

MAP – KODAGU DISTRICT

Appendices _II

ACHIEVEMENT TEST (First Draft)

English

Std.9

Marks: 100

Time: 3 hrs

1. Essay Writing

(20 marks)

We all know that our Planet Earth is in danger due to the selfish attitude of humans.

People have been indiscriminately cutting down forests causing natural ecosystems to break down and polluting the whole nature.

Look at the visual which depicts how man has brought his own doom by his own acts.

Write an essay in not more than 200 words on the importance of trees for man's survival .



2. Dialogue Writing

(10 marks)

Imagine that your school team has lost the match. The team is disappointed. You as the captain of the team speak to the team to console them. Write a dialogue using the following expressions.

- a) don't be downcast / don't lose heart b) better luck next time c) no need to worry about d) we will practice well e) cheer up

3. Letter Writing

(20 marks)

You are Raj/ Priya, living in the students' hostel of Vidhyaniketan Higher Secondary School, Bangalore. **Write a letter to your sister, telling him of an interesting weekend you spent at your friend's house on her/his birthday.** (100 words)

4. Story writing

Use the clues given and write a story.

(10 marks)

Ria and Beena -----playing in the park-----clever-----pet dog-----
kidnappers kidnap her friend-----pet dog follows-----Beena kept in isolated
dark place-----write a chit with the help of coal----- dog takes to Ria-----
----police arrive-----kidnappers arrested----- Beena awarded for bravery and
presence of mind.

5. Story writing

(20 marks)

Read the lines given below and complete the story in 200 words.

Once lived a **merchant** who lent some money from an old man who was cruel and unpleasant. The merchant had only one child, a daughter, whom he loved dearly.

One day the moneylender came to the merchant and asked him to return his money if not he asked the merchant to

6. Paragraph writing**(20 marks)**

Computers have become a common tool used in various fields. Although there are lot of advantages of using computers the disadvantages cannot be forgotten

Develop a paragraph with following points.

- Rising unemployment
- Harmful to health- particular to eyes, backbone, etc.
- people and children get addicted to use computer, play games on it.
- Chat, visit improper sites
- People become like a machines losing human touch
- Make people idle

Appendices _III

ACHIEVEMENT TEST (Final draft)

English

Std.9

Marks: 100

Time: 1.5 hrs

1. Essay writing:

(20 marks)

We all know that our Planet Earth is in danger due to the selfish attitude of humans. People have been indiscriminately cutting down forests causing natural ecosystems to break down and polluting the whole nature.

Look at the visual which depicts how man has brought his own doom by his own acts.

Write an essay in not more than 200 words on the importance of trees for man's survival.



2. Letter writing:

(20 marks)

You are Raj/ Priya, living in the students' hostel of Vidhyaniketan Higher Secondary School, Bangalore. **Write a letter to your sister, telling her of an interesting weekend you spent at your friend's house on her/his birthday.** (100 words)

3. Story writing:

(20 marks)

Read the lines given below and complete the story in 200 words.

Once lived a merchant who lent some money from an old man who was cruel and unpleasant. The merchant had only one child, a daughter, whom he loved dearly. One day the moneylender came to the merchant and asked him to return his money if not he asked the merchant to

Appendix-II

Rubrics for English Writing Skills(First Draft)

Rating	4	3	2	1	0
Criteria	Excellent	Good	Fair	Adequate	Unacceptable
Content: development of ideas logically	Writing task addresses the assigned topic; the ideas are concrete and thoroughly developed;	Writing task addresses the issues but misses some points; some extraneous material are present.	Development of ideas is not complete or Writing task is somewhat off the topic;	Ideas are incomplete; Writing task does not reflect careful thinking or was hurriedly; written;	Writing task is completely inadequate and does not reflect secondary school-level work;
Organization Organization of the task. introduction, body, and conclusion	Appropriate title, affective introductory paragraph, topic is stated, leads to body; transitional expression used;	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidences may be lacking, some ideas aren't fully developed;	Mediocre or scant of introduction or conclusion; problems with the order of ideas in body; problems or organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen, severe problems with ordering of ideas, lack of supporting evidence;	Absence of introduction; or conclusion; no apparent organization of body; severe or lack of supporting evidence;
Vocabulary Vocabulary style and quality of expression	Precise vocabulary usage; use of parallel structures; concise ; register is good	Attempts variety; good vocabulary; not wordy; register is ok; style is fairly concise	Some vocabulary are misused; lacks of awareness of register, may be too wordy	Poor expression of ideas; problems in vocabulary; lacks of variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety
Grammar Syntax: Grammar	Fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms and tense sequencing	Advanced proficiency in English grammar, some grammar problems don't influence communication, is aware of them	Ideas are getting through to the reader grammar problems are apparent and have negative effect on communication;	Numerous serious grammar problems interfere with communication of writer's ideas; grammar review of some areas is clearly needed;	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say
Mechanics: Mechanics: Punctuation and spelling	Correct use of English writing conventions; left and right margins, all needed Capitals, paragraph indented punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuations errors interfere with ideas	Serious problems with format of paper, parts of essay are not legible; errors in sentence punctuation and final punctuations unacceptable to educated readers.	Complete disregard for English writing conventions; paper is illegible; obvious capitals are missing, no margins, severe spelling problems

Appendix-III

Rubrics for English Writing Skills(Final Draft)

Rating	4	3	2	1	0
Criteria	Excellent	Good	Fair	Adequate	Unacceptable
Content: development of ideas logically	Writing task addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material ;reflects thought	Writing task addresses the issues but misses some points; ideas could be more fully developed; some extraneous material are present.	Development of ideas is not complete or Writing task is somewhat off the topic; paragraphs aren't divided extract right	Ideas are incomplete; Writing task does not reflect careful thinking or was hurriedly; written; inadequate effort in area of content	Writing task is completely inadequate and does not reflect secondary school-level work; no apparent effort to consider the topic carefully
Organization Organization of the task. introduction, body, and conclusion	Appropriate title, affective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence is given for generalizations; conclusion is logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidences may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misuse	Mediocre or scant of introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by evidence given; problems or organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen, severe problems with ordering of ideas, lack of supporting evidence; conclusion is weak or illogical; inadequate effort at organization	Absence of introduction; or conclusion; no apparent organization of body; severe or lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Vocabulary Vocabulary style and quality of expression	Precise vocabulary usage; use of parallel structures; concise ; register is good	Attempts variety; good vocabulary; not wordy; register is ok; style is fairly concise	Some vocabulary are misused; lacks of awareness of register, may be too wordy	Poor expression of ideas; problems in vocabulary; lacks of variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety
Grammar Syntax: Grammar	Fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms and tense sequencing no fragments of run-on sentences	Advanced proficiency in English grammar, some grammar problems don't influence communication, is aware of them, no fragments or run-on sentences	Ideas are getting through to the reader grammar problems are apparent and have negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of writer's ideas; grammar review of some areas is clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Mechanics: Mechanics: Punctuation and spelling	Correct use of English writing conventions; left and right margins, all needed Capitals, paragraph indented punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuations errors interfere with ideas	Serious problems with format of paper, parts of essay are not legible; errors in sentence punctuation and final punctuations unacceptable to educated readers.	Complete disregard for English writing conventions; paper is illegible; obvious capitals are missing, no margins, severe spelling problems

Appendix-V1

QUESTIONNAIRE FOR TEACHERS (First Draft)

Name of the teacher (optional):

Name of the school:

Academic qualification:

Post/ status:

Experience in the present school:

Overall Experience:

Instruction: Please answer the following question in “YES” or “NO” and give reasons for your answers wherever necessary.

