

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

In the field of education, one of the essential steps for undertaking a research study is the survey of related literature. The review of literature helps in finding out the amount of research work done in the same area and thus to justify the need for more studies on the topic, filling in the existing gaps, by clarifying inconsistencies or substantiate existing facts. For any worthwhile study in the field of knowledge the research worker should be acquainted with the work which has already been done in the area of his choice because the opinion of experts in the field and other research studies are of paramount importance. It helps the researcher to weigh the information from the review of related literature in the light of their own concerns and prevailing situations. Review of related studies also assists the investigator to scrutinize the theoretical reliability of the findings over a period of time and the areas in which lot of emphasis has been laid and the area that needs further investigation.

Review of the related literature not only allows the researcher to get accustomed with the current knowledge in the field or area in which the research is being conducted but also enables the researcher to define the limits of one's field. It also helps the researcher in delimiting and defining the problem and helps in stating the objectives clearly and concisely. The review of related literature aids the researcher to get an understanding of the research methodology and by giving the knowledge of the tools and instruments which proved to be useful and promising in the previous studies. However, the review of the related literature aims at showcasing the recommendations of the previous researchers for further research.

As research can never be undertaken in isolation, the survey of the related studies assists

the investigator to be sure that his problem does not exist in a vacuum and that extensive work has already been done on problems which are directly related to his proposed Investigation. It also gives an opportunity to strengthen the present study for it cites the findings and thoughts of other reliable authors on the same topic. The related literature becomes the base for the present research proving that the present paper does not deal with any random subject because many others have also poured their thoughts on the same topic. Referencing makes the paper more credible and builds a stronger foundation for the research paper because in the absence of the literary review, the paper becomes merely the personal opinion about the findings of the researcher.

As the investigator reviewed the literature and could find a couple of articles related to the topic of study which enabled her to get an idea about the recent trends in teaching language skills in different parts of India. Ample number of research has been done on language skills particularly in English all over the world and she could also find a number of relevant studies which proved to be closely related to her research topic. Due to the fact that research work directly deals with the subject under consideration, the researcher carried out thorough research on writing skills and methods of teaching language skills. During this process the researcher came across a large number of researches done on language skills and found that most of them focused on listening or speaking skills. Comparatively, less work was observed on writing skills and most of the work were carried out on students studying at a higher level. However, in this chapter the researcher has reported only the works which are relevant to the study and presented them systematically so as to explain the relationship of these studies with the present study.

With the forethought of strengthening the present study 47 studies have been reviewed by the researcher. The studies have been classified into following categories.

## **2.1 Research Studies Related to Different Components of English Writing Skills**

- 2.1.1 Studies related to Level of Achievement in English Writing Skills
- 2.1.2 Studies related to the Correlates Determining the Achievement of English Writing Skills
- 2.1.3 Studies related to Error Analysis in English Writing Skills
- 2.1.4 Studies related to the Factors that Hindered the Development of English Writing Skills
- 2.1.5 Studies related to experimental studies conducted in English Writing Skills

### **2.1.1 Studies related to Level of Achievement in English Writing Skills**

**Gayen (1962)** conducted a study on measurement of achievement in English: Statistical study on effectiveness of board or university examinations. The investigation aimed at finding out how effective improvements might be brought about in the system of examination as a whole and student performance in English in particular with the following objectives: (i) to analyze the students' performance and examiners assessments, (ii) to study the structure of the question papers, the appropriateness of discrimination, difficulty value, reliability and validity and (iii) their relationship with the syllabus and the course objectives.

Some of the main findings of the investigation were: (i) seventy percent of the total marks was allotted to the questions on textbooks prescribed by the board; (ii) about thirty seven percent candidates failed to score even thirty-six percent of the aggregate, those who passed mostly belonged to third division, only sixty percent or above; (iii) most of the questions were found to discriminate sharply only at low levels of ability; (iv) a broad classification of the questions on the basis of their estimated difficulty values showed that the question group on substance writing (15marks) came out as very difficult, in quite a number of cases the alternate items of a number of cases the alternate items of a question group were found to have varying difficulty values; (v) the results

of content analysis showed that the questions on the three papers of English had included most of the concepts and aspects which could perhaps be covered by such type of written tests; (vi) a comparative study of performances in English and other subjects revealed that the average scores in all the subjects were found to be very low, the highest rate of failure was in English; (vii) about seventy five percent of the students declared successful by the Board of Secondary Education were third division scores.

**Malhotra (1972)** studied the measurement of achievement in English. The aim was to measure the achievement of matriculation students in English in order to assess the effectiveness of the Panjab University matriculation examination. The answer scripts of students appearing in English papers 'A' and 'B' of Panjab University matriculation examination held during February 1965, August 1965, February 1966 and August 1966 were considered.

The conclusions drawn were: (i) the standard of achievement in English at the matriculation stage was very low; (ii) no uniformity was found in the percentage of passes with regard to the different questions in both the papers A and B; (iii) there was a great variation in the percentage of attempts and percentage of passes with regard to the parts and subparts of different questions in both papers; (iv) the number of students passing at the cutting score was the highest in each examination; (v) the weightage given to easy, average and hard questions differed from year to year; and (vi) the number of topics covered in the papers did not represent the whole syllabus in any of the papers.

**Gadgil (1978)** studied the causes of large failures in English at the S.S.C. examination. The major aim of the study was to find out the causes for large incidence of failures in English at the S.S.C examination held in March 1977. A questionnaire was used as the

tool for data collection. Further data were obtained from the records of the S.S.C.E. board and analysis of answer scripts.

The major findings were: (i) About 11 per cent students secured less than ten marks and about 60 per cent secured less than twenty –four marks. This indicated unsatisfactory state of affairs in the teaching of English. (ii) The students were weak in translation, comprehension, letter-writing and composition. Even those questions which required answers in one sentence only were not answered satisfactorily questions in the areas of transformation, indirect type grammar and linguistics were answered satisfactorily (iii) The students were weak in the use of articles, writing correct word order, combining sentences, use of phrases, discrimination of the correct word from pairs of similar words, reported speech, and use of verb forms. (iv) The students were poor in the comprehension and understanding of the language. (v) Failure in English on a large scale was due to inadequate grounding in the subject, in adequate mastery of the candidates in certain areas of language learning, inadequacy of mastery of the teachers over the subject, inadequate coverage of the syllabus, inadequate attention paid to composition, comprehension and translation, inadequate motivation for study and inadequate guidance provided to students in the practice of the language.

**Ramkumar (1982)** studied the entering behavior in English of pupils of standard VIII. The main objectives were: (i) to assess the attainment in the different component skills of written English of a representative sample of pupils of standard VIII, (ii) to identify and classify errors, if any, committed by the sample, and (iii) to compare relevant sub-groups of the sample on both attainment and error incidence in English. Entering behavior as defined in the study describe the present status of the students' knowledge and skill. The tools were Word Fluency Test, free composition passage of about fifteen

sentences written by the pupils and entering behaviors in English test prepared for the study which included ten component skills of writing English.

The main findings of the study were: (i) The vocabulary attainment of standard VIII pupils were very low, boys and urban pupils having significantly higher attainment than girls and rural pupils, respectively. (ii) Only 11 per cent of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences written was five. (iii) The types of errors were not very large and the possibilities for committing mistakes were minimum because of the pupils' inability to write. (iv) Four types of errors, viz., spelling, balancing of sentences, punctuation and wrong word substitution, had the highest incidence. (v) On these four types of errors, boys and urban pupils had significantly lower number of incorrect responses. (vi) Pro-efficiency was low in the use of five component skills, viz., use of phrases, prepositions, degrees of comparison, plurals and combining sentences. (vii) Proficiency was average in the use of articles, opposites and the 'ing' forms. (viii) Not even one pupil could correctly punctuate the given single sentence.

### **2.1.2 Studies related to the Correlates Determining the Achievement of English Writing Skills**

**Shanmugam (1977)** studied the difficulties in written English of pre-university students in some of the arts colleges in the city of Madras. The objectives of the study are: (i) To identify the common type of errors in organization of sentences and paragraphs. (ii) To assess the general level of writing ability in English of pre-university students of colleges in the city of Madras.

The major findings of the study are: (i) medium of instruction played an important role. (ii) Most of the students were good in spoken English rather than in the

written form (iii) proper training in the organization of sentences and paragraphs were not given to the students. (iv) Female students were good in written form when compared to male students.

**Chandra (1988)** studied the Correlates of written English at the plus two level. The study attempted to find out why certain groups of learners were successful in attaining proficiency in written English while others were not. The study also tried to find the factors or combination of factors contributing to the success of some and failure of others. It also attempted to validate a model of second language learning. The objectives of the study are: (i) To identify linguistic, psychological and environmental factors associated with proficiency in written English (ii) to study the interrelation among the factors among the pupils at the plus two level. The tools used were included Questionnaire and Semantic differential. Discrete point objective type tests of grammar, vocabulary and reading comprehension in English.

