CHAPTER – II

REVIEW OF RELATED STUDIES

The review of related literature is a very important aspect of research process. It helps the researcher to form a conceptual frame for the research to be taken up. The main aims of related literature are namely: (i) to provide ideas explanations or hypothesis valuable in formulating the problem. (ii) to avoid the risk of duplication of the same study. (iii) to suggest appropriate methods, procedures, experimental designs, statistical techniques. (iv) to locate comparative data useful in the interpretation of results.

STUDIES CONDUCTED IN INDIA

A number of research studies have been undertaken in India on Written communication. A glimpse of it is presented here.

(1) Joshi, V.G. in his research study has scrutinized the errors in written English and suggested a Remedial Programme. The major objectives of the study were (i) to make a historical review of the position of English in India after the establishment of the East India Company in 1600 A.D.

   a. To make a historical review of the teaching of English in Maharashtra after independence.

   b. To study the various factors responsible for the achievement of the pupils.

   c. To locate from their answer books the common errors committed by the pupil of standard V to X and (v) to prepare and execute the remedial programme for the public of standard V to X as the sample
selected for the action research programme. The finding was that the number and quality of errors were reduced after the introduction of the remedial programme which included correction of spelling, syntax, expression and drilling.

(2)Singh, A, in his Ph.D research study has constructed a Battery of Objective Tests for Assessment of Proficiency in writing English composition. The main objective of the investigation was to assemble a battery of objective tests for the assessment of proficiency in writing English composition of High school finishers in Hindi speaking regions.

a. Proficiency in written English at the plus two level was significantly correlated with knowledge of grammar, reading comprehension, vocabulary, the ability to predict lexical and syntactical items

b. Proficiency in written English at the plus two levels was significantly correlated with the occupational status of the family and their educational qualification. It was not related to gender and their locality of the school.

c. There was a significant relationship between pupil’s perceptions of their performance and their proficiency in written English. Baskaran Herbert S. has done a research on the impact of the remedial teaching programmes on the common errors committed by the students of STD XII in written English. The purpose of the study is to find out the impact of remedial teaching programmes on the common errors committed by students of XII in written English.
As the method of inquiry was diagnostic in approach, a case study procedure was selected to observe the cause and effect. The method of investigation was experimental. The collected data were treated using mean, SD, ‘t’ test and percentage. The major findings of the study are:

a. The students of control group did not differ significantly with the experimental in committing orthographical errors in written English in the pre-test.

b. The students of the control group did not differ significantly with the experimental group in their mean scores in the Pre-test. The students of the experimental group did not differ with the control group in committing orthographical errors in written English in the Post-test.

(3)SarmaV.B.B, did a research study which attempted to design a course in written English for the high school stage based on the communicative approach after surveying the present language learning situation. The objective of the study is to find out selectively from the learners, teachers, parents and will informed citizen of the society about the needs of high school students regarding written English. It also aims to find out the effort of the communicative syllabus designed to develop writing skills. Using the quota sampling procedure, 236 students 63 teachers and 120 parents were involved in the study. The collected data were treated using percentage, mean, correlation and ‘t’ ration.

The major findings are that

a. a large number of students were poor in written English in comparison to their proficiency in the other language skills.
b. High school students needed written English for both academic (note taking), writing answers for home assignment and tests etc, and certain specified social activities (like letters to friends).

c. Frequency of writing composition was very low and a large number of students needed many writing exercises.

d. The teachers were unaware of the references material that could improve their knowledge of teaching writing skills.

e. A well developed communicative syllabus incorporating the needs of the students can in a tension free, interactive classroom, create a satisfying and positive attitude towards enhancing writing and revising.

(4) Rajagopal Majumdar has done a research to develop writing skill among the students of classes VII – IX. An investigation was conducted on 20 students of three schools one in rural area, one in urban area and a central school. The students were first classified in two equal groups – experimental and control groups, irrespective of their school performance and socio-economic condition of their respective family. The students of Experimental group were instructed to write reports or stories based on the supplied cartoons.

The students were however instructed in short the contents of the cartoons. The cartoons were collected from newspapers and journals, local and all India level. The cartoons were classified primarily in the light of generating interest in adventurous matters and acquainting the students with national current events. It seems that more than seventy percent of the students were able to write a note or story based on these supplied cartoons. On the other hand,
students of the control group were neither supplied such cartoons nor instructed with the contents of these cartoons.

Most of the students failed to develop story or article baring only on the caption. The same process was repeated by reversing the group of students and it seemed that fifty percent of the students of previous control group were, however found to develop the contents of the cartoons in the form of a story or note.

The experiment shows that students can develop the story or write article if they are provided with practical guidelines rather than abstract captions or headlines. Development of the skill of writing or reporting etc., a lot needs to be done particularly in respect of native philosophy, pedagogical concepts and methodologies of new technique and strategies.

(5) UmaChitra, made a research study to develop writing skill through a silent Movie. The objective of the innovative practice is to facilitate English language learning. The skill to be developed was writing. The specific objectives were, to make the students understand the movie completely, to enable them to interpret the film and to express themselves grammatically correct English. The innovative practice adopted to develop the writing skill of the subjects included questions and worksheets. The innovation was introduced to a group of 15 female students in class XI.

The students were given activities in four groups. For the first three days, activities on speaking skills were given. The leader of each group read the paragraph written by them. Then follow-up programmes were organized. The
class showed that films arises high levels of motivation and related in a most satisfying learning experience.

