CHAPTER III

WRITING

3.1. Introduction

Peter Elbow (1981: 369) speaks of “writing as a kind of 'magic' that can be performed by anyone who is involved in and believes in his/ her tale”. It implies the fact that the mental representation by means of lexical manipulation is given in the form of script or marks in the process of writing. The process of translating the abstract mental ideas into a concrete form is the art of writing (the abstract into concrete). What takes place in the process of transforming the abstract ideas into concrete scripts is an enigmatic one, which is called as ‘magic’.

According to Bloomfield (1993, p: 21) “writing is not language – but merely a way of recording language by means of visible marks”. Writing is an encoding process. It needs a systematized form by making use of the components namely spelling, vocabulary, grammar, syntax etc so as to make the decoder understand it clearly. Language is a storehouse of knowledge having many dimensions of production and reception. So a systematized form is needed to record the language in coded form. Writing is a form of encoded symbols in the form of print or impression.

Vygotsky (1978) puts writing as “a system of secondary symbolism in which signs replace words, which are in turn, signs for objects and relations, in the real world”. The meaning given to a sign could be retrieved when it is in the form of written codes. The relationship between the object and the meaning is
interchangeable or mutual. Thus, it is a process like 'record and play' otherwise 'coding' and 'decoding' saves this communication loss in language.

"Writing" is a rule-governed activity. Since writing is a mass medium, maximum control of the rules and implications are expected to be put on this activity, and then only it could reach the desired audience effectively. Peter Gannon (1985) observes 'writing' as a system or method, once began, then accepted, slowly began to be followed and it becomes inevitable or it acts as a part of life. This system is common to most of the linguistic communities but it differs on the basis of social, cultural, geographical, racial, habitual and political background of the linguistic communities. It has been created and used for all types of behavioral transmissions. One particular language occupies different positions: mother tongue, second language, foreign language etc. While learning, writing systems of the language of other linguistic communities, the learners face many problems particularly their living environment that controls the learning of the new language.

Robert Lado (1971: 74) points out that 'writing is graphic representation of a language. Pictures or symbols do not constitute writing unless they form a system representing the units of a language and those patterns can be grasped by the reader'. The system followed in writing is based on a distinct method pertinent to particular language. The symbols, letters and writing system differ from language to language. The message is conveyed through the writing
medium by the use of previously formed (coined) letter sequence (words). It is a universal activity through which the authentic communication takes place. It is a learned behavior and a man made medium. One handles it by making use of the rules and regulations according to the given language. The mental thought and the conceptions are represented through this medium in order to have permanency. "Writing was considered as an art", a creative art in which the process - the discovery of true self is as important as the - the self discovered and expressed" (Berlin 1988:484). Though writing is a creative art, it is controlled by the physical components like spelling, vocabulary, as well as the knowledge of the matter on which the writing is made. Writing is a “self expressing process”, “the mental exploration of powerful feelings”, “casual portrayal of real life”, “an information assistant”, “an aristocratic master for learners” and “an obedient servant for learned members”.

Olson (1972) states “written language is an instrument of enormous power for constructing a coherent theory of reality compared to the other skills of language viz, listening, speaking and reading. Writing is considered as the reliable medium for communication. In reliability and authenticity, it is considered as an effective medium.

3.2. Writing and Permanency

Peter Gannon (1985) says ‘writing’ is usually an individual process, a written mark on a surface, which will be looked by someone else later. A piece of writing constitutes a visible product, which remains, while it is being read, unaltered. It is
thus different from speech, which can be modified as it occurs. Once it is encoded in the paper or recorded as electronic symbols it gets its permanency. Hence writing is considered as the highest authority in legal and social set up. The written documents and statements are considered as authentic sources. In academic domain also writing is considered as an effective medium for teaching/learning/testing process. From blackboard to the notebook, it is only through writing the interaction takes place in a highly efficient manner. Though the oral medium accompanies in the classroom in terms of verbal interaction and oral testing, it is only the written matter that determines the quality of classroom learning.

Contrasting to the above points Chedru and Geschwind (1972) have described ‘writing’ as a ‘fragile skill’; the last to be learnt and the one that is soonest lost in states of acute disturbances. “Writing is a last skill in learning procedure among the four skills. But considering the physical permanency, it will exist independently in the physical content in which it is produced and will continue to exist so long as the ink and paper or chisel marks on stone exist.

3.3. WRITING PROCESS

The art of writing began 3000 years ago and for the reason that later developments which took place in script systems, in terms of script formations, reformations, modifications, consolidations, it occupies a predominant place in
communication especially in learning, teaching, testing, presenting, administrating and in all other activities of human life. It is a common opinion that 'writing' includes only the encoding process. In a way it is not true that writing involves both encoding and decoding processes. In the act of writing, the writer knowingly or unknowingly applies the reading skill to confirm that his writing goes in an intended and meaningful way. No word could be written without spelling orally or decoded (read) by the writer himself, except in a few cases like copying, the blind method of typing (writing) putting the signature etc.,

The process and functions of writing are mind related; hence its use and production methods are habitual. Adopting the technique in handling the right word in the right context determines the quality of writing. Only a very few writers know it well, most of the writers struggle with various problems especially while introducing new concepts, providing examples, using ideas abruptly, introducing new lexical items, selecting new topics, identifying the target audience etc. The proficient writers adopt different strategies in order to make their readers very clear about what they write. 'Proficient writers plan before writing and work recursively with global issues, such as organization, content and audience, along with revisions of syntactic and lexical problems. On the other hand, less proficient writers do less planning, and show little concern for writing clearly (Stallard 1979:Flower and Hages 1971: Pearl 1979: Rose 1984).
Apart from the selection of the target audience, topic and matter, the writing should follow a systematic process so as to achieve perfection. An orderly written matter may be effective. Even a towering oratory should undergo some changes in one way or the other when the language use transforms to the written medium. Lawrence Shafter (2000: p10) provides six steps that constitute the typical writing process, namely planning, shaping, writing, editing and proof reading. The functions of the six steps are different. They are as follows.

1. **Planning** includes the consideration of the purpose, the audience to whom it is written and the selection of the topic. It also includes thoughts about writing, and discovery of the thought.

2. **Shaping** is a process of organizing a material, reference book and other sources, which help the intended writing.

3. **Writing** or building is decided and determined by the previous two stages. Writing is an encoding process by means of which the conceived ideas are given in written form.

4. **Revising** is a distinctive activity pertinent to the writing skill only. This cannot be associated with the other skills of language. The revising process instructs the writer to see the commissions and omissions, both at the graphological and ideological levels. It is a crucial stage in the writing process, so the pros and cons can be reviewed and addition/deletion could be made appropriately.
5. **Editing** is otherwise called as ‘polishing’ the written matter. Grammar, spelling and all the errors are carried out in this process. Replacement of vocabulary items and all other mechanics of writing are checked at this stage.

6. **Proof Reading** is the final stage at which the graphological errors get corrected. The careful reading of each and every word will make sure about the missing letters. The final draft is checked with information of writing to find out whether it conveys the initially desired idea or not.

Thus, these six stages constitute a model of typical writing in all the domains. Since writing is a long process, lack of experience or deficiency in handling anyone of these above six constituents of writing will lead to imperfection or fragments. Harvey Minkoff (1983) rightly points out that ‘writing is an aspect of language which has taken much larger than others to be affected by these revolutionary, intellectual consumptions’. The writing process is characterized by the writer’s intention to write, thought, word power and existing knowledge over the matter.

3.4. **The difference between the writing and the writing skill**

‘Writing’ is a product of a writing skill whereas writing skill refers to the writer’s ability in making use of the mechanics of writing. Writing skill is an exploration of language manipulation, the proficiency of writer is employed in it, and as a result the product of writing is received. Writing skill is a rule bound system and it acts as master as well as a learning tool. Once the mastery over the writing skill is
achieved, then the skill in handling the 'use of words' in written form, acts as an obedient servant to a skilled master. Writing skill is flexible by and large. It is a deviational process, in order to have distinction and the differentiation, writing skill employs new strategies and techniques. Writing skill can be an exploitation of the rule, bound by the writing medium. (when writing skill conceives and produces new theories on the philosophical and social issues, it supersedes the rules or violates the conventional writings). Writing skill is related to the linguistic potentiality of the writer and his proficiency over the use of the linguistic traits in a particular language. For example, adopting the new collocations. This skill is an acquired activity through prior practices. Naturally it is controlled by the conventional rules followed in the art of writing.

