Chapter VI

6. Developing Writing Skills

6.1. Introduction:

Getting tertiary students to engage in writing in English with any degree of enthusiasm can be a challenge for teachers. Perhaps this reflects the effort which must be exerted in order to write competently in a first language: doing the same in a new language therefore seems altogether too difficult. It is difficult for aspiring target language writers if they lack in linguistic knowledge, the socio-cultural nature of writing, knowledge of genre.

Writing in the language classroom is often seen as an extension of or support for the other skills. It may, for example, be used to consolidate the learning of grammar or vocabulary or be used as preparation for a speaking activity: jotting down intended dialogue will give the students time to think and therefore improve confidence and fluency. The classroom, now a day, does not provide opportunity to write in order to become a better writer.

Given, however, that there are many language learners who go on to do further studies in the target language, competency with writing in the target language is becoming increasingly relevant to the needs of speakers of other languages. Therefore, it is not uncommon that classes are now given over to the specific teaching of this skill. As a result, different theories have emerged over the past 20 years to provide teachers with a framework with which to guide students on the path to proficiency. It is believed that the colleges are the places where the students are to
be provided with necessary practices for their future writing work. The instruction and communication in the classroom should be exclusively in English. It is true that the proficiency level of the students studying arts and science groups in colleges are at different levels. In tertiary level, the teacher should begin activities to attain team work among students in order to make the classroom a store house of writing for the students. The students may be asked to correct their writings among themselves before they start writing examination or test as this kind of correction by the students will ease the tension among the students. But students in colleges are frightened with writing and rewriting of paragraphs and essays. Even so, there are times when writing is the best way to correspond.

6.2. Writing Strategies:

The teacher-researcher recommended his students that they had to mind the following components carefully in order to achieve mastery in the development of the most important one i.e. writing skill.

6.2.1. Basic Writing Skills:

When one writes a composition, it is not enough to have good ideas or persuasive arguments it is important to express them correctly. One should express time at the beginning or at the end of a sentence and the verb should not be separated from the adjacent verb. It is to be noted that frequency adverbs such as often, always, and never come before the main verb. If a sentence has a direct object and an indirect object, one has to often place the indirect object first: "She wrote him a letter" ("Sita
gave an umbrella to him”, is possible). The student has to remember that adjectives come before the noun and they have no plural form.

6.2.2. Writing a Composition:

A good composition has three elements: an introduction, a body and a conclusion. It should also flow from sentence to sentence and connect the ideas in a clear and logical way. There are several ways to achieve this:

- Repeat key nouns throughout the composition
- Use pronouns to refer back to key nouns
- Arrange the sentences in a logical order and use linking words to indicate the order (first, second, then, later, next, since, then, finally)

A good composition should have a strong opening which attracts the readers’ attention and makes them to read more. A few good ways of opening your composition may include any of the following. It may contain a question, a surprising statistic or fact, a personal address to the reader and a provocative statement attracting the reader. We in our writing use certain words or expressions to indicate the conclusion of a piece of writing. They are ‘in conclusion’, ‘lastly’, ‘finally’, ‘to sum up’, and ‘in short’.

6.2.3. Connectors:

The following words and expressions are commonly used by the efficient writers to connect ideas or show relationships. The writer may use any of the following terms “although, while, in spite of, but, however” to contrast or express
opposing ideas in their sentences. He uses the following terms such as “like, similarly, both, just, as + adjective + as” to compare things with one another. To exhibit the reason, cause and effect the writer can use any of the terms that follow “because, since, as, so that, in order that”. He expresses the idea of time and sequence using the following terms or phrases “when, while, first of all, secondly, finally”. It is to be noted that the result and consequences are expressed through “therefore, thus, as a result of”. In one’s writing the addition and example is cited by “moreover, in addition, for instance, such as”.

6.2.4. The Writing Process:

The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. Effective writers go through these stages until they are satisfied that the writing achieves its purpose.

6.2.5. Generating Ideas:

In all subject areas, students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional facts. They also need skills to check whether their writing is on-topic and fulfills its purpose. Further, they need to be able to explain the writing assignment and the process they are following to effectively complete the assignment.

6.2.6. Developing and Organizing Ideas:

Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole. In longer writing assignments, they
need to know how to create a strong, focused introduction that catches the reader’s interest; how to link ideas in logically connected paragraphs that contain enough supporting detail; and how to conclude with a strong ending.

6.2.7. Revising and Editing:

Students need individual and group skills to assess their own work and the work of others for content, clarity, form and style, and for errors in grammar, punctuation and spelling. Ultimately, students have individual responsibility for the accuracy of their work, but they need to know how to help each other improve.

6.3. How to Develop Writing Skills?

For everyone writing may seem easier when heard at the first time. But it requires a lot of skill to get used to it. It is the most interesting job that one could do in their lifetime. Writing about you, writing about daily activities, writing a personal dairy all these are hobbies that would interest people. Writing exams, writing assignments are boring. The interestingness in writing depends on the interest that a person has towards that activity and the topic.

6.3.1. Start with a reading habit:

The student who could read well and understand things could writer better. He has to learn things in such a way, that he should see progress in his way of communication. Reading rate should be progressively developed to cope up with the writing skill. Before getting experience in writing it is important that has to view all writing by various people. It gives him an idea of how writing should be. Developing writing skill is based on one’s reading experience. Hence, one has
always to start developing one’s writing career from reading. One can read journals that involve the type of writing one wants to get skilled.

