CHAPTER-1
INTRODUCTION

1.1. Introduction

This chapter consists of two sections: The first section presents the objectives, scope and significance of the research carried out and also outlines the methods of research. The second section deals with different definitions and aspects related to writing and it concludes by providing a brief review of the research carried out on writing.

1.2. Objectives of the Study

The objectives of this study are close examination of the syllabuses, textbooks, teaching and evaluation procedures of the first and second year English courses offered at the Intermediate level in Andhra Pradesh, which have come into force since 2011.

The present research has been carried out with the following objectives:

1. To examine how the objectives of the first and second year English courses provide for the teaching of writing skill.
2. To understand how the writing skill is taken care of by the syllabus and the text books prescribed for study for the first and second year English courses.
3. To explore how writing is taught by teachers in their teaching of the English courses.
4. To examine how far the examinations test the writing skills of the students.

5. To analyze and assess the written texts in English of Intermediate first and second year students.

6. To understand teachers’ opinions about the teaching of writing skill.

7. To suggest measures, based on the findings of the study, to improve the writing skills of the students.

1.3. Significance of the Study

The survey has been conducted on students from select corporate junior colleges in Guntur, Tirupati and Hyderabad representing the three regions of Andhra Pradesh that is Andhra, Rayalaseema and Telangana respectively. Intermediate is a turning point in a student’s life. It decides the future of the student. So, most of the students choose the courses at Intermediate level keeping in mind their own interests and the professions which they want to take up. Along with the group subjects such as M.P.C, Bi.P.C, M.E.C, H.E.C, C.E.C and so on, English is also a part of their curriculum. Students tend to concentrate more on the group subjects and English is sidelined. Students reproduce the answers that they have learnt from the printed material provided by teachers/college managements, thereby the scope of learning the language is limited. This study tries to examine why English is neglected at the prime period of education.
1.4. Scope of the Study

The present study has attempted to examine the teaching of writing in the first and second year English courses offered at the Intermediate level in Andhra Pradesh by taking into account different components of the courses, viz, the objectives, syllabuses, text books, teaching methods and evaluation procedures. The research has confined itself to an exclusive study of the writing component alone without taking into account the other three skills of language, namely, listening, speaking and reading. This should not be viewed as a belief that writing is a skill that needs to be taught to the exclusion of the other skills. On the contrary, writing has to be learnt/taught in close association with the other skills.

However, given the enormous importance given to writing in both academic and professional fields, the present study has focused on the writing skill alone.

The sample of 667 students covered in the survey is drawn from three different corporate junior colleges located in three different regions as more than 85% of the students who took their Intermediate exams between 2010-2013 studied in private colleges. The government colleges have been excluded from the student survey as most of the meritorious and not so meritorious students have started joining corporate colleges in the recent decades with a view to get good ranks in the different entrance exams they need to take after completing their Intermediate.
The survey covers only the students from the three most popular groups of study, viz, M.P.C, Bi.P.C and M.E.C. It does not cover the not so popular groups such as H.E.C and vocational courses.

The study has included only students pursuing their Intermediate in English medium. Those studying in Telugu medium have not been covered as their numbers are too few in private colleges to result in any significant findings.

Thus the scope of the present study is limited to English medium students (some of them have studied in Telugu medium up to 10th standard) of M.P.C, Bi.P.C and M.E.C groups pursuing their Intermediate in private corporate colleges. A corporate college is one which has a number of branches in different parts of the state. The top three leading corporate colleges in the state which account for 20% of the total strength in the state have been covered in the study. Thus the scope of the present study is limited in that the student sample excludes government colleges, Telugu medium students and certain groups of study such as H.E.C, C.E.C and Vocational courses for the reasons mentioned above.