1. Individual interest

- a. Do you love to write? **Yes/No**
- b. Do you appreciate your co-workers/friends written work? **Yes/No**
- c. Do you feel reading co-workers/friends written work is a waste of time? **Yes/No**
- d. Do you like to correct the mistakes in their written work? **Yes/No**
- e. Do you give feedback on their written work? **Yes/No**

2. Teaching in the classroom

- a. Do you use English as the medium of instruction? **Yes/No**
- b. Do you think using mother tongue helps the students to understand better?
Yes/No
- c. Are you comfortable with the number of students in the present IX standard class? **Yes/No**
- d. What is the total number of students in the class?_____
- e. Are you content with the number of periods you get in a week to improve the writing skills of the students? **Yes/No**

f. In a week, how many hours of teaching have you allotted for English writing skill?

g. Do you think the time you spend on teaching writing skills is adequate? **Yes/No**

How many hours do you spend approximately?

i. More than 75% of the class hours **Yes/No**

ii. More than 50% of the class hours **Yes/No**

iii. More than 25% of the class hours **Yes/No**

iv. Less than 25% of the class hours **Yes/No**

h. Is it necessary to spend some amount of time in preparing for the class prior to teaching any writing task? **Yes/No**

If yes, how much time do you spend? _____

i. In your school, when the students join class XI- are they well versed in grammatical rules, vocabulary and sentence construction? **Yes/No**

Approximately how many students are well versed in grammatical rules, vocabulary and sentence construction? _____

j. Have you felt that the students know grammatical rules, vocabulary and sentence construction, but are not able to employ it in their written work? **Yes/No**

If yes, how many students have this problem? _____

k. Does the students written work, lack cohesion? **Yes/No**

l. Do they require help throughout their writing task? **Yes/No**

If no, when do they usually look for your guidance during writing sessions?

2. English textbook

- a. Does the present English textbook give adequate weightage to writing skills? **Yes/No**
- b. Is the text book suitable to meet the learner's linguistic needs? **Yes/No**
- c. Does the textbook pave way to promote creativity? **Yes/No**
- d. Does the textbook help in preparing students to face examinations? **Yes/No**
- e. Are the writing activities in the text book interesting? **Yes/No**
- f. Does the textbook provide adequate material in writing skill for students? **Yes/No**
- g. Do you consult only prescribed textbooks while teaching writing skills? **Yes/No**

If no which other books/materials do you consider to impart better Writing skills?

- a dictionary **Yes/No**
- a grammar book **Yes/No**
- other composition texts **Yes/No**
- Newspapers, periodicals, etc. **Yes/No**
- Students subject texts like, Physics, History, Economics, etc. **Yes/No**
- Maps, charts, graphs, diagrams, etc. **Yes/No**

If any other (please specify)

- h. Do you teach a particular writing task by using only the guidelines given in the text book? **Yes/No**

If no, what other materials do you refer to?

- i. Are the writing activities up to the level of the students? **Yes/No**

- j. Mention the limitations in writing task you have come across in the present English text book?

Give suggestions to sort out these problems?

- k. Apart from the writing activities prescribed in the syllabus, are there any other activities you make your students do? **Yes/No**
- If yes, please mention.

3. Training and orientation

- a. Did you undertake any special training / course in the teaching of English Writing skill? **Yes/No**

If yes, was the training / course useful in classroom teaching?

- b. Do you read professional books or journals related to English writing skills? **Yes/No**

- c. Have you attended any of the orientation courses or refresher courses conducted on writing skills? **Yes/No**

If yes, name the courses attended.

- d. Do you think that these courses can improve professional competencies of English teachers? **Yes/No**

4. Purpose of writing skill

a. Do you think the main purpose of conducting the writing exercise is to test the writing ability of the students? **Yes/No**

b. Do you think the writing exercise can help to develop the writing ability of the students? **Yes/No**

c. Do you think the present system of teaching writing tasks will help the students to communicate effectively through writing? **Yes/No**

If no, why?

5. Resources available in the school

a. Are there sufficient resources in the library to help students in writing their writing assignments? **Yes/No**

b. Is the school equipped with technology to cater to the present needs of the students? **Yes/No**

Any other resources available

Suggestions if any

6. Different types of learning strategies

a. Do you engage students in individual Project-Based Learning by helping them gather information from different sources? **Yes/No**

b. Do you connect different subjects in the classroom to investigate the many forms of knowledge and expression resulting in Integrated Studies? **Yes/No**

- c. Are the students involved in Cooperative Learning wherein students work together in the class? **Yes/No**

Mention if any other type of strategies used

7. Pre writing

- a. Do you make students do pre-writing task for all types of writing? **Yes/No**

- b. Do you discuss the content of the writing task with the whole class? **Yes/No**

If no, what other method do you follow? (Discussion in groups, discuss with individual student or any other?)

- c. Do you use visual aids like images, graphic representations and maps or audio aids like recorded cassettes to initiate discussion. **Yes/No**

- d. Do you give a rough idea about the content and ask the students to complete the task as homework? **Yes/No**

If no, what other method do you use?

- e. While doing this task does the students like to work Individually **Yes/No**

If yes, approximately what percentage of students like to work individually?

- f. While doing this task does the students like to work in groups **Yes/No**

If yes, approximately what percentage of students like to work in group?

- g. Does the pre writing task help the students to organize their writing? **Yes/No**

If no, why do you think so?

- h.** Does the pre writing task involve discussion and feedback? **Yes/No**

If No, what else does it involve?

- i.** Are the students aware of the rubric before writing? **Yes/No**

- j.** Do you give suggestions on the language features like sentence structure, vocabulary, sentence connectors, etc. those which are likely to be used in the writing task? **Yes/No**

- k.** Do you provide students a model of the writing task? **Yes/No**

If yes, do just give them a model or do you discuss its features like structure, organization, vocabulary etc.?
Yes/No

- l.** Do you ask only the students who usually writes well to present their outline orally in the class? **Yes/No**

If no, what other method do you use to share the students work in the classroom?

8. During -Writing

- a.** Do you move around in the class and offer help with words, expressions, spelling, etc.?
Yes/No

- b.** Do you guide the students to write the given task based on the rubric? **Yes/No**

- c.** Do you spot errors and offer instant correction? **Yes/No**

- d.** Do you conduct discussions in small groups during the writing session to help students to get better ideas? **Yes/No**

If no, how else do you conduct discussions?

- e. Do you explain the areas of common difficulty during the writing process to help them write well? **Yes/No**
- f. Do you encourage the students to use dictionary, grammar books and other books for reference during writing? **Yes/No**

9. Post writing

- a. Do you ask the students to proof read their pieces of writing to spot the mistakes and correct them by themselves (self-editing). **Yes/No**
- b. Do you think giving feedback on the written work of students can help in improving their writing ability? **Yes/No**
- c. Do you give feedback on the written work of the students by offering remarks? **Yes/No**
- d. Do you award the students with positive comments such as excellent, good, satisfactory etc. to help students to retain their interest in writing? **Yes/No**
- e. Do you give feedback on the written work of the students by using rubrics **Yes/No**
If yes are they marked based on each components of the rubric? **Yes/No**
- f. Do you give feedback to the written work of the students by marking their mistakes? **Yes/No**
- g. Do you correct each students' mistakes in detail to help them improve their writing skills? **Yes/No**
- h. Do you just underline the mistakes of the students without mentioning the type of error? **Yes/No**

If no, do you use abbreviations like sp /gr etc. while correcting the essays to help student to understand their mistake? **Yes/No**

i. If you use abbreviations, is it feasible to use for all the students in the class?

Yes/No

j. Do you think peer correction can help students to get better idea of their errors in the writing task? **Yes/No**

k. Do you conduct remedial teaching to help in improving the quality of the students writing skills? **Yes/No**

l. Do you read out to the class all the mistakes committed by the below average students? **Yes/No**

m. Do you make only the students with excellent written work to read out their written pieces to the class? **Yes/No**

If no, how else do share the written work of the students in the class?

n. Do you use the best written piece of work as a sample for the same class? **Yes/No**

o. Do you give extra practice for spelling, sentence patterns, etc. if the students commit mistakes? **Yes/No**

10. Student response

a. Do all the students in your class show keen interest in doing writing activities?

Yes/No

If no, what percentage of students do not show much interest in writing activities?

b. What do you think are the reasons for this disinterest in the students?

c. Are all the students in your class proficient enough to show mature writing style?

Yes/No

If no, what percentage of students show undeveloped writing style?

What can be the reasons for this ?

d. Do the students show timely improvement when they are given feedback on their writing?

