50 marks. In one way ANOVA approach, the F value is calculated to see the homogeneity of the complete study (Wahid et al., 2018). The outcomes showed that F stat. value is greater than the critical value of F obtained from the degree of freedom table ($F_{c(2,147)} = \sim 3.0576$) results in the homogeneous condition. All the three test samples are significantly in the limit of p value lesser than <0.00001 .

VI. FEEDBACK OBTAINED FROM THE STUDENTS

After the expiry of the period of three months and post-test, students expressed the following opinions of theirs on reading of autobiographies for enhancing their writing skills in English. The feedback obtained from the students was most encouraging.

(a) Autobiographies are quite interesting to read.

(b) Autobiographies help one in acquisition of vocabulary and mastery of sentence construction.

(c) Autobiographies enable one to develop linguistic, personal, life and administrative skills.

(d) Autobiographies make one realize that life is not just a comfortable bed of roses, but of thorns too with its own trials and tribulations, failures and disappointments. Life in most cases is a “tryst with destiny”, a ‘tryst with corona’ to say aptly, considering the loss of human lives over the past three years.

(e) Autobiographies enable learners to develop narrative and descriptive skills.

(f) Autobiographies act as a lighthouse on the path of one’s life.

(g) Autobiographies, unlike other genres of literature, most effectively enable one to enhance one’s writing skills.

During interactions, some students told the authors that they had started reading of other autobiographies. To the pleasant surprise of the authors, six students (three from Biotechnology, two from Electronics Communication Engineering and one from Mechanical Engineering) expressed their desire to write their autobiographies in future.

TABLE 9
FEEDBACK SUBMITTED FOR GIVEN BIOGRAPHIES

S.No	Number of Students	Branches	Autobiographies Read	Improvement of Writing Skill	Hurdles for Students to Write an Autobiography	Feedback Obtained
1	S1	Bio-Technology	Pandit Jawaharlal Nehru’s “An Autobiography”.	Yes	Lack of vocabulary skill	Reading an autobiography enriches the writing skills to a greater level and influences one’s mind to do better in life.
2	S2	Bio-Technology	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Fear of making grammatical mistakes	It boosts one’s confidence level to write the interesting incidents happened in one’s life.
3	S3	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of confidence	It enhances writing skills.
4	S4	Bio-Technology	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Improper construction of sentences	It develops linguistic skills
5	S5	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of interest	It stimulates writing skills.
6	S6	Bio-Technology	Pandit Jawaharlal Nehru’s “An Autobiography”.	No	Inability of recall the incidents happened in life	It as a lighthouse on the path of one’s life.
7	S7	Bio-Technology	Nirad C.Chaudhuri’s “An Unknown Indian”.	Yes	Mechanics of writing is hard to study	It helps to develop LSRW skills.
8	S8	Bio-Technology	Winston Churchill’s “My Early Life”.	Yes	Lack of narrative writing skills	It enlightens the ones minds with optimistic notions about taking writing as a career
9	S9	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of motivation	It makes one feel meditative and productive about writing.
10	S10	Bio-Technology	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Lack of vocabulary skills	It makes one a writer by acquiring good vocabulary skills.
11	S11	Chemical Engineering	Nirad C.Chaudhuri’s “An Unknown Indian”.	Yes	Limited knowledge in grammar	It enhances communication skills.
12	S12	Chemical Engineering	Dr Abdul Kalam’s “Wings of Fire”.	Yes	Trouble with spellings of words	Each and every student must have the exposure to such a book to develop writing skills.
13	S13	Chemical Engineering	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Lack of interest	Reading a book helps learning to write better.
14	S14	Chemical Engineering	Nelson Mandela’s “Long Walk to Freedom”.	Yes	Fear of making spelling mistakes	It enriches writing skills and stimulates one’s interest to produce works.
15	S15	Chemical Engineering	Mahatma Gandhi’s “My Experiment with Truth”.	Yes	Lack of confidence to write	It inspires to read more autobiographies and helps one acquire both reading and writing skills.
16	S16	Chemical Engineering	Nirad C.Chaudhuri’s “An Unknown Indian”.	No	Lack of exposure to books	It was not interesting
17	S17	Chemical Engineering	Winston Churchill’s “My Early Life”.	Yes	Fear of making improper sentence construction	It makes one understand the mechanics of writing which would further help to write books properly.