However, the teacher sample covered for the study includes teachers from private as well as government colleges who teach students of all groups in both media. This, to certain extent, has enabled the researcher to overcome the limitations imposed by the composition of the student sample.
1.5 Research methodology

The methodology adopted for the present study could be described as one that includes a descriptive method and a survey method. It constitutes questionnaires for both students and teachers to elicit their views on writing and to assess their skills of ‘writing’. Keeping the main aim of the present research in mind, which is to examine and assess the teaching of writing in the English courses at the Intermediate level in Andhra Pradesh, a combination of two methods has been adopted for the study. The descriptive method has been used in understanding the weightage and provision given for the writing skill in the objectives, syllabuses, textbooks and examinations of the two year Intermediate English courses.

The survey method has been followed to understand the focus writing receives in the teaching practice. For this 25 teachers of English working in private or government junior colleges representing the three regions of the state have been interviewed. The teachers’ views on writing have also been learnt through the survey method.

The survey method has also been used in order to assess the writing skills of the students. Questionnaires comprising five written tasks have been used in the survey to elicit written responses from the students.

Thus a combination of descriptive and survey methods has been adopted for the present research.
1.6 Defining Writing

Writing is a skill and like other skills has to be learnt. Although writing is important for varied reasons such as conveying ideas, giving instructions, and setting out legal agreements, most people have never really considered what writing skills are. In fact, writing is a lot more than just using accurate grammar and choosing appropriate vocabulary.

Widdowson (1979) describes writing as the use of the visual medium to manifest the graphological and grammatical system of the language.

Whereas Flower (1985), in an interesting comment on the skills of reading and writing describes ‘writing’ as the ‘transferring of thought into symbol.’

Writing at the simplest level could mean the physical activity perhaps involving tracing or copying of a written draft. Writing at a later stage could also be used as a means to answer questions on comprehension of a text.

According to Irmischer (1989), writing is important for personal development because it requires concentration, focus and discipline to represent our thoughts in a graphic form. Lindemann (1987) calls writing an economic power because it creates impressions, adverse or otherwise, in one’s professional field. And it is a social necessity because it is an established form of commitment. No transaction is considered official until it is done in writing.
According to Byrne (1979) writing comprises the use of graphic symbols or letters to form words which are arranged in a particular order and linked together to form sentences. The written text acts as a stimulus for writing in future, which facilitates note making, drafting and revising of the written text. Byrne also notes that the creation of several versions of a text through note making, drafting and revising involves ‘encoding’ of a message of some kind where ‘Encoding’ refers to the translation of one’s thoughts into language. Therefore writing is considered to be a conscious effort which involves the transfer of thoughts into language, and also a process where we think before we use appropriate words, sentences and the various ways of writing them in order.

Murray (1973) says that writing is a skill which is important in college and after college in a complex and changing society. More people are needed who can write, who can order and communicate information and experience….Writing for many students is the skill, which can unlock the language arts.

Peacock (1986) describes writing as a struggle to compose ideas in the head and construct a visible and tangible form out of the models and images that are stored and organized in the mind. Raimes (1983) says that teaching writing helps to reinforce the grammatical structures, idioms, vocabulary, etc; which are taught to the learners. Teaching writing also helps the learners to be adventurous and creative.
Hedge (1988) feels that any writer should be familiar with the different conventions of a written text, as it helps them serve various purposes of writing which they encounter, in their daily life both in and outside the classroom. Writing is not just the act of planning everything we want to communicate ahead of time and then putting it on paper, but a means for thinking, a method for developing ideas and of fleshing them out on paper. Hence, it is important to know the nature of writing and the skill of writing.

1.7. Difference between Spoken and Written discourses

Since writing is almost always contrasted with speaking, a brief outline of the distinction between spoken and written discourses is attempted here:

- Speech involves producing sounds whereas no sound is involved in written format.
- The purpose of speech is to develop sound discrimination and auditory memory. In writing, vocabulary, spellings and structural forms are given importance.
- Speech is a social process done in the presence of others but writing is done alone.
- Speech requires instantaneous formulations of statements or questions followed by replies and reactions, writing can be done alone.
- In speech, giving responses to oral stimuli is more threatening. This may cause psychological discomfort. Completing written exercises, to some students presents less threat.
While speaking one has to take care of pronunciation, stress and intonation patterns; no such problems arise in writing.