The major findings of the study were: (i) Proficiency in written English at the plus two level was significantly correlated with: knowledge of grammar, reading comprehension, vocabulary, the ability to predict lexical and syntactical items and relationship, proficiency in Tamil, positive attitude towards English, occupational status of the parents, economic status of the family, reading habits, writing practice, and the use of English outside the formal educational setting. (ii) Proficiency in written English at the plus two level was significantly correlated with the occupational status of the parents, economic status of the family and the educational qualifications of the members of the family. (iii) Proficiency in English was related to all the factors in learning habits covering reading habits, Writing practice and use of English outside the formal educational setting. (iv) There existed a significant correlation between achievement in English and other school subjects. (v) There was a significant

relationship between pupils' perception of their performance and their proficiency in written English.

**Madhavi (1990)** conducted a study on teaching L2 writing in regional medium schools of Andhra Pradesh. This study tried to examine the kind of writing activities employed by the teachers in relation to second language writing and suggested the ways and means to enhance writing skills. The data were collected by conducting interviews with teachers as well students.

The major findings of the study were (i) The level of students was poor in terms of their economical background. They did not have adequate practice of English at home due to poor economic condition. (ii) The second language was introduced from class V and by that time the students were able to speak and write well in the mother tongue. It was found to be very difficult to manage the language classroom. (iii) There was no systematic approach in teaching, the translation method was employed in teaching, and there were hardly any opportunities for the students to interact with teachers. The suggestions made were that the teachers should prepare writing tasks and activities. They have to motivate the students before starting a lesson and develop a strong desire to interact with teachers. Word meanings should be taught through contextualization and classroom interaction must be given more importance.

**Dey (1991)** evaluated the English language proficiency of the students of Class X of West Bengal. Vocabulary, spelling, stylistic transformation and alteration, derivational structure, applied grammar and contextual meaning were topics under discussion. The researcher aimed at determining significant differences in mean attainment in English sex-wise and strata-wise. The sample had 606 students - 304 boys and 302 girls. Of them, 333 were rural students and 273 urban.

The major findings of the study were: (i) Urban boys were better than rural boys, and



urban girls were better than rural girls.(ii) There were no significant differences between boys and girls, urban boys and urban girls, as well as rural boys and rural girls in terms of their English language proficiency.

**Rani (2015)** analysed the English writing skills of secondary level students from schools affiliated to PSEB and CBSE in three districts of Malwa Region of Punjab, India. The main objective of the study was to analyze and compare the performance of secondary level students from the schools affiliated to PSEB and CBSE in three districts of Punjab namely Sangrur, Barnala, and Mansa with regard to their writing skill in English language. 200 students were selected randomly from each of the three districts. In every district, 100 students of 10th grade from five schools affiliated to each of the two boards were selected through random sampling procedure. Two writing tasks were administered to the students for the purpose of assessment. One paragraph was based on a verbal stimulus and the second one was based on a visual stimulus.

The major findings of the study were: (i) In district Sangrur, it has been noticed that the evaluation of the paragraphs written by both, the learners from the schools affiliated to CBSE and PSEB was fair to poor in quality as it revealed their limited knowledge of subject, limited idea substance, and inadequate topic development. (ii) In districts Barnala and Mansa, the paragraphs written by the learners from the schools affiliated to CBSE was considered to be fair to poor as it exhibited their limited knowledge of subject, limited idea substance, and inadequate topic development.(iii) the proficiency of the learners from the schools affiliated to PSEB in these districts was very poor and the paragraphs written by them did not show any knowledge of subject.(iv) In district Barnala and Mansa, the paragraphs written by the learners from the schools affiliated to CBSE was considered to be fair to poor as it showed non-fluency, disconnected ideas, and lacked logical sequencing and development, whereas

the proficiency of the learners from the schools affiliated to PSEB in these districts was very poor and the paragraphs written by them were not organized and were not enough to evaluate. (v) In district Sangrur and Barnala, the paragraphs written by the learners from the schools affiliated to CBSE was almost Good to Average in quality as it contained effective but simple constructions, minor problems in sentence constructions, several errors of tense and parts of speech but the meaning in their writings was seldom obscured, and the paragraphs written by the learners from the schools affiliated to PSEB in these districts was fair to poor as it contained major problems in simple or complex construction, and frequent errors of tense and parts of speech. (vi) In district Mansa, the paragraphs written by the learners from the schools affiliated to CBSE was fair to poor in quality as it contained major problems in simple or complex construction, frequent errors of tense and parts of speech, and the meaning in their writings was obscured, whereas the proficiency of the learners from the schools affiliated to PSEB in this district was very poor and the paragraphs written by them did not express mastery of sentence construction rules and were dominated by errors. (vii) In district Sangrur and Barnala, the paragraphs written by the learners from the schools affiliated to CBSE was good to average as even though it demonstrated occasional errors of spelling, punctuation, capitalization, paragraphing, but the meaning was not obscured, and the paragraphs written by the learners from the schools affiliated to PSEB in these districts was very poor as it was dominated by errors of spelling, punctuation, capitalization, paragraphing and were not enough to evaluate. (viii) In district Mansa, the paragraphs written by the learners from the schools affiliated to CBSE was fair to poor as it contained frequent errors of spelling, punctuation, capitalization, paragraphing, and poor handwriting, and meaning was also obscured and on the other side, the paragraphs written by the learners from the schools affiliated to PSEB was very poor as it contained

no mastery of conventions, several errors of spelling, punctuation, capitalization, paragraphing, illegible handwriting.

### **2.1.3 Studies related to the Factors that Hindered the Development of English Writing Skills**

**Mishra (1968)** studied the problems and difficulties of language teaching at secondary level.

The major objectives of the study were: (i) to understand the importance of language in all-round development of children. (ii) To diagnose the causes of deterioration of standard of language of students (iii) to understand and identify the practical difficulties of teachers. (iv) To suggest means of improvement of standard of language of students. A questionnaire which consisted of 163 items spread over 29 dimensions of language teaching was distributed to 1000 language teachers in M.P. Data was also collected through interviews, observation and study of records.

The important findings of the study were: A significant number, that is, 85 percent teachers experienced difficulty in teaching grammar. Majority of them gave shortage of time as the reason. 65 percent teachers did not find time to teach essay writing. Other difficulties faced by students were construction of sentences, proper expressions, knowledge of the topic of essay etc. While all teachers gave importance to handwriting, only 10 percent attended to the issue.

**Raj (1980)** conducted a study on teaching and testing of writing skills at the undergraduate level in Mysore University. In this study the researcher studied the components in writing skills in the form of grids. Every grid had six vertical columns that represented the components of writing skill. Such as (a) grammaticality (b) appropriateness and acceptability (c) logicity and organization (d) punctuation and spelling (e) consistency in style and (f) creativity and use of idioms and phrases. The

researcher used the tools like questionnaires, teacher interviews, classroom interviews, student interviews etc.

The important findings of the study were: (i) there was no organized syllabus for teaching English at the undergraduate level. (ii) The learners did not possess sufficient knowledge of English, where they can express themselves adequately through writing. (iii) There was need for employing different types of teaching materials and different methods of teaching. The huge strength of the classroom also hindered the writing ability of the students. Absence of proper evaluation of essays on the basis of style, organization and logicity.

**Nanda (1982)** investigated the causes of poor attainment in English comprehension of the students of class VIII in Cuttack city and their remedial measures. The major objectives of the study were: (i) to detect causes of poor attainment in English in the HSC examinations, (ii) to detect weak areas of comprehension skills, (iii) to investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items, and critical thinking. Opinionnaires to teachers of English, interview of teachers of English, and interview of pupils served as the relevant data.

The major findings were: (1) Significant causes for the writing comprehension of pupils according to pupils included, lack of knowledge in structural usage and vocabulary items taught in the previous classes, lack of stronger foundations in elementary reading, distraction and careless reading, absence of reading readiness, new vocabulary, lack of reading practice, intelligence and interest, negative attitude to reading, improper handling of complex sentence structures, abstract ideas, unusual word order, and grammatical usages, skipping over the key words, parrot study from examination point of view, reading by letters and words, not the sentences as a whole, a dull recognition

of words and central ideas, purposeless reading, and lack of proper guidance. (2) Difficulties which hinder effective teaching of comprehension included, lack of teaching aid, library, reading facilities and initiative on the part of teachers, unsuitable textbooks, poor salary structures over-burdened timetable, and lack of preparation of lessons due to shortage of time. (3) Socio-economic conditions of both teachers and pupils, lack of study atmosphere and favorable environment, apathy of teachers, lack of effective supervision and administrative control and poor financial conditions of schools (4) Significant causes identified by pupils included, lack of semantic knowledge, expression, knowledge of word usage, phrases ,and grammar, and careless and hurried reading.