6.3.2. Creativity:

Creativity is very important in writing skill. If the writer adds some creativity in his writing the readers would get some creative thoughts.

6.3.3. Grammar:

Learning grammar helps everyone to get a fluent English sentence structure. This requires knowing the purpose of each grammar rules. So a writer should have a thorough knowledge of the protocols and semantics in the language structure. To achieve all these one has to read many books and then one knows how grammatical perfection is implemented in writing. Right from tenses to clause, everything being involved in grammar would be very essential for proofreading document.

6.3.4. Practice by Writing Daily:

It is always better to write something once or at least twice in a day. This would keep one’s mind fresh. One can begin to write about recent news that disgusted. One can write about a party, which was enjoyed very well. In this age where communication is so important, few skills are more important for one to master than writing. Here are some ways to develop writing skills and thus one can become better at communicating the written word.

One who wants to become a professional writer needs to write every day because one knows the best way to get better. If one wants to be a better writer, one has to write more. One has to read a lot as it offers one a lot of benefits. In due
course of time one can construct one’s work with “style, diction, construction of sentences, paragraphs, whole pieces”. Reading helps one expand one’s vocabulary. The more one knows the more feed one has for writing of any kind. If one wants to be a good writer, one should be a good reader.

If one wants to become a very good writer one should know how to write short, concise, complete sentences. One should know when to use commas to separate ideas in a sentence--and when not to do so. One should know how to get a subject and verb to agree. One should know how to use pronouns clearly and one should know the difference between jargon and real words.

6.4. How to Develop Writing Skill?

The teacher-researcher compelled his students to note that the following ideas should be there in their minds to lead every one of them in the act of developing writing skill.

- Write everyday or at least as often as one can. Keep a daily journal. Content is not important here, but the act of writing is. Consistency is vital to develop writing skills.

- Read as much as possible. Exposing oneself to what others have written is a great tool. Read books, newspapers and magazines. This will help one with style, sentence structure and word usage.

- Take a college writing class or an online course to develop the writing skills.
Learn basic grammar rules. Writing guides such as "The Elements of Style" can be found in the reference section of any bookstore or library. One has to master the basics to find one writing flows like a fountain.

Prepare to write more than one draft. No one's writing is perfect the first time. Read out loud what something has been written. One can pick up errors unnoticed. One can ask a trusted colleague to proofread one's work as well.

6.4.1. Qualities of Good Writers:

The teacher-researcher asserted that the students should have in mind the following qualities that are prevalent and imbibed among good writers:

1. Good writers read.

2. Good writers attend to vocabulary.

3. Good writers develop strategies to manage a degree of uncertainty.

4. Good writers attend to meaning.

5. Good writers attend to grammar.

6. Good writers work with their writing until it effectively responds to the set task and the ideas expressed are clear and coherent.

7. Good writers actively generate their own interest to write.

8. Good writers create opportunities to write outside the classroom.
6.5. Components of Writing Skills:

It is generally believed and accepted by great men of letters and writers that writing is an art. Writing involves creative thinking and an effective expression of one's thoughts. The writing process is composed of different components that are essential for good writing. Here are the vital components of writing.

6.5.1. Mental Capacity:

One's expression in the written form originates in one's thoughts. It is one's mental capacity that is responsible for the thoughts one plans to put on paper. What one puts in black and white is originally in the form of abstract thoughts that emerge in one's mind. The brain processes the abstract thoughts to concretize them, thus giving them a definite form. It is after an interaction between brain and mind to contemplate on abstract thoughts, that thoughts gain an expression. Creative and analytical thinking form the basic components of the writing process. Creativity determines the way in which one's thoughts transform into written words.

6.5.2. Prewriting:

This process helps one to find the right words for expression. It involves a thorough research on the subject to write on and the gathering of all the information about the subject from every available source of information. This forms an important component of the writing process as it deals with the collection of information and the experimentation of ideas.
6.5.3. **Systematic Drafting:**

One should finish gathering the information about the topic before one begins to write or draft in a systematically. The next step is to draft one’s write-up. This process requires the planning and organizing of the gathered facts. The results of one’s research should be organized in a logical manner so that the message borne by one’s writing is conveyed to the readers well. One should express information in an organized manner and include the different angles of looking at the subject. An organized draft of the content is one of the key components of the writing process.

6.5.4. **Revising:**

The next important component of the process of writing is revising of the draft. It is the phase of correcting the errors in the written draft. Here the writer may investigate the various ways to improve his writing. Revise the way of communication, the style of writing or the way in which information is delivered. Revising is an important constituent of writing as it is about giving a second thought to one’s writing.

6.5.5. **Editing:**

The process of editing is another important component of writing. After satisfied writing, one has compulsorily to subject one’s write-up to the process of editing. It is during editing one’s writing gets the finishing touches. It is checked for minor mistakes if any. One can get the actual feedback from the teacher.
6.6. The Present Study:

This study is motivated by our students’ inadequate writing skills as judged by a pre-examination evaluating their competency in various components of writing and grammar items in particular. In the system of education where the study was conducted, English is the medium of instruction as the students involved in this study are undertaking a three year course in English literature. Subjects should be taught in English and here in the college where the study has been undertaken, English literature is taught as a