Yes/No

If no, what percentage of students do not show any improvement when feedback given?

What can be the reasons for this?

e. Does the students find all the writing activities interesting?

Yes/No

If no which are the writing activities that students find uninteresting?

11. Modes of writing

a. Do you practice all the four modes of writing (descriptive, narrative, expository, and persuasive) in standard 9?

Yes/No

If not all four, which are the mode/modes taught by you in standard 9?

b. Do you think all these four modes should be the part of the curriculum? **Yes/No**

c. Do you teach any of the below given writing tasks in the classroom?

- | | |
|--|--------|
| • Story-writing. | Yes/No |
| • Persuasive writing | Yes/No |
| • Descriptive writing | Yes/No |
| • Summary writing | Yes/No |
| • Argumentative writing | Yes/No |
| • Expository writing | Yes/No |
| • Diary entry | Yes/No |
| • Note making | Yes/No |
| • Dialogue writing | Yes/No |
| • Paragraph writing | Yes/No |
| • Comic strips | Yes/No |
| • Poem writing | Yes/No |
| • Essay writing | Yes/No |
| • Information Transfer (from chart, diagram etc., to paragraph). | Yes/No |
| • Letter writing. | Yes/No |
| • Writing messages in the form of notes. | Yes/No |
| • Precis-writing. | Yes/No |
| • Expansion of ideas. | Yes/No |

If any other, please specify.

12. Examination pattern followed in the school.

a. Does the examination pattern in your school help in testing the writing skills

- of the students adequately? **Yes/No**
- b.** Do you give ample opportunities for students to show their creativity in writing? **Yes/No**
- c.** Is the time allotted for writing tasks during examinations sufficient? **Yes/No**
- d.** Are the students given similar writing task during examinations alike to the ones practiced in the class? **Yes/No**

13. Factors influencing writing

- a.** Has the use of mobile phones ,computers etc. affected students writing ? **Yes/No**
- b.** If yes,have you noticed the influence in
- Spelling **Yes/No**
 - Sentence structure **Yes/No**
 - Handwriting **Yes/No**
 - Use of slangs **Yes/No**
 - Use of abbreviations **Yes/No**

If any other, please specify.

14. Difficulties faced by teachers and students

- a.** Do your students face any of difficulties in understanding the question related to writing task? **Yes/No**

If yes, in which type of writing task do they usually find this type of difficulty?

- b.** Do the students find difficulty to differentiate different types of writing?

Yes/No

If yes, approximately what percentage of students face this problem?

c. Does the students get confused in following the format of different types of writing tasks?

Yes/No

If yes, approximately what percentage of students face this problem?

d. Is using new vocabulary a concern for most of the students?

Yes/No

If yes, approximately what percentage of students face this problem?

e. Does the students find difficulty in writing within the given number of words?

Yes/No

If yes, approximately what percentage of students face this problem?

f. Does the students find difficulty while expressing their views and ideas in English?

Yes/No

If yes, approximately what percentage of students face this problem?

g. Is using creative expressions a difficult task for most of the students?

Yes/No

If yes, approximately what percentage of students face this problem?

h. Mention the other difficulties faced by the students.

i. Do you think the points given below can be the reasons for difficulty in teaching writing skills

- The syllabus is vast; Inadequate and insufficient time for teaching. **Yes/No**
- The prescribed text does not give enough writing tasks **Yes/No**
- The tasks given are not suitable for the standard 9 students **Yes/No**
- The number of students in each class makes individual guidance and correction impossible **Yes/No**
- Lack of motivation in the learners **Yes/No**
- Lack of resources and lack of interest in the part of the officials to inculcate better methods, and provide better materials. **Yes/No**
- Principal's lack of co-operation in trying out innovative teaching methods (e.g. not permitting duplicating machines and other matters). **Yes/No**
- Too much workload for teachers. **Yes/No**
- Correction of the writing task becomes a burden to the teachers **Yes/No**
- The teachers do not find any interest in teaching writing skill. **Yes/No**
- Students do not show any interest in doing writing tasks when compared to the teaching of prose, poetry, short stories, etc. **Yes/No**
- The examination pattern and question papers do not demand a better system of teaching. **Yes/No**

If any other, please specify

15. Suggestions

a. What do you think should be done to promote the writing of your students?

- | | | |
|--------------|--|---------------|
| i. | adequate number of writing tasks have to be given in each semester | Yes/No |
| ii. | variety of writing tasks to be provided to the students | Yes/No |
| iii. | specific periods to be allotted for each skills | Yes/No |
| iv. | More number of periods to be allotted for writing practice | Yes/No |
| v. | Text book should give more weightage for writing | Yes/No |
| vi. | Students should be given a choice of selecting their own topics for writing | Yes/No |
| vii. | Teacher should insist the students to write more | Yes/No |
| viii. | School should conduct writing competitions on regular basis | Yes/No |
| ix. | The library should be equipped with more number of books related to writing skills | Yes/No |
| x. | Parents should help students to practice writing at home | Yes/No |

Any other suggestions?

Appendix-V1I

QUESTIONNAIRE FOR TEACHERS (Final Draft)

Name:

Name of the school:

Academic qualification:

Position/ status:

Experience in the present school:

Total Experience:

Instruction: Please answer the following questions in “YES” or “NO” and give reasons for your answers wherever necessary.

1. Teaching in the classroom

a. Do you use English as the medium of instruction? **Yes/No**

If no, Why? _____

b. What is the total number of students in the present class IX? _____

c. Are you comfortable with the number of students in class IX? **Yes/No**

If no, Why? _____

d. In a week, how many hours of teaching have you allotted for English writing skill?

e. Are you content with the number of periods you get in a week to improve the writing skills of the students? **Yes/No**

m. Do you think the time you spend on teaching writing skills is adequate? **Yes/No**

n. How many hours do you spend approximately in teaching writing?

• 4 classes of the total class hours **Yes/No**

• 3 classes of the total class hours **Yes/No**

• 2 classes of the total class hours **Yes/No**

• 1 classes of the total class hours **Yes/No**

o. What kind of preparation do you do for writing skill classes?

p. In your school, when the students join class IX which are the components they are well versed in? Mention below in the given space approximately how many students are well versed in each components.

grammatical rules	Yes/No	_____
Spelling	Yes/No	_____
Punctuation	Yes/No	_____
Organisation	Yes/No	_____
Vocabulary	Yes/No	_____
Sentence construction	Yes/No	_____

q. With respect to English writing skills in which area do the students of class IX face difficulties in?

Tenses	Yes/No	Sentence structure	Yes/No
Spelling	Yes/No	Pre-writing	Yes/No
Vocabulary	Yes/No	During writing	Yes/No
Cohesion	Yes/No	Post writing	Yes/No

1. English textbook

a. Does the present English textbook give adequate weightage to writing skills?

Yes/No

b. Does the textbook pave way to promote creative expression in writing?

Yes/No

- c. Does the textbook help in preparing students to face examinations? **Yes/No**
- d. Are the writing activities in the text book interesting? **Yes/No**
- e. Does the textbook provide adequate material in writing skill for students? **Yes/No**
- f. Do you consult only prescribed textbooks while teaching writing skills? **Yes/No**

If no which other books/materials do you consider to impart better Writing skills?

- a dictionary **Yes/No**
- a grammar book **Yes/No**
- other composition texts **Yes/No**
- Newspapers, periodicals, etc. **Yes/No**
- Students subject texts like, Physics, History, Economics, etc. **Yes/No**
- Maps, charts, graphs, diagrams, etc. **Yes/No**

If any other (please specify)

- g. Do you teach a particular writing task by using only the guidelines given in the text book? **Yes/No**

If no, what other materials do you refer to?

- h. Are the writing activities given in the text book up to the level of the students? **Yes/No**

If no, mention the limitations in the writing tasks you have come across in the present English text book.

- i. What would you suggest to sort out these problems?

-
- j. Apart from the writing activities prescribed in the syllabus, are there any other activities you make your students do? **Yes/No**

If yes, list them.