**Bhattacharjee (1984)** studied investigation into the teaching of English in the high Schools the objectives of the study were (i) to study background characteristics of the teachers of English of their views and opinions as well as practices followed by them in respect of various aspects of teaching English, (ii) to identify the present status of teaching English, through observation of teachers’ performance in the classroom situation, (iii) to study strengths and weaknesses in the teaching of English, (iv) to try out the effectiveness of training in selected skills under microteaching strategy for improving teaching competence of the teachers of English, and (v) to suggest measures for improving teaching of English in the high schools of the district. A schedule, a questionnaire and a rating scale were constructed and used. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. The rating scale, Baroda General Teaching Competence Scale, Passi's Observation performs for teaching skills and Ahluwalia's Teacher Attitude Inventory was used.

The major conclusions were (i). The majority of the teachers of English were not professionally equipped to teach English. (ii) Teaching at the foundation stage was

neglected. (iii) There was no uniformity regarding workload of teachers of English in different categories of schools. (iv) English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teachers' handbooks. (v) The overall English teaching in classroom was between „poor“ and „satisfactory“. (vi) Sex and marital status differences, and participation or non-participation in co-curricular activities had no impact on teaching of English. (vii) Experience and professional training played significant roles in the teaching of English. Teachers from Government and grant-receiving English medium and urban schools taught significantly better than those from adhoc and private, non-English medium and semi-urban schools. (viii) The majority of the teachers were not aware of appropriate methods and not clear about the four-fold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments, evaluate students' progress and take remedial measures in the English class. (ix) In-service training facilities for the teachers were inadequate. (x) Training in selected skills through microteaching was effective in improving teaching competence of the teachers of English. Microteaching supplemented training in English teaching methodology.

**Jain (1987)** studied English language teaching in secondary school of Gujarat State. The objectives of the study were: (i) to examine the objectives of teaching English in a historical perspective, (ii) to analyze the curriculum in view of the objectives of teaching, (iii) to survey the human and material resources available for teaching English and their utilization in the classroom,

(iv) to survey the methods of teaching and evaluation, and (v) to survey the difficulties encountered by teachers in teaching English. The tools used included, a questionnaire, an opinionnaire and an interview schedule.

The major findings were: (i) objectives of teaching English have been an evolutionary

process. In the beginning the main objective was the creation of “a class of persons who were Indian in blood and colour but English in test, in words and intellect” but now the emphasis is on the acquisition of four language skills. (ii) With reference to the curriculum it was noted that the courses of studies are prepared keeping in view the objectives of teaching English. (iii) With reference to the human resources it was found that in English medium schools all English teachers were graduates with English as their major subject and at post- graduate level 66 percent teachers had studied English as a principal subject. As for material resources most schools were found totally lacking especially with regard to audio-visual aids. Even in schools where such resources were available, they were scarcely used by teachers owing to lack of training in operating them. (iv) With regard to classroom teaching, it was found that over 70 percent teachers still used lecture and translation methods. However, group work, discussion, etc. were used in a few cases. (v) The evaluation of student performance was not merely based on written examinations alone but also on internal assessment in which their oral performance was also taken into consideration. (vi) Teachers teaching English were found overburdened by teaching load, clerical duties, co-curricular activities, etc. overcrowded classrooms also added to their burden.

**Pillai (1988)** Preparing a database for designing and developing a postgraduate diploma in teaching of English for the specific purpose of distance learning programme for teachers of English in professional institutions in India. The objectives were: (i) To describe the curricular aspects such as syllabus, instructional materials and evaluation, (ii) to bring out the professional relevance of the English curriculum as viewed by the faculty concerned, (iii) to explain the process of instruction including the time available, method adopted, facilities provided and teaching aids used, and (iv) to extract adequate

information for designing and developing a suitable training programme for teachers of English.

The major findings were: (i) By and large, the lecture method of teaching is used by the teachers of English. A few teachers also organise tutorials and guided-composition exercises. (ii) Most teachers commented on the inadequacy of the syllabus in specifically the objectives. They also expressed a strong plea for preparing a textbook in English to meet the specific requirements. (iii) The principals and teachers of English felt that the teaching of English should equip the students with the following skills: (a) learning from engineering books written in English; (b) writing simple sentences, letters and paragraphs; (c) responding appropriately to queries made by employers; (d) filling in the preformed used in various social and professional situations. (iv) The use of teaching aids is virtually absent although a few charts were used at times by some teachers. (v) Guided exercises were mostly prepared by teachers, and in a few cases some available exercises were also used.

**Jayashree (1989)** identified the difficulties in teaching and learning English as a second language among the high school students. The major objectives of the study were: (i) to find out the difficulties of teachers in teaching English as a second language to the high school students, (ii) to find out whether male and female teachers experience the same degree of difficulty in teaching English to the high school students, (iii) to find out the relationship between teaching experiences and teaching difficulties in English by teachers of English, (iv) to find out the difficulties in learning English as a second language by the high school students, (v) to identify the impact of socio – economic status in learning English as a second language, (vi) to find out whether the place of study(rural schools/urban schools) influences the learning of English, (vii) to identify whether sex of the pupils influences the learning of English, and (viii) to identify



whether students experience more difficulty in learning English prose or English grammar. A seminar was conducted to find out the teaching difficulties. The questionnaire for the teachers was prepared.

The major findings were: (i) The difficulties faced by English teachers included, children's improper listening nature, and their inattentiveness in the class. (ii) Teachers experienced great difficulty in making students understand English. (iii) Students did not show any interest in learning English. (iv) Teachers felt that eliciting responses from students took too much time. (v) Students' vocabulary was very poor. (vi) Students' understanding capacity was not normal. Their participation in the English class was not good.

**Mohire (1989)** conducted a critical analysis of the present position of English teaching at the undergraduate level including the practices, problems and difficulties. He reviewed the content of the present textbooks. The difficulties faced by the 100 teachers of English teaching in arts, science, commerce colleges affiliated to Shivaji University, Kolhapur in regard to the textbooks, methods of teaching, professional training, work load and strength of the class were studied. Then the problems of 180 students in learning English were dealt upon. Finally a comparison of the common errors in written English of the students studying in B.A., B.Sc, B.Com classes was done and remedial measures were suggested.

The major findings were: (i) English textbooks in general were dominated by literary material. Communicative competence and the other needs of the students were not touched upon. (ii) The traditional lecture and translation methods were the most popularly used in every classes. (iii) There were difficulties like students' inability to interact in English, large classes, cultural disparity, lack of professional training. (iv) The students did not find the textbooks of English interesting. (v) The errors

committed by the students were due to (a) lack of comprehension, and expression; (b) wrong punctuation marks; (c) wrong word order; (d) wrong English syntax; and (e) wrong usage of grammatical items.

**Ram (1989)** survey the methods and techniques of teaching English in class VI. The major objectives of the study were: (i) to conduct an in-depth study of teaching and learning English at class VI level, (ii) to pinpoint the reasons for unsatisfactory results, and (iii) to make recommendations for improving the situation. The relevant information was pooled with the help of administration of questionnaire and analysis of textbook and question paper.

The major findings were: (i) Teachers used the traditional techniques of teaching though they had been trained to use new techniques and methods. (ii) The mother tongue was used too often. (iii) Grammar was taught despite claims to the contrary. (iv) Too much emphasis was placed on the textbook. (v) Teachers usually had no clear objectives in mind for each class. (vi) Teachers seemed to concentrate on teaching lists of vocabulary items, on treating the textbooks as content-based material and on getting students to memorize set passages in the name of compositions. (vii) Teachers were unaware of the structural/situational approach. (viii) The textbook in use was uninteresting and contained grammatical mistakes and had difficult structures. (ix) The teachers never consulted the teacher's guide

**Sharma & Chawla (2013)** tried to compare English Communication Skills of Students Studying in Government and Private Schools. The objective of the study was (i) To study the Status of English Communication Skills of the students studying at Higher Secondary level. (ii) To compare the English Communication Skills of the students studying at Higher Secondary level in schools in rural and urban area. (iii) To compare the English Communication Skills of the student studying at Higher Secondary level in

government and private schools. (iv) To compare the English Communication Skills of the students studying at Higher Secondary level in government and private schools in rural area. (vi) To compare the English Communication Skills of the students studying at Higher Secondary level in government and private schools in urban area. For this study the investigator included 300 students studying at higher secondary level in Govt. and Private schools in urban and rural in Ghaziabad. Achievement test was conducted for English language and grammar test was constructed and standardized for this study

The major findings of the study were: (i) The students studying at higher secondary level were not very well developed in their communication skills in English. (ii) Students studying in urban schools were better in their English communication skills. (iii) English communication skills of the students studying in private schools were better in comparison to English communication skills of students studying in government schools. (iv) There was no significant difference between students studying in rural government schools and private schools with regard to English communication skills. (v) English communication skills of the students studying in urban private schools were better.