(6) Raj K. Gupta in his research study on “Effect of experience writing coupled with corrective feedback on syntax usage among children with efficiency in syntax” writes that specific intervention strategies are to the developed to overcome syntax usage deficiencies at an early stage of language acquisition. The study is an experiment to find out the usefulness of experience writing strategies to ameliorate problem related to syntax. The study used a design of experimental and control group comparison with Pre-test and Post-test.

The design was adopted for the strategy involving descriptive writing in one school and picture writing in another school. The study showed that the strategies improved syntax acquisition among children of seventh standard.

(7) Shanmugam (1977) conducted a study on the difficulties in written English of Pre-university students in some of the Arts colleges in the city of Madras. The objectives of the study are:

a. To identify the common type of errors in organization of sentences and paragraph.

b. To assess the general level of writing ability in English of Pre-university students of colleges in the city of Madras.

The major findings of the study are:

a. Medium of instruction played an important role.
b. Most of the students were good in spoken English rather than in the written form.

c. Students were not given proper training in the organization of sentences and paragraphs.

d. Female students were good in written form when compared to male students.

(8) Sharma Prasanta (1989) attempted to assess the prognosis of writing abilities with the help of creativity and intelligence of the students. The objectives of the study are:

a. To standardize a writing ability test (WAT)

b. To appraise students proficiency of writing ability (WA)

c. To determine the differences in writing ability sex wise and strata-wise

d. To determine the relation between WA and intelligence, originality, fluency and flexibility.

e. To determine multiple regression of WA with the above stated factor, and

f. To find out general factors in different dimensions of WAT.

The major findings of the study are:

a. Urban students showed better results in WAT in Bengali than their rural counterparts while the boys and girls, the rural and urban differences did not exist.

b. Urban boys performed better than rural boys and the same was true with urban girls as compared to rural girls.
c. It was found that there existed a positive correlation between WAT and GI, WAT and originality, WAT and creativity, WAT fluency and flexibility.

d. WAT scores could be predicted by GI, originality, fluency and flexibility scores.

e. It was possible to extract a general factor in dimensions identified in writing ability.

(9) Sudarkkodi (1990) conducted a study of common errors committed by the higher secondary students in written English. The objectives of the study are:

a. To identify the errors committed by the students of the higher secondary level in written English.

b. To design some suitable remedial teaching programme to the slow learners, in order to minimize their errors in written English.

c. To implement the designed, remedial teaching programme to the slow learners in order to minimizing these errors in written English.

d. To find out the effect of the remedial teaching programmes implemented to the slow learners.

The major findings of the study are:

a. The achievement of boys was greater than that of girls in written English.

b. There was improvement after giving remedial programmers to the slow learners. It was concluded that the remedial programmes had improved the student’s performances on written English.
(10) *Patanaik* (1991) studied involvement of knowledge representation and planning in two major areas of academics such as reading and writing. The objective of the study is to identify expert and novice planning strategies in reading and writing tasks. On the basis of a pilot study, observation and desk study, the collected data were treated both quantitatively and qualitatively. The study concluded that there was an incredible gap in objectives, textbooks, teaching and evaluation procedure between English at Higher Secondary and senior college level.

(11) *Sarma, Madan Mohan* (1991) focused on the problem of acquiring English as a second language (L2) in the classroom where English is not the language of interaction. It also critically examined the learners’ errors as part of their inter-language system. The objectives of the study are:

a. To identify and describe (in linguistic terms) the errors in English written by Assamese learners at the higher secondary level coming from diverse social backgrounds

b. To discover and explain linguistic, psychological and sociological factors that cause these errors

c. To suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology.

The major findings are:

a. About 73% of the sentences written by the learners contained one or more errors. Most frequent errors occurred in the following areas; verbs, tenses, passives, articles, and prepositions.
b. About 79% of the errors emerged as serious. Such serious errors occurred in word-order, S-V concord, verbs, lexical items, sequences of tenses, prepositions, articles and negative focus – yes-no questions.

c. The following areas of English grammar were more difficult for Assamese learners: article ‘the’ prepositions, S-V. Concord, negative questions, sequences of tenses, passives, relatives clauses, and conditional clauses.

d. The strategies adopted by learners generally included: differentiation, simplification, (romantic and syntactic), over generalization, categorization and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution.

e. Only 39.7% of the errors could be traced to a single source. The major sources of errors are: language transfer (+25%) ignorance of L2 rules, false assumptions about L2, ignorance of rule restrictions, teaching-learning situation.

f. Transfer errors were more frequent at the syntactic level. Such errors were not necessarily more frequent in the L2 production of the rural students. The study identified four developing stages in the learners’ inter-language.

(12) Sudreesh Chaudhary (1993) studied the “Relationships between Language Learning Strategies, Good Language Learners and Learners training: Implications for Teaching Written English to Undergraduate Students.” The study reveals that most of the students remain weak in the area of writing and
speaking precisely and effectively. Most of the students fail to learn writing and speaking with an internationally acceptable standard of English.

(13) Karpagakumaravel (1994), studied the Instructional Technology in English at the Higher Secondary in systems analysis perspective. The study revealed that performance of the Higher Secondary learners studying in low achieving school is poor in listening, speaking, reading and writing skills in English.

14) Antonisamy (1996) conducted a research study on “Effect of Auto-Instructional programme on developing writing skills in English at first year B.E. Level.” The main objectives of the study are: to design and implement a programme at first year B.E. level to make the students self learners and to find out the effect of Auto materials instructional package through descriptive, differential and relational analysis, Case study method was followed. One section of First year B.E. level students were selected as sample. The investigator made use of an autoinstructional technique to improve the writing skills of first year B.E. Students as their communicative ability in writing was not too satisfactory. This package helped the learners to learn for themselves. The learners sought only minimum help from the teacher. The educational implication involved in this auto instructional technique was to minimize the teacher work and to maximize the learner’s task.