Writing is permanent, but writing skill is transitory. The use of writing skill differs according to the mental ability and language proficiency of the writer. A writer cannot produce the same kind of work, which he already produced a few years back. The external experience realized by the five senses of writer and the intellectual delight attained by the five senses of the writer develops or undergo some changes. As this is the backbone of the writing skill, the outcome also changes accordingly. As a writer learns new themes by every moment that new knowledge makes him to change his views and approaches while practicing the writing skill. This in turn, enables him to steer the language in the written medium in an innovative fashion. Thus his 'writing' style gets various shapes. In many cases, the earlier writings of the writer are not as good as their
latter works. The experiences they obtain in new writings cultivate the writers to handle different techniques for bringing out varieties of writing. But the changes occurred in the manipulation of the writing skill will not necessarily lead to positive results, sometimes conceptual loss or loss of using the right word in the right context may also occur. Urban A Lavery quotes one example from the life of the Jeremy Bentham, the father of English Law, that during his earlier years he wrote clearly and well, but as the years went by and he grew older, he gradually lost his sense of style until his latter works become most difficult to read. But in the case of Shakespeare, the latter works are mostly comedy and matured plays enriched with style and theme. Thus the writing skill is not static, but dynamic.

3.5. Manipulation and Outcome

Mind is a distinct decoder and a creative encoder. In certain cases, the writing could not be understood readily cleverly because it may have the uses of thought related to abnormalities of real life or new idea which the universe has not thought of. In making head or tail or decoding those writings the reader finds problem especially in comprehending the intended meaning of the writer. In some instances the readers give different meanings to a particular ‘writing’.

At this context, the theory of Derrida has to be mentioned. The job of the writer is over at the very moment at which his act of writing is over. It is left to the reader to make meaning from one’s writing. This deconstruction process is a must to the reader; he can make the intended meaning of the writer besides inferring
unintended shades of meaning. In some other context, the reader has to read
between lines with the clues given in the text.

3.6. The loss in encoding and decoding process
While transforming the ideas conceived in the mind to the written mode, one
cannot write exactly what he intended to write. The external factors like
knowledge over the use of vocabulary, grammar, style, fluency etc. will affect
one's writings. Sometimes, all the writers feel the transmission loss. In certain
cases the writings are misunderstood and the readers do not comprehend the
meaning. This transmission loss happens to occur in both the decoding process
and encoding process. In many a case, either because of the inability of the
writer or because of the incapability of the reader, the expected messages
become difficult to retrieve. As a result, the purpose or intention of the writer is
missed. This type of transmission loss will be called as loss in the decoding
process.

3.7. Conception – Conceive and Production of Writing
The conception of writing depends upon by the purpose and intention of the
writer. Motivation plays a vital role in the act of thinking. Thought does not appear
in the mind easily. It undergoes changes. The selection of an idea for
transmitting is governed by the needs of the target audience: listening, speaking
and Writing skill includes manifold processes and it is a miracle. In the act of
'writing' the other skills of language are also involved. The active participation in
reading enables the writer to handle the writing system conventionally. In the
very act of writing, writer reads everything he writes letter by letter in order to check its reliability, format and physical appearance.

Fraider Dubin (1988) says listening and reading are receptive or passive skills and speaking and writing are productive or active skills. Many educational linguists accept this. By a close scrutiny of the processes involved in the writing, one can unearth the intricacies of writing. "In the activity of writing both the productive and receptive skills are applied i.e., no word could be written without involving the act of reading.

3.8. Revising – Reseeing – Decoding
Writing demands the immediate revising or ‘reseeing’ of the written matter, letter by letter corrections in spelling are carried out at the stage of revision. For this, the reading skill is employed along with writing. Peter Elbow (1988) says, ‘writing calls on two skills that are so different that they usually conflict with each other, creating and criticizing. In other words, writing calls on the ability to create words and ideas out of the writer at the same time it oversees the use of the words in order to achieve the desired objectives through writing’. Thus writing is a process containing three phases accompanied by reading skill in each stage.

Reading ------→ Printing------→Reading------→Writing

3.9. Purpose of Writing
Writing is a social need of the contemporary society. Now it is a part and parcel of life, one of the means to acknowledge the developments that are achieved socially, culturally, philosophically, scientifically and through all sorts of the
behavioral activities. Literacy is an important phenomenon of human beings. It is a tool used in the literate community to express one's ideas, views etc. Traditionally Writing is considered as a higher order mode of communication and is accepted as authentic and reliable source of information.

1. Writing skill is a lastly learnt activity compared to the other skills of a language, but it is the best teacher cum instructor. Through writing the social and moral codes are preserved.

2. Writing form can be preserved for a prolonged period so its social importance is much better than any other source of information.

3. All the literate people in one way or other use writing in order to express themselves to others.

4. Due to the permanency and easy access in documentations writing is considered as a reliable source in the legal, official, and administrative proceedings.

5. Writing occupies a predominant position in academic domain. In most cases the determination and the gradation of language ability is arrived by means of the proficiency of writing. Teaching/learning process is taking place effectively through writing.

6. Writing is a powerful medium to reach the general public. Many historical, social, philosophical changes have occurred through the writings of the great writers like Aristotle, Plato, etc.
3.10. Types of Writing

The purpose of writing is to convey some message or information to the writer himself or to other(s), so that it is planned to suit the needs of the target audience. There are many types of writing and a writer has to adopt the right method to suit his readers. Some of the frequently used types of writings are the following:

1. Descriptive
2. Narrative
3. Argumentative
4. Informative
5. Instructive
6. Evaluative
7. Problematic
8. Transformational
9. Arithmetic
10. Analytic
11. Comic
12. Lyric
13. Dialogue
14. Letter writing
15. Report writing
16. Greetings
17. Writing art (drawing) and
18. Essay writing

Each and every type of writing has its own method. Depending upon the time and space, the same matter by a same author may be given in different forms to the audience. For example in a scholarly journal, an abstract and the full-length paper on a particular topic are given in the same place. Thus the form of writing differs according to the requirements and perspectives of the reader as well as the writer.

In certain cases the 'writings' could not be defined in terms of the form in which it appears. For example a form of modern poetry, otherwise called, as 'free verse' is different from those poetic collections, which follow old conventional, rules otherwise called as 'classical'.

Writers tend to adopt a form and method of writing from the beginning to the end of their writing. There are rules and formal regulations to be observed in many writing correspondence and all other writings. The formal expressions in letter writing are worth notable. For example expressions like 'sincerely', 'faithfully' are traditionally expected to be used before signing. Thus the conventional rules to be followed in determining the type of expressions are still observed.

3.11. Mechanics of writing

Writing is a productive skill, of converting mental thought into symbols, prints, drawings, etc. Each and every word in a meaningful writing is organized in an order so as to make the reader comprehend it. The physiological aspect of
writing otherwise called the mechanics of writing controls the flow of writing and that is common to all kinds of writings. The efficiency and the skill in handling the mechanics of writing while converting the thought, ascertain the quality of writing. Rebecca (1969) says that there are six mechanisms involved in the activity of writing and they are the components used in evaluating the written material.

They are:

1. Vocabulary
2. Spelling
3. Grammar
4. Expression
5. Fluency and
6. Style

The first three aspects namely vocabulary, spelling and grammar are the basic components of writing. It is permanent and will not change on any occasion. In other words these three units are the major components of the writing activity. These are the initiators and they characterize the use of language. The remaining three aspects, namely expression, fluency and style characterize the language proficiency of the writer. If writing is considered as a medium for communication or the expression of ideas, these three aspects will determine the effectiveness of communication.
Spelling, vocabulary and grammar create expression. Expression in conformation with grammar and style provides fluency. These six aspects are the backbones of writing. In language teaching/learning/testing process, these are the factors that affect the qualities of learning and are used to understand and judge one's writing ability. These six components are to be evaluated in order to understand the competence and performance of one's literate behavior.