**Bilal, Tariq, Din, Latif & Anjum (2013)** analysed the problems faced by the teachers in developing English writing skills. The main objectives of this study were (i) To highlight the growth areas of the learners due to which they lag behind in English writing tasks. (ii) To describe the effects of academic background on the learning of English Writing skills. (iii) To investigate the issues related to classroom environment, which affect the process of teaching English writing skills. The sample of this study consisted of nine ESL teachers of public sector institutes. Three teachers were selected from one institute and two teachers were selected from each institute situated in the

vicinity of Sargodha. The data was collected from the selected population through structured interviews.

The main findings of the study were: (i) Most of the students have poor English language background at intermediate level. (ii) Lack of proper A/V aids and the overcrowded classes are of great hindrance to teachers. (iii) Traditional approaches for teaching purpose is used by teachers. (iv) Teachers are unable to give adequate time for writing practice during class due to lengthy syllabus and overcrowded classrooms.

**Bharati (2016)** studied the writing problems faced by the secondary level students. The objectives of the investigation were (i) To identify the problems in writing skills of the learners at the secondary level. (ii) To identify and obtain information from learners regarding their writing process, methods and materials in academic and non-academic settings. (iii) Provide suggestions for effective and appropriate strategies for ESL writing progress in relation to the secondary level. The participants for the study were voluntarily selected from one school. Sample included students from one BSE board school of Kendrapada district. The tools employed were questionnaire and interview schedule. The major finding were that the students preferred group and pair work over individual work. They also preferred to have more number of writing tasks given in classroom setting.

The major finding of the study were: (i) the time assigned to practice writing skills was not sufficient and teachers did not show any interest in discussion of the topics nor gave ideas for the students on new topics. (ii) The current textbook also had limited writing activities and when they do write, they found themselves confused with word choice, grammatical use, organization and generation of ideas

#### **2.1.4 Studies related to Error Analysis in English Writing Skills**

**Dave & Saha (1968)** Studied the Common Errors in English at the Higher Secondary

Level. The specific purposes of the study were: (i) to locate the common errors in English and (ii) to suggest remedial treatment. An attempt was made to analyze the errors; both quantitatively and qualitatively, of the English language as found in the ninety-two answer scripts of English paper which was taken at random from the Higher Secondary Examination Board of Education, Delhi. For the sake of convenience, the areas of investigation were restricted to errors of grammatical structures, errors of words, phrases and idioms, errors of punctuations and errors of spelling.

The important findings were: Errors of grammatical structures were predominantly pronounced in these pupils' writing, with spelling errors in next coming frequency, the values being forty-five percent and twenty nine percent of the misuse of usage and idioms found the third place and constituted about nineteen percent of the total errors. Comparatively speaking, errors of punctuation being five percent of the total errors were not significant. The first three years of the teaching learning process should be effectively and fruitfully utilized for ensuring consolidation of sentence pattern in pupils' minds. Efforts should be directed towards seeing that pupils' mistakes do not spill over into the secondary course.

**Joshi (1975)** studied the errors in written English among pupils of standards V to VII. The main objectives of the study were: (i) to find out the typical errors committed by pupils in written English, (ii) to diagnose the causes of these typical errors, and (iii) to formulate remedial measures for preventing the typical errors. The written work scrutinized was limited to answer scripts of the annual examination.

The major findings of the study were: (i) Errors concerning speech, number and spelling were committed by 90 percent, 48 per cent and 45 per cent pupils,

respectively. (ii) Errors of conjunction and case were committed by two per cent and six percent pupils, respectively. (iii) The three categories of errors having the highest frequency were those of spelling, tense and number. (iv) Out of the four types into which the error category „spelling“ was divided, errors of omission and replacement were the most frequent. (v) Among the errors of tense, almost all were caused by irregular verbs. (vi) Errors regarding number gradually decreased as the pupils progressed from standard V to standard VII. (vii) Among the errors related to the use of preposition, 86 per cent were caused by the use of wrong prepositions while the remaining 14 per cent were due to the non-use of preposition.

**Handrickson (1979)** conducted a study on Error Analysis and Selective Correction in the Adult' ESI Classroom. This study examined the most frequent communicative and linguistic errors-made by 24 intermediate ESL students and determined the effect of direct teacher' correction upon these students' writing proficiency. Students were identified as having -high or low communicative proficiency, and were randomly assigned to one of two error correction treatments based on Burt and. Kiparsky's global/local error distinction. Once a week for six consecutive weeks, students wrote picture, story descriptions in English and had their errors corrected according to assigned treatment.

The major findings of the study were: (i) The most communicative ("global") errors resulted from inadequate lexical knowledge, misuse of prepositions and pronouns and seriously misspelled words. (ii) Most linguistic ("local") errors were caused by inappropriate lexical choice, misuse and Omission of prepositions, misspelled words, lack of subject-verb agreement, and faulty word order. (iii) There was no significant differences in students' writing proficiency attributable - to error correction-treatment or to grouping according to communicative ability.

**Patrikar (1981)** conducted a study on a linguistic Analysis of the Error in Written English of the students of B.A. classes in the colleges of Urban Centers in Vidharba. The study was conducted to find the causes of the deterioration in the usage of English Language in colleges. The written work of the students was analyzed by critical examination of errors in language performance and suggestions for improvement in the teaching learning process in schools and colleges were given. To judge the errors in their proper context, sentences were examined in free compositions. A total of 300 scripts (valued answer books) were analysed and the observed errors were classified into four major categories namely; Lexical, Morphological, Orthographical and Syntactical.

The important findings were: (i) The student's knowledge of English vocabulary, morphology and syntax was very confused. (ii) The major causes of the errors were use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of language, interference of the mother tongue and lack of fundamental grounding for the receptivity of students from psychological and environmental points of view.

**Rabbani (1984)** conducted a study on the Psycho-linguistic problems of Oriya Speakers in. English. The investigation aimed at making an error analysis of English language used by the Oriya speaking pupils studying in Oriya medium schools as well as those in English medium schools. The sample of the study consisted of 50 Oriya speaking pupils of grade X of Oriya medium schools and 50 non-Oriya pupils. The relevant data were collected by studying a running passage containing 50 simple deceptive words for orthographical error analysis.

The major findings were (i) The Oriya speakers made errors in production of several English words, sounds and features of spoken language like intonation, stress

and use of long vowels and central vowels. (ii) In written English, the Oriya speakers had difficulty with the use of inflexional affixes like the use of plural number, genitive case and the third person singular verb in the present tense. They were found to make inconsistent use of derivational suffixes like 'tion' and 'ssion', 'un' and 'dis', or 'hood' and 'ness'. (iii) Further, in cases where Oriya had one word but English had more than one word, Oriya speakers found it difficult to choose the right lexical item, i.e. say/speak/tell. (iv) They also had syntactical problems and problems in using right prepositions. (v) Many orthographical errors like the use of 'bus' and 'boss', syntactical errors and importation errors were also found to be common in case of Oriya speaking pupils studying English as a second language. (vi) The causes of the errors were concluded to be the interference or influence of Mother Tongue.

**Misra (1985)** studied the errors made in written English by a group of undergraduate students of Madhya Pradesh. The errors committed by first year students in written English were studied and remedial measures were suggested. 225 undergraduate students of arts, science and commerce disciplines were randomly selected. They belonged to the three universities of Madhya Pradesh, namely, Sagar University, Indore University and Bhopal University. These students were asked to write an essay in English. The first 200 words of these essays were analysed for the study. Firstly errors of orthographic, errors of morphology, syntax, and lexis were considered. Then vowel or consonant system, tense, number, verb were taken up for study.

Among the major finding the hierarchy of errors based on frequency of recurrence was: (i) Verb phrase, (ii) spelling, (iii) lexis, (iv) preposition, (v) articles, (vi) number, (vii) subject-verb agreement, (viii) pronoun, (ix) syntax, (x) miscellaneous errors, (xi) omission of major constituents, (xii) adjectives and verbs, (xiii) connectives and (xiv) generative suffix.



**Suderkkodi (1990)** conducted a study of common errors committed by the Higher Secondary Students in written English. The objectives of the study were: (i) to identify the errors committed by the students at the higher secondary level in written English. (ii) To design some suitable remedial teaching programmes to the slow learners, in order to minimize their errors in written English. (iii) To implement the designed, remedial teaching programme to the slow learners in order to minimizing these errors in written English. (iv) To find out the effect of the remedial teaching programmes implemented to the slow learners.

The major findings of the study were: (i) The achievement of boys was greater than that of girls in written English. (ii) There was improvement after giving remedial programmes to the slow learners. It was concluded that the remedial programmes had improved the student's performance on written English.