(15) Usha Padmanabhan (1998) in her research work on the “Analysis of the writing skills in English of UG students of Technology in Mumbai” applies communicative language learning strategies in the class. It has been instructed
that the students (Twelve High achievers, five Low achievers) have to help the
goals and audience in mind, when they write. They all also motivated to choose
the words and phrases to be used to repeat and practice. The study revealed
improvement in the writing skills of both high and low achievers but in varying
degrees.

(16) Anbalagan (2003) conducted a study on Enhancing Functional efficiency
of undergraduate students of Engineering in Business Letter writing with
special reference to ‘Tone’ and ‘Point of view’.

(17) Solaiyan (2000) attempted an experimental study of effectiveness of
comics in learning communicative English at the Higher Secondary Level. The
result of the study is that comic strips are more effective than traditional method
in making the students learn communicative skills in English.

(18) Kamala (2003) has developed communicative strategies to enhance the
written communication skill in English among college students. The researcher
chose the task of constructing a story out of a given outline. The strategies
developed are proved to be effective. The objective of the study is:

a. To introduce a task – based, genre-oriented approach to teaching writing
   and measures its effect on written communication.

b. To find out the influence of the nature and type of tasks on the
   performance of the learners.

c. To find out the relationship between “input enhancement” and the
   quality of intake in the process of enhancing written communication
   skill.
d. To study the effect of the teaching of the process of writing on the enhancement of written communication skill.

e. To find out the relationship between training in strategy use and skill development.

f. To find out the progress in ‘content’ and from in the process of the enhancement of written communication skill.

g. To find out the relationship between the students knowledge of the subjects learnt at the major level and written communication skill.

The findings of the study are:

a. There is progress both in ‘Content’ in writing and ‘form’ in writing in the performance of the students over the progressive tasks measuring the development of written communication skill.

b. The students in the class as a whole show progress in ‘Content’ in writing (32.87% to 54.93%) and ‘form’ in writing (20.15% to 40.59%) comparing the Pre-test and Post –test scores.

c. The literature major students show progress in ‘Content’ (33.96% to 55.38%) and ‘Form’ (22.88% to 39.23%)

d. The Chemistry major students tend to progress considerably in ‘content’ (30.45% to 55.11%) and in ‘form’ (18.52% to 41.48%) comparing the Pre–test and Post- test scores.

e. The student in the class as a whole perform better in ‘Content’ (54.93%) even in the ‘form’ (40.59%) on the average as revealed in the Post-test scores.
f. The literature students perform better in ‘content’ (55.11%) then in ‘form’ (41.48%) on the average in the Post –test.

g. The percentage of improvement across progressive tests in greater in ‘form’ than in ‘Content’ as revealed in the increase in scores in five of the tests.

h. Written communication skill of the students does not depend upon their knowledge of the subject learnt at the major level as revealed by the chi-square tests.

i. There is a significant relationship between ‘content’, ‘form’ and ‘sub skills’ in writing and ‘overall performances’ of the students in the class as a whole as revealed by the correlation coefficients.

j. The Literature students have developed their ‘sub skills’ of writing except ‘Lay out’ as revealed by the significant correlation between other ‘sub skills’ of working and ‘Overall performance’ in the Post –test.

k. The Chemistry students have developed the ‘sub-skills’ of writing as revealed by the significant correlation between the ‘sub skills’ and ‘Overall Performance’.

l. The regression analysis reveals the fact that there is an equal effect of ‘Content’ and ‘form’ in writing on the written communication skills.

m. Literature students employ the strategies of ‘Conceptualising,’ ‘Coherence detection’, ‘Inference’, ‘Word Identification,’ ‘Looping forward in Chunks,’ ‘Knowledge Transforming’ effectively their use of ‘Organizing strategy is not effective.

o. The nature and type of tasks have a bearing on the enhancement of written communication skills.

p. Input modification brings about qualitative changes in the ‘intake’ resulting in refined output.

q. The Process-genre approach facilitates the development of written communication skill.

r. The use of communicative strategies facilitates the enhancement of written communication skills.

(19)Sobhana (2004) has made survey to identify the difficulties in written English among Secondary School Learners. The results indicate that there was significant difference in both the competency based achievement and the ability to use written English among the students in terms of locale of residences, type of schools and medium of instructions studying in English and Telugu medium schools. The study also revealed a significant association between the performance of students in written English and different variables related to school and family.

(20)Sing, H.N., and SriVastava I.S., have done a research to develop effective remedial and preventive techniques for spelling mistakes committed by pupils. It could easily be applied by average teachers in Indian conditions. The study
was confined to 322 pupils of class VIII of five boys Higher Secondary School of Jaunpur city. The half yearly and annual examination answer books, class exercise book and the word dictation lists were used as the sources for collecting spelling mistakes. The total number of misspellings collected was 15,856, but the actual number of words misspell was 1,368. The study revealed that there are three specific reasons for such errors in the fundamentals of written English. One of the reasons is that the pupils did not understand the importance of correct spelling. The teacher is ignorant about the difference between the foreign language and native language. The pupils were constantly influenced by the familiar patterns of their native language which caused mistake in the use of the foreign language.

(21) Rao, Ramachandara, K. Nijalingappa, P. Ananda Phillai, Swaminathan S. have studied the need for programmes to improve communicative skills of diploma students. This study attempts to analyze different aspects of competency in English attained by Polytechnic students. The objectives are to identify the general level of proficiency attained by students in the chosen aspects of

a. language ability
b. written communication
c. Oral communication
d. listening comprehension and
e. Manipulative skills.
f. To practice the aspects in terms of their easiness, difficulty and
g. To suggest suitable measures to improve the language skills of the learners.

