

# **Automatizing Graphic Skills to Improve Essay Writing Skills: A Psycho-Applied Linguistic Study to Automatize the Writing Skills of Post-Secondary Level Learners**

Sureshkumar, S. \*, Paranthaman, V.  
*Regional English Support Centre, Jaffna*  
suslas78@gmail.com

Automating graphic skills has the potential to help language learners perform well in writing skills. Graphic skills are essential to automate low-capacity learners in ESL classrooms. Reading and writing are graphic skills. Reading is a receptive skill and writing is a productive skill. Reading gives a comprehensible input for internal mental and collaborative learning to automate the low-capacity students' writing skills. Reading provides concepts in a particular area which builds up the confidence to use language for formal and informal writing. There was a huge gap between the current pedagogical expectation and the students' achievement in writing skills. Thus, this study was an attempt to investigate the effect of the 'Wrauding' technique to fill the prevailing gap in the ESL classroom. Wrauding refers to Rauding leading to writing skills. Low-capacity learners in ESL classrooms want much support to automatize their writing skills. The study focuses on giving language inputs through concept building, reading and auding incorporating the idea of micro-level text processing skills. Thus, the researcher uses a psycho-applied linguistic approach to enhance the internal voice of the learners which plays a crucial role in essay writing skills. To achieve this goal, two intact classes of students were selected to form an experimental group (n=20) and a control group (n=20). A pre-test (based on the course content) was given to all participants. The participants in the experimental group were familiarized with 'Wrauding' pedagogical techniques. In the control group, the conventional approach to teaching was used. Comparing the results of the post-test through ANCOVA showed that implementation of 'Wrauding' techniques can significantly affect ESL learners' writing ability. Therefore, 'Wrauding' can improve writing ability since its process has taken psycho-applied Linguistic perspectives that provide i+1 input for automatizing writing skills of Upper secondary ESL learners. Internal voice activation (IVA) and concept building for automating internal communication served a lot to activate students to participate actively in the essay writing classroom. The syllabus designers and ELT practitioners can use it for better results in essay writing.

**Keywords:** Internal mental collaborative learning, Experimental group, Wrauding ANCOVA (Analysis of Covariance)