**Sarma (1991)** examined errors in written English of Assamese learners at the higher secondary level. The major objectives of the study were: (i) to identify and describe (in linguistic terms) the errors in English written by Assamese learners at the higher secondary level coming from diverse social backgrounds, (ii) to discover and explain linguistic, psychological and sociological factors that cause these errors, and (iii) to suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology. The language data were collected from the group of students with the help of test- two translations from L1 into English and two from compositions in the form of two paragraphs on familiar topics. Information about teaching strategies and techniques was collected from 30 teachers with the help of a questionnaire.

The major findings were: (i) About 73.1 percent (words) of the sentences written by the learners contained one or more errors. Most frequent errors occurred in

the following areas: verbs, tenses, passives, articles, and prepositions. (ii) About 79 percent of the errors emerged as serious. Such serious errors occurred in word order, S-V concord, verbs, lexical items, sequences of tenses, prepositions, articles and negative focus- yes-no questions (iii) The following areas of English grammar were more difficult for Assamese learners: article „the“, propositions, S-V concord, negative questions, sequences of tenses, passive, relative clauses, and conditional clauses. (iv)The strategies adopted by learners generally included; differentiation, simplification, (semantic and syntactic), over-generalization, categorization and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution. (v) Only 39.7 percent of the errors could be traced to a single source. The major sources of errors are: language transfer, ignorance of L2 rules, false assumptions about L2, ignorance of rule restriction, teaching-learning situation. (vi) Transfer errors were more frequent at the syntactic level. Such errors were not necessarily more frequent in the L2 production of the rural students.

**Harrington et. al (1998)** aimed at describing a program for increasing student skills in writing. The population of the study consisted of fifth grade talented, regular students of middle class. The study took place in western suburb of a Midwestern city. The researcher used tools like teacher's surveys, student surveys, writing samples, local assessments and checklists.

The findings of the study were: (i) Frustration of students and their lack of "seeing real life" connected in poor writing skills. (ii) The teaches also reported that limited time, previous failure and lack of modeling fostered poor writing skills.(iii) It also revealed that students showed increased enjoyment of writing, developed their habits of goal setting and became proficient at peer editing.

**Msanjila, (2005)** analysed the problems of writing in Kiswahili It was a case study conducted in Kigurunyembe and Morogoro secondary schools in Tanzania. The main objectives of this study are (i) to identify the writing problems in Kiswahili essays (ii) to describe and discuss the writing problems in respect to their categories (iii) to find out the reasons for these problems and discuss how the problems could be eliminated or reduced. The study involved 60 students of form three at the Kigurenymbe and Morogoro Secondary Schools in Tanzania as our case study.

The findings of the study were: (i) there were crucial writing problems such as the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness in Kigurunyembe and Morogoro secondary schools in Tanzania. (ii) Shortage of qualified language teachers, inadequate teaching materials and poor teaching methods contributed not only to reduce the writing skills but also to reduce the students' interest in writing.

**Ghabool (2012)** investigated on Malaysian ESL Students' Writing Problems on Conventions, Punctuation, and Language use at Secondary School Level .The objectives of the study were: (i) to identify the problems frequently faced by ESL students in essay writing. (ii) to get information about ESL teachers' Feedbacks on students' writing problems (iii) to suggest some possible ways to overcome the writing problems faced by Malaysian ESL students. The participants of this research were 30 ESL students, from the upper and lower levels of secondary school, Form one to Form five and 10 participant teachers teaching English language for upper and lower secondary level. A questionnaire and an essay examination were utilized as the instruments of the study.

The major findings of the study were: (i) the ESL students need more improvement on English language proficiency and language use and they require

training on punctuation and writing conventions respectively. (ii) teacher training should also be taken seriously into account in order to improve and develop ESL students' language proficiency in general and writing skills in particular.

**Nazim & Ahmad (2012)** investigated on a practical remedy of common writing problems among students of writing skills courses at preparatory year, Najran University KSA to develop writing skills. The objectives of the study were: (i) to investigate writing problems among the students of writing skills courses at Preparatory Year. (ii) To offer some relevant remedies and suggestions to improve practice and performance in the writing classroom. Fifteen teachers and sixty students were involved in this study. Teachers were given the questionnaire to reflect their opinion regarding the students writing problems such as conventions, punctuation, capitalization, spelling, and some of the basics of language use (grammar) based on their classroom teaching practice. The students were randomly selected from different writing sections and were given some tasks on writing (e.g. phrases, sentences, and paragraph etc.) in order to get writing samples from them.

The important findings were: (i) the learners frequently repeat the errors regarding conventions, punctuation, capitalization, spelling, and language use. (ii) the EFL teachers were advised to pay more attention in their pedagogical applications while teaching writing.

**Zawahreh (2012)** conducted an error analysis of written production of English essays of tenth grade students in Ajloun Schools, Jordan. The objective of the study was (i) to identify the written errors of English committed by the tenth grade students in schools of Ajloun. (iii) To estimate the predominant errors and the least ones. (iii) To explain the causes of the written errors of English committed by the tenth grade students in schools of Ajloun. (iv) To provide suggestions for further research. (v) To provide

suggestions, recommendation and guidelines to help the students to avoid the errors. The sample of study consisted of 350 students selected randomly from group of schools in Ajloun. The students were asked to write a free essay about "A journey to the ancient city of Jerash in Jordan" in an ordinary English language exercise in the class. Then the essays were collected and analyzed depending on a table of errors adopted from a Ph.D. of (wakkad, 1980).

The major findings of the study were: (i) the most predominant errors within morphology were errors of lack between subject and main verb and the learnt ones were the addition of suffixes to infinitive. (ii) Within function words were errors of insertion of prepositions and the least ones were the omission of "a". (iii) within syntax were errors of omission of the main verb and the least ones were the omission of verb to be. (iv) Within tenses were errors of using present instead of past and the least ones were using past instead of present. (v) Within lexical items were errors of lexical items wrongly used in place of others and the least ones were wrong collections wrongly used in the essays.

**Ferede, Melese & Eba Tefera (2012)** studied teachers' perception of EFL Writing and their practice of teaching writing at the preparatory schools in Jimma Zone .The main objectives of the study were (i) to find how the preparatory school English language teachers in the schools perceive writing as a skill (ii)To identify the ways of teaching methods used by the teachers. (iii) to find the e relationship between teachers' perception of writing and their practices of teaching the skills. The descriptive research design was adopted in this study. The samples were the teachers and students of Jimma Zone governmental preparatory schools. While all preparatory class English language teachers were included, samples of 295 Grade Eleven students were chosen out of a population of 1475. Questionnaires and Classroom observations were conducted to find

information from the actual teaching learning encounters. Data was analyzed quantitatively and qualitatively.

The important finding of the study was: (i) There was a weak correlation between teachers' beliefs and their actual teaching practices. That is, although the teachers believe that writing is as important as listening, speaking, reading, grammar and vocabulary, and that it needs regular practice, they fail to put their beliefs into practice. (ii) The majority of the teachers were not seen regularly exposing their students to writing activities which enable them to practice the writing process. Thus, the problem associated with the teaching of writing to preparatory school students appears to be the result of teachers' lack of practical skills, courage and determination to practice what they preach, and the resulting loose correlation between their perception of writing and their practice of teaching this skills.

**Bodunde & Sotiloye (2013)** studied the writing skill in an ESL setting, of the undergraduate students of Federal University of Agriculture, Abeokuta, Nigeria. The objectives of the study were: (i) to find out the level of the competence of first year Agriculture students in the Use of English language for academic writing (ii) to find out the level of the competence of final year Agriculture students in the use of English language for academic writing (iii) to compare the grammatical error types identified in the writings of first and final year Agriculture students. A random sampling of 80 examination scripts from 80 core Agriculture students who were in the first year in the 2009/10 session in (FUNAAB) was taken and a random sampling of 40 scripts from the core agricultural students in the above colleges was also taken.

The major findings of the study were (i) the errors committed by the undergraduate students are in tense, spelling, concord, punctuation, abbreviation, wrong amalgamation of words, and wrong use of preposition. (ii) Most of the students

were not able to distinguish between the singular and plural forms of the demonstratives. (iii) Some students were not able to distinguish between formal and informal writings. (iv) Among the causes of the errors committed, the informal writing such as text messages in Global System for Mobile Communication (GSM) device and note-taking techniques during lectures formed to be one of the most important reason.

**Kemboi, Andiema & M'mbone (2014)** studied the challenges in teaching composition writing in secondary schools in Pokot County, Kenya. The main objectives of the study were: (i) To establish the challenges encountered in teaching and learning of composition writing (ii) To investigate if there are adequate resources to teach composition writing (iii) To find out the techniques teachers use to teach composition writing. The sample of the study consisted of 160. Form three students and 16 teachers of English in the selected schools. The main research instruments used were the questionnaire and writing task for the students.