2. Training and orientation

- a. Did you undertake any special training / course in the teaching of writing skills in English? **Yes/No**

If yes, was the training / course useful in classroom teaching?

- b. Do you read professional books or journals related to English writing skills?

Yes/No

- c. Have you attended any of the orientation courses or refresher courses conducted on writing skills? **Yes/No**

If yes, name the courses attended.

- d. Do you think that these courses can improve professional competencies of English teachers? **Yes/No**

3. Purpose of writing skill

- a. What is the main purpose of conducting writing exercise in the classroom?
-

- b.** Do you think giving ample number of writing exercises can help to develop the writing ability of the students? **Yes/No**

If no, Why?

- c.** Do you think the present system of teaching writing tasks will help the students to communicate effectively through writing? **Yes/No**

If no, why?

4. Resources available in the school

- a.** Are there sufficient resources in the library to help students in completing their writing assignments? **Yes/No**

- b.** Is the school equipped with technology to cater to the present need of the students? **Yes/No**

- c.** Mention if any other resources are available to help students in completing their writing assignments?
-

5. Different types of learning strategies

- a.** Do you engage students in individual Project-Based Learning by helping them gather information from different sources? **Yes/No**

- b.** Do you connect different subjects in the classroom to investigate the many forms of knowledge and expression resulting in Integrated Studies? **Yes/No**

- c.** Are the students involved in Cooperative Learning wherein students work together in the class? **Yes/No**

- d.** Mention if any other type of strategies used

6. Pre writing

a. Do you make students do pre-writing task for all types of writing? **Yes/No**

b. Do you discuss the content of the writing task with the whole class? **Yes/No**

If no, what other method do you follow? (Discussion in groups, discuss with individual student or any other?)

c. Do you use visual aids like images, graphic representations and maps or audio aids like recorded cassettes to initiate discussion? **Yes/No**

d. Do you give a rough idea about the content and ask the students to complete the task as homework? **Yes/No**

If no, what other method do you use?

e. While doing this task do the students like to work Individually **Yes/No**

If yes, approximately what percentage of students like to work individually

f. While doing this task do the students like to work Individually **Yes/No**

If yes, approximately what percentage of students like to work in groups?

g. Does the pre writing task help the students to organize their writing? **Yes/No**

If no, why do you think so?

h. Does the pre writing task involve discussion and feedback? **Yes/No**

If No, what else does it involve?

i. Are the students aware of the rubric before writing? **Yes/No**

j. Do you give suggestions on the language features like sentence structure, vocabulary, sentence connectors, etc. those which are likely to be used in the writing task? **Yes/No**

k. Do you provide students a model of the writing task? **Yes/No**

If yes, do just give them a model or do you discuss its features like structure, organization, vocabulary etc.?
Yes/No

l. Which are the methods used to evaluate the prewriting task of the students in the classroom ? **Yes/No**

If no, what other method do you use to share the students' work in the classroom?

7. During -Writing

a. Do you offer help with words, expressions, spelling, etc. while the students write?
Yes/No

b. Do you guide the students to write the given task based on the rubric? **Yes/No**

c. Do you spot errors and offer instant correction? **Yes/No**

d. Do you conduct discussions in small groups during the writing session to help students to get better ideas? **Yes/No**

If no, how else do you conduct discussions?

- e. How do you help students during the writing process?

9. Post writing

- a. What are the different evaluation methods used to evaluate students written work during writing process and after the completion of the work?

- b. Do you think giving feedback on the written work of students can help in improving their writing ability? **Yes/No**

- c. Do you give feedback on the written work of the students by using rubrics? **Yes/No**

If yes are they marked based on each components of the rubric? **Yes/No**

- d. Which procedures do you follow while giving feedback on the written work of the students?

- correct each students' mistakes in detail **Yes/No**
- underline the mistakes without mentioning the type of error **Yes/No**
- Use abbreviations like sp /gr etc. **Yes/No**
- peer correction **Yes/No**
- Self-check **Yes/No**
- read out to the common mistakes committed by students **Yes/No**

- e. Do you conduct remedial teaching to help in improving the quality of the students writing skills? **Yes/No**

- f.** Do you make only the students with excellent written work to read out their written pieces to the class? **Yes/No**

If no, how else do share the written work of the students in the class?

- g.** Do you use the best written piece of work as a sample for the same class? **Yes/No**

- h.** Do you give extra practice for spelling, sentence patterns, etc. if the students commit mistakes? **Yes/No**

10. Student response

- a.** Do all the students in your class show keen interest in doing writing activities?

Yes/No

If no, what percentage of students do not show much interest in writing activities?

- b.** What do you think are the reasons for this disinterest in the students?
-

- c.** Do the students find all the writing activities interesting?

Yes/No

If no which are the writing activities that the students find uninteresting

- d.** Are all the students in your class proficient enough to show developed writing style?

Yes/No

If no, approximately what percentage of students show undeveloped writing style?

What can be the reasons for this ?

- e. Do the students show timely improvement when they are given feedback on their writing? **Yes/No**

If no, what percentage of students do not show any improvement when feedback given?

What can be the reasons for this?

11. Modes of writing

- a. Do you practice all the four modes of writing (descriptive, narrative, expository, and persuasive) in standard 9? **Yes/No**

If not all four, which are the mode/modes taught by you in standard 9?

- b. Do you think all these four modes should be a part of the curriculum? **Yes/No**

- c. Do you teach any of the below given writing tasks in the classroom?

- Story-writing. **Yes/No**
- Persuasive writing **Yes/No**
- Descriptive writing **Yes/No**
- Summary writing **Yes/No**
- Argumentative writing **Yes/No**
- Expository writing **Yes/No**
- Diary entry **Yes/No**
- Note making **Yes/No**

- Dialogue writing **Yes/No**
- Paragraph writing **Yes/No**
- Comic strips **Yes/No**
- Poem writing **Yes/No**
- Essay writing **Yes/No**
- Information Transfer (from chart, diagram etc., to paragraph). **Yes/No**
- Letter writing. **Yes/No**
- Writing messages in the form of notes. **Yes/No**
- Precis-writing. **Yes/No**
- Expansion of ideas. **Yes/No**

If any other, please specify.

12. Examination pattern followed in the school.

- m.** Does the examination pattern in your school help in testing the writing skills of the students adequately? **Yes/No**
- n.** Do you give ample opportunities for students to show their creativity in writing? **Yes/No**
- o.** Is the time allotted for writing tasks during examinations sufficient? **Yes/No**
- p.** Are the students given similar writing tasks during examinations similar to the ones practiced in the class? **Yes/No**

13. Factors influencing writing

- a.** Has the use of mobile phones, computers etc. affected students' writing? **Yes/No**
- b.** If yes, have you noticed the influence in

- Spelling **Yes/No**
- Sentence structure **Yes/No**
- Handwriting **Yes/No**
- Use of slangs **Yes/No**
- Use of abbreviations **Yes/No**

If any other, please specify.

14. Difficulties faced by teachers and students

- a.** Do your students face any difficulties in understanding the questions related to writing task? **Yes/No**

If yes, in which type of writing task do they usually find this type of difficulty?

- b.** Do the students find difficulty to differentiate different types of writing? **Yes/No**

If yes, approximately what percentage of students face this problem?

- c.** Do the students get confused in following the format of different types of writing tasks? **Yes/No**

If yes, approximately what percentage of students face this problem?

- c.** Is using new vocabulary a concern for most of the students? **Yes/No**

If yes, approximately what percentage of students face this problem?

d. Do the students find difficulty in writing within the given number of words? **Yes/No**

If yes, approximately what percentage of students face this problem?

e. Do the students find difficulty while expressing their views and ideas in English?

Yes/No

If yes, approximately what percentage of students face this problem?

f. Is using creative expressions a difficult task for most of the students? **Yes/No**

If yes, approximately what percentage of students face this problem?

g. Mention the other difficulties faced by the students in your school.

h. Do you think the points given below can be the reasons for difficulty in teaching writing skills?