18	S18	Chemical Engineering	Mahatma Gandhi's "My Experiment with Truth".	Yes	Lack of reading	It stimulates one's interest to write more
19	S19	Chemical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Not spending enough time in writing	It enlightens the minds with optimistic life lessons and makes one acquire more knowledge about both life and writing skills.
20	S20	Chemical Engineering	Dr Abdul Kalam's "Wings of Fire".	No	Inability to recollect important incidents in life	It feels exhausted to read through one's life incidents.
21	S21	Electronics and Communication Engineering	Winston Churchill's "My Early Life".	Yes	Fear of making spelling errors	It motivates not only to write but also to face life with confidence.
22	S22	Electronics and Communication Engineering	Nelson Mandela's "Long Walk to Freedom".	No	Lack of concentration	It helps to acquire vocabulary skills.
23	S23	Electronics and Communication Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Lack of awareness about writing an autobiography	It makes one understand the mechanics of writing.
24	S24	Electronics and Communication Engineering	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Fear of writing without grammatical errors	It was not quite interesting to read.
25	S25	Electronics and Communication Engineering	Nelson Mandela's "Long Walk to Freedom".	Yes	Lack of reading	Communication is the key to success and so it helps one to communicate well to the world through writing.
26	S26	Electronics and Communication Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Difficulty in learning mechanics of writing	Reading a handful of inspiring incidents about an inspiring personality's life inspires many.
27	S27	Electronics and Communication Engineering	Nirad C.Chaudhuri's "An Unknown Indian".	Yes	Improper construction of sentences	It is quite interesting to read and live through someone's life through their writing
28	S28	Electronics and Communication Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Lack of vocabulary skill	It makes one acquire good writing skills
29	S29	Electronics and Communication Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Lack of motivation	The achievements of the author in his personal life is enthralling and motivating.
30	S30	Electronics and Communication Engineering	Nelson Mandela's "Long Walk to Freedom".	No	Lack of reading	Science fiction and fantasies seem to be more interesting than the autobiographies.
31	S31	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Improper sentence construction	It makes one understand the mechanics of writing.
32	S32	Mechanical Engineering	V.R.Krishna Iyer's "Leaves From My Personal Life"	Yes	Lack of reading	It is enthralling to know how a mastermind tackles the tougher times in his life and it is easier to learn the art of writing through such a though provoking piece of work.
33	S33	Mechanical Engineering	Nelson Mandela's "Long Walk to Freedom".	Yes	Fear of making wrong diction	Autobiographies help one to acquire both writing and personality skills
34	S34	Mechanical Engineering	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Lack of concentration on writing skills	It enhances reading and writing skills
35	S35	Mechanical Engineering	Winston Churchill's "My Early Life".	Yes	Difficulty with mechanics of writing	Reading a book helps learning vocabulary and the structure of writing
36	S36	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Lack of motivation	It inspires to learn, practice and teach others.
37	S37	Mechanical Engineering	Mahatma Gandhi's "My Experiment with Truth".	Yes	Lack of interest	It takes a lot of time to finish a book and feels tiring.
38	S38	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	Yes	Fear of making grammatical mistakes	It boosts one's level of confidence to write
39	S39	Mechanical Engineering	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Lack of narrative writing skills	The most efficient way to improve writing skills is to read.
40	S40	Mechanical Engineering	Dr Abdul Kalam's "Wings of Fire".	No	Difficulty in learning mechanics of writing	It enriches vocabulary and strengthens self-confidence and writing is not improved vastly.

41	S41	Computer Application	Nelson Mandela's "Long Walk to Freedom".	Yes	Improper construction of sentences	It helps one learn both communication skills and life lessons through experiences.
42	S42	Computer Application	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Fear of making grammatical mistakes	Reading improves writing.
43	S43	Computer Application	Nirad C. Chaudhuri's "An Unknown Indian".	Yes	Lack of interest	It is interesting to read and to write own stories about real life incidents.
44	S44	Computer Application	Pandit Jawaharlal Nehru's "An Autobiography"	Yes	Lack of narrative writing skills	Reading an autobiography is not interesting. Science fiction novels seem to be more interesting.
45	S45	Computer Application	Dr Abdul Kalam's "Wings of Fire".	Yes	Difficulty in learning mechanics of writing	It motivates one to write leaving one's hurdles behind.
46	S46	Computer Application	Nirad C. Chaudhuri's "An Unknown Indian".	Yes	Improper construction of sentences	One's choice of diction would definitely be enhanced after reading a book.
47	S47	Computer Application	Dr Abdul Kalam's "Wings of Fire".	Yes	Fear of making grammatical mistakes	It helps to learn the structure of writing.
48	S48	Computer Application	Nirad C. Chaudhuri's "An Unknown Indian".	Yes	Lack of awareness about writing an autobiography	The only way to write better is to read more books and so the autobiographies helps to write better as it is interesting to read real life's incidents happened in someone else's life.
49	S49	Computer Application	Nelson Mandela's "Long Walk to Freedom".	Yes	Lack of awareness about writing an autobiography	It enriches linguistic skills.
50	S50	Computer Application	Dr Abdul Kalam's "Wings of Fire".	Yes	Improper construction of sentences	It makes one understand the mechanics and stylistic choices of writing

From the feedback shown above, it is observed that majority of the students have found reading of autobiographies useful for enhancing their writing skills and to shine better in their respective careers. The incorporation of autobiographies and the literature based activities in English syllabus could help the students of engineering to convey the non-technical terms to the non-technical executives and to collaborate with non-technical departments for funding and marketing. It is evident that select autobiographies of inspiring personalities across the globe should be incorporated in the engineering curriculum.

VII. CONCLUSION

Autobiographies are unique treasures among various genres of literature. They are the outcome of spontaneous feelings and emotions of the authors. An autobiographer is and must be well aware of what he/she writes and how it is written. The objective of an autobiography being written is to create an impact on the readers. Autobiographies that are well written pierce through innumerable minds and hearts. There are incidents, anecdotes, literary expressions, precious quotes, citations... all presented in hopefully good English, creating great impact upon readers. It was reading of earlier autobiographies that resulted in the birth of autobiographies. Use of activities for enhancing written communication in English of engineering students through autobiography followed by target-oriented activities had its own effective and desired output. The hypotheses that written communication in English of engineering students can be enriched through autobiographies were accepted based on the performance of the students in the test and the analysis made through statistical tools. Thus, the authors wish to conclude, saying emphatically that reading of autobiographies does enable our young learners to enhance their writing skills in English. The authors also suggest that at least one autobiography be prescribed as a textbook for students in academic institutes, irrespective of courses opted for. The effectiveness of the use of autobiography in enriching written communication in English of engineering students is thus proved through the statistical analysis of the research experiment carried out by the authors.

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