A five part test was prepared with a weight of 30% for language ability, 20% each for listening communication, oral communication and listening comprehension and 10% for manipulative skills. The test was administered to 95 students of a polytechnic in Karnataka. The major findings were

a. Only 23 (30%) of students obtained more than 35% in this test

b. 45 students in the first part language ability for which maximum weightage was given in the test.

c. The students found listening comprehension to be the most difficult part in the test.

d. The oral communicative ability of students was found to be fairly good.

e. Students proficiency in English was not up to the expected level.

(22) Patch B. N. (1983) has undertaken an investigation into the Readability level of different writing styles of the passages and the Reading Ability of pupils studying different grades as predicators of cloze scores. The objectives of the study were to determine the writing style of the passage selected on a judgmental basis and to assess the readability of the selected passages from different writing styles to have uniform readability levels, cloze tests were prepared on the paragraph selected by keeping in view of the writing styles namely, narrative, descriptive and expository. The data were collected from 1580 pupils of classes VII and IX. In all 790 students from each grade were selected as sample. Analysis of variance was used for testing the significance of difference between mean scores.
The major findings were
a. narrative style was comprehended more freely than the expository style. 
   Good readers did better across the writing styles
b. Reading ability even surpass the other two predictors of grade and writing style.
c. Out of the seven predictors of close scores three turned out to be of an interactive nature. 

(23) Singh Narendra has undertaken a research to construct a scale of reading – writing skills of Pre- Primary children. The sample of the study comprised 200 students selected by using random sampling technique from the schools located in Delhi. The investigator developed questionnaire to collect the data for the study. The major finding was that the investigator successfully constructed a scale of reading and writing skills for the Pre- Primary school children.

(24) Roa,C.(2004) conducted a study titled, “ An analysis of creative writing skills in English among college students and Development of Creativity mobilisation Technology.” The objective of their study is to find out: 
   a. To assure and analysis the creative writing skills of college students in English. 
   b. To find creative mobilisation technology for creative writing skills in English. 

Descriptive summary method has been adopted in this study. Qualitative and Quantitative approaches were adopted for this study. Samples of 1440 students were selected through the probability sampling technique. The data collected through language creative, Essay, paragraph analysis scale,
Kuppusami, Socio-economic status scale, creative mobilization, teach questionnaire, check-list to college teacher and observation to students.

The findings are that

a. Urban students had higher creative writing skill

b. Aided students had less creative writing skills.

It suggested that students tend to make better progress in the conditions highlighted in the cross case analysis.

(25) Gupta, K.R. (2006) conducted a study titled, “Effect of Experience writing coupled with corrective feedback on syntax usage among children with deficiency in syntax.” The objective of this study is to find out the usefulness of experience – writing strategies to ameliorate problems related to syntax. The study used a design of experimental and control group, both group comparison with Pre-test and Post–test of the study. The sample chosen was 54, who had seventh standard children from two schools from Chandigarh followed though random sampling techniques. The tools used in the developmental sentences scoring (Lee, 1974) a list of ten topics generated for write ups after knowing students experience of various situations and series of ten pictures of situations used for the study.

The statistical techniques used for computed data were mean, S.D.’t’ test, correlation and ANOVA to find out the result. The findings are that the strategies improve syntax knowledge among children of seventh standard. The successful interventions always included feed back to the students on the quality of their overall writing strategy and wishing elements. The language experience approach is effective for reading and writing.
STUDIES CONDUCTED ABROAD

(1) Tan, Hui Mien (1999) conducted a research titled “English Writing Programme for English Students.” The objective of the study is to find out whether a pragmatic English writing program for Engineering Students of colleges technical institutes with intermediate ESL proficiency. It can be used as a writing course, or as part of a general English course. The programme covers a syllabus outline and international approach on basic writing skills with particular reference to teaching writing. The purposes of teaching writing are to inform and persuade; the subjects are things and develop, and its character are direct, objective and specific. In short, this is a programme which aims to train – students in writing clear, concise and effective English.

(2) Droge and Despina Maria have conducted a research study to determine the effects of writing to a real audience for a real purpose on the writing skills and self-esteem of seventh grade students. Inner city, cultural diverse seventh graders exchanged a series of letters with successful members of an urban community. The study investigated the effects of this exchange on the writing skills and self-esteem of the students.

The twenty five seventh graders in the study were matched randomly with the adults. They wrote at least four letters each over a four month period and received responses. They celebrated their connection by meeting at the middle for a breakfast.

The results of the study were documented by Pre and Post tests, opinion questionnaires from students, teachers and parents, over all grades and grades in English and reading anecdotal observations, and on exit interview, The data
supports the general hypothesis that when seventh grade students in an inner
city culturally diverse middle school write to a real audience for a real purpose,
their writing skills improve and their self-esteem is enhanced.

They used the appropriate friendly letter heading, longer sentences,
varied end punctuation, and more interesting topic sentences. Their paragraphs
indicated clear thought and were better organized. Their stories during the exit
interview proved to be overwhelmingly in favour of the writing exchange. Their
parents and teachers felt that the students showed improved self-esteem and a
clearer connection to their community.

(3) Aljahoor and Abdulrahman, conducted a research study to find out he
difficulties occur in the writing of English – Arabic bilingual writers and how
instruction assists learners in overcoming these difficulties. This qualitative
study focused on the role of instruction and how it affected the process of
learning English writing. Using the case – study methodology, three English
essays written by two Arabic native speakers (Saudi graduate students) were
compared with three Arabic essays written by the same students and used to
locate the problems and sources of these problems in order to determine the
best solutions.

