



A Literature Review on exploring the techniques of developing writing skills of the students of TTWREIS (Telangana Tribal Welfare Residential Institutions Society).

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ABSTRACT

The focus of this study is on the academic writing problem in English and the researcher's intervention at the TTWREIS School. In this, researcher tried to bring available material with reference to present research from the globe in general. Research cannot be proceeding without the help of the researches which have been conducted in the past. In this, researcher discussed various researches in the field of English language teaching in general and developing writing skill in English in particular. Ample researches took place across the globe but Telangana state region is still a great hope for future generation to keep eyes on doing such contribution in language teaching arena. To sum up, it can be said that writing skill is a most difficult skill among major skills like listening, speaking and reading as it requires powerful faculties of mind to apprehend the ideas in a printed version or written symbols.

Keywords: *Writing skills, Techniques and Related Literature.*

INTRODUCTION

English, as an international language, links all people of the world linguistically and it is the major communication tool for scientific, technical events, trade, aviation, entertainment and diplomacy and so aptly regarded as global lingua franca.

Those who ignore English are ignored by the world of opportunities. Most of the leading national and international organisations, industries, companies and academic institutes use English for various communicative purposes, and most of the internet sources are available in English.

Writing, of all the four language skills, is considered the most difficult, but an essential skill that needs to be developed by ESL learners. Though writing is considered technically the most difficult skill, it is not a skill that cannot be achieved. Those who have passion and love towards writing can acquire mastery over writing skills by reading, by practising, by thinking and by producing. Writing helps in the assessment of precise, concise, effective and systematic use of one's language. Although the four language skills are interrelated, reading and writing are closely interrelated. Reading involves comprehending and writing involves composing. Writing is



the way in which one can evaluate or express reading, and reading is the way in which one can evaluate writing skills.

Writing is a thought-provoking, creative and intellectual activity that helps in acquisition of verbal skills. The skill of writing lies in making readers think, rethink and even produce. Lack of knowledge of sentence structures in English, lack of reading, lack of exposure to writing, poor vocabulary, fear of making grammatical errors, lack of practice and lack of knowledge on the culture of writing contribute to one's poor writing skills

OBJECTIVES:

This paper explains as below objectives are

- To study the review of related literature helps the researcher to form a conceptual frame for the research to be undertaken.
- To suggests important aspects of research such as methods, procedures, experimental design, and sources of data and appropriate statistical techniques.
- To helps the researcher identify a research problem and design the research appropriately.

This paper deals with the researches already done and influences of the review of the related literature. A very effective research for specialized knowledge is possible only with the help of related literature. One unknown critic of language rightly says that the literature in any field forms the foundation upon which all future work will be built. A brief outline of previous research writings of recognized experts, provide evidence that the researcher is familiar with what is already known and with what is still unknown. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestions for significant investigation. The review of related literature helps the researcher to form a conceptual frame for the research to be undertaken. It also suggests important aspects of research such as methods, procedures, experimental design, and sources of data and appropriate statistical techniques. The review enables the investigator to provide a rationale for the study undertaken. Moreover, this helps the researcher identify a research problem and design the research appropriately. The works are summarized here in brief.

The term review means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for the study.

A REVIEW OF RELATED LITERATURE

Rath ,R.and Mishra, S.K.(1974) made a study on problems of Scheduled Caste and Tribe students making an objective evaluation of government policies for education and suggested measures for better result .The study includes 247 SC and ST students ,20 principals, and 79 readers and lecturers for the purpose .They found out that 93% students were from rural background and got less exposure besides the classroom .



Shanmugam (1977) conducted a study on the difficulties in written English of pre-university students in some of the arts colleges in the city of Madras. The objectives of the study are: (i) To identify the common type of errors in organization of sentences and paragraphs. (ii) To assess the general level of writing ability in English of pre-university students of colleges in the city of Madras. The major findings of the study are: (i) medium of instruction played an important role. (ii) Most of the students were good in spoken English rather than in the written form (iii) students were not given proper training in the organization of sentences and paragraphs. (iv) Female students were good in written form when compared to male students.