3.12. Language Testing through writing Mechanisms

Testing one's writing is nothing but the testing the quality and quantity of writing. It involves understanding the components employed in the writing by a writer. The present research uses a specially prepared questionnaire with the aim of testing the writing skill of the test subjects.

The present work uses two types of questionnaires to obtain written corpus from the students. All the questions aim at testing the linguistic performance of the students. One type of questionnaire reveals certain contexts/concepts to the students through one form of writing. The students are expected to expose the
same contents through other forms of writing. The other type of questionnaire provides students certain topics on which the students have to write essays independently.

The answers obtained from the students were evaluated quantitatively and qualitatively. The results are evaluated in terms of statistical scores. The probable reasons for the errors committed by the students and suitable remedial measures are given under each test item.

3.13. Testing Writing

Testing one's writing implies identifying the errors and the mistakes found in one's writing. Error analysis is followed to test and evaluate the responses of the informants to detect the errors produced by the informants in the grammatical, syntactical and semantic categories of the language.

3.14. Error Analysis (Content Syllabus)

The first questionnaire is framed to understand the mental ability and to understand the capacity of the students. The questions are framed to test the competence of the students through writing mechanics. The contents in the questionnaire are provided certain prose or dialogue. The students' performances or responses have been evaluated in the following pages. It is to be mentioned that the writing skill serves as a pertinent evidence of testing one's linguistic skills.
3.15. General

Testing the writing skill includes the testing of the mechanics involved in writing and the ability in transforming the form and meaning of the sentences from one mode to another by way of changing the grammatical aspects. With a view of testing the students’ mechanics of writing and writing in general, two questionnaires were prepared and administered. The first questionnaire was comprehension oriented and the questions were pertaining to the transformation of meaning and form of the text. The second questionnaire was production oriented and essay form responses were expected from students. The students were asked to write essays on any five of the topics among the seven given in the questionnaire. All the major aspects of writing viz., vocabulary, spelling and grammar, were tested through the descriptive and essay type answers given by the students. In descriptive type of writing, the students were asked to write their own ideas and views about the given topics. Grammar is considered as an important aspect in writing. So in the testing method, grammar was given due importance and all the major categories of grammar were given the attention. These analysis have been made qualitatively and quantitatively. The higher order and abstract aspects of writing viz., expression, fluency and style are not given due focus. A detailed summary about the analysis and the remedial measures are also provided in this chapter.

Writing comprehension – word level

3.16. Test item no.1. Identification of the Meaning of the word
**Question:** Choose the correct synonym of the following word:

**Given word:** Integrated

**Options:**
- a) Separated
- b) Mingled
- c) United
- d) Inter related

**Expected correct response:** D) Inter related

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Test item No.</th>
<th>Skill tested</th>
<th>Comp. level</th>
<th>Given text</th>
<th>Mode of answer</th>
<th>No. of correct resp.</th>
<th>No. of incorrect resp.</th>
<th>% of the correct resp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1</td>
<td>Recognition</td>
<td>Word</td>
<td>Passage</td>
<td>Objective</td>
<td>71</td>
<td>79</td>
<td>47.33</td>
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</table>

**Comment:**

The aim of this test is to find out the recognition of the word and its meaning by the students. The students were instructed to identify the appropriate meaning of the word by selecting one of the words given in the options. Only 47.33 percent of the students chose the correct answer and the rest of them selected the other three words. 13 percent of the students preferred answer C (integrated), though this is also a related meaningful selection, the word 'interrelated' is the suitable synonym to the given word in the given passage. The remaining students preferred the other two options, which were not considered as correct response to this question.

**3.17. Test item no: 2 Changing the tense of the given sentence.**

**Instruction:** change the following sentence into past perfect tense.

Given text: career plan necessitate meticulous thought and planning.

Expected correct response: 'career plans had necessitated meticulous thought and planning.
The students’ incorrect responses in tense forms are:-

1. Has necessitate
2. Has been necessitated
3. Had been necessitated
4. Had necessitate
5. Had necessitates

Comment

61.33% percent of the students wrote correct answer to this question. The remaining students supplied all types of possible erroneous constructions. The lack of knowledge about the tense forms of the verb is the reason behind the irrelevant answers. The students have not properly employed the auxiliary verbs in framing the tense forms.

3.18. Test item no: 3 changing the voice of the sentence.

*Instruction: read the following sentence and change it into passive.*

Given text: students can select career plan with their parents and teachers

Expected correct answer: career plan can be selected by the students with their parents and teachers
Comment

52.66% of the students gave correct response to this test item, 47.34 percent of the students could not write correct passive tense forms. They gave irrelevant tense forms and permitted the words inappropriately. The following are some of tense forms of verbs written by the students.

a. can selected
b. can be select
c. could be selected
d. could selected
e. could not be selected

These types of errors show the students' deficiency in framing tense forms. 24 percent of the students have not properly transferred the subject and objects to have the passive sentence form. Most of them could not identify the object in the given sentence, so they have written the prepositional 'complement' of the active sentence as subject to the passive sentence.

3.19. Test item no: 4 Changing the subject of the sentence.

*Instruction: Replace the subject of the sentence by using the noun phrase, 'a student'.*

Given text: all the youngsters prefer their career plan according to their convenience.

Expected correct response.

A student prefers his career plan according to his convenience.
<table>
<thead>
<tr>
<th>Sl. No.</th>
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<th>Comp. level</th>
<th>Given text</th>
<th>Mode of answer</th>
<th>No. of correct resp.</th>
<th>No. of incorrect resp.</th>
<th>% of the correct resp.</th>
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<tr>
<td>4</td>
<td>1.4</td>
<td>Recreation</td>
<td>Sentence</td>
<td>Passage</td>
<td>Writing based</td>
<td>93</td>
<td>57</td>
<td>62</td>
</tr>
</tbody>
</table>

**Comment**

This question has been included in the questionnaire to find out the students' knowledge in the identification of the subject and the concord relationship between subject and predicate. 38 percent of the students failed to expose the concord aspects while writing the new sentence. The following are such type of samples found from the students' responses.

1. a student prefer their
2. a student prefers their
3. a student prefer his
4. a students prefer
5. student a prefer
6. a students his
7. one students carrier
8. a student was prefer
9. a students prefers

**3.20. Test item no: 5 writing sentence by making use of the given words.**

*Instruction: write sentences by employing the following words.*

Given words.

1. Career plan
2. Graduate student

3. Bright future

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<tr>
<th>Sl. No.</th>
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<th>Skill tested</th>
<th>Compl. level</th>
<th>Given text</th>
<th>Mode of answer</th>
<th>No. of correct resp.</th>
<th>No. of incorrect resp.</th>
<th>% of the correct resp.</th>
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<tbody>
<tr>
<td>5</td>
<td>1.5</td>
<td>Recreation</td>
<td>Sentence</td>
<td>Words</td>
<td>Writing based</td>
<td>60</td>
<td>90</td>
<td>40</td>
</tr>
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</table>

Comment

40 % students wrote sentences making use of the given words without any error. The remaining students committed errors in grammatical and conceptual levels. The aim of the test is to find out the students recognition capacity over the meaning of the phrase 'career plan'. In order to test their comprehension power on the phrase 'career plan' the students were asked to write sentences of their own. But only 40% students followed the instruction and wrote sentences of their own. The remaining students picked up sentences from the given test passage itself.