Students were asked to rewrite their essays using the same topics for
their essays, to identify the areas affected by instruction and the areas not yet
resolved during the fifteen – week ESL training. The students were asked why
they paused crossed out materials or the causes for any writing behaviour that
occurred during their writing viewing videos of themselves, using stimulated
recall. The subjects and their ESL teachers were allowing interviewed learning more about the writing difficulties.

The students encountered problems during stages of pre-writing, writing and revising. This study also found that problems faced by most Saudi graduate students learning English for academic purposes may be attributed to rhetorical and linguistic factor.

(4) Frank and Carolyn Rees have undertaken a research to explore how through a writing process teacher established a writing community and helped second – grade students to acquire the cultural practices of writers and authors during writing workshop time in her class. The research questions were posed from a social construction of literacy perspective and were concerned with the social construction of writing a situated definition of writing and the social contexts of writing events.

Data was collected through participant observation during the academic school years of 1994 - 1995 and 1995 - 96 and consisted of video tapes, field notes, interviews, artifacts and school documents. Data were analyzed overtime and interactively through methods of interactively ethnography and discourse analysis. Cultural themes about writing and writers were examined within these two second grade classrooms. These four themes were some of the ways that a cultural ideology or cultural belief system was formed and contributed to the forwarding of a working community. In these writing communities Writing, Listening, Speaking and drawing were interrelated, all symbol systems for communicating and composing and all identified as language and cultural resources.
(5) Havil and Carol Peterson in his research on writing-across-the curriculum discourse community lines: Nature, Criteria, and purpose in university classrooms have focused chiefly in the differences that characterize writing in the various university disciplines. The writing across the curriculum have encouraged faculty numbers and students to achieve that while academicians function together within an academy and share some common ground in each discipline and its discourse is quite different from the others.

This study argues that defining academic discourse communities chiefly by their disciplinary differences may obscure commonalities across disciplines that also may be important. It re-examines the primary WAC (Writing Across the curriculum) framework of discipline and proposes a second framework of pedagogy asserting that the intersections of discipline and pedagogy are more useful than either alone in explaining the discourse communities in which faculty members ask their students to write.

It describes data gathered through interviews with faculty members, observations of classes and reviews of course syllabi and of students writing. The interpretation of these data which reveals similarities and differences that both observe and cross disciplinary lines, supports to the addition of the framework of pedagogy to WAC (Writing across the Curriculum) considerations. It demonstrates that the inquiry into pedagogy can explain how faculty members theories their roles, the roles of their students, and the nature of the curriculum, the study concludes by generalizing its work with WAC (Writing across the curriculum) boundaries to a larger conversation about treating and using categories.
(6) **Martin and Betan Court** (1986) analysed the use of L1 in L2 writing processes. The findings concurred with those of Johnson (1985) that the use of L1 in L2 writing was not useful but rather added to the problems. Raimes (1987) analysed the differences between L1 writer and L2 writers. The study suggested adaptation rather than wholesale adoption of L1 writing instruction. The investigator recommended the use of composing aloud protocol as an effective pedagogical strategy. Hall (1987) studied the revising process of four advanced L2 writers. The researcher confirmed that a simple system was used to revises across languages. It was found that advanced L2 writers use both L1 and L2 knowledge and experiences when revising.

(7) **Hedgecock and Lefkowitz** (1996) in a survey on feedback reported that the learners expected to make improvement in writing when the teachers focused on grammatical and mechanical mistakes. Grundy Peter and Li Vivian (1998) undertook a study on “Error corrections.” The authors claim that process writing lands itself naturally to a whole range of new response modes which product oriented approaches never considered. These are alternative methods like commenting on drafts, conferencing, check lists and portfolios, they recommend that teachers need to experiment more with these new techniques and that learners used to be encouraged to take more responsibility for assessing their own writing.

(8) **Paulus Trene** (1999) analysed the essays and records of the verbal reports of eleven ESL Students. The study revealed that while majority of revisions that students make were surface-level revisions, the changes they made as a result of peer and teacher feedback were more often meaning-level changes
than those revision they made on their own. It was also found that wiring multiple drafts resulted in overall essay improvement.

(9) **Badger and White** (2000) analysed the strengths and weakness of the three approaches in terms of their view of writing and how they see the development of writing. The authors argue that process, product and genre approaches to writing are complementary. They identify an approach called ‘process – genre approach, which is informed by each of them. Sasaki (2000) investigated EFL learners writing processes using multiple data sources including their written tests, videotaped pausing behaviours while working, stimulated recall protocols and analytic scores given to the written texts. Methodologically the study adopted a research scheme that has been successfully used for building models of Japanese L1 writing. Three paired groups of Japanese EFL writers (expert’s vs novices, more vs less skilled student writers, novices before and after six months of instruction were compared in terms of writing fluency, quality and complexity of their written texts, their pausing behaviours while writing and their strategy use. The results revealed that before starting to write, the experts spent a longer time planning a detailed overall organization, where as the novices spent a shorter time, making a less global plan.

(10) **Hiroc Kobayashi and Carol Rinnert** (2002) studied the implications of second language writing. The study had indicated that Japanese High school language classes provide significantly more instruction in reading than writing and significantly less emphasis on writing than American classes. The results of the study call into question the common assumption that Japanese high school students receive little training related to L1 writing. The findings suggest
specific ways for teachers to draw on students’ strengths in terms of their literacy background to help them bridge the gap between their L1 and L2 writing skills.