Widdowson (1978) says that “one way of describing writing is to say that it is the use of the visual medium to manifest the graph logical and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usage”. The happiness an effective writer gets while writing is an experience. When new ideas and thoughts are formulated, the mind celebrates it. Every effective writer’s experience is something unique. When the mind celebrates the joy, it turns out to be a kind of motivation for the writer and ultimately it results in the birth of new thoughts and ideas.

Chaurasia M. (1978) conducted a research on “Designing A Course In Written English For The school Students In Rajasthan” In this research, it was found after administering questionnaire and interviews among the students and the teachers that there was mother tongue interference in both spoken as well as written forms. Speaking and writing were not agreed appropriate time in the curriculum and teaching-learning process. The research concentrated on various aspects of language like vocabulary, structure etc. It also suggests assessment methods of English language.

Raj (1980) in his study of the “Teaching and Testing of Writing Skills at the Undergraduate Level in Mysore University” studied the components in writing skills in the form of grids. Every grid has six vertical columns representing components in writing skill. They are: (a) grammaticality (b) appropriateness and acceptability (c) logicity and organization (d) punctuation and spelling (e) consistency in style and (f) creativity and use of idioms and phrases. Through the tools like questionnaires, teacher interviews, classroom interviews, student interviews, it was observed that there was no organized syllabus for teaching English at the undergraduate level. The learners did not possess sufficient knowledge of English, where they can express themselves adequately through writing. There was need for employing different types of teaching materials and different methods of teaching. It was very essential to reduce the class strength and evaluate the essays for style, organization and logicity.

Ann Raimes (1983) says that “writing is not just the act of planning everything we want to communicate ahead of time and then putting it on paper rather it is a need of thinking, method of developing ideas and flashing them out on a paper”.



Deepa Pillai (1984) worked on the topic “The CBSE Class X Course ‘A’ in English- An Evaluation of Study of the Writing Curriculum”. Through fundamental evaluation, systematic classroom observation, inspection of assignments, etc., the comments made were: The statement of objectives was inadequate for both teaching and testing. There was little consonance among objectives, the materials, and the assessment procedure. The curriculum did not visualize growth in writing ability by emphasizing prewriting and revising strategies. Very little instructional support was provided to help the students in writing and it was not taken as a collaborative activity between teachers and students. Suggestions given were that instruction in curriculum should be organized and focused on meaning and communication. Writing activities should form a major part of the students' learning experiences. Adequate and appropriate testing measures should be included in the formative evaluation framework. Reading could be one of the strong bases for a writing curriculum and it should be communication-oriented, learner-centered and development-based curriculum.

Deepa Reddy (1986) studied “The Role of Teacher in the Teaching of Writing at the school Level”. The questionnaire method was adopted for data collection. The problem was that, students would beg for notes and answers to important questions from the teacher at the end of every lesson. The teachers dictated the notes using market guides and there was hardly any effort on the part of the students or the teacher. It was suggested that the students should be motivated to learn the use of reading, observation, note-taking, interviewing, etc. The syllabus was to be taught by using structural approach and the different stages in writing tasks should be sentence work, paragraph writing, production of story, skeleton composition, picture composition, outline composition, free composition, etc.

Varghese (1989) states, “The student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation.”

According to Nunan (1988) says that “the teachers should find out what their students think and feel about what and how they want to learn”. Thus, the suggestion from teacher will help students better identify how to revise their writing. Furthermore, a few teachers have had any special training for teaching English language and most of the teachers have no such preparation or training for teaching second language learners.