The major findings of the study were: (i) both teachers and students face challenges in teaching and learning of composition writing respectively. (ii) it was difficult for them to communicate effectively in writing. (iii) As most of the students came from rural primary schools where the mother tongue was dominant contributed to their problem in vocabulary and expressing ideas. (iv) the written task revealed that poor coordination, wrong use of words and poor sentence structures were also rampant in students' compositions.

**Afrin (2016)** studied the writing problems of non-English major undergraduate students in Bangladesh. The objectives of the investigation were: (i) to find the writing problems of non-English major undergraduate students at a private university in Bangladesh. (ii) to suggest methods to overcome those problems. Total 89 non-English major students were randomly selected who had already completed English

fundamentals and English composition. Data were collected through writing sample analysis, questionnaire and interviews.

The important findings were: (i) various kinds of mistakes omitted by the students made their writing weak. (ii) students committed mistakes mainly in sentence structure and grammar. (iii) the students committed mistakes in spelling, subject-verb agreement, articles, preposition, capitalization, fragments, punctuation, tense, etc. (iv) most of the students had problems with paragraph structure, coherence and cohesion, etc. (v) 90 percent of the students were not able to organize their ideas. (vi) 88 percent of the students did not possess sufficient command over sentence structures. (vii) 77 percent of the students were not confident to express their ideas in writing and were not able to write on any relevant topic easily. (viii) 63 percent of the students did not use prewriting techniques and do not practice writing at home.

#### **2.5.5 Studies related to experimental studies conducted in English Writing Skills**

**Sarma (1989)** designed a course in written English for the high school stage based on the communicative approach. The major objectives of the study were: (i) To find out selectively from the learners, teachers, parents, and well informed citizens of the society the following (stage I): (a) the present achievement levels in written English of the learners of classes VIII to X ; (b) the needs of high school students in respect of written English; (c) the types and frequency of composition exercises offered to students and the nature of teaching methods and evaluation procedures adopted by the teachers and (ii) To find out the effect of the following (stage II): (a) the communicative syllabus designed to develop writing skills among the students of class IX; (b) reading a passage – analyzing it for writing skills- solving communicative writing tasks, as a procedure for developing writing skills; (c) evaluate (not grade) – comment- ask for revision



discuss in session - procedure as a mode of correcting the written English assignments.

The tools used were, questionnaire and multiple-choice test and course material.

The major findings were: (i) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (ii) High school students needed written English for both academic (note-taking, writing answers for home assignments and tests, etc.) and certain specified social activities (like letters to friends). (iii) Frequency of writing compositions was very low and a large number of students needed many writing exercises. (iv) Further, the teachers used „impressionistic method“ in their evaluation of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. (v) The second stage of the investigation confirmed that the use of communicative language teaching strategies can bring about an improvement in the use of skills which they sought to develop. (vi) A well-designed communicative syllabus incorporating the needs of the students can in a tension-free, interactive classroom, create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

**Ramamoorthy (1992)** studied common spelling errors in English committed by standard VI students of matriculation schools and remedial teaching programme. The major objectives of the study were: (i) to identify common spelling errors in English committed by standard VI students of matriculation schools and to develop a remedial teaching programme, and (ii) to study whether the length of word, similar sounds, words with silent letters and consonants are factors for misspelling. A remedial teaching programme for 60 words, the most commonly miss pelt by most of the students, was prepared.

The major findings were: (1) Matriculation students improved in their learning of spelling after the remedial teaching programme. (2) A remedial teaching programme

involving the techniques such as oral drill, intensive writing practice, gesticulations, dramatizations, correlation, mimicry, pictures and flash cards, and phonetic methods, was found effective in teaching of commonly miss pelt words. (3) The common causes for poor spelling were the length of the word, words with silent letters, words with similar sound and words with consonant clusters.

**Sengupta & Sima (2000)** studied the effects of explicit instruction in revision on second language learner's performance and perceptions about writing. The learners were from two classes of a secondary school in Hong Kong, who learned to revise. Both groups received instructions in revision after they finished writing the first draft. All students completed questionnaires before and after the study and interviews were conducted with a selection of students. Writing performance at the beginning and end of the study was measured holistically and compared with a third group that did not learn revision strategies but completed the same pre and post study task.

The Major findings of the study were: explicit teaching of revision strategies had a measurable influence on writing performance. Student questionnaires and interview showed a difference in the way writing and revision were received. It is suggested that language teachers should consider multiple drafting as an alternative to completing a new writing task in their classrooms, as explicit instruction on revision may contribute towards developing an awareness of discourse – related features in writing.

**Armana (2011)** studied the Impact of a Remedial Program on English Writing Skills of the Seventh Grade Low Achievers at UNRWA Schools in Rafah. The objective of the study was (i) To examine the impact of a suggested remedial program on English writing skills for the seventh-grade low achievers at UNRWA schools in Rafah governorate. The male experimental group consisted of 31 students, while the female

control group consisted of 37 students. The researcher used two tools in order to achieve the aim of the study which are the remedial program and the pre and post achievement test to find out the impact of implementing the program on the sample of the study.

It was found that the use of the suggested program in the remedy of the weakness of the writing skills of the low achievers had a significant impact on the students.

**Ibnian (2011)** conducted a study on Brainstorming and Essay Writing in EFL Class. The objectives of the study was (i) to Identify essay writing skills needed for first secondary grade students in EFL (ii) to Develop Jordanian first secondary grade students' essay writing skills in EFL. The sample of the study consisted of 84 first secondary grade students classified into four classes, two served as an experimental group and the other ones as control. The students were assigned randomly from Amman public education schools. The Tools used for the Study was a checklist to identify the essay writing skills needed for first secondary grade students in EFL and a pre- post essay writing test and its scoring scale. The sample of the study consisted of 84 first secondary grade students classified into four classes, two served as an experimental group and the other ones as control. The students were assigned randomly from Amman public education schools.

The major finding of the study was that the proposed technique (brainstorming), had a positive effect on developing first secondary grade students' essay writing skills in terms of content and organization, mechanics of writing, language use and skills emerged from creative thinking abilities (fluency, flexibility, originality and elaboration).

**Pugazhenth, Thambi & Jeyachandra (2013)** used a task based language teaching method to enhance the writing skills of undergraduate students in arts and science

colleges in Salem District through. The objectives of the study were (i) To adapt Task Based Language Teaching method as a tool in classrooms to enhance the narrative writing. (ii) To impart learning of grammatical items using the tasks/activities. (iii) To guide and help the learners from the rural background to acquire the skills of continuous writing. (iv) To show the validity of task-based teaching method for improving the writing skills of college students. (v) To involve activity based and technology based modules to enable the learners to go through the learning process without inhibition and hesitation. The respondents were 40 students studying I B.A. in Christian College of Arts and Science, Salem and forty students were selected from Mahendra Arts and Science College, Salem doing I B.Sc. The subjects were selected from both rural and urban background depending on their schooling. Forty students were male and forty were female students, in which twenty two male students were from rural areas and eighteen male students were from urban areas. Twenty four female students were from rural areas and sixteen female students were from urban areas.

The important findings of the study were: (i) The students learned the components of narrative writing skills easily through the TBLT without any inhibition. (ii) Though the male students both rural and urban showed some improvement, it was less when compared to the female students. (iii) The female students' improvement was higher when compared to all other categories of students. Thus, it was concluded that the TBLT could be adopted to enhance the writing skills of students both in urban and rural.

## **2.2 Summary of the Reviewed Studies**

### **2.2.1 Summary on Level of Achievement in English Writing Skills**

Among the studies related to achievement of English writing skills it is absorbed that these studies refers to the level of achievement of the students in English in general

and English writing skills in specific. Gayen (1962), Malhotra (1972) found that the standard of achievement in English at the matriculation stage was very low (1982) Sharma & Chawla (2013) and Sarma, (1989) found that with regard to the achievement in English writing skills, a large number of students were found to be poor in written English in comparison to their proficiency in the other language skills resulting in no much development in their communication skills in English. Raj (1980) claimed that due to lack of sufficient knowledge of English, the learners were unable to express themselves adequately through writing. Gadgil (1978) found that comprehending and understanding is a the most important factors that aids in building the writing skills of the learners, but the students were found to be poor in the comprehension and understanding of the language which in turn led for poor writing skills. Ramkumar (1982) also supported this view and found that in most of the schools the students found it difficult to write even one single sentence. Bilal, Tariq, Din, Latif & Anjum (2013) found that most of the students have poor English language background at intermediate level.

With reference to the vocabulary attainment of the learners, Ramkumar (1982) and Jayashree (1989) found that in the Indian setting the vocabulary attainment of the learners was very low. According to Rani (2015) the paragraphs written by the learners depicted non-fluency, disconnected ideas which lacked logical sequencing and development. This shows that all the aspects of English writing skill is interconnected. Shanmugam (1977) also found that most of the students were good in spoken English rather than in the written form. From all these studies it can be concluded that, as Bhattacharjee (1984) mentioned the overall English teaching of writing skills in classroom was between poor and satisfactory and the students were found to have no attainment in vocabulary.