(11) Weizhu (2004) categorized writing assignments required in undergraduate and graduate business courses and examined the characteristics of skills needed for completing the assignments. Data sources included ninety five course syllabi and handouts on writing assignments.

(12) Thoraya Farghaly Kamel (2009) attempted a study on “Self – learning packages for minimizing errors in written English committed by college students.” The study reveals that the self- learning packages developed by the researcher have significantly minimized errors in written English committed by students of first-degree level.

(13) Baby Vijila (2008) had undertaken research to determine the effectiveness of task based communicative activities in developing the writing skills of the teacher trainees. The candidate has taught the writing skills for the control group students though task based communicative activities in developing writing skills. She had established the fact that the students who learnt through task based communicative activities excelled the control group students after the experiment is over.

(14) Christine Canning (2011) in her article entitled, ‘Practical Aspects of Using Video in the foreign Language classroom has clearly described the process of using video interactive language learning.

(15) Hanley and Cole (1995) indicates that the visual support in the form of descriptive pictures significantly improved comprehension scores with language
videos for English speaking students learning French. The result of the study indicate that extensive listening is facilitated by the richness of the context that visual organizers such as educational videos provide. Heron (1994) found that advanced organizers based on videos helped learners improve comprehension and aid in the retention of information.

(16) Chun Kuo, in her article entitled, ‘Student perceptions of students interaction in a British EFL setting’, reports on an investigation into how learners in a British EFL setting perceive the classroom practice of student – student interaction and why it is perceived in these ways. Adopting qualitative non-experimental methods, Chun Kuo first explored issues leading to the concept of usefulness and identified factors that appeared to have affected learners’ perceptions.

The researcher then placed the individual learners’ perspectives within his and her personal biography, so as to provide a more in-depth description. The findings suggested that learners in a British EFL setting perceived the classroom practice of student – student interaction in ways that reflected their initial motives and goals, their expectations of an English course in the United Kingdom, and their under experiences of living and studying. They also suggested that learners interaction within real classroom contexts was listening in its potential for interpersonal and intercultural communication but relatively unhelpful in the acquisition of certain aspects of the second language.

(17) Derin Atayand Gokce Kurt, in the article entitled, ‘Prospective Teachers and L2 Writing Anxiety’, writes about the anxiety of learners is writing English. There has learn considerable research which documents the prevalence of
writing anxiety in student populations in L1 and L2 settings and explores the effect of teachers writing anxiety on their teaching practices in L1 settings. The present study discusses the relevant issue from the perspective of prospective teachers. 85 Turkish prospective teachers of English participated in this study.

Data were collected by means of the second Language Writing Anxiety Inventory (Cheng, 2004) and an open-ended questionnaire. Results of the Inventory showed that more than half of the participating prospective teacher had high or average writing anxiety. Their responses to the open-ended questionnaire indicated that with high and average anxiety had difficulties in organizing their thoughts and producing ideas while writing in L2. In addition, prospective teachers cited university instructors and their past L2 writing experiences as the major factors affecting their attitudes towards L2 writing, and discussed the psychological physiological reactions they had during the writing process. Finally the responses of the prospective teachers revealed that their writing experiences may affect their future teaching practices.

(18) Raja, Soundara P. (2005) conducted a study titled, "Development of communicative Strategy and its effectiveness in Learning Communicative skills in English at the collegiate Level. “ The objectives of the study are:(1) to find out significant difference between the Pre-test and Post-test mean score in communicative skills in English; (2) to find out significant difference between Pre-test and Post-test in Science students of control group. Total sample size 100, using probability sampling techniques is used in the present study. The data were collected through achievement test to teach English communicative skills to the students at college level, using video programmes. Role play was
effective to improve communicative study. The orientation aims at teaching
different language functions in spoken and written English.

(19) Charles, R. Dube (1978), conducted a research titled, “Why our efforts
with Remedial writers Fail”; The objective of this research is that the remedial
writers tend to be students who have never written very much, who come from
families or neighborhoods in which more than one language may be spoken,
and who have sensed their problems but have been unable or unwilling to
alleviate the difficulties. Unfortunately, the environment and attitudes of many
college remedial programs often represent only one more case for many of these
students. Because little stature is given to individuals staffed by unqualified
personnel. This situation can lead to serious attitude problems that inhibit
student’s progress. Some suggestions for improving basic writing courses
include developing better teaching training, educative the public about the need
for staff and materials, working with publishers to get better materials, and
continuing to investigate better ways to teach remedial writing students.

(20) August, Diane, Carlo, Maria, Dressler, Cheryl and Snow Catherine
(2005) conducted a research titled, “The Critical Role of Vocabulary
Development for English language Learners.” The objective of this research is
to find out whether English language learners (ELLS) who experience slow
vocabulary development are less able to comprehend text at grade level than
their English – only peers. Such students are likely to perform poorly on
assessments in these areas and are at risk of being diagnosed as learning
disabled. In this article, we review the research on methods to develop the
vocabulary knowledge of ELLS and present lessons learned from the research
concerning effective instructional practices for ELLS. The review suggests that several strategies are especially valuable for ELLS, including taking advantage of students’ first language if the language shares cognates with English; ensuring that ELLS know the meaning of basic words, and proving sufficient review and reinforcement. Finally, we discuss challenges in designing effective vocabulary instruction for ELLS. Important issues are determining which words to teach, taking into account the large deficits in second – language vocabulary of ELLS, and working with the limited time that typically available for direct instruction in vocabulary.

