

**The Awareness of Coherence in Effective Second Language Writing:
A Case Study Based on Agribusiness Management Students
of the University of Ruhuna**

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Although language forms and grammatical structures are taught in second language (English) writing classroom, the central element of effective writing ‘coherence’ cannot be seen in students’ writing. In literature, it is pointed out that coherence is a “multi-faceted concept” (Spiegel & Fitzgerald, 1990), and it is difficult to teach and learn coherence (Cornnor & Johns, 1990). In this context, this intervention study attempted to identify the strategic application of testing and evaluation-based mechanism that can be exploited to enhance awareness of coherence in effective second language writing. It was introduced as a testing and evaluation-based teaching mechanism supported by a case study formulated on the Mapalana Writing Project (designed by the researcher) that was conducted at the Agricultural Faculty of the University of Ruhuna. It first identified learner-based features (attitudes, learning style, aptitude and writing anxiety) that were central to the creation of coherence in writing. Then, it was suggested that some pedagogical techniques (understanding individual differences, individual teaching philosophy) could be used to enhance students’ awareness of the coherence-creating mechanism in writing. The data were quantitatively analysed and the results significantly showed that a proper testing and evaluation-based mechanism can be used to enhance ‘coherence’ in second language learners’ writing.

Key words: Coherence, Second Language, Testing and Evaluation, Writing