Word order is not a problem in speech; it is a serious problem in writing.

It is tempting to think of writing as being simply speech written down and to encourage children to make a direct link between what they say and what they write. In the words of Peacock (1986), “If reading is a ‘kind of listening with a visual rather than an aural input’, (Roberts and Lunzer 1968 p.220) then it may also be helpful to think of writing as a ‘kind of speaking’ but with a visual rather than an oral output.”

Penny Ur (2004), points out some striking differences between spoken and written discourses. They are:

a. **Permanence**: Written text is permanent and stable. The reader can read the written text at his or her own convenience, time or speed where as the speech is transient. The speaker many be interrupted for few clarifications, rest of the time, speaker’s words must be assumed and the speech has to be followed at the speed set by the speaker.

b. **Explicitness**: Written text is explicit for the contents and the references are made clear. In speech, the real-time situation and knowledge shared between the speaker and the listener need not be made explicit, it can be assumed.
c. **Density:** In a written text, content is presented much more densely where as in speech the information is ‘diluted’ and conveyed through more words with a lot of repetitions, glosses and fillers.

d. **Detachment:** The written text is detached in time and space, the writer is unaware of his readers and is alone. With speech the listener is present and the immediate feedback is available.

e. **Organization:** A written text is usually organized conforming to the rules of grammar; the vocabulary used is precise and formal. A speaker has the provision to make alteration as he/she speaks.

f. **Slowness of production and speed of reception:** Writing is very slow when compared to speaking. A written text can be understood easily when read on own in comparison to understanding the same text when the other person reads it aloud.

g. **Standard language:** By and large, a standard language is used to write a piece of text. Speech can be in regional dialects of the speaker which may be incomprehensible while written language is universally understood.

h. **A learnt skill:** Spoken language is acquired, at least one’s mother tongue, but writing is deliberately taught and learnt.

i. **Sheer amount and importance:** Spoken texts are far longer than when the same ones are represented in written format. This is because of the phenomenon called ‘redundancy’.
In the process of language learning, there are four language skills that must be learnt by the learners namely listening, speaking, reading and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it (Spratt, 2005:26). Although both writing and speaking are productive skills, these two skills are basically different in various ways. The differences lie in a number of dimensions including textual features, socio-cultural norm, pattern of use and cognitive process (Weigle: 2002).

As stated by Bachani (2003), writing is slightly different from speaking in terms of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space. Therefore, it requires clearer and more comprehensive message. In other words, when people communicate orally, they can use various types of prosodic features such as pitch, rhythm, pauses that enable them to get feedbacks from the listeners. In contrast, those features of speaking do not exist in writing because the communication context is created by the words alone without having direct interaction between the writer and the reader.

The differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language (Brown: 1994).
Here is a list of the characteristics that differentiate written language from spoken language as stated by Brown, 1994 (in Weigle: 2002).

- **Permanence:** oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.

- **Production time:** writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.

- Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer.

- Orthography, which carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).

- Complexity, writing tends to have characteristics by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).

- **Formality:** because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.
1.8. Functions of Writing

Writing is an important medium for language and it is used for many different purposes. It performs many important functions in a person’s day-to-day life in different areas like official, academic, media and even social and personal settings.

Much of official communication takes place through the medium of writing-e.g. personal correspondence, memos, circulars, reports, instructions, e-mail messages, minutes of meetings, assessment reports, project reports and many more. The most important function of writing, of course, is that of documentation, mainly because writing is permanent while speech is transient. Official and legal documents are preserved for future use, generally through the written mode. Lawyers need to cite earlier cases and rules, which is possible only because these are preserved through writing. One cannot imagine a world without such written documents as books, newspapers, instructions, manuals, bills and letters.