• The syllabus is vast; Inadequate and insufficient time for teaching. **Yes/No**

• The prescribed text does not give enough writing tasks **Yes/No**

• The tasks given are not suitable for the standard 9 students **Yes/No**

• The number of students in each class makes individual guidance and correction impossible **Yes/No**

• Lack of motivation in the learners **Yes/No**

• Lack of resources and lack of interest in the part of the officials to inculcate better methods and provide better materials. **Yes/No**

- Principal's lack of co-operation in trying out innovative teaching methods (e.g. not permitting duplicating machines and other matters). **Yes/No**
- Too much workload for teachers. **Yes/No**
- Correction of the writing task becomes a burden to the teachers **Yes/No**
- The teachers do not find any interest in teaching writing skill. **Yes/No**
- Students do not show any interest in doing writing tasks when compared to the teaching of prose, poetry, short stories, etc. **Yes/No**
- The examination pattern and question papers do not demand a better system of teaching. **Yes/No**

If any other, please specify

15. . Suggestions

- a. What do you think should be done to promote the writing of your students?
 - i. Adequate number of writing tasks have to be given in each semester **Yes/No**
 - ii. Variety of writing tasks to be provided to the students **Yes/No**
 - iii. Specific periods to be allotted for each skills **Yes/No**
 - iv. More number of periods to be allotted for writing practice **Yes/No**
 - v. Text book should give more weightage for writing **Yes/No**
 - vi. Students should be given a choice of selecting their own topics for writing **Yes/No**
 - vii. Teacher should insist the students to write more **Yes/No**
 - viii. School should conduct writing competitions on regular basis **Yes/No**

ix. The library should be equipped with more number of books related to writing skills **Yes/No**

x. Parents should help students to practice writing at home **Yes/No**

Any other suggestions?

Appendix-VIII

QUESTIONNAIRE FOR STUDENTS

Name of the Student (optional):

Name of the School:

Total no of Student

Instruction: Please answer the following question in “YES” or “NO” and give reasons for your answers wherever necessary.

1. For how many years have you studied English?
2. Are you able to interpret the instructions given by your teacher in English? **Yes/No**
3. Does your teacher use the mother tongue while explaining the writing task? **Yes/No**
4. Do you understand better when your teacher uses the mother tongue to give instructions or explain a topic? **Yes/No**
5. How do you rate yourself in your English writing skill?
 - a. Excellent **Yes/No**
 - b. Good **Yes/No**
 - c. Satisfactory **Yes/No**
 - d. Unsatisfactory **Yes/No**
6. Do you enjoy your English writing classes? **Yes/No**

If yes justify your answer

If no why?

7. Are the writing activities in the text book interesting? **Yes/No**

8. Do you think the writing exercises given in the textbook help you to develop your writing ability? **Yes/No**

9. Does the writing tasks given in the textbook deal with real world writing topics?**Yes/No**

10. Do you use any other materials other than the prescribed textbooks while doing your writing exercise? **Yes/No**

If yes which are those?

11. Are there enough resources in the library to help you in writing your writing assignments? **Yes/No**

12. Does your teacher use technology while teaching writing exercise? **Yes/No**

13. Do your teacher discuss the topic, before asking you to write? **Yes/No**

14. Before writing, do you discuss it with teachers and classmates? **Yes/No**

15. While writing, if you are not sure of a spelling, do you write whatever you feel right? **Yes/No**

If no what else would you do?

16. While working on your writing task do you always use a dictionary? **Yes/No**

17. Do you think you can do better when you do individual work? **Yes/No**

18. Do you think group work can help you to write better? **Yes/No**

19. Do you use a Dictionary if you want to check for a word meaning or know the correct spelling of a word? **Yes/No**

20. Do you feel comfortable to seek help from teachers when you have got any doubts regarding the subject? **Yes/No**

If no, why?

- | | |
|--|---------------|
| 21. Do you take the aid of internet while doing writing task? | Yes/No |
| 22. Do your parents help you in doing your writing assignments? | Yes/No |
| 23. At what level, do you face difficulty while writing? | Yes/No |
| a. Structuring the sentence | Yes/No |
| b. Organizing your words in a text. | Yes/No |
| c. Using appropriate linkers | Yes/No |
| d. Paragraphing the written task | Yes/No |
| e. Revising your written work | Yes/No |
| 24. Does your teacher use any audio visual aids while teaching writing exercises? | Yes/No |
| 25. During teaching learning process does your teacher conduct peer checking? | Yes/No |
| 26. Does your teacher give feedback on your written work? | Yes/No |

If yes , does she give feedback for all writing tasks given in the class?

- | | |
|--|---------------|
| 27. What type of feedback does your teacher give? | |
| a. Gives oral feedback | Yes/No |
| b. Just underline the mistakes | Yes/No |
| c. Mention the type of error | Yes/No |
| d. Use abbreviations like sp /gr etc. | Yes/No |
| 28. Have the feedback that you have received from your teacher helped you to improve your written work? | Yes/No |

29. Does the school organize competitions in English such as self-composed poetry, short stories writing, essay writing etc. in the school? **Yes/No**

If yes, mention the competitions conducted in your school.

30. For which reason do you think writing skill should be mastered by each individual?

a. For academic excellence. **Yes/No**

b. For professional courses. **Yes/No**

c. For dealing with real life issues. **Yes/No**

Any other reasons?

31. Do you think by writing regularly you can excel in English? **Yes/No**

32. Have you felt that by practicing writing skill you have been able to improve the sub skills like grammar, vocabulary and sentence construction? **Yes/No**

33. How many periods during English classes are allotted for writing task?

34. Do you think the periods allotted for writing is adequate? **Yes/No**

Appendix-IX

QUESTIONNAIRE FOR STUDENTS

Name of the Student (optional):

Name of the School:

Total no of Student

Instruction: Please answer the following question in “YES” or “NO” and give reasons for your answers wherever necessary.

1. For how many years have you studied English?
2. Are you able to interpret the instructions given by your teacher in English? **Yes/No**
3. Does your teacher use the mother tongue while explaining the writing task? **Yes/No**
4. Do you understand better when your teacher uses the mother tongue to give instructions or explain a topic? **Yes/No**
5. How do you rate yourself in your English writing skill?
 - e. Excellent **Yes/No**
 - f. Good **Yes/No**
 - g. Satisfactory **Yes/No**
 - h. Unsatisfactory **Yes/No**
6. Do you enjoy your English writing classes? **Yes/No**

If yes justify your answer

If no why?

7. Are the writing activities in the text book interesting? **Yes/No**
8. Do you think the writing exercises given in the textbook help you to develop your writing ability? **Yes/No**
9. Do you think writing activities recommended in your textbook are sufficient to improve your writing? **Yes/No**
10. Does the writing tasks given in the textbook deal with real world writing topics? **Yes/No**
11. Do you use any other materials other than the prescribed textbooks while doing your writing exercise? **Yes/No**
- If yes which are those?
-
12. Are there enough resources in the library to help you in writing your writing assignments? **Yes/No**
13. Does your teacher use technology while teaching writing exercise? **Yes/No**
14. Do your teacher discuss the topic, before asking you to write? **Yes/No**
15. Before writing, do you discuss it with teachers and classmates? **Yes/No**
16. For effective writing, which of the following do you think is important?
- a. Collection of ideas **Yes/No**
 - b. Organization **Yes/No**
 - c. Draft editing **Yes/No**
 - d. Using new vocabulary in writing **Yes/No**
17. While writing, if you are not sure of a spelling, do you write whatever you feel right? **Yes/No**
- If no what else would you do?

-
- 18.** While working on your writing task do you always use a dictionary? **Yes/No**
- 19.** Do you think you can do better when you do individual work? **Yes/No**
- 20.** Do you think group work can help you to write better? **Yes/No**
- 21.** Do you use a Dictionary if you want to check for a word meaning or know the correct spelling of a word? **Yes/No**
- 22.** Do you feel comfortable to seek help from teachers when you have got any doubts regarding the subject? **Yes/No**
- If no, why?
-
- 23.** Do you take the aid of internet while doing writing task? **Yes/No**
- 24.** Do your parents help you in doing your writing assignments? **Yes/No**
- 25.** At what level, do you face difficulty while writing? **Yes/No**
- f.** Structuring the sentence . **Yes/No**
 - g.** Organizing your words in a text. **Yes/No**
 - h.** Using appropriate linkers **Yes/No**
 - i.** Paragraphing the written task **Yes/No**
 - j.** Revising your written work **Yes/No**
- 26.** Does your teacher use any audio visual aids while teaching writing exercises? **Yes/No**
- 27.** Does your teacher evaluate your written task? **Yes/No**
- If yes, how often?
-

28. During teaching learning process does your teacher conduct peer checking? **Yes/No**

29. Does your teacher give feedback on your written work? **Yes/No**

If yes , does she give feedback for all writing tasks given in the class?