3.21. Test item no: 6 précis writing

*Instruction: write a brief note on the given passage about career plan within 50 words.*

Given text: passage – in appendix-1

<table>
<thead>
<tr>
<th>Sl. No.</th>
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<th>Skill tested</th>
<th>Compl. level</th>
<th>Given text</th>
<th>Mode of answer</th>
<th>No. of correct resp.</th>
<th>No. of incorrect resp.</th>
<th>% of the correct resp.</th>
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<tbody>
<tr>
<td>6</td>
<td>1.6</td>
<td>Reorganization</td>
<td>Passage</td>
<td>Passage</td>
<td>Writing based</td>
<td>92</td>
<td>58</td>
<td>61.33</td>
</tr>
</tbody>
</table>
Comment

As writing includes the subskills of translation and re-organization of ideas and meanings related to any given passage, this question on transformation of text was included. Re-organization skill was expected from the students. 61.33 percent of the students performed well and the remaining students committed various errors like,

1. Writing the same sentences found in the given source text,
2. Incorrect selection of vocabulary items,
3. Grammatical errors in forming new sentences,
4. Exceeding the prescribed limit of the passage.

The answers show that 30% of the students could not understand the clear meaning of the given text.

3.22. Test item no. 7 translation of conversation into passage.

*Instruction: read the following conversation and summarize it within 75 words*

Given text: conversation: -given in appendix-two

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Test item No.</th>
<th>Skill tested</th>
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<tbody>
<tr>
<td>7</td>
<td>1.7</td>
<td>Reorganization</td>
<td>Passage</td>
<td>Conversation</td>
<td>Writing based</td>
<td>47% of the students did not include all the information given in the conversation.</td>
</tr>
</tbody>
</table>

Comment

In order to test the reorganization skill particularly the skill of converting one form of the text into the other form, this question has been included. A conversation
was given and the students were asked to translate it into descriptive passage. The students have not performed well in this task. Most of the students could not include all the information provided in the conversation and some of them misunderstood the incidents discussed in the conversation, and as a result, the total information about the conversation has not been presented. Errors were also found in the grammatical and syntactic levels.
Writing analysis

Analysis of the descriptive writings

3.23. Concord

'Concord' is the grammatical agreement between words in gender, number, noun, subject, object etc. In English, 'number' is a feature associated with nouns, demonstratives, personal pronouns and verbs. Nouns have singular or plural number and verb in the 3rd person vary for singular and plural in order to have agreement with the subject noun.

3.23.1. Error identification

1. Dropping 's' in verbs (when third person singular noun is used in simple present tense)
2. Addition of 's' with verb (when it occurs in past tense)
3. Incorrect selection of auxiliary verbs.
4. Incorrect matching of subject-object in gender
5. Incorrect matching of adjective pronoun

Tense is an important category in any grammar. It primarily refers to the way the grammar marks the time at which the action denoted by the verb takes place. Traditionally a distinction is made between past, present and future tenses. Often, further divisions such as continuous, perfect and perfect continuous are maintained. The tense of a verb indicates whether the action (of the state of being) denoted by the verbs takes place in the present, took place in the past or will take place in the future.
These also indicate whether the action denoted by the verb is simple, continuous or complicated. In English 20 tense forms are available, 12 in active voice and 8 in passive voice. All the tense forms are different in form and function. The following four categories are found to be the areas in which the errors in the use of tense forms occur. All the errors committed by the students in the use of tense forms are analyzed and grouped in the following four categories with some samples.

3.23.2. Addition of auxiliary verbs

Samples.

1. Mahesh is went out
2. Mahesh was go out
3. India is a being developing country
4. I shall may be waiting for you
5. It should have been being read.

3.23.3. Dropping of the auxiliary verbs

Samples  

dropping

<table>
<thead>
<tr>
<th>Sample</th>
<th>Dropping</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will a lawyer</td>
<td>‘be’</td>
</tr>
<tr>
<td>Can selected</td>
<td>‘be’</td>
</tr>
<tr>
<td>Students gone for exams</td>
<td>‘have’ or ‘had’</td>
</tr>
<tr>
<td>The women using...</td>
<td>‘are’ or ‘were’</td>
</tr>
<tr>
<td>Fight continuing in Kashmir</td>
<td>‘is’</td>
</tr>
</tbody>
</table>
3.23.4. Wrong substitution of auxiliary verbs

1. He **would** waited for him
2. The phone call **were** attended
3. He **will** has gone
4. The bell **was** rang
5. The cinema **will** attracted

Reasons for errors in concord.

1. Inability in identifying the ‘number’ found in the subject, and that found in the auxiliary verbs.
2. Lack of experience in using the pronouns in subject, object and adjective positions.

3.24. Preposition

Preposition is a word or a group of words used especially before a noun or pronoun to show location, time, manner, etc. In English, preposition occupies an important place to show the relationship between the nouns and verbs. Prepositions are classified into three categories namely simple, compound and phrasal form of prepositions. Even a simple preposition can make the sentence meaningful or meaningless. The right use of the right preposition is important to show the relationship or state among, subject, object, adverb, noun and pronoun. The following are the sentences in which errors in prepositions are identified. The erroneous sentences are listed under the following three categories.
3.24.1. Addition of prepositions

Samples

1. He phoned when Mahesh was in out
2. This can be done by the student’s to with the help of their parents.
3. Come to in time
4. This is done by with the help of computers
5. Today’s fashion is with in Nehru park

3.24.2. Dropping the prepositions

dropping

1. Gandhiji fought the way of ahimsa ‘in’
2. There are a number ways to succeed… ‘of’
3. They had an encounter British people ‘with’
4. I came the bus ‘by’
5. Child labors could not come school ‘to’

3.24.3. Wrong selection of prepositions

correct selection

1. The British are putting so many taxes to the people ‘on’
2. People were very much suffered for British company rule ‘by’
3. The fight among British and India lasted for several years ‘between’
4. The computers sector on many companies ‘of’
5. Fashion show’s income look for orphanages ‘after’
3.25 Articles

The forms like ‘a’ or ‘an’ and ‘the’ are usually called as articles. In English, articles belong to a subclass of determiners and they are definite and indefinite. ‘a’ and ‘an’ are indefinite articles, and ‘the’ is a definite article. The use of both the definite and indefinite articles depends upon the nature of the following word. The definite article ‘a’ occurs before words which have consonants in the initial position and ‘an’ occurs before words with vowels, ‘the’ occurs in the position, where a person or thing or one already referred to. Wren and Martin define the following as the contexts in which the definite article ‘the’ occurs.

1. When a singular noun is meant to represent a whole class,
2. With the names of gulfs, rivers, seas, oceans, group of islands and mountain ranges,
3. Before the names of certain books,
4. Before the common nouns which are names of things unique of their kind,
5. With superlatives,
6. With ordinals,

(Wren and Martin, 1991, p: 31-32)

Errors pertaining to the use of articles found in the students' writings are classified into two categories namely substitution of articles and addition of articles. All these erred sentences in the usage of articles are classified and listed below.
3.25.1 Wrong substitution of article

<table>
<thead>
<tr>
<th>Correct Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career plan is an important thing</td>
</tr>
<tr>
<td>A advocate</td>
</tr>
<tr>
<td>They are treated like a beggar</td>
</tr>
<tr>
<td>In an university</td>
</tr>
<tr>
<td>An development country</td>
</tr>
<tr>
<td>A youngsters prefer their</td>
</tr>
<tr>
<td>Most of a students are from agriculture families</td>
</tr>
<tr>
<td>A river Cauveri was in dispute</td>
</tr>
</tbody>
</table>

3.25.2 Addition of articles

<table>
<thead>
<tr>
<th>Correct Substitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>The economic condition is the very poor in India.</td>
</tr>
<tr>
<td>The fashion is the well developed today.</td>
</tr>
<tr>
<td>Many of the children are not student.</td>
</tr>
<tr>
<td>Cinema and politics are a dangerous to culture.</td>
</tr>
<tr>
<td>The cheapness of the small computers is a good move.</td>
</tr>
<tr>
<td>We are unnecessarily spending a money.</td>
</tr>
<tr>
<td>Nowadays cheating is the a famous business.</td>
</tr>
<tr>
<td>The boys are the pillars of the nation.</td>
</tr>
<tr>
<td>The child labor in the industries is mostly practiced.</td>
</tr>
</tbody>
</table>

3.26. ADJECTIVES

An adjective is a word used to add something to the meaning of a noun. Adjectives qualify the nouns. Adjectives are words that indicate the quality of a person or thing referred to by a noun. Adjectives have comparative and
superlative forms in English. They mainly act as modifiers of nouns. Adjectives are used with noun to show the state of the noun. The errors committed by the students in the use of adjectives are listed below.