In the field of academics, writing is used extensively in the classrooms for tasks such as taking down notes, writing projects and assignments, working out problems, making drafts and writing observations. In India, English is the medium of instruction in schools, and it is mainly used as a library language. It is also the form in which students are tested in schools,
colleges or entrances to the professional institutions. Even job placement centers administer written tests.

Student writers need to be aware that writing is a tool for survival in the real-world outside their classrooms.

Because of the importance of English as an International language, more and more people recognize the need to learn to write in English for occupational or academic purposes.

Writing occupies a very important place in the society as a person is considered literate only if he/she can read and write. Bacon has rightly said that reading makes a full man; conference a ready man and writing an exact man. Just knowing how to speak the language is not sufficient.

People living in a particular area will know how to speak the language of the locality, but only those who can read and write the language are said to be literate in that language. Hence knowing how to write is very important.

Writing is a tool upon which we rely extensively. The world has shrunk in the past five decades. It has become a global village. Instant communication is possible. Those proficient in English are able to compete more successfully in English speaking societies, and are able to engage in social and professional discourse with those in other societies who do not share a common first language but do share English as their second language.
Writing also facilitates the reinforcement of other language skills. Reading, vocabulary and grammar skills are employed in the act of writing. Reading for additional information helps strengthen writing skills. Reading for specific purposes strengthens vocabulary, as they have to attempt to make suitable word choices. The system of spelling requires mastering morphological information which is not that necessary in speech. Raimes (1983) marks that writing not only helps develop all these skills and reinforces grammatical structures, idioms and vocabulary, but it also encourages students to be adventurous with the language they have just learnt and experiment with it. Writing is a very important linguistic skill because when students struggle to put down their ideas on paper, they discover a real need to finding the right word and the right sentence.

Another important attribute of writing is that it strengthens students’ ability in problem solving and also to think logically. Writers gather information by reading, observing, discussing, synthesizing and evaluating data. By involving in all these activities, the student’s abilities to think logically and to solve problems are strengthened as they conceptualize and state ideas.

1.9. Why focus on ‘Teaching Writing’?

Listed reasons for teaching writing, Donn Byrne, says,

- The introduction and practice of some form of writing enables us to provide for different learning style and needs. Some learners especially
those who do not learn easily through oral practice, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

- Writing is often needed for formal and informal testing.

Several reasons have been given by researchers in order to prove the effectiveness of instruction to develop the writing skills. According to Raimes (1983) for example, teaching writing helps to reinforce the grammatical structures, idioms, vocabulary, etc taught to the learners.

White (1987) states that teaching writing through interesting and creative materials helps the teachers provoke creative responses from the students. Therefore, this kind of involvement on the part of learners, according to Raimes et al (1983), helps the learners, not only to be creative but also to participate in the writing activity. Hence, the relationship between writing and discovering new ideas makes second language writing a very valuable part of a language course.

In a study conducted by Hedge (1988) on the process involved in producing organized and contextualized pieces of writing, the focus was on the purpose and the audience to whom the text was addressed. Hedge has identified different kinds of writing texts which help the learners enhance their writing skills. She feels that every writer should be familiar with the different conventions of written text, as it helps them serve various purposes.
of writing which they encounter, in their daily life, both in and outside the classroom.

Raimes (1983) also supports Hedge’s ideas and further feels that teaching writing helps the learners experience a new way of learning while attempting different kinds of texts. This learning of writing different kinds of texts helps the learners to meet their future needs in real life situations.

The most important factor in the writing exercises is that students need to be personally involved in order to make the learning experience meaningful. Encouraging student participation in the exercise, while at the same time refining and expanding their writing skills requires a certain pragmatic approach. By pragmatically combining these objectives, the teacher can expect both enthusiastic participation in the writing-learning activity as well as effective learning as the resultant.