The above studies focused on the level of the achievement of the students in their writing skills. However, there were no studies found that focused on the components of the writing skills or the types of writing skills. If more emphasis were laid on those areas it would have given a clear picture of what types of writing skills the students found difficult and which types of writing task topics needed more emphasis.

### **2.2.2 Summary on the Correlates Determining the Achievement of English Writing Skills**

The studies that focused on the achievement of the learners also pointed out the factors that hindered the academic performance of the students in English writing skills. Various studies found that there were various correlates that determined the achievement of the students in writing skills. The major correlates found by ample researchers are locality, sex, medium of instruction, and economical background of the students.

The linguists found that the variables such as location played an important role in determining the performance of the learners. The acquisition of second language proficiency has been always a challenge because of the learning difficulties and their impact on performance of second language learners. The difficulties here refer to the ‘barriers to learning’ that eventually shrinks educational opportunities. There are studies that found reasons why the learners find it difficult to acquire English writing proficiency to pursue learning in the second language. Dey (1991), Sharma & Chawla (2013) Joshi (1975) and Kemboi , Andiemma & M’mbone (2014) mentioned that one of the factors that deter English writing proficiency is location. The studies found that there have been wide gap between the attainments of the students in terms of English writing skills based on the locality. The students from urban schools performed better in writing assignments than that of their rural counterparts. The reason behind this

disparity is that the learners in the rural areas had no much exposure to English language as such areas inclined to be linguistically, educationally and economically isolated leaving the learners in dearth of proficiency. In addition, according to Sharma & Chawla (2013) the students who are enrolled in private schools had better communication skills in comparison to the students studying in government schools. The medium of instruction found to have played an important role in determining the standard of the writing skills of the students. Although most of the students from schools that had English as the medium of instruction were good in spoken English, rather than in the written form. However, Shanmugam (1977) found that when compared to the students with the vernacular medium, the English medium students performed better in their writing assignments. It is also interesting to note that Joshi (1975) and Chandra (1988) found that the writing skills of the students were affected due to their economical background, caste and intelligence. This was due to the fact that they did not have adequate practice of English at home due to poor economic condition. Shanmugam (1977) found that sex played an important role in determining the achievement of writing skills, when compared to the attainment among male and female, the female students were good in written form when compared to male students. These are very few studies that have been conducted to find the effect of correlates on writing skills. There found no studies which tried to identify the corelates like Education qualification of teachers, experience, professional training, etc. which could have given a clearer picture of the aspects that exactly influence the writing skills of the learners.

### **2.2.3 Summary on Error Analysis in English Writing Skills**

Error Analysis, a branch of Applied Linguistics is concerned with the compilation, study and analysis of errors made by second language learners. It aims at identifying

types and patterns of errors so as to identify the common difficulties in second language acquisition.

Majority of the studies on writing skills aimed on error analysis. Dave & Saha (1968), Joshi (1975), Ramkumar (1982) Misra (1985), Bodunde & Sotiloye (2013), Msanjila, (2005), Nazim & Ahmad (2012), Afrin (2016), Handrickson (1979) and Zawareh (2012) found that errors of grammatical structures were predominantly pronounced in the learners writing. Dave & Saha (1968), Misra (1985) found that with spelling errors, learners also misused the usage of idioms. The errors were widely spread among the knowledge of students in the grammatical structure of verbs. According to Joshi (1975) and Misra (1985), ), Afrin (2016), Handrickson (1979) and Dave & Saha (1968) the learners made a lot of errors in the relative concepts of verbs like irregular verbs, S-V concord that is none other than subject verb agreement and verb phrase. Tenses were another area of concern because most of the studies found that students were confused with tenses. Joshi (1975), Misra (1985), Rabbani (1984) and Sarma (1991) found that learners committed errors especially in the 'ing' forms and sequences of tenses. In addition to this, according to Misra (1985), Rabbani (1984) and Ramkumar (1982) the numbers were of main concern which shows that the students had also problems with singular and plurals forms.

The main concerning part was the students' lack of understanding in forming correct sentences. The studies of Ramkumar (1982) and Dave & Saha (1968) claim that most of the students found it difficult to balance sentences. The limited knowledge of using appropriate punctuation marks employing correct word substitution, and phrases were also reasons for the learner's lack of balancing sentences.



Ramkumar (1982), Joshi (1975) and Misra (1985) stated that among the other parts of speech, prepositions, conjunction, connectives and pronoun were found to be the area of errors committed by the learners.

Rabbani (1984), Patrikar (1981), Ramkumar (1982), Sarma (1991), Dave & Saha (1968), Joshi (1975) Misra (1985), Afrin (2016) and Handrickson (1979) found that adjectives and degree of comparisons were common issues among the learners. They also found that there were also errors in the areas such as the use of articles, opposites, passives, word order, lexical items syntax, and generative suffix.

Though there were quite a number of studies which concentrated on the different types of errors committed by the students, there were also few studies which threw light on the reasons that forced the learners to commit such errors. According to Patrikar (1981) the reason that contributed the students to commit such errors was the confusion with regard to knowledge of English vocabulary, morphology and syntax in the learners. The other major causes according to Patrikar (1981), Mohire (1989) were the use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of language, interference of the mother tongue and lack of fundamental grounding for the receptivity of students from psychological and environmental points of view. Sarma (1991) found that language transfer, ignorance of L2 rules, false assumptions about L2, ignorance of rule restriction, teaching-learning situation were other few reason that led learners in making such errors. In addition to this Misra (1985) and Sarma (1991) also found that the learners found English grammar more difficult especially the concepts such as article 'the', prepositions, S-V concord, negative questions, sequences of tenses, passive, relative clauses, and conditional clauses etc.

The above mentioned studies did try to identify the area of concerns so that the teachers can lay more emphasis on these specific areas and help the learners overcome these

errors. However, the reasons for the students to commit such errors were not clearly mentioned.

#### **2.2.4 Summary on the Factors that Hindered the Development of English Writing Skills**

The studies of Mohire (1989) and Bhattacharjee (1984) found that the majority of the teachers of English were not professionally equipped to teach English.

According to Ram (1989) Rabbani (1984) interference of mother tongue was most common in most of the schools and most of the English teachers relied on mother tongue to teach English language and this affected the learners widely. It was also found that the students just copied the text written by teacher from the blackboard.

In fact it was found by Jain (1987) that the teaching at the foundation stage was neglected and this contributed for the lack of proficiency in the writing skills of the learners. According to Mishra (1968) a significant number that is, 85% teachers experienced difficulty in teaching grammar and almost all the teachers taught grammar by making students memorize the rules and work on exercises. Moreover, with reference to the study conducted by Bharathi (2013) the teachers did not show any interest in discussion of the topics nor gave ideas for the students on new topics while doing writing exercise, this is also a reason for a low quality in the writing skills of the learners. Mohire (1989) and Mishra (1968) found that most of the teachers did notice the problems in the students or the errors committed by the learners but only few teachers really helped students overcome these issues, the same was in the case of handwriting. Teachers never took initiative to improve the handwriting of the students. In fact the communicative competence and the other needs of the students were not touched upon by the teachers. In addition to this the lack of uniformity in the distribution of the workload of English teachers made it worse. Jain (1987) added that

the teachers teaching English were overburdened by teaching load, clerical duties, co-curricular activities, etc.

In fact it was also found by Misra (1968) that 65 percent of teachers did not find time to teach essay writing.

While noting to the above mentioned problems identified in the part of the teachers that contributed for students lack of proficiency in the writing skills, it can be rightly noted that the teachers are not given enough opportunities to train themselves. It was also pointed by Bhattacharjee (1984) in his study that in-service training facilities for the teachers were found to be inadequate.

**Methods of teaching:** According to Bhattacharjee (1984), the teachers were also not competent enough to identify the appropriate teaching methods for the learners. With reference to classroom teaching, there was no systematic approach in teaching writing skills. Mishra (1968), Jain (1987), Ram (1989), Pillai (1988), Bhattacharjee (1984) and Madhavi (1990) found that most of the teachers used the traditional lecture and translation methods in the classrooms in spite of being trained to use new teaching techniques and methods. Jain (1987) asserted that over 70 percent of teachers used lecture and translation methods in every writing classes. Ram (1989) in his study found that the teachers were not even aware of the structural/situational approach used for teaching writing skills.