30. What type of feedback does your teacher give?

e. Gives oral feedback **Yes/No**

f. Just underline the mistakes **Yes/No**

g. Mention the type of error **Yes/No**

h. Use abbreviations like sp /gr etc. **Yes/No**

31. Have the feedback that you have received from your teacher helped you to improve your written work? **Yes/No**

32. Does the school organize competitions in English such as self-composed poetry, short stories writing, essay writing etc. in the school? **Yes/No**

If yes, mention the competitions conducted in your school.

33. Have you participated in any of these writing competitions? **Yes/No**

If yes, which are those?

34. For which reason do you think writing skill should be mastered by each individual?

d. For academic excellence. **Yes/No**

e. For professional courses. **Yes/No**

f. For dealing with real life issues. **Yes/No**

Any other reasons?

35. Do you think by writing regularly you can excel in English? **Yes/No**

36. Have you felt that by practicing writing skill you have been able to improve the sub
skills like grammar, vocabulary and sentence construction? **Yes/No**

37. How many periods during English classes are allotted for writing task?

38. Do you think the periods allotted for writing is adequate? **Yes/No**

39. Do you think you can communicate effectively through writing with whatever you
have learnt so far? **Yes/No**

If no, why?

Appendix-X

INTERVIEW SCHEDULE FOR TEACHERS

Name of the teacher:

Name of the School:

- 1.** How many language skills are there in English language? Which are they?
- 2.** Among these skills in which are the students of your school proficient enough?
- 3.** What do you think is the reason for students showing proficiency in the skills that you have mentioned?
- 4.** What can be the reasons for the deficiencies/shortcomings in the other skills?
- 5.** Which activities do you suggest so as to improve the level of English writing skills at secondary level?
- 6.** Being an English teacher, which activities do you conduct in the classroom to develop writing skills?
- 7.** How do the students contribute in the above mentioned activities?
- 8.** What are the different methods of evaluation you follow to test the writing skill of the students?
- 9.** What are your views about the present evaluation system used to evaluate writing skills in English language?
- 10.** What improvements would you like to see in the evaluation system?
- 11.** What are your views regarding usage of rubric in evaluating a piece of written work?
- 12.** According to you what type of writing tasks should be allotted for grade 9 students?
- 13.** Do you think the present text book has enough scope for improving the writing skills of the students?

- 14.** What type of lessons/ writing tasks/activities would you suggest should be included in the present text book?
- 15.** Do you agree that the “Students” family atmosphere/life style affects the writing ability of a student”? Explain
- 16.** Comment on “technology can make better writers”?
- 17.** What are your views regarding the pre-service training and the in-service training with regard to the training given on writing skill?
- 18.** What are the short coming of various training programmes in which you have participated?
- 19.** Do you think the achievement of any student depends basically on the performance of the teacher? Explain.
- 20.** From your teaching experience what are the difficulties faced by you especially while teaching any writing task?
- 21.** What are the different problem the students have shared with you regarding their concerns while writing a written piece?
- 22.** As a teacher how would you be able to sort the problem of the students regarding their concerns in a written work?
- 23.** How do you think parents can help in improving the writing skills of the students?
- 24.** Do you think technology has deteriorated the writing abilities of the students?
- 25.** What are the short comings of the curriculum with reference to the writing skills?

Appendix-XI
List of the Experts

1. Dr Bharti Rathore,
Lecturer in English
Waymade College of Education
Vallabh Vidyanagar
Anand

2. Dr. Sulabha Natraj
Professor & Principal,
Waymade College of Education,
Vallabh Vidyanagar
Anand

3. Dr. Vandana Talegaonkar
Associate Professor
Navrachna University
Vadodara

4. Ms. Valli Pillai
Assistant Professor
Navrachna University
Vadodara

5. Atul Kanaiya
Assistant Professor
Kachchh University
Kachchh
Gujarat

6. Prof. Sujata Srivastava
Professor
The MS University of Baroda
Vadodara
7. Mini Kj
Assistant Professor
Sarvodaya College of Education
Kodagu
Karnataka
8. Dr.Vani M.
Principal
Sarvodaya College of Education
Kodagu
Karnataka
9. Padmalatha
Assistant Professor
Sarvodaya College of Education
Kodagu
Karnataka

Appendix XII
Forwarding Letter for Teachers

PERMISSION LETTER FOR DATA COLLECTION

To
The Head Master

Date: 28th June, 2017

Dear Sir/Madam

I am a research scholar pursuing Ph.D. in the Department of Education, Center of Advanced Study in Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, India, I am conducting a study entitled, "A Study of English Writing Skills of Standard IX students of Kodagu District, Karnataka" under the guidance of Prof. R.G.Kothari., Department of Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. The study is a survey which will be conducted among the standard nine students of schools of Kodagu district and your school perfectly fits to the decided criteria hence I would like to take students of your school as the esteemed respondents.

Participation in this study is entirely voluntary and there are no known or anticipated risks. The data collected will remain confidential and will be used for academic purposes only. The names of the respondents and the school will not be used in the thesis of this study. So I earnestly request you to provide necessary support for successfully conducting my research study.

Your Sincerely,


Jimmy John

through Guide

Prof.R.G.Kothari


Retd. Professor & Former Dean Faculty of Education and Psychology

Department of Education (CASE),

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda. Gujarat.

ನೀವು ಅಂತಹ ಅಧ್ಯಯನಕ್ಕೆ
ಸಹಕರಿಸುವುದು.


ಅಧ್ಯಕ್ಷರು
ಸಾಮಾನ್ಯ ಶಿಕ್ಷಣ ಇಲಾಖೆ
ಕೊಡಗು ಜಿಲ್ಲೆ, ಮಂಡಗೇರಿ.

Appendix XIV
NET Certificate

Appendix XIV
Ph.D Course Work Certificate



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Jinny John**, Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree*) Regulation, 2009, vide Registration Certificate Number **216** dated **10/08/2015**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade A.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Jinny John**

Faculty/Institution: Faculty of Education and Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered at University Level]			
I.	Introduction to Research and Research Writing	3	B
II.	Quantitative Research Techniques	3	B
III.	Introduction to Basic Computer Functions and Applications for Research	3	B
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review of Related Literature	3	A
V.	Conceptual Framework of Research Problem	3	B
Overall Grade			A

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Research Trends in English Writing Skills: Analysis, Insights and Reflections

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²Former Dean Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, India

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ABSTRACT

English writing skill is one of the most important skills of English language as it is an integral part of life and the social need of the contemporary society. Today it is considered to be every individual's need to master English writing skill because it helps in assessing ones progress made individually, socially, culturally, philosophically, scientifically and through all sorts of behavioural activities. Though English writing skill was not the one which was on limelight in India since decades and not mentioned by any educational committees explicitly, yet there were few references made about the importance of writing skills by few educational commissions and reports such as NCF, (2005) and NCERT Synthesis report, (2012). These reports emphasised in inculcating English writing skills as an integral part of the curriculum by teaching this skill using different methods of teaching and appropriate instructional materials. Though there had been drastic changes in the text books, syllabus, curriculum and teaching methodologies from time to time, yet there found no much changes in the teaching and learning method of the English writing skills. During every time frame there were scholars and researchers who showcased the underlying negligence shown towards this skill in their various studies, yet teaching of writing skills found no much changes. Hence, this paper is a sincere effort to reflect on the trends in the English writing skills to identify the reasons for the low attainment of the learners in writing skills that has been hindering learners to master proficiency in English.