Appropriacy can be developed only through writing. Psychologically students are more impressed by exercises that are to be written and handed in than by those that are to be learned. Realistically the teacher knows that writing homework exercises and other written activities help the students to acquire the vocabulary and the grammar of the lesson. Practically the student’s contact with the language in the classroom must be expanded as much as possible. The overall objective then will be to help the learners express their ideas in written form” (Kenneth Chastain 1976)
Writing also provides variety in classroom activities; serving as a break from oral work and it increases the amount of language contact through work that can set out of class. (Donn Byrne, 1979).

1.9. a) Goals of writing

One of the fundamental goals of all school education is to help students become effective learners by ‘learning to think’ and ‘learning to learn’ (UNESCO Report 1972). Learning to read and learning to write are integral to the process of developing thinking. According to Vygotsky (1962), language contributes as much to the development of language. ‘the relation of thought to word is a continual movement back and forth from thought to word and from word to thought. In that process….thought is not merely expressed in words; it comes into existence through them’ (p.125) In mastering speech a child starts from one word as his thought is a dim ‘undifferentiated’ whole. As his thought becomes more differentiated, he advances to sentences and then to coherent speech made up of series of sentences. Similarly, writing evolves from “the first draft to the final copy reflecting our mental process”(p.144) Influenced by Vygotskian perception, writing is now being viewed as a means of promoting thinking and thus enhancing learning besides being a means of communication. “We do not write in order to be understood, we write in order to understand”. (Lewis, cited by Scardamalia & Bereiter, 1987). According to Bereiter and Scardamalia (1983), “We do not truly own our thoughts or
experiences until we have negotiated them with ourselves and for this writing is the prime medium”.

Researchers like Ann Raimes (1983) argue that student writers should not expect their very first draft to be perfect. They should realize that “what they first put down on paper is not necessarily their finished product but just a beginning”, (ibid.p.10)

1.9. b) Objectives of Teaching Writing

What should be taught to students in writing depends on many factors: what level are the students; what is the average age of the students; why are the students learning English; are there any specific future requirements for writing (i.e. tests or job application letters etc) and so on. The other important questions to ask oneself are: what should the students be able to produce at the end of this exercise? (A well written letter, basic communication of ideas, etc) And what is the focus of this exercise? (Structure, tense usage, creative writing), for example once these factors are clear in the mind of the teacher, he/she can begin to focus on how to involve the students in the activity, thus promoting positive, long-term learning experience.

1.10. Traits of good writing

This section describes what actually constitutes a good piece of writing. It lists the elements the characterize good writing. Writing is not done in a haphazard manner. Certain traits are to be followed and they are:
1. **Ideas:** Good writing has clear ideas, a purpose, or focus.

2. **Organization:** Good writing has a beginning, middle, and an ending. It is well organized and easy to follow.

3. **Voice:** Writing connects with your audience, fit your purpose for writing, and reveal your voice.

4. **Word Choice:** Good writing has specific nouns and verbs and strong words that deliver the writer's message.

5. **Sentence Fluency:** Sentences should vary in length, with a variety of sentence beginnings. The writing should flow smoothly from sentence to sentence.

6. **Conventions:** Strong writing is edited for grammar, punctuation, capitalization, and spelling so that the writer's ideas are easily understood.

**1.11. Stages in Writing**

It is a well established fact today that writing is a process which involves several stages. According to Murray (2003), writing can be divided into three stages: prewriting, writing and rewriting. The amount of time a writer spends in each stage depends on his personality, his work habits, his maturity as a craftsman, and the challenge of what he is trying to say. It is not a rigid lock-step process, but most writers most of the time pass through three stages.
a. Prewriting is everything that takes place before the first draft. Prewriting, usually takes about 85% of the writer’s time. It includes the awareness of his world from which his subject is born. In prewriting, the writer focuses on that subject, spots an audience, chooses a form which may carry his subject to his audience. Prewriting may include research and daydreaming, note-making and outlining, title-writing and lead-writing.

b. Writing is the act of producing a first draft. It is the fastest part of the process. When you complete a draft you know how much, and how little, you know. And the writing of this first draft- rough, which is, unfinished-may take very little of writer’s time.

c. Rewriting is reconsideration of subject, form and audience. It is researching, rethinking, redesigning, rewriting- and finally, line-by-line editing, the demanding, satisfying process of making each word right. It may take many times the hours required for a first draft.