**Objectives of teaching:** Objectives of teaching English have been an evolutionary process. Though the main objective of teaching English in the beginning was the creation of “a class of persons who were Indian in blood and colour but English in test, in words and intellect” but now as Jain (1987) points out, the emphasis is on the acquisition of four language skills namely speaking, listening, reading and writing skills. However, it was found that the teachers usually had no clear cut objectives for

any specific classes they taught. Instead teachers seemed to concentrate on teaching specific lists like vocabulary items, specific grammatical structure by treating the textbooks as content-based material. The teaching always aimed at fulfilling the goal of writing the examination instead of improving learner's creativity. Pillai (1988) in his study found inadequacy in the syllabus that did not meet the requirement of the objectives of teaching English. According to Ram (1989) the teachers promoted to memorize set passages in the name of compositions and forced learners' rote memorisation which showed that the teachers were themselves confused with the objectives of teaching English.

**The Learners:** Learners are always considered as the center of focus of the educational system. There are few studies that also showed that the lack of proficiency in the writing skills were due to the attitude and problems of the learners. It was found that the students lacked other three skills of English such as listening, reading and speaking skills which in return affected the writing skills of the learners. According to Jayashree, (1989) The learners improper listening nature, and their inattentiveness in the classroom became a barrier in mastering writing skills. It became a tedious job for the teachers to make learners understand English due to their low performance in all the skills. Lack of interest, poor vocabulary of the learners and lack of participation, over-crowded classrooms were other major reasons that turned English writing to a scary skill for the students. Mohire (1989) asserted that the students' inability to interact in English, large classes, cultural disparity made it impossible for the teachers to improve the writing skills of the learners.

**Text Book:** The most common resources in the classroom are the textbook as they are a crucial part of every child's learning journey. A text book is a teacher tool that endows every teacher with insights for planning lessons, in selecting the problems to be worked

out, the methods of teaching to be adopted and the teaching aids to be used. When problems lie in the textbooks itself then there is nothing more to blame. Bharati (2013) found that the current textbook had limited writing activities. According to Mohire (1989) and Ram (1989) the English textbooks in general were dominated by literary material and thus the learners did not find the textbooks of English interesting. It was also found that in certain cases the teachers laid too much emphasis on the textbooks without taking the aid of any other reference materials. The textbooks were not only uninteresting, it also contained grammatical errors with difficult structures which made it difficult for the learners to follow the text book.

Bhattacharjee (1984) in his study found that in certain other cases even though the English textbooks were written according to the latest approach, the textbooks were not accompanied by teachers handbooks which made the teachers more confused. In contrary to this, according to Ram (1989) there were also cases where in the teachers never consulted the teacher's guide even if it was available.

**Instructional materials:** Instructional materials or the so called teaching aids are vital components in every classroom that helps learners develop reading comprehension skills, reinforce a skill or concept, differentiate instruction and alleviate anxiety or boredom by presenting information in a new and exciting way. Use of teaching aids in classroom has been always an area of concern from the early times. Most of the studies found inadequate teaching resources in schools as one of the main reasons for the low level of achievement in writing skills. As for material resources, Nanda (1982), Pillai (1988) and Bhattacharjee (1984) found that most of the schools were not equipped with appropriate teaching materials especially with regard to audio-visual aids. Jain (1987), Pillai (1988) and Bhattacharjee (1984) observed that even in schools where such resources were available, they were scarcely used by teachers owing to lack of training

in operating them. With reference to the NCERT Synthesis report (2012), It was also found that majority of the teachers did not give verbal or visual inputs before assigning the writing task.

**Evaluation:** Evaluation is a continuous process and if it is done effectively, evaluation can help the teachers to identify the areas for improvement and can set attainable aims and goals for the learners. Assessments or evaluation in writing skills play an important role in determining the learners' capabilities and help him nurture his writing skills. However, a few studies found that the evaluation of student performance was not merely based on written examinations alone but also on internal assessment. Jain (1987) found that more weightage was given to their oral performance rather than their written tasks.

However, the above studies show that the variables that really affected the students writing skills were teachers, students and curriculum resulting in the low performance of the learners in writing skills.

### **2.2.5 Summary on the experimental studies conducted in English Writing Skills**

In the process of the growth of English teaching and learning studies, Experimental methods have played a pivotal role. In language studies Experimental methods aim to investigate whether there is any treatment effect on participants' behaviours or their internal processes. There have been few experimental studies conducted to find the treatment effect in English language with reference to writing skills. Sarma (1989) conducted an experimental study on well-designed communicative syllabus. Pugazhenthir, Thambi & Jeyachandra (2013) conducted an experimental study on TBLT and Ramamoorthy (1992) and Suderkkodi (1990) experimented the effects of the components of narrative writing skills by remedial teaching programme involving the techniques such as oral drill, intensive writing practice, gesticulations, dramatizations,

correlation, mimicry, pictures and flash cards, and phonetic methods which were found to be effective.

However, the studies did showcase how the different experimental studies improved the skills of the learners yet the practicalities of these methods are to be contemplated upon. At this stage all experiments of methodological innovations are carried and tried out in specialized institutions bypassing the large majority of schools and colleges which lack special facilities. The experiments might be good but, are they accessible to the general runoff teachers and teaching institutions is always a question to contemplate upon.

#### **2.4 Implications of the Present Study**

Among the review of total forty five studies presented in this chapter, the studies conducted in India evidently depicts that most of the studies were conducted on components and the correlates of writing skills, error analysis ,the different practices, problems and difficulties faced by teachers and students in teaching and learning English and the performance of students in English with reference to type of schools, gender and location . Similarly, it was observed that most of the foreign studies were related to error analysis, crucial writing problems faced by students, reasons for poor writing by students, positive effects of the remedial programs on writing and problems faced by students and teachers in teaching.

From the review of the above studies, it is found that most of the studies were related to the error analysis in written English. The most predominant errors are connected to subject verb agreement, prepositions, use of articles and use of tenses. Most of the studies found that most of the communicative errors resulted from inadequate lexical knowledge, misuse of prepositions and pronouns or seriously misspelled lexical items. Most linguistic errors were caused by inappropriate lexical choice, lack of subject- verb

agreement, misuse and omission of prepositions, faulty word order or misspelled words. **Patrikar (1981) and Zawahreh (2012)** revealed that the students' knowledge of the English vocabulary, morphology and syntax was very much confused. It also notes that even after the completion of the secondary education, the objectives of teaching English were hardly achieved. According to them the most predominant errors were within morphology, function words, syntax, tenses and lexical items. This shows that students not only from small grades but even graduates are not competent enough in the writing of English. Though the studies revealed the different types of errors committed by the students no studies were found by the investigators where in it studied the performance of the students in different components of writing skills such as content, organization etc.

There are also studies which are concerned about the performance of students in English with reference to type of schools, gender and location. These studies have thrown light on few factors which can affect the performance of the students especially in English. **Sharma & Chawla (2013)** has done their research on communication skills and found that the students studying at higher secondary level are not very well developed in their communication skills in English. They also found that the performance of the students studying in urban schools is better than the rural school students in English communication skills. They also revealed that the English communication skills are better in urban private schools when compared to the government schools. Studies also revealed that the students of both rural and urban learned the components of narrative writing skills easily through the TBLT without any inhibition. In contrast, there were studies that found that medium of instruction played an important role in the improvement of writing skills. **Bhattacharjee (1984)** found that the teachers from Government and grant-receiving English medium and urban scho



ols taught significantly better than those from adhoc and private, non- English medium and semi-urban schools. But there were no studies which studies the reasons why students of certain type of schools performed better than other type of schools. These studies helped the researcher to design questionnaire, interview schedules and observation schedules to identify the reasons of what made certain school students achieve better in English writing skills and the reason why others didn't.

Most of the studies also tried to find the practices, problems and difficulties faced by teachers and students in teaching and learning English. The study clarified that the difficulties faced by the teachers were due to their inability to interact in English, large classes, cultural disparity, lack of professional training. On the other hand the textbooks were of no interest to the students and they committed too many errors due to (a) lack of comprehension, and expression; (b) wrong punctuation marks; (c) wrong word order; (d) wrong English syntax; and (e) wrong usage of grammatical items. **Ghabool (2012)** found that the ESL students need more improvement on English language proficiency and language use and they require training on punctuation and writing conventions respectively. There are also few studies which tried to find the problems within the teaching system, particularly within the teachers and it was also interesting to note that the teachers' perception of writing and their practice of teaching this skill had no connection at all. These studies helped the present study to probe more into the problems of the teachers and students in detail and this helped in conducting a case study in few selected schools to get the overall picture of the difficulties of teachers and students in the writing skill.

The review of literature gives a clearer picture of the various aspects of achievement of students in English, English writing skills such as error analysis, attitude of students on writing skills and the problems faced by teachers and students in

English writing skills. The researcher came across few studies done concerning the performance of students in English with reference to type of schools, gender and location. However, the researcher could not come across any studies wherein an attempt has been made to identify the differences in the performance of the secondary students in their English writing skills pertaining to different type of schools and medium. So, this research paper aims at analyzing and comparing the performance of the English writing skills of standard IX students with respect to types of schools and location of the schools.