TABLE OF CONTENTS

PARTICULARS	PAGE NO.
Declaration	i
Certificate	ii
Acknowledgement	iii
Table of Contents	vi
List of Tables	xiv
List of Figures	xix
List of Appendices	xx
List of Abbreviations Used	xxi

CHAPTER – I

		Page
Sl. No.	Description	No.
1.0	Introduction	1
1.1	Significance of Language	2
1.1.1	The Basic Characteristics of Language	4
1.1.2	Importance of English on the International Frontier	7
1.1.3	Significance of English Language In India	8
1.1.4	The Historical Background of English Language in India	13
1.1.5	English Language in the Post-Colonial India	15
1.1.6	Status of English in India	20
1.1.7	The Teaching Of English As A Second Language	24
1.1.8	Present Condition of English Language Teaching At Schools	27
1.1.9	Place of English in Indian School Curriculum At Secondary Level	30

1.1.10	Present Scenario of Teaching And Learning English in Karnataka	34
1.1.11	The Learning Standards of Standard IX in Karnataka	40
1.2	Basic Skills of the English Language	43
1.2.1	Importance of Writing Skills	45
1.2.2	Purpose of Writing	47
1.2.3	Types of Writing	48
1.2.4	Characteristics of Writing	54
1.2.5	Components of Writing	55
1.2.6	Problems of the Second Language Learners in Writing	58
1.2.7	Reasons for Poor Performance in English Writing Skills	59
1.2.8	The Role of the Teacher in Writing Lessons	60
1.2.9	Rationale of the Study	60
1.3	Statement of the Problem	64
1.3.1	Objectives of the Study	64
1.3.2	Hypothesis	65
1.3.3	Explanation of the Term	66
1.3.4	Operationalization of the definition	66
1.3.5	Delimitation of the Study	67
		•

CHAPTER-II REVIEW OF RELATED LITERATURE

Sl.		Page
No.	Description	No.
2.0	Introduction	68
	Research Studies Related to Different Components of English	70
2.1	Writing Skills	
2.1.1	Studies related to Level of Achievement in English Writing Skills	770

	Studies related to the Correlates Determining the Achievement of	73
2.2.2	English Writing Skills	
2.2.3	Studies related to Error Analysis in English Writing Skills	78
	Studies related to the Factors that Hindered the Development of	87
2.2.4	English Writing Skills	
	Studies related to experimental studies conducted in English Writing	99
2.2.5	Skills	
2.3	Summary of the Reviewed Studies	103
2.3.1	Summary on Level of Achievement in English Writing Skills	103
	Summary on the Correlates Determining the Achievement of	105
2.3.2	English Writing Skills	
2.3.3	Summary on Error Analysis in English Writing Skills	106
	Summary on the Factors that Hindered the Development of English	109
2.3.4	Writing Skills	
	Summary on to experimental studies conducted in English Writing	113
2.3.5	Skills	
2.4	Implications of The Present Study	114
L		l .

CHAPTER- III METHODOLOGY

		Page
Sl. No.	Description	No.
3.0	Introduction	118
3.1	Design of the Study	118
3.3	Population	119
3.3	Sample	119
3.3.1	Sample for Survey	119
3.3.2	Sample for Case study	120
3.4	Tool and Techniques	120

3.4.1	Tools for Survey	121
3.4.1.1	Achievement Test	121
3.4.1.2	Rubrics	123
3.4.2	Case Study	125
3.4.2.1	Purpose of Case Study	125
3.4.2.2	Steps involved in Case study	126
3.4.3	Tools for Case Study	127
3.4.3.1	Questionnaire for Teachers	127
34.3.2	Questionnaire for Students	132
3.4.3.3	Semi-structured interview for the Teachers	133
3.4.3.4	Field Diary	134
3.4.3.5	Error Analysis Sheet	135
3.5	Source of Data	136
3.6	Collection of Data	137
3.7	Data Analysis	13u

CHAPTER- IV DATA ANALYSIS

		Page
Sl. No.	Description	No.
4.0	Introduction	141
4.1	Analysis And Interpretation of Achievement Test	143
4.1.1	Achievement in English Writing Skill	144
4.1.2	Achievement in English Writing Skills Among all Students in Different Types of Schools and Medium of Instruction	145
4.1.3	Achievement in English Writing Skills Among Government Kannada Medium Students	147