3.26.1. Verbs used as adjectives

Samples:

1. In India the economic condition is not satisfy (satisfactory)
2. There a number of ways for specify unemployment( specific)
3. The indo-pak issue is a controvert matter(controversial)
4. Child labor and cheating business poses a continue threat to the nation (continuous)
5. Cotton products become cheapened nowadays (cheaper)

3.26.2 Adjectives used as nouns

1. Our culturals has developed after ‘sippoy mutiny’ (culture)
2. Stupid computers are and function everywhere …
3. Reproductive was not high in industries due to the economic slowdown (reproduction).
4. So many people are working in industrials (industries)
5. Cultural was developed in that time (culture)

3.26.3. Wrong substitution of adjective pronouns

1. Many of them lost his life (their)
2. They suffered for his food (their)
3. Only when India get freedom then only they problem will be solved (their)
4. Gandhiji fought for the freedom of India and he lost his wealth several times.

5. He has concern over the awareness on swedeshi is good.

3.26.3. Analogical creation (nouns transferred as adjectives)

1. India is a commercial country (agricultural)
2. Industrial revolutionary attitude was developed (revolutionary)
3. Good people are working irrespective of caste and religion (irrespective).
4. In olden days teachers were treated respectably persons but the new fashions and developments spoiled it (Respectable).
5. Cinema is not an appreciationable media. (appreciative).

3.27. ADVERB

Adverbs specify the mode of action of the verb. In English many adverbs are signaled by the ‘ly’ ending. An adverb is ‘a word used to add something to the meaning of the verb, adjective or another adverb’. The function of an adverb in a sentence is significant because of its impact on the verb it qualifies. The effectiveness and vitality of the action reflected by the sentences is denoted by the use of the adverb. Sometimes adverbs qualify the adjectives also. Sometimes the students overgeneralize the ‘ly’ ending adverbs. Many students add ‘ly’ with words to make them adverbs.

Errors found in the use of adverbs are analyzed and classified in the following way.

3.27.1. Analogical creation (wrongly created words with ‘ly’ endings)

1. The basic needs were not supplied enoughly (enough)
2. People were fighting non-stoply (continuously)

3. Today's fashion outwitted the culture primitively practiced.

4. When the industrialists started all the small industrialists affirmatively Followed them.

5. Many small kings lived dependently with big kings.

3.27.2. Adjectives used as adverbs

1. In the computer C++ language is very much used (mostly)

2. The life of the people is very mechanical (highly)

3.28. NOUNS

Noun is a word that refers to a person, place, thing, idea, etc. Nouns are the units, which display certain types of inflection; they have a specific distribution and perform the syntactic function of a subject or object in a sentence. In a sentence, the noun phrase occurs with the noun and adjectives. The relationship between subject and object is maintained by the use of the verb in a sentence. A noun phrase can have adjectives as pre and post modifiers. Normally the structure of a noun phrase can be represented as follows:-

Noun phrase

Determiners  pre modifier  head  post modifier

A  tall  boy  with short hair

(Geoffrey Leech, 1986, p: 251)
The students have problems in the use of nouns, noun phrases and the determiners. The sentences written by the students, reflecting errors in the use of nouns are classified and listed here.

3.28.1. Adjectives used as nouns in the subject position of a sentence

1. Industrial was improved by the Indian government.
2. Sympathetic was not considered by the East India company
3. Educational is main motive of Kamaraj.
4. Confidential was not strictly followed by the small kings.
5. India got Independent on 15th August, 1947. (Independence)

3.28.2. Substitution of same meaningful nouns in sentences

1. The freedom of the people was completely watched by the rules, rulers and ministers.
2. These people wanted goods, tools and articles.
3. Child labor should be avoided, demolished, should not be practiced, and entertained in this country.
4. Most of the money amount spent for dress and food.
5. Well educated, learned people not boldly fight the rowdism.

3.28.3. Adverbs used as nouns

1. An ignorance king of north India first fell as a victim to the East India Company.
2. Speedy labor work never fails
3. Fastly trains help to develop railway’s income.
4. Aurally information does not help in trade and commerce.

3.28.4. Incorrect use of noun forms

1. The son-in-laws of Canning did not encouraged the industrial revolution (sons-in-law)
2. The lady mayor of Calcutta joined in the freedom war. (mayoress)
3. Prince Elizabeth treated the soldiers well (princess)
4. The whole nation revolted against the unjustful activity. (injustice)

3.29. VERB

A verb is considered as the core of a sentence. A sentence will not be complete without the occurrence of verb. The state or action of the subject is established by the verb. Joanna Thorn Borrow (1998:p: 65-66) says that verbs are sometimes referred to as ‘doing words’, but this definition is misleading as many verbs do not refer to ‘doing’ anything at all. For ex. the sentences

‘That red car belongs to my mother’

‘John’s house is at the end of the street’

The verbs ‘is’ and ‘belongs’ do not perform any action, instead they inform the state of the nouns.

A verb phrase may have different kinds of grammatical information. One of the most important information in the verb phrase is the information about tense. Verb phrases can also carry information about mood or modality. Modals are the categories of grammar that provide information about the writer’s attitude. Modals can convey degrees of possibility, certainty or doubt, as well as
information about obligation, permission or suggestion. Verb phrases can also give information about aspect. This category of grammar indicates whether an action or state of affairs is completed or not. Thus the meaning that comes out of a sentence is mostly based on the use of the verb occurring in that sentence.

While writing the sentences, some of the students have dropped the verbs and some of them have not properly handled it. Most of the sentences written by the students have lost their function and meaning due to the inappropriate use of the verb forms. Such types of sentences are presented here.

3.29.1. Dropping verbs

18 percent of the students have committed errors by dropping the verbs in sentences. Such sentences are meaningless and some of them are listed here.

1. After British rule very development in social activities
2. Once India under the ruler to British
3. Under British India very dull to economy
4. Indian people income very slow
5. The underdevelopment country in India.
6. Not many good houses in poor villages.
7. Children labor very torturing, fighting and hard working in industries.
8. Most young boys not care families and profession.
10. Freedom movement in India with and interest at that time.
3.29.2. Use of nouns in the place of verbs

1. Indian economic condition was not development (developed)
2. Many of the people had dead in the freedom struggle (died)
3. Even though the computer business started only during Second World War has been existence for short time. (existed)
4. Patel arrangement the whole nation. (arranged)
5. Clerks under British rule mismanagement the records of income. (mismanaged)

3.29.3. Improper selection of verbs

1. Some of them violence against the British (revolted)
2. British governors adopting some new schemes like postal etc. (introduced).
3. The excessive money spent will not be practiced (too much of expense).

3.30. Auxiliary verbs

Auxiliary verb, subordinate to the main verb, it helps to make distinctions in mood, tense, aspect, voice etc. It is also used to frame questions, and question tags. Normally a verb phrase consists of a main verb preceded by one or more auxiliary verbs. In some contexts the auxiliary verb acts as a main verb. In sentences the appropriate selection of the auxiliary verb form is important with regard to subjects-verb agreement. Students have difficulty in using the auxiliary
verb form also. The errors found in the use of the auxiliary verbs in the data of students are classified and listed below.


1. He must should give freedom to Indians
2. Indians will may be called as masters of computers.
3. Men are being working about the modern fashion
4. Fashions of today is had won many prizes to woman.
5. Most of the communities are violence and the will been always fighting with one another.

3.30.2. Wrong substitution of auxiliary verbs

1. He will being lawyer in future
2. They will have being waiting for the arrival of the new govt.
3. They should not do this work unless the power has being given by the higher officials.
4. The economic condition is worst and will may be good in future.
5. I am being a pilot in next year.

