CHAPTER 6
CONCLUSION

6.1 Introduction

The present research project Teaching Writing to Intermediate Students in Andhra Pradesh - An Evaluative Study has attempted to examine the teaching of writing skill at the Intermediate level in select private colleges of Andhra Pradesh. The study has taken up private colleges for the simple reason that more than 85% of the students who pursued their intermediate between 2010-13 in Andhra Pradesh, did so from private colleges. Among the private colleges, corporate colleges have a lion’s share of students. Four corporate colleges in the state have approximately 20% of the total intermediate students in the state with them. Hence the present study has focused on select branches of these four corporate colleges located in three different regions of the state. The survey has included two colleges from each of these three regions. The pilot study was conducted on students who are not included in the main survey.

The study has been carried out with the main objective of exploring the status quo of the writing skill with specific reference to the objectives, syllabuses, textbooks, teaching methods and examination patterns of the two year English courses at the Intermediate level.
Apart from this, the study has also had the objective of assessing the writing skills of the students in order to understand first hand their actual performance in writing.

The present thesis has been organized into six chapters. The first chapter titled Introduction has detailed the objectives, significance and scope of the present research. It has also outlined the research methodology adopted for the present study. The second part of this chapter has discussed the views of different authors on ‘writing’. Difference between speech and writing, various functions of writing, reasons on why ‘writing’ should be taught as a skill are discussed in detail.

The chapter moves on to discuss

a) Goals of Writing
b) Objectives of Teaching Writing
c) Traits of good Writing
d) Stages in Writing
e) Feed back on Writing and

The final section of the chapter has attempted a review of recent research work done in M.Phil and Ph.D on ‘writing’.

The second chapter – Major Approaches to the Teaching of Writing describes the three major theoretical frameworks available to the teaching of writing. The three major approaches, namely, The Product Approach, The Process Approach and the The Genre Approach have influenced the teaching
of writing to a great extent. The distinctive features of every approach and its limitations are mentioned. Finally, Process-Genre Approach, a new approach which is a combination of the three approaches mentioned above is presented as the ideal model for teaching writing as it is an eclectic model which combines the positive aspects of all the three major approaches to the teaching of writing.

The third chapter **The status quo of Writing** has given a brief account of the Board of Intermediate Education which is responsible for the prescription, preparation and execution of the two year English courses in Andhra Pradesh. This chapter has also pointed out why teaching of writing is important at the Intermediate level and it gives an account of the weightage and nature of coverage given to the writing skill in different components of the existing two year English courses at the Intermediate level.

The fourth chapter - **Data Description** lists out the procedures adopted for the study, the description of Teacher and Student questionnaires, the methods adopted for the collection of the data and the hurdles faced while collecting. This chapter details the composition of the student and teacher samples and also the questions and the written tasks set for teachers and students respectively.

The fifth chapter - **Data Analysis** provides a detailed analysis of the data collected from students and teachers of the three regions of the state, namely Rayalaseema, Andhra and Telangana. Analysis of 667 written texts of
the students is done by scrutinizing and assessing the errors committed. The errors have been classified under five categories, namely,

1. Spelling
2. Punctuation
3. Grammar
4. Vocabulary and
5. Coherence and Cohesion

Analysis is done with the help of tables, charts and pie diagrams. Student performance is assessed basing on the number of errors in their written texts with respect to the following variables:

1. Region (Andhra, Rayalaseema, Telangana)
2. Group (M.P.C, Bi.P.C., M.E.C)
3. Year of study (1st year and 2nd year)
4. Gender (Boy and Girls)
5. Medium of study upto 10th class. (Telugu and English)

6.2 Findings of the study

This section presents the findings of the research carried out with specific reference to the research objectives set out in chapter 1.

➢ The Board of Intermediate Education does not mention anything specific about giving importance to writing skill. The text books are
designed to improve all the four skills- Reading, Writing, Listening and Speaking.

- The Board of Intermediate education has scheduled 6 hours a week for teaching English. But this is not followed by private junior colleges as they take away three hours meant for English in order to teacher group subjects which are considered more important than English. English is taught only for 3 hours in a week where they do not have sufficient time to make the students practice the exercises that are given. The students are asked to work out on their own. There by additional exercises given in the text book and the work book are not practiced.