	Achievement in English Writing Skills Among Government	149
4.1.4	English Medium Students	
	Achievement in English Writing Skills Among Government	151
4.1.5	Aided English Medium Students	
	Achievement in English Writing Skills Among Government	153
4.1.6	Aided Kannada Medium Students	
4.2	Data Analysis Using Analysis of Variance (ANOVA)	155
4.2.1	Impact of Location on the Achievement in English Writing Skills	155
	Impact of Types of School on the Achievement in English Writing	157
4.2.2	Skills	
	Impact of Medium of Instruction on the Achievement in English	158
4.2.3	Writing Skills	
4.2.4	Types of Writing and Achievement in English Writing Skills	159
4.2.5	Components and Achievement in English Writing Skills	162
	Interaction effect between Location and type of school on English	165
4.2.6	writing skills	
	Interaction effect between Location and Medium of Instruction	166
4.2.7	on English writing skills	
	Interaction effect between Types of School and Medium of	168
4.2.8	Instruction on English writing skills (B X C)	
	Interaction effect between Location, Types of school and Medium	169
4.2.9	of Instruction on English Writing Skills	
	Analysis And Interpretation Of Common Errors Committed By	172
4.3	The Students	
4.4	Case Study	174
4.4.1	Identification of Cases for Case Study	174
	Analysis and Interpretation of Common Errors Committed by the	177
4.5	Students	
4.5.1	Errors in the Use of Tenses	179
4.5.2	Errors in the Use of Punctuation	180

4.5.3	Errors in the Use of Capitalisation	181
4.5.4	Errors in the Use of Prepositions	182
4.5.5	Errors in the Use of Subject-Verb Agreement	184
4.5.6	Errors in the Use of Articles	184
4.5.7	Syntactical Errors	185
4.5.8	Errors in the Use of Spelling	186
4.5.9	Comparison of Errors committed by Group A and Group B Students	187
4.6	Data Analysis Based on Questionnaire, Interview and Class Observation	189
4.6.1	Personal Details of The Teachers and Students	190
4.6.2	Learning and Teaching in the Classroom	194
4.6.3	English Textbook	204
4.6.4	Contribution of other Subjects to Improve Writing Skills	208
4.6.5	Training and Orientation	211
4.6.6	Purpose of Writing Skills	213
4.6.7	Resources Available in the School	215
4.6.8	Pre – Writing	217
4.6.9	During -Writing	225
4.6.10	Post Writing	229
4.6.11	Modes of Writing	235
4.6.12	Examination Pattern Followed in the School	237
4.6.13	Factors Influencing Writing	238
4.6.14	Difficulties Faced by Teachers and Students	240
4.6.15	Suggestions	244
4.7	Analysis of Group A and Group B School Responses	246

4.7.1	Analysis of Responses of Group A Teachers and Students	246
4.7.2	Analysis of Responses of Group B Teachers and Students	246

CHAPTER- V FINDINGS AND SUGGESTIONS

Sl.		Page
No.	Description	No.
5.0	Introduction	249
5.2	Major Findings Based on Achievement Test	249
5.2.1	Achievement in English Writing Skills	249
5.2.2	Main effect and interaction effects on achievement test	251
5.3	Case study	254
5.4	School-Wise Achievement in English	254
5.5	Major Findings Based on Common Errors Committed by the Students in the Achievement Test	255
	Major Findings Based on Teacher And Student Questionnaire,	257
5.2.3	Interview Schedule, And Class Observation.	
5.2.3.1	Personal Details of the Teachers And Students	257
5.2.3.2	Learning And Teaching in the Classroom	259
5.2.3.3	English Textbook	262
5.2.3.4	Training And Orientation	265
5.2.3.5	Purpose of Writing Skill	266
5.2.3.6	Resources Available in the School	267
5.2.3.7	Pre Writing.	268
5.2.3.8	During -Writing	271
5.2.3.9	Post Writing	273
5.2.3.10	Modes of Writing	276
5.2.3.1	Examination Pattern Followed in the School.	276
5.2.3.12	Factors Influencing Writing	277

5.2.3.13	Difficulties Faced By Teachers And Students	277
5.2.3.14	Suggestions	279
5.3	Discussion	279
5.4	Implications of the Present Study	283
5.5	Suggestions	284
	Suggestions For School officials, Advisory Committees And Stake	284
5.5.1	Holders	
5.5.2	Suggestions For English Teachers.	286
5.6	Suggestions for further study	286
5.7	Conclusion	297
Bibliography		
Appendices		