(21) Baskin Bory S (2008) carried out a study on “Japan: Learning English and Learning about English”, described a movement in Japan that is taking English teaching from an out-of-context grammar and vocabulary emphasis to a conversational and contextual emphasis shows specific approaches that feature student – centered work as opposed to teacher – imposed exercises.

(22) Tschirner Erwin (2000) in the article on ‘from input to Output: Communication – Based Teaching Techniques’, stated that Communication-based teaching techniques lead German language students from input to output in a stimulating and motivating learning environment. Input activities are most useful for presenting speech acts, vocabulary, and grammar output activities, for fine-tuning those areas as well as for expanding student’s productive skills.

(23) Berkson Alan and others (1996) carried out a study on scope and sequence for High school English as a second Language Instruction. The scope and sequences for high school English-as-a-second Language (ESL) instruction outlines the goals, objectives, skills and assessment techniques for an
integrated, holistic curriculum for the ESL program found in most Chicago public high schools. It is not co-ordinated with specific instructional matching, but designed to be adaptable and flexible and used with teaching strategies and methods of the teachers’ choice. Five skill areas (listening speaking, reading, writing and social) are targeted with objectives for each to be integrated in actual instruction. The objectives for each skill area reappear though three language proficiency levels, to be retaught in greater depth at each level. English grammar in not a primary focus, but is to be included as needed to teach specific skills, and enriching learning objectives. Checklists are provided for teacher use during assessment and observation, and suggestions are made for situational evaluation and assessment portfolios at each skill level.

(24) Hart, Bridget H (1982) in his research “English as a second language Modules for teaching” described that sixteen oral lessons for teaching beginning English as a second way are presented. The lessons were developed to teach small groups of adolescents, The lessons are each self – contained and include noun picture cards, a vocabulary game, opposites, teaching commands, expanding sentences pronouns and vowel sounds. The picture card lessons can be duplicated and used as flash cards. Teaching hints a chart of 333 verbs in three tenses are provided.

(25) Malaiikkani attempted an experimental study of the effectiveness of Teaching English consonants using a remedial package at the higher secondary level. The objective of the study was to prepare a remedial package comprising English consonants and measure the effectiveness of it by teaching the same to an experimental group at the Higher Secondary Level. The study proved that
teaching consonant sounds using a remedial package helped students to improve their accuracy in pronouncing consonants, teaching consonant sounds using a remedial package helped students listen and produce consonants easily.

RECENT STUDIES

(1) Raj K. Gupta is his research study on “Effect of Experience in writing coupled with corrective feedback on syntax usage among children with efficiency in syntax”, writes that specific intervention strategies are to be developed to overcome syntax usage deficiency at an early stage of language acquisition. The study is an experiment to find out the usefulness of experience – writing strategies to ameliorate problems related to syntax. The study used a design of experimental and control group comparison with ‘Pre-test and Post-test. The design was adopted for the strategy involving descriptive writing in one school and picture writing in another school. The study showed that the strategies improved syntax acquisition among children of VII Standard.

(2) Rajendran has done a research study to compare the effectiveness and advantages of its new activity centered approach over the old structural method. The research was aimed at finding the difference in achievement in reading and writing skills of the students taught through the conventional method and activity centered method in teaching of English. The sample consisted of 98 students through an achievement test. The tools used were psychological test of attainment or achievement. The collected data were treated using statistic and test of significance. The major findings were the activity centered approach to teaching of English produced a remarkable improvement in reading and writing skills.
(3) **Satangee, Nandita** has attempted her study to prepare on English proficiency course for prospective High School teachers of English. She conducted her study in 3 phases. In the first phase she aimed at identifying the linguistic needs of High School teachers of English. In the second phase she conducted a survey to find out the existing standards of proficiency in English in B.Ed students. In the third phase, keeping the linguistic needs of the teachers in English in High School and the existing standard of the B.Ed students in English she prepared an English proficiency course for B.Ed students.

Her major findings were that the language needs of High School teachers were identified in a hierarchy of importance. The most important needs including grammar, four basic language skills, the functional one of English for performing instructions social and organizational functions in the classroom. She concluded that the language proficiency of prospective teaching of English was adequate in relation to their professional needs.

(4) **Hemalatha Nagarajan** analysed some phonetic features of Tamilian English and explored the areas of difficulty for the second language learners on the basis of the habits already established by the mother tongue viz., Tamil.

(5) **Ian Nakamura** (2009) has analyzed teacher –student talk in his article entitled,“Formulation as evidence of understanding in teacher –student talk”, examined how formulations occur in talk outside the classroom including during arranged informal talks between a teacher and his student and what one can learn about facilitating more extensive talk in classroom interactions. Formulating understanding of what one speaker says offers the next speaker a valuable interactional resource to promote both confirmation of previous turns
and elaboration in subsequent turns. In contrast to methodological practice where teacher and student are language expert and novice, formulations draw attention to how real – world interactions are jointly constructed for understanding.

(6) Johannes Eckerth has undertaken a study on negotiated instruction in the second language learning. The present study reports on an approximate replication of Foster’s (1998) study on the negotiation of meaning. Foster investigated the interactional adjustments produced by L2 English learners working on different types of language learning tasks in a classroom setting. The replication study duplicates the methods of data collection and data analysis of the original study, but alters the target language (L2 Grammar) and adds a stimulated recall methodology. The results of the replication study partially confirm Fosters’ results and introduce some further differentiated findings. It is concluded that the original study’s concern with the transferability of laboratory findings to classroom settings should be investigated in greater detail.