Keywords: English writing skills, errors, research trends

Education plays a pivotal role in getting an individual equipped with skills and competencies essential for a successful life. It is a determining factor for his economic and social development and is necessary for every individual to have access to education so as to increase the quality of their own individual and social life. In recent years, education has been one of the key issues addressed on the global development agenda because it is a potential catalyst that equip individuals with the necessary knowledge and skills to become productive parts of society, enabling them to realise their potential and to live a life they value.

The manifestation of the potential of education is only possible with the aid of a language. English

language is the mass instrument of education, the tool of empowerment, the way of bringing about equity and a means for global reach. English language is the polestar that aids each individual to attain the fruits of learning. Whichever the subject area, the learners absorb new concepts when they listen, speak, read and write about what they are learning. This was also recognised by the NCF (2005) and the committee recommended that the four linguistic skills such as reading and writing, listening and speaking should be the basis for curriculum planning as they contribute to the progress of an individual in all curricular areas.

Though the four linguistic skills are considered as the four pillars of the language structure, the most

neglected and difficult English language skill is the writing skill. Rivers & Temperley, (1978), while analysing the four linguistic skills found that adults devote 45% of their energies to listening, 30% to speaking, 16% to reading and 09% to writing. Hence, it can be rightly said that writing is the most neglected skills.

Most of the linguists like Swain (1995) and Lapkin (1995) have identified that there is a close relationship between the input and output language learning. They claim that when an individual works on reading, his writing does get better. However, language learning being a complex process, it is so very possible that the individual who has attained proficiency in reading comprehension still have a hard time maintaining a live conversation or writing a short paragraph coherently. This specifically shows that even though all language skills are interconnected, it is also very important to work on each sub skills specifically. Hence, today the linguists and educational researchers assert that isolating a specific skill and its sub-skills for focused attention will help the language teachers in honing the learners' specific language skills to perfection.

Writing is one of the most important skills for the production of language. Vivacious writing skills always helps an individual to express his thoughts victoriously as it is the 'hard copy' of one's intellectual level or the level of one's own expression. Across time and space, writing has been visualised as the extension of the language used by the humans. According to Carroll (1990) Writing saw its beginning due to the political expansion in the ancient cultures. The reason for this was that it was a necessity to have a reliable means of communication to hand on information, to maintain financial statements, preserve historical records and so on. So, it can be rightly said that writing is one of the important invention in the human history due to its nature of help provided in maintaining permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc.

From a long run the importance of English writing skill in school curriculum was recognised by the linguist and researchers. The NCF (2005) recommended to focus on the development of writing skills in learners claiming that it plays the foundational role in children's construction of knowledge right from elementary levels through

senior secondary level. It claims that the mastery of English writing skill with others becomes the key factor that affects success at school for the learners as writing is one of the important and generalised skills of English language. However, The NCF (2005) claimed that though the importance of writing is well recognised all over the country, it felt the curriculum needed to attend to its innovative treatments.

Chakravarthy and Dwivedi (2015) states that English writing skill was the most neglected skill by the teachers. However, it is also the skill neglected by learners and by the researchers or linguists as it was considered to be the last skill and the most difficult skill. Although English writing skill of the learner determines his scholastic or academic achievement, no much emphasis is laid for the development of this skill in the learners. It is surprising to note that in the Indian scenario, very limited studies were conducted on English writing skills. Whatever studies had been conducted, it only focused on the limited areas of writing skills. There are also hardly few references as recommendations given by the education commissions on the writing skills of the students.

Although, there were few suggestions from the researchers and the recommendations by the educational commissions about bringing in improvement in the English writing skills, yet the condition of this skill remains almost unchanged. It is believed that the recommendations and the research findings help in bringing new reforms in the educational field, but how far it is true in the case of English writing skills is a question to ponder. So this is a sincere effort by the authors to focus on the reasons why English writing skills of the learners have not seen many changes.

Research Trends on Level of Achievement in English Writing Skills

Academic achievement is one of the most important factors that hold paramount importance in the present socio-economic and cultural contexts. The effectiveness of educational system is measured based on the achievement rate of the students. Here is a synoptic view of the researches which were conducted to find the achievement of the learners specifically in their writing skills. 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 the lack of possession of sufficient knowledge of English, affected the learners in such a way that they were unable to express themselves adequately through writing. According to Singh (1984) the lack of proficiency in the writing skills in the learners in turn also hindered the other subjects as the writing ability of the learners in most of the subjects was also found to be inadequate. Gadgil (1978) expressed that comprehending and understanding is a determinant factor that helps build ones writing skills 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 asserted that writing of even one single sentence was found to be difficult by the students in many schools.

Vocabulary, the tool for English language learning develops greater fluency and expression in communication skills. Insufficient vocabulary hinders students understanding of others ideas and handicaps them to express their own too. It is rightly said by Wilkins (1972) that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. 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. Every individual learner's vocabulary knowledge is very personal and this helps him/her to widen the knowledge of English. A child who has a hold in vocabulary will surely be able to organise a paragraph coherently but the findings of various researches proved that the paragraphs written by the learners revealed their limited knowledge of subject, limited idea substance, and inadequate topic development. According to Thakar (2005) the paragraphs written by the learners showed 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 by the authors 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.

Research Trends 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) and Joshi (1984) 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 (1984), Chandra (1988) and Govind (2006) 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 could have been more emphasis on the correlates like Education qualification of teachers, experience, professional training, caste, parents' qualification etc. which could have given a clearer picture of the aspects that exactly influence the writing skills of the learners.

Research Trends 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 and Saha (1968), Joshi (1975), Ramkumar (1982) and Misra (1985) found that errors of grammatical structures were predominantly pronounced in the learners writing. Pradhan (1991),

Dave and Saha (1968), Misra (1985) and Desai (1986) found that with spelling errors, learners also misused the usage of idioms. However, Indapurkar (1968) found the errors committed by learners' phonetically resembled words and Inflection errors. The errors were widely spread among the knowledge of students in the grammatical structure of verbs. According to Joshi (1975), Misra (1985) and Mohammed (1986) 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), Desai (1986), Rabbani (1984) and Sarma (1991) found that learners committed errors especially in the 'ing' forms and sequences of tenses. Mohammed (1986) found that (82.28 %) percentage of errors was committed by the learners in tenses and it proved that 'tenses' was the most difficult area of concern with reference to grammar among the learners. 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 and 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 learners lack of balancing sentences.

Ramkumar (1982), Joshi (1975), Misra (1985) and Mohammed (1986) 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 and Saha (1968), Joshi (1975), Misra (1985) and Mohammed (1986) 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) and Mohammed (1986) 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 Chaurasia (1978), Patrikar (1981), Mohire (1989) and Ayesha (1979) 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', propositions, 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, these studies showed that students made errors in all most all grammatical structures. So it is a question to be pondered as to whether these studies would really be a help for the teachers or the linguistics to bring any reforms in the system to help the students. Moreover, it is difficult to find distinction between error and mistakes, the researcher could have possibly termed a mistake as an error. It is also difficult to identify the real causes of errors due to the multitude of possible causes. The error committed by a learner could be due to communication strategy factors, personal factors, external factors or any other. Hence, the learner's output can be considered to be the only source of evidence and found causes that can be necessarily unreliable.

Research Trends on the Factors that Hindered the Development of English Writing Skills

It is always a question most of the linguists have regarding the reasons why English writing skill is found to be the most difficult task among the learners. It was found that the role of learners and teachers in the school is one of the most important factors that enrich the writing skills of the students. Writing being a complex skill which determines the academic success of an individual is a determinant factor that aids each individual to do better in exams, essays, assignments, and so on. However, it's the role of a teacher to help each and every student attain this proficiency but in this modern world the teachers don't actually realize their responsibility in helping students improve their writing skills. Nevertheless, it is not merely the teachers' sole responsibility rather it is a collaborative effort of learners, the teachers and the curriculum to bring in desirable changes in each individual. However, there are quite a number of factors that hindered the development of English writing skills such as the teacher, methods of teaching, objectives of teaching, learners, text book, instructional material and evaluation.