Sailaja Rani (1995) in her M. Phil. dissertation on “A Study of Composing Process of ESL Learner at the Secondary Level” discussed the issues of writing, and historical and theoretical perspectives in writing. The study focused on the examination of the syllabi, the statement of objectives and the instructional materials with special reference to analysis of writing classes. The dissertation observed and recorded the analysis of teacher and student responses to a questionnaire, focusing on various issues and analysis of the performance of a few selected subjects on a variety of writing tasks, etc. She suggested various techniques as brainstorming, conducting of survey, making a mind map using a diagram of ideas, using questionnaires, imaginary dialogues,



working for opening questions, interviewing people, etc. Her classroom procedure involved in composition teaching may be: (1) Discussion, involving (the small class groups, pairs), (2) Brainstorming / making notes / asking questions (3) Fastwriting / selected ideas / establishing a view point (4) Rough draft (5) Preliminary self evaluation, (6) Arranging information, (7) First draft, (8) Self-evaluation, editing / proof reading (9) Finished draft, (10) Responding to draft. She suggested that the textbooks were very important tools. They should be well-designed instructional materials, which are both interesting and informative. Topics should be on a wide range of subjects and contain activities which integrate all the four language skills such as speaking, reading, listening and writing skills. The instructional techniques should also be specified to the teacher and the learners, to make teaching and learning more interesting and effective.

Brown (2001) says that “writing is a thinking process; a writer produces a final written product based on (his/her) thinking after the writer goes through the thinking process”.

Barker (2006) says “Writing well is probably the most technically difficult form of communication. It requires skill and understanding and a good deal of creativity. And you are judged on the quality of your writing. Writing has to act as your ambassador in your absence”.

According to Li (2007) says students’ literacy was influenced by their learning experiences at home and school, determined by their socio-cultural backgrounds and educational needs. Teachers’ instructional practices needed to be informed by ESL students’ personal experiences at home and in the community, and their perceptions and interpretations of the experiences, which were often ignored.

Muhammad Fareed et al. (2016) says students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Grammar ability can be improved through reading activity and grammar related activities.

Background of the Study

In Telangana State, though English is taught right from the lower level of education both in government and private schools, students of schools find writing quite difficult. It has been observed that the proficiency level of ESL learners, especially from regional medium schools, is not up to the mark or rather poor. Though they secure the maximum marks in English exams, they are unable to frame a few sentences of their own. Besides, there is no any match between their performance in English exams and their real proficiency in English. Learners cannot be fully blamed for this poor performance. They are controlled by the prescribed text-books or rather classroom exercises. Lack of exposure, lack of learning environment, lack of pedagogical strategies and lack of psychological approach to language teaching are some of the major factors for the poor performance of learners in written communication. Besides, poor vocabulary, rote learning, examination-oriented teaching and learning, lack of reading and insufficient practice in writing are some of the main causes for the poor performance of learners in written communication. During interaction with students during the experimental work, the



researcher found out the fact that many of the learners had been taught English by untrained teachers and teachers who possessed their undergraduate and post graduate degrees in different disciplines.

The researcher also found out that too many instructions on the rules of grammar had created in learners some sort of fear, while writing in English. However, they expressed their curiosity to develop their language learning skills. Many of the learners both at school levels are accustomed to the practice of memorising the essays dictated by teachers in classes, reproduce them in exams and secure good marks. Quite strangely, their proficiency level does not affect their result in the Board Examinations, but it affects their academic and professional success. They are unable to write a job application, even after completing their post- graduation. As a result, they become the miserable losers in the world of opportunities. Therefore, there is a great need to help learners develop their communicative competence in English in general and their writing skills in particular. The process approach with all its advantages fills the vacuum and enables learners to develop their writing skills in English.

CONCLUSIONS

The literature review offers important direction and reference to this study. Although a number of studies discuss the status of writing as school failure, no study has looked to investigate the problem in writing by the learners at secondary level. Focusing on writing as an independent skill will help the researcher to identify the exact area of difficulties encountered by the learner which needs to be emphasised. Keeping in view the significance of this, the researcher felt that an attempt could be made to improve ESL learners' writing ability by techniques of developing writing skills in the classroom. So this study will provide language teachers with specific language teaching techniques and guidelines which they can use in their classrooms to enhance their students' achievement in English writing.

Further examination into research questions, it will be hoped, would reveal the value of writing from the teachers' and students' point of view and, thus, provide useful insights for improving the writing for ESL students. Based on the related literature review I hypothesize that the participants' ESL writing performance would be improved by adapting the techniques of developing writing skills of the students of TTWREIS.

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