(7) Jonathan Snell has taken up an action research regarding Teacher Interaction. A common problem for EFL teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a teacher – class dialogue, such as asking questions to the class as a whole, expecting at least one student to respond. This can be a frustrating experience for both parties. Obviously, there will be times when no student can answer a teacher’s question, but often students do not answer, even if they understand the question, know the answer and are able to produce the answer. Furthermore, students can often be
very reluctant to give feedback or ask the teacher a question in front of the class. This action research project attempted to explore this problem and sought to create a more interactive teacher – class interchange in one class of Japanese adult English learners.

(8) V.G. Joshi, (qtd. in Buch, 1985) in his research study has enlisted the errors in written English and suggested a remedial programme. The major objectives of the study were (i) to make a historical review of the position of English in India after the establishment of the East India Company in 1600 A.D (ii) to make a historical review of the teaching of English in Maharashtra after Independence. (iii) to study the various factor responsible for the achievement of pupils (iv) to locate from their anwerbooks the common errors committed by the pupils of standard V to X and (v) to prepare and execute the remedial programme for the pupils of standard V to X as the sample selected for the action research programme. It was found that the number and quality of errors were reduced after introducing the remedial programme which included correction of spelling, syntax, expression end drilling.

(9) Tan, Hui Mien conducted a research titled, “English Writing programme for English students.” The objective of the study is to find out whether a pragmatic English writing program for engineering students of colleges and technical institutes with intermediate ESL proficiency. It can be used a writing course, or as part of a general English course. The programme covers a syllabus outline and instructed approaches on basic writing skills with particular reference to techniques writing. The purposes of Technical writing are to persuade; the subjects are things and develop; and its character are direct
objective and specific. In short there is a progress which aims to train students in writing clear, concise and effective English.

(10) Mohammed Rahini, of Shiroy University, Iran made a research on using dictation to improve language proficiency. According to him dictation through widely known as a testing device, can be considered a good learning technique to improve learners’ proficiency. This study investigates the effect of dictation with 65 EFL learners to see if it helps them improve their language proficiency. To this end, an experimental group (EG) and a control group (CG) were selected. They both took a proficiency test as a Pre-test. All the conditions, especially teaching materials were the same for both groups except that the EG had a regular practice with dictation for one semester. The Post –test was administered in a semester after the experiment had terminated. The results showed that both groups showed improvement in their performance on the whole proficiency test. However, with respect to the components of the test, the EG showed improvement in grammar, vocabulary, reading and listening comprehension while the control group showed improvement just in the vocabulary section of the test.

(11) Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga aimed at establishing the role of games in enhancing the stock of vocabulary in the learners of English as a second language among the Vietnam students. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of language viz. speaking, listening reading and writing all together. The success of Communicative language Teaching (CLT) prompted the
researches to think. “Do games help students learn vocabulary effectively and it so, how?

While designing games for developing vocabulary the researchers have meticulously sought the help of senior teachers. Over a period of two weeks they tried to apply as many games as possible in their classes at the Distance Education Centre. The results show that the students want to learn in an interesting way rather than traditional way. That way, learning vocabulary through games has become an instant hit. Students showed progress in enhancing their vocabulary through games. The full benefit of games can be realized only when it is implemented for a considerable period of time. The researchers suggest that some unanticipated problems may crop up when the teacher fails to strike balance between the rules of games and the meaning to be attained. They also felt that the lack of cooperation among the members of the class and the conversation in their mother tongue while playing games may also cause problem in realizing the meaning. They concluded that learning vocabulary though games is one effective and interesting way that can be applied in any classroom as games are not only fun, but it ensures learners communicative comprehended.

(12) Xin Edward studied, “Effect of grammatical consciousness raising upon the systematic skills and writing quality” of nine, primarily Asian studies. Among them one Hong Kong Chinese Sophomore majoring in engineering – who had enrolled in an intermediate level English as a second language writing course at the Intensive English. Institute of State university of New York at Buffalo. He sought in particular to determine the extent to which the
students who received contextualized grammar instruction reinforced with sentence combining exercises increased their knowledge of the target structures, used the target structures in their writing more frequently and more accurately an overall improvement in their writing ability.

(13) Rebecca, L. Oxford in her article focused to present an overview of second language (L2) task – based language teaching and learning. She was all praise for Prabhu who deserves credit for originating the task – based teaching and learning based on the concept that effective learning occurs when students are fully engaged in a language task, rather than just learning about language. She was also in praise of Ellis who distinguished between task – supported teaching, in which tasks are a means for activity learners’ prior L2 knowledge by developing fluency and task- based teaching in which tasks comprises the foundation of the whole curriculum. She was concerned herewith the latter of the two. To address the topic, the article is arranged in the following way: (a) the concept of “task” (b) analyzing tasks, (c) sequencing tasks and (d) implications of the future research.

(14) Wang Cheng – Jun has done his research work on ‘Designing Communicative Tasks for College English Courses.” The main objective of this research study was to design effective communicative tasks for college English course to solve the problems of the pupils with lower rates of verbal participation and fail to express them with basic fluently and accuracy. So, the thesis aimed to provide college teachers with a frame work for analyzing and designing commands tasks to solve the learners the main problems, which will help teachers select, adapt or create their own design of effective
communicative tasks and make their college English teaching more successful and more effective.

CONCLUSION

The review of the research studies done formed the basis of conceptual framework for the researcher. This study made on related research work also helped the investigator develop a package for written communication. The researcher chose the task of developing a Package on improving writing tasks which are useful for the Senior Secondary learners in written communication. The tasks focused will provide scope for developing communication skill in English among the students. Hence an attempt is made to identify the effect of Instructional package on improving writing skills in English at Senior Secondary Level.