1.12. Why is Writing difficult?

Writing is perceived to be difficult for the following reasons:

- The art of writing becomes difficult because we are required to write without the possibility of interaction or any feedback. It is a solitary activity.

- Language itself is highly favorable to oral communication. This means, that there are opportunities during one’s speech, to repeat, back teach,
expand, rephrase or record. Even ungrammatical sentences will be tolerated.

- Writing involves the use of a few structures which we may not normally use while speaking. It is learnt only through a process of instruction and it includes practice in the organization of ideas. Also when we write we have to always imagine the reader before us.

   Peacock (1986) says, “No one ever fully masters the skills involved in writing; there is no identifiable agreed threshold which a beginner writer has to reach in order to be recognized as a skilled practitioner. Improvement and development are realistic goals for even the most able and talented writers. As with reading we should all of us be learning to write all of our lives”.

1.12. a. Factors that hinder writing

Some factors have been found which do not promote writing and they are:

- Lack of motivation in the school.
- Lack of supportive home background.
- No encouragement to read and write at home.
- Lack of professional understanding concerning the demands placed on a beginning writer.
- Teachers begin their career with untested beliefs and limited professional skills.
1.13. Feedback on writing

There is no clear answer for what kind of feedback should be given and if there is any sequence or pattern of events to follow or if there are any priorities to be covered.

The teacher’s first responsibility in providing feedback to the students should be to encourage and reinforce the success that they have already achieved as writers.

Second responsibility should be to identify those aspects of the script which require changes and to make suggestions about how the draft can be improved. Teachers need to concentrate only on selected difficulties only that are thought to be most important.

1.14. Review of the Recent Research on Writing Skills

Some recent research work (for M.Phil degrees at CIEFL, Hyderabad) on writing skills has been discussed in this section in order to understand what has been reported on teaching writing.

1. Usha Padmanabhan’s Study

Padmanabhan in her M.Phil thesis (1998) examines the factors causing failure of low achievers and identifies and evolves strategies for improvement and instruction.

Padmanabhan’s Study examines:
• Properties of a piece of writing
• Process of writing
• Knowledge necessary for a teacher to help the students acquire the ability to write

Following are some of the suggestions mentioned in the study:

• Learners should be made aware of the strategies, which could be adopted for developing good writing skills.
• Learners should be given a chance to participate in the process of evaluation to develop self-monitoring and self-evaluating strategies.
• A teacher should show a positive attitude towards student’s capacity of improving their writing and should provide a wide range of opportunities for writing.

Padmanabhan’s thesis mainly deals with a particular group of students in a particular set up. However the suggestions stated in the study are useful for developing learner’s writing skills in general contexts as well.

2. Veena Bhambani’s Study

Bhambai’s thesis (1998) attempts to find out the difficulties of the learners studying at the +2 level in the process of writing. Her study adopts Flower and Hayes’(1981) cognitive process model of writing as a framework to study the teacher and the learner views towards the process of writing. The study compares the teachers’ and the learners’ perspectives to find out how
writing activites take place, what difficulties learners face in the writing process and the strategies used by the teachers and the learners to overcome those difficulties.

Following are the implications of her Study:

- Students awareness about their difficulties needs to be raised in order to enable them articulate and diagnose their difficulties exactly.
- Teachers need to become sensitive towards students needs as well as value their views about their needs.
- Teachers need to adopt research methodology as a part of instructional methodology to understand students’ needs and teaching methodology.

3. Amita Kale’s Study

Kale’s thesis (2001) attempts to assess critically the aims, objectives and contents of the writing skills component at the Second Year Functional English introduced at the University of Pune. The study attempts to identify and analyze the methods and materials used for teaching the writing skills.