- Though writing tasks are incorporated in the textbooks, the students were not given enough practice in those exercises. It was surprising to notice that most of the students studying in private colleges do not use the text books and the work books and they totally rely on the printed materials supplied by the colleges. In the survey conducted, teachers said that they were hard pressed for time and they had only 3 hours a week at their disposal for every section.

- Another significant finding is that the number of students who studied in English medium is very high when compared to those who studied in Telugu medium. The data in table 9 show that 86% of the students have studied in English medium, 13.4% have studied in Telugu medium and only 0.29% of the total 667 students have studied in Telugu medium up to 6th class and later shifted to English medium.
The performance of the English medium students has been consistently high in all the tasks, where as the students from Telugu medium faced problems in answering the tasks that were given. They had a problem in expressing their ideas through grammatically correct sentences and committed a lot of errors in spelling, punctuation, grammar and vocabulary. The tables in Chapter 5- Data analysis show that the performance of Telugu medium students is consistently poor.

Second year students performed relatively better in all the 5 tasks where as the first year students were unable to write well. Tables 35, 36, 37, 38 and 39 in Chapter 5 represent the number of errors committed by the first year students which is high.

The performance of students from Telangana region is better when compared to the performance of the students from Andhra and Rayalaseema region. This is evident from table nos.10,11,13 and 15 of chapter 5.

The final examinations test the writing skills of the students adequately. The entire examination tests the writing skills of the students, basing on the different components of ‘writing’ prescribed in the text books of both the first and second year English,60 % of the second year question paper and 43% of the first year question paper give weightage to ‘writing’.

The Two year English courses at the intermediate level in Andhra Pradesh which came into force since 2011 provide amply for the
teaching of writing in that writing is given adequate weightage in terms of the number of hours allotted for teaching it. The total number of teaching hours for 2nd year English course is 194 hours out of which 64 hours are allotted for the teaching of writing and different related components of writing such as grammar and vocabulary. This amounts to 33% weightage to writing.

- The syllabus for first year English course includes three components, namely, a textbook, a workbook, and a CD.

Similarly, the syllabus for second year English course also has a textbook and a workbook. There is no CD for the second year.

Through the workbook and the textbook are prescribed as integral parts of the syllabus, for reasons not clear, the BIE has made the workbooks optional. As a result, no one of the 667 students interviewed has bought the workbooks. As per the textbooks are concerned only 154 of the 667. That is about 23% have bought the textbooks.

Regarding the CD prescribed in the 2 year course, neither the students, nor the teachers have any knowledge of its existence at all. It is not available in the market either. But it is mentioned in the foreword to the 2 year textbook:

“The second section deals with grammar, speech practice and communication skills. We have tried to reduce the explanation in the grammar sections (mostly retained from the previous textbook) and added more
exercises for practice. The section on speech practice has an audio CD to go with it which teachers and students are bound to find useful”.

It has been learnt from all the students and teachers interviewed for the survey that most students do not buy even the text books because they are supplied with study material by the managements of their respective colleges. As this material caters to their examination requirement, they do not bother to buy the text books. The students had to pay a heavy price for not purchasing and working out the exercises that were given in the work books. One of the teachers said that almost 2 lakh first year intermediate students failed in English in March 2013 board examination. The reason being most of the grammar exercises and comprehension passages that appeared in the question paper were from the work book.

To ensure the improvement of students’ writing skills:

➢ the purchase of the text books and work books must be made compulsory by the college managements. There should be enough practice for the students on writing skills.

➢ English as a subject must be geared up with all the entrance examinations like EAMCET, IIT, JIPMER and other competitive examinations. Both students and teachers will take English and ‘Writing in English’ seriously only when it is linked up with competitive examinations. Otherwise the step motherly attitude of the
private college managements will continue towards the teaching of writing in English.

- The private college managements must allot enough time for English classes, they have to strictly adhere to the norms prescribed by the Board of Intermediate Education. The BIE must ensure that the hours allotted for English are not transferred to other subjects.

6.3 Suggestions for further research

- Since the present research has been limited to private colleges, further research can be carried out by collecting data from the government colleges as well.

- As this study has confined itself to the syllabus prescribed by the state government, scholars can carry out their research on CBSE syllabus or ICSE syllabus as well.

- Research can also be carried out on students who have chosen subjects like History, Economics, Commerce and Civics.

- Students pursing intermediate in Telugu medium are excluded from the present study. One could take up a study on this.

- The students who have taken up Vocational courses can also be considered for further research.

- Research can also be carried out on the other Communication Skills such as Reading, Listening and Speaking.