The teacher: The various studies which were conducted to find the factors that hindered the development of English writing skills in the learners found to be the inefficiency in the teachers. The teaching of writing skills presents a dismal picture in most of the states in India. According to NCERT Synthesis report (2012) it was found that the methodology adopted by primary teachers found to be monotonous in most of the cases and only few teachers were seen to be giving some visual inputs before assigning writing tasks.

The studies of Mohire (1989) and Bhattacharjee (1984) found that the majority of the teachers of English were not professionally equipped to teach English. The findings of Singh (1984) with reference to the performance of the teachers based on their educational qualification was that the post graduate teachers in English consistently performed better and was superior to the performance of the non-post graduates in English. In addition, the lack of knowledge of teachers about the different methods used in teaching writing handicapped the

writing ability of the students. While analysing the teacher's linguistic and communicative abilities in relation to their classroom functions it was found that the writing ability of most of the teachers was not adequate. Singh (1984) also asserted that the teachers did possess grammatical competence to evaluate pupil errors, but lacked stylistic competence to the same extent.

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. However, the NCERT Synthesis report (2012) in its report asserted that the teachers need to devote extra time on English writing skill but with no avail. Reddy (1986) mentions that the teachers also didn't take any effort to improve the creative writing ability of the learners instead it was found that for every lesson teachers provided with some important questions and promoted the use of market guides to ease their job.

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. The NCERT Synthesis report (2012) states that none of the teachers felt that contextualising grammar teaching was the best method. When teachers themselves found teaching grammar difficult, the condition of the learners who are taught by these teachers are unimaginable. 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.

According to the NCERT Synthesis report (2012) there was a lack in the use of techniques in language teaching effectively as the main focus in the class was on rote learning of questions and answers. In fact it was also found by Misra (1968) that 65% of teachers did not find time to teach essay writing. The NCERT Synthesis report (2012) also added that the time allotted for writing in the classes was not more than 10-15 minutes daily and almost all the writing task provided in the exercise books was mainly given as homework.

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% of teachers used lecture and translation methods in every writing classes.

There are also studies like that of Singh (1985) who found that most of the teachers used grammar-oriented, text-oriented, translation-oriented and above all examination-oriented methods of teaching writing and the course was confused mixture of teaching contents, test-items and learning-objectives. Moreover, 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 taste, in opinions, in morals and in 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 centre 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, 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. According to Pradhan (1991) the question paper was found to be an instrument that merely tested student's ability in reading a particular text rather than any other skill. The teachers rarely gave any writing assignments in the classroom nor evaluated learners' progress. This in turn resulted in no remedial measures in the English class leaving learners nowhere in writing skills.

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.

One of the major weaknesses in the field of language education is teacher training. Today the main focus is on the development in linguistics, psychology and pedagogy but not the teacher. The teachers are not given adequate training in different approaches so as to improve the teaching methods. The studies need to focus more on the appointment procedures of the teachers, the textbook content and activities, teaching aids, objectives and methods of teaching to bring in optimal changes in the teaching and learning of the English writing skills.

When we refer to curriculum, text book is the core part of the curriculum and is considered to be the back bone of the education system. It is the sole resource that attunes teachers and students to acquire desirable changes in the learning process. The problems underlying the text book cannot be broken up until some independent academic bodies undertake evaluation of the text books, stopping the undesirable collaboration among the textbook agency, the author, the reviewer, the publisher and those prescribing textbooks. There should be studies undertaken to check the weightage given for each skills and thus help in materialising a better workable text book for the students.

Research Trends 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. Pugazhenth, 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.

Suggestions Based on Research Trends

From the analysis of research trends on the level of achievement in English writing skills of the learners the authors felt that the researchers should have also focused on the:

- ❑ Components of writing skills such as organisation, content, vocabulary, grammar and conventions.
- ❑ Attitude towards English writing skills of both teachers and learners
- ❑ All the correlates of English Writing Skills such as
 - ⊙ Education qualification of teachers
 - ⊙ Total experience of teachers

- ⊙ Professional training
- ⊙ Location
- ⊙ Medium of instruction
- ⊙ Type of schools etc.

When we analyse all the mentioned studies, it is so obvious that most of the studies were carried out on error analysis. It would have been better if the researchers had also focused on:

- ❑ The grammar aspects deeply in spite of just listing errors.
- ❑ Analyse the errors based on each rule concerned with each grammar concept.

With reference to the research trends on the factors that hindered the development of English Writing Skills, the researchers could have also:

- ❑ Analysed the curriculum of teacher education with reference to writing skills as it is the determining factor of teaching and learning in the classroom.
- ❑ Analysed the factors that contributed for poor performance of students in writing skills from both teachers and students point of view.
- ❑ Focused on analysing the basic knowledge that the teachers had about objectives and approaches of writing skills so that the stakeholders can modify the curriculum for teacher educators giving more emphasis on what teachers really lack.

Textbooks and teaching aids being the most reliable tools that can do wonders in the learners academic life, a thorough analysis of the same could have been focused by the researches especially to:

- ❑ Analyse the different activities provided for writing skills in the text book and the writing topics covered all through the text book.
- ❑ Analyse if the text books that was prepared by experts do cater to the need of an average learner or not.
- ❑ Reflect upon the relevancy and appropriateness of the activities given in the text book for writing skills.
- ❑ Analyse and study different types of teaching aids that can aid writing skills.

Experimental studies always pave way to bring in innovative techniques in the field of education.

However, the experimental studies could have also focused on:

- ❑ Comparison of different approaches in teaching writing skills so as to identify the effectiveness of each methods over the others.
- ❑ The positive and negative impacts of each approach in teaching writing skills.
- ❑ Creating activity oriented workbooks to teach writing skills.
- ❑ Creating big write technique, technology based writing activities etc.
- ❑ Conducting experiments in normal institutions rather than in specialised ones.

CONCLUSION

The analysis of the above mentioned finding shows that there have been a few numbers of surveys and experimental studies conducted in the area of English writing skills. Most of the surveys showed interest in finding the errors committed by the students in their writing and analysing the factors that hindered the development of English writing skills in the learners. The finding did showcase the two main factors that mired the progress of English writing skills in the learners namely the educator and the learner himself. When teachers were not professionally equipped to teach English, the learners lacked interest and motivation in studying English. To add to these factors, the textbook with overloaded literary material, outdated teaching aids and age old teaching methods used by the teachers exterminated the flair for English language in the learners.

The studies analysed also showed the loopholes in the present evaluation system portraying the importance given to oral performance instead of written ones. In addition, the experimental studies indicated that the remedial teaching programme, TBLT on components of narrative writing skills, well-designed communicative syllabus helped learners in improving their writing skills.

However, it can be rightly said that the number of studies conducted on English writing skills are not adequate or rich enough to help the stakeholders to bring in remedial measure to improve the writing skills of the learners. National curriculum Framework (2005) had recommended the

development of the writing abilities in the primary years and to continue through the middle and senior levels of schooling giving special preference to note making as a skill-development training exercise with the aim of discouraging mechanical copying from the blackboard, textbooks and guides. The authors could not come across any of the studies that aimed at investigating the recommendations inculcated in the curriculum. None of the studies tried to find if note making exercise were followed in any schools and if followed, the effectiveness of the note making exercise were not studied.

It was also recommended by the National curriculum Framework 2005 to break the routinisation of tasks like letter and essay writing to deflower the imagination and originality of the learners' thoughts through other forms of writing. Neither there was studies found which tried to focus on the types of writing tasks given to learners in each level nor did the researchers focused to find if the tasks given in the classroom helped learner develop their imagination and originality.

In spite of concentrating on the errors committed by the learners if the studies could focus on evaluating the place of English writing skills in the curriculum, analyse the weightage given to writing skills in the English text book, examine the number of hours allotted by the school timetable specifically to develop writing skills etc. could have helped the stakeholders get a clear idea to solve the basic problems in writing skills. Moreover, if the experimental studies could focus on the effectiveness of different methods of writing skills and if the researches had worked keeping in mind the recommendations of NCF (2005) by now we could have witnessed a drastic change in the attainment of the students writing skills, promoting the proficiency of English in the learners.

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