Following are the implications of her Study:

- Students should be made aware of the process of writing and encouraged to follow the pre-writing, writing and re-writing processes in their act of writing consciously.
- Teachers need to adopt different materials and methods which would involve students in the process of writing.
• It is necessary that the syllabus as well as instruction focus on the processes of writing in order to help the students write cohesive and coherent texts.

Suggestions made by her Study:

• The syllabus of the writing skill component in the FE course at the University of Pune needs to be redesigned.

• Training should be given to the teachers regarding the adoption of CLT approach in the classroom and specially in writing skills instruction.

4. Sheela Jamesina’s Study

Jamesina’s thesis (2002) attempts to highlight the importance of feedback in process writing. Her study was done with reference to the CBSE curriculum and its objectives.

Following are some suggestions mentioned in her study:

• Students’ proficiency in writing depends on the amount of practice they receive during the regular classes.

• The teachers must incorporate rewriting of compositions in the normal classes and try to accommodate it within the constraints of the syllabus.
• Teachers need to provide systematic feedback and make sure that the feedback they provide becomes a vital part of the process of teaching writing.

5. Madhavi Kesari’s Study

Kesari’s thesis (2002) focuses on the teaching Methodology of writing skills in L2 classroom. She attempted to examine the kind of writing activities employed by the teacher, in relation to L2 writing. She also suggested ways and means to employ writing activities apart from those used in the writing classroom, in order to enhance writing skills.

Following are the implications of her Study:

• The teacher should organize and plan the lessons while teaching various kinds of texts prior to writing.

• Feedback on the written scripts helps students realize their mistakes and help them not only to organize the texts properly but also to frame grammatically correct sentences.

• The teacher should give choice to the students in selecting topics of their interest.

6. Tedla’s Study

Tedla in his Ph.D thesis(2007) examines the needs of undergraduate pre-service teacher trainees in the area of Writing. These trainees are participants in B.Ed programme in the Department of English Language
The thesis examines:

- The adequacy of the syllabus and materials for the writing course—‘Intermediate Writing Skills in teaching of expository writing through CLT’.
- Investigate problems encountered in implementing CLT methodology in Ethiopian University.
- Study student and teacher related factors that hinder the teaching/learning of expository writing.
- Suggest effective strategies to develop the ability to write expository texts.

**Suggestions**

- Attempts could be made to replicate the study in other universities in Ethiopia and see if the results differ from Addis Ababa University.
- An extensive study to teach writing through other basic skills such as reading, speaking and listening can be attempted to see how well learner’s learn what they are taught.
- Carry out research in the use of authentic materials to promote essay writing in Second Language classroom.
7. Maged Farag’s Study

Maged Farag Yasmin Abdullah in his Ph.D thesis examines:

- Clarify issues, at a theoretical level, in order to help lecturers understand their role better in teaching of writing at the college level.
- Review Second Language literature, which offers extensive discussion of, and guidelines for, the practices and processes of teaching L2 writing as well as the theoretical background to this study.
- Explore the use of genre analysis in all the writing course books used in the colleges of Education at Aden University and it’s impact on the teaching of writing for academic purposes.

Suggestions

- Research could also examine whether the undergraduate students use similar strategies in their L1 and L2 writing. If the same strategies are used, then the undergraduate students could be trained to use writing strategies in L1 first and then transfer to L2 writing.
- Teacher training programme should be developed to train the teacher in identifying the students’ L2 learning strategy first through surveys, interview etc. Then students should be helped to adopt those strategies, which are compatible with their goals, and learning styles and this would help both the teacher and the student in being aware of the techniques that help improve L2 writing.
1.15 Conclusion

The chapter has given a detailed account on the objectives, significance and scope of the study. Different aspects of writing such as definitions by various scholars, functions, ‘why is writing considered difficult’, traits and stages of writing are discussed. A clear distinction between spoken and written discourses has been made. A review of the research done by various scholars on ‘Writing’ has been discussed. The next chapter discusses the major theories in writing, along with their strengths and limitations.