3.30.3. Wrong substitution of words in the place of auxiliary verbs

1. These 12 sound of called as pure vowels.
2. Unnecessarily we spend money in so many ways, which in affecting the normal life.
3.31. PRONOUN

Pronoun is a word that could be used in a sentence in the place of a noun. Pronouns can be classified as subject, object, adjective and adjectival possessive pronouns. The pronouns agree with the subjects and objects according to its number. Since a pronoun is used as a substitute of a noun, it must bear the same number, gender and person as the noun for which it stands. (Ex. Rama is a kind man, he has helped the poor.)

<table>
<thead>
<tr>
<th>PRONOUNS</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
<td>I</td>
<td>WE</td>
<td>YOU</td>
</tr>
<tr>
<td>OBJECT</td>
<td>ME</td>
<td>US</td>
<td>YOU</td>
</tr>
<tr>
<td>ADJECTIVE</td>
<td>MY</td>
<td>OUR</td>
<td>YOUR</td>
</tr>
<tr>
<td>ADJECTIVE POSSESSIVE</td>
<td>MINE</td>
<td>OURS</td>
<td>YOURS</td>
</tr>
<tr>
<td>REFLEXIVE</td>
<td>MYSELF</td>
<td>OURSELF</td>
<td>YOUR SELF</td>
</tr>
</tbody>
</table>

Pronoun use also poses problems to the students learning English. Errors found in the use of pronouns are listed here

3.31.1. Wrong substitution of pronouns

1. Everyone must plan their daily life. (his).
2. Computer scientists are doing them duty. (their)
3. Britishers came to India because of they wealth rich. (their).
4. An Indian soldier who does him, work will be honest. (His).
5. Because of the heavy water scarcity his ran away home. (he)

3.31.2. Transformation of pronoun and subject.
1. Because of his self-confidence, Gandhi fought for freedom. (Gandhi, he)
2. He was allowed to work as a computer engineer, Mohan was not willing to work in it. (He, Mohan).
3. He is well known for his freedom fighting. Ghandhiji really safeguarded the country in a best way (He...Ghandhiji).
4. They wont be so fast. People of foreign nationals are so late in marriage. (They.... people of...).

3.32. NOUNS AND NUMBERS, (SINGULAR AND PLURAL)
A noun that denotes a single person or thing is said to be in singular form and that which denotes more than one person is said to be in the plural form. Plural nouns are formed by the addition of the suffixes like ‘s’, ‘en’ ‘ves’ and ‘ren’ etc. to the singular form of the noun.

3.32.1. Formation of plural nouns

<table>
<thead>
<tr>
<th>Sl.no.</th>
<th>Singular</th>
<th>addition</th>
<th>plural</th>
<th>modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>pen</td>
<td>‘s’</td>
<td>pens</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>ox</td>
<td>‘en’</td>
<td>oxen</td>
<td></td>
</tr>
</tbody>
</table>
mango  'es'  mangoes

calf  'es'  calves  'f'--v

child  'ren'  children

baby  'es'  babies  'y'--i

3.32.2. Irregular plural forms.

<table>
<thead>
<tr>
<th>Sl.no.</th>
<th>Singular</th>
<th>plural</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>foot</td>
<td>feet</td>
<td>'oo'--'ee'</td>
</tr>
<tr>
<td>2.</td>
<td>man</td>
<td>men</td>
<td>'a'--'e'</td>
</tr>
<tr>
<td>3.</td>
<td>datum</td>
<td>data</td>
<td>'um'--'a'</td>
</tr>
<tr>
<td>4.</td>
<td>radius</td>
<td>radii</td>
<td>'us'--'i'</td>
</tr>
<tr>
<td>5.</td>
<td>mouse</td>
<td>mice</td>
<td>'ous'--'ic'</td>
</tr>
</tbody>
</table>

Most of the singular/plural forms are peculiar in their morphological structure. One has to master all those noun forms, in order to use them appropriately. The commonly used plural forms that are obtained by the addition of 's' with singular nouns are overgeneralized by the students.

womans, peoples,

Besides some nouns have peculiar form and function in English

1. Certain collective nouns are in singular forms but are always used as plurals.

Cattle, poultry, vermin, etc.,
2. Among common nouns sometimes the same form is used as singular and plural. People, nation, public, etc.,

3. Certain nouns, which appear to be plural in form, are commonly used as singular forms. Linguistics, mathematics, news, innings.

The above information about the nouns is to be taken note of to avoid errors in the use of nouns. From the samples collected from students it is found that 35 students have written the noun, people as 'peoples'.

English language has different types of plural nouns and some of them are non-productive forms. Due to this reason the students very often commit errors in the use of singular and plural forms. A thorough concentration in the formation of plural nouns both regular and irregular plural formations may make the second language learner use the plural forms in a proper way.

3.33. INCOMPLETION

Students' data is abound with incomplete sentences. Some of the incomplete sentences found in the students' writings are given here.

3.33.1. Samples

1. In the year 1950 January 26th republic nation.
2. Indian people are not satisfied economic condition poor
3. British governments actions very sufferings to the Indians
4. Nearly 50 percent of the national income from agriculture
5. Computer is great and scientific
6. Child labor not well good for country and they
7. Today’s fashion not in all countries welcome to
8. Business of share market and stock market are cheating the whole
9. No one was ready to accept the voluminous move taken on

3.34. VOCABULARY

The term vocabulary is synonymous with ‘lexicon’. ‘Lexicon’ refers to a component that contains all the information about the structural properties of the lexical items of a language.

Vocabulary refers to the total number of words with meanings that exist in a language. They are used by a person or a group. Vocabulary items of language can be classified taking into account the number, meaning function and usage. The classification of synonyms and antonyms is based on the semantic principles. The meaning of one lexical unit can be expressed through the use of other lexical items, which are synonyms or antonyms. Selection of vocabulary items is important, since appropriate vocabulary selection leads to effective communication and diction.

Students also face problems in the selection of appropriate vocabulary items. Some of the errors found in the selection and use of vocabulary items are listed here.

3.34.1. Incorrect selection of verbs.

1. Before the coming of Britishers, we had some reputed in various fields like cotton, oil, handicraft materials (arrival, reputation)
2. As the time the Indians right were lost. (denied).
3. The cinema had received so many fashions to the peoples (introduced).
4. Computerizing the students in young age is much useful. (educating).
5. The global partners are managing surviving well in problem solving (administering).

3.34.2. Incorrect use of noun phrases
1. ‘Sippoy violence was first worked for freedom in India. (‘Sippoy Mutiny’.)
2. Gandhi started ‘not joining movement’ (Non Alignment Movement)
3. The children are doing labor in industries only for living. (working).
4. The workers of indigo farmlands initiated Freedom violence (movement).
5. Global Agreement on Trade and Travel works for the cause of good financial development (Global Agreement of Trade and Tariff).

3.34.3. Incorrect selection of adjectives
1. The Indian people are very lowdown in social condition (far behind)
2. India is a very sportsmen country (many)
3. Tendulkar gets most runs in the one day internationals (highest)
4. Indian trees are lot of sizes than in pacific regions (big).
5. Good seeing fashions are attractive for business people (looking).

3.34.4. Incorrect usage of adverbs
1. Most of the people’s income is very slow (poor)
2. Now a days woman like ‘goodly’ ‘fast changing’ and ‘liking fashions’ (mostly)
3. Bombing and shooting are heavily seen in borders (commonly or rarely).

4. Caste violence vigorously and rapidly takes place (quickly).

5. Savings in the early will help for sudden development of profession (quick).

3.35. REPETITION

Repetition of the same word or phrase, or "words of similar meaning is often an effective means of emphasis (MacDonald and Evans 1970, p: 77). Repetition is a linguistic strategy adopted by the speakers or writers to convey the message effectively and clearly, to the audience. Repetition involves repetitive use of the same lexical items and rewriting the same sentences. The students have employed the strategy of repetition to reinforce the meaning of the sentences. In adopting this method they failed to write grammatically correct sentences.

3.35.1. Use of same meaningful adjectives in a sentence

1. Labors were mostly very much hard workers.

2. Only highly super top high tech models are selected for fashion shows.

3. Normally old computers fast are very slow moving in speed.

4. If I were the p.m., I will do work for the better and well life of the students.

5. Modern world has so many opportunities and chances for the youngsters.

3.35.2. Use of same nouns in sentences

1. The people sold all their products things to British company only.

2. Working labor problem not solved
3. Every day caste community violence display in the heading of newspapers.

4. Once solving and finding solution for freedom fighters was big problem of English rulers.

5. Many onlookers and visitors never noticed the maps with clear idea and thought.

3.35.3. Repeated use of adjectives.

1. During the past life people lived with minimum things and minimum comfortable.

3.36. HOMOPHONES

Homophonous forms refer to different words having identical pronunciation (some, sum). Homophonous forms crate problems in learning SL. Some of the errors created due to use of homophones are listed here.

1. The people where not able to enjoy their rights (were).
2. People's materials or costly (are).
3. Industries or mostly agro based (are).
4. Sum of money was wasted for the project (some).
5. Son never sets in the British rule (sun).

3.37. SPELLING

Spelling is an important aspect of language. Spelling determines and distinguishes the meaning of words. All the letters in the words are not always spelt in same manner. Spelling differs according to the context, position and
state of the words in text. For example, ‘read’ is spelt as ‘red’ when it is in the perfect tense forms. As far as writing is concerned, importance is given to the written symbols. The letters of a script system go in the making of all the lexical units in a language. These rules followed in the formation of words help both the writer and the reader in encoding and decoding the words. If the letters used in the words are changed or altered, the meaning that the word normally provides will be lost. Alterations or dropping of letters in words lead the reader into confusion. Sometimes misspelt words will make one comprehend some other meanings. Thus the spelling plays an important role in the formation of words.

Spelling is one of the six aspects of writing. The present study also tries to find out the difficulties the students face in the use of the spelling. The errors committed by the students while writing letters are analyzed and discussed here. Among 150 students 83 have committed errors in writing the spelling of the words. More than 100 words were taken for analysis. The important reason for the error in spelling is the incompatibility between the letters and their pronunciation in the words. The influence of spoken has been found in many of the erroneous words produced by the students. It is also observed that many of the students overgeneralized the phonemic rules and carried them to written mode. Some of misspelt words are listed here.

3.3.7.1. words miss spelt due to the influence of spoken forms.

<table>
<thead>
<tr>
<th>No.</th>
<th>Samples</th>
<th>correct form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>britis</td>
<td>British</td>
</tr>
<tr>
<td>2.</td>
<td>prohibiton</td>
<td>prohibition</td>
</tr>
</tbody>
</table>

97
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>futer</td>
<td>future</td>
</tr>
<tr>
<td>4.</td>
<td>caltur</td>
<td>culture</td>
</tr>
<tr>
<td>5.</td>
<td>countri</td>
<td>country</td>
</tr>
<tr>
<td>6.</td>
<td>agricultur</td>
<td>agriculture</td>
</tr>
<tr>
<td>7.</td>
<td>peeple</td>
<td>people</td>
</tr>
<tr>
<td>8.</td>
<td>pover</td>
<td>power</td>
</tr>
<tr>
<td>9.</td>
<td>governmant</td>
<td>government</td>
</tr>
<tr>
<td>10.</td>
<td>october</td>
<td>October</td>
</tr>
<tr>
<td>11.</td>
<td>sanlight</td>
<td>sunlight</td>
</tr>
<tr>
<td>12.</td>
<td>fesilities</td>
<td>facilities</td>
</tr>
<tr>
<td>13.</td>
<td>eropean</td>
<td>European</td>
</tr>
<tr>
<td>14.</td>
<td>tri and tri</td>
<td>try and try</td>
</tr>
<tr>
<td>15.</td>
<td>methot</td>
<td>method</td>
</tr>
<tr>
<td>16.</td>
<td>depant</td>
<td>depend</td>
</tr>
<tr>
<td>17.</td>
<td>natinal</td>
<td>national</td>
</tr>
<tr>
<td>18.</td>
<td>analicis</td>
<td>analysis</td>
</tr>
<tr>
<td>19.</td>
<td>important</td>
<td>important</td>
</tr>
<tr>
<td>20.</td>
<td>meterial</td>
<td>material</td>
</tr>
<tr>
<td>21.</td>
<td>derawn</td>
<td>drawn</td>
</tr>
<tr>
<td>22.</td>
<td>Brities</td>
<td>British</td>
</tr>
<tr>
<td>23.</td>
<td>Brithis</td>
<td>British</td>
</tr>
<tr>
<td>24.</td>
<td>bakeward</td>
<td>backward</td>
</tr>
<tr>
<td>25.</td>
<td>proplems</td>
<td>problems</td>
</tr>
</tbody>
</table>
26. analiysis analysis
27. industrees industries
28. unemplayment unemployment
29. presure pressure
30. resorces resources
31. consumer
32. westen western
33. nasion nation
34. telyphone telephone
35. chang change
36. fild field
37. computar computer
38. regin region
39. sceams schemes
40. condison condition
41. cristian Christian
42. centuri century
43. entrans entrance
44. smat smart
45. proses process
46. differd differed
All such errors in the words indicate that the students have spelt the words according to the pronunciation of words. Only writing practices can solve the problems related to the spelling.

3.37.3. Mother tongue influence in the use of spelling

Samples: correct form:

1. ingreases/ increases

In this word, the student used the voiced sound /g/, in the place of voiceless velar plosive sound /k/.

In Tamil language all the velar plosives when followed by nasals are voiced. Due to this mother tongue influence the students might have committed this error.

Sample 2: correct form,

Sumel smell-/smel/

Sulowly slowly-/sl uli/

In these words the student has added a vowel ‘u’. in between the consonant clusters. In Tamil language consonant clusters are not found in the initial position. Hence words with initial consonant-clusters are avoided by the introduction of a vowel. This influence had resulted in the miss spelling of words such as ‘smell’ and ‘slowly’

Sample: 3: correct form

1. impordand important -/imptfnt/
2. developmand development -/dvlpnt/
3. diferend different -/difrnt/
in all the three samples the students have used the retroflex voiced ‘d’ instead of voiceless ‘t’ sound.

In Tamil language the retroflex plosive followed by nasal is always voiced. Due to this the students might have used the voiced retroflex sounds in the place of voiceless ones in the cited words.

3.37.4. Words showing dropping of letters

<table>
<thead>
<tr>
<th>Samples</th>
<th>correct form</th>
<th>dropping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. culture</td>
<td>culture</td>
<td>‘l’</td>
</tr>
<tr>
<td>2. mentally</td>
<td>mentally</td>
<td>‘n’</td>
</tr>
<tr>
<td>3. important</td>
<td>important</td>
<td>‘t’</td>
</tr>
<tr>
<td>4. position</td>
<td>position</td>
<td>‘i’</td>
</tr>
<tr>
<td>5. pressure</td>
<td>pressure</td>
<td>‘s’</td>
</tr>
</tbody>
</table>

3.37.5. Words showing addition of letters

<table>
<thead>
<tr>
<th>Samples</th>
<th>correct forms</th>
<th>additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chentury</td>
<td>century</td>
<td>‘h’</td>
</tr>
<tr>
<td>2. greate</td>
<td>great</td>
<td>‘e’</td>
</tr>
<tr>
<td>3. politicy</td>
<td>policy</td>
<td>‘ti’</td>
</tr>
<tr>
<td>4. enchourage</td>
<td>encourage</td>
<td>‘h’</td>
</tr>
<tr>
<td>5. derawn</td>
<td>drawn</td>
<td>‘e’</td>
</tr>
<tr>
<td>6. industeries</td>
<td>industries</td>
<td>‘e’</td>
</tr>
</tbody>
</table>

3.37.6. Words showing modification of letters

<table>
<thead>
<tr>
<th>Samples</th>
<th>correct form</th>
<th>transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. notable</td>
<td>notable</td>
<td>‘a’-‘e’</td>
</tr>
</tbody>
</table>
2. puer poor 'oo'—'ue'
3. angaged engaged 'e'—'a'
4. duelistic dualistic 'a'—'e'

3.37.7. Voiced sounds written as voiceless sounds.

<table>
<thead>
<tr>
<th>Samples</th>
<th>correct forms</th>
<th>transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. agro pased</td>
<td>agro based</td>
<td>'b'—'p'</td>
</tr>
<tr>
<td>2. sun klass</td>
<td>sun glass</td>
<td>'g'—'k'</td>
</tr>
</tbody>
</table>

3.37.8. Voiceless sounds written as voiced sounds

<table>
<thead>
<tr>
<th>Samples</th>
<th>correct forms</th>
<th>transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rabid</td>
<td>rapid</td>
<td>'p'—'b'</td>
</tr>
<tr>
<td>2. sendence</td>
<td>sentence</td>
<td>'t'—'d'</td>
</tr>
</tbody>
</table>

3.37.9. Influence of known words.

<table>
<thead>
<tr>
<th>Sample</th>
<th>correct form</th>
<th>reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kannata</td>
<td>Canada</td>
<td>influence of the use of the word 'Kannada', (one of the Dravidian Languages)</td>
</tr>
</tbody>
</table>

From the above analysis it is found that the students are not well aware of the complex relationship between the graphological and phonic forms of the second language. Since language is a medium with brief complexity, it is the duty of the learners of language to master over those distinctive features of the language being learnt. The students have to take specific effort to avoid the errors they commit in spelling. They should safeguard themselves from the interference of their mother tongue on the language they learn. The interference of the mother
tongue features will lead the learner to a state of confusion. To make the second 
language learning effective and useful, practices and exercises related to the 
vocabulary and parts of speech are essential. Moreover a contrastive study of 
the sound systems of mother tongue and second language will be useful to the 
learners.

Apart from these certain phenomena are required to adore the writing. Those 
properties have not been considered in the present analysis. They are 
expression, fluency and style. However mention of those properties is very much essential at this juncture.

3.38. EXPRESSION

Expression is one of the six aspects governing effective writing. Expression 
means expressing or representing some meaning, thought or state of things in 
those words or symbols. The utterance of the mood, the feelings and intentions 
can be clearly conveyed by the mode of expression. All the words of feelings 
can be expressed through the representation of words. Expression also includes 
the manner or means of representation used. Expression is controlled by the 
use of diction and phraseology of language.

3.39. FLUENCY

Fluency refers to the smooth, clear and rhythmic expression of spoken and 
written forms of languages. The proficiency attained through the use and usage 
of language and the knowledge acquired through the three dimensions, namely, 
intellectual, emotional and physical dimensions pave the way to develop the 
fluency in the language use. Fluency in using language is an advanced skill and
not easily acquired by the language learners. Most of the language users suffer in the fluent use of their mother tongue. To have fluency one needs lot of exposure to language, planning in learning, use of various strategies of language use and continuous use of language.

3.40. STYLE

Style in general refers to the manner of writing or speaking. It is the way in which a speaker or writer uses language according to the demands of the communicative situations. The characteristic style of a work or a writer may be analyzed in terms of diction, or characteristic choice of words, and the adoption of sentence structure or syntax found in the work.

This study is limited to the second language learners and the main aim is to identify the difficulties they encounter while using the language. In curriculum setting the students are encouraged to develop the writing skill and they are not encouraged to develop the writings skills particularly pertaining to aspects like expression, fluency and style separately. Hence these factors are treated as part of the advanced skills and are no particular syllabus has been framed to develop these skills. So, in testing the writing skill of the students these three special factors are not tested separately and are not given much importance in testing and evaluation but the distinctions found in some of the students' writings are taken for analysis. These skills are based on the overall usage of the language
3.41. Summary on Writing

The ungrammatical sentences produced by the students are analyzed in this chapter and the inference drawn on the basis of the six factors of writing shows the fact that the students at the graduate level learning L2 have to improve. The second language studies come to an end at the graduate level. Errors found in the grammatical categories used by the students show that the students are not up to the mark in the skill of writing, and they lack experience in the use of language. The students tend to commit errors due to the influence of adopting strategies like overgeneralization, analytical creation and mother tongue influence on the target language.

With regard to writing the vocabulary item, the students are influenced by the phonic form of the word and hence they have mis spelt the words. This has to be rectified.

Word order is also problematic one for the students. The word order of English language is different from that of the Tamil language. A contrastive sketch of the word orders in both the languages may help the students to avoid word order based errors.

Based on the interpretation of the students it is to be mentioned that the students tend to improperly use the adverbs, verbs, nouns and adjectives and the
grammatical categories in general is an inappropriate way. Most of the students do not know the forms and functions of the above-mentioned units and phrases. Exercises related to the formation and transformation of the forms and identification and exercises related to all the grammatical categories will help the learners to understand the forms and functions of the grammatical categories involved in sentences.

Use of vocabulary items is also problematic one for the SL learners. The use of right vocabulary items in the right context leads to effective communication. Students struggle with the use of vocabulary items. They often use the incorrect lexical items, which lead to communication failure. Some students repeatedly used the same words without paying attention to semantic nuances. Hence exercises designed to develop the vocabulary should be given much importance in the curriculum.

More than 100 students have committed spelling errors in words. Majority of the errors occur due to the influence of spoken form of writing. A comparative phonetic study on both the first and second language may enable the learners to avoid the problems that occur due to the influence of one's mother tongue.

Anything that comes out of writing or speaking is called expression but the purpose and aim of the expression can be fulfilled only when it follows the effective (natural) system that is being followed traditionally. Most of the
expressions found in the students are incomplete and they lost their functions. The expression loss has occurred due to the improper and incorrect use of the writing mechanics and the components of writing. For an effective and clear expression students have to take much effort and the curriculum should include the syllabus related to the exercises like 'power the writing' and 'free writing'.

For a smooth, speedy and clear writing, students should be motivated to enrich their knowledge in all the grammatical, syntactical and semantic aspects. For an effective communication, fluency in writing and speaking is essential. Exercises have to be designed to develop the fluency of the students.

Among the 150 informants, none has used any figurative description. In writing there are several strategies adopted to attract the audience and convey the intended meaning effectively. Style is one of those strategies adopted by the writers, but in the case of the students under study they never used any such type of expression in their writings. The present curriculum is mostly based on communicative competence, the knowledge in the use of the new forms and collocations are not encouraged in the curriculum. So the expressions of the students are found to be vague and stereo typed. In order to make the writing of the students more effective and novel, the present curriculum should encourage the use of different styles in writing. The popular stylistic writings should be given as models in learning process and practices. Thus the overall result found out of the testing of the students writing of mechanics' the standard of writing not
appreciable. Hence the present curriculum should include many exercises in such a way to develop the writing skills of the students, and to enable them to avoid the errors, which they normally commit. Mere second language teaching will not provide a good result among the students, instead the error-based teaching should be implemented and error prone areas should be found out and the remedial teaching should be applied to those students.

Even a small mistake will have a great impact in the process of comprehension of the meaning of sentences. The influence of oral language will be found in the written form.

In total, among the four linguistic skills, the skill of writing has been extending its hand in all walks of the life of the human beings. If one is able to steer this faculty in a highly appreciable way that will help the language user in a big way, and that will enable the language user to reach the unreachable summit of learning. This concept has to be imbibed in the minds of students so as to create an attachment towards the skill of writing. If such affinity is created in the minds of learners, many learners can have pleasure in acquiring and handling the skill of writing. The errors formed in the writing will fly away in the course of time. Both the students and teachers have to take umpteen number exercises to nullify the difficulties the students face. For which certain innovative steps are to be taken both in the curriculum and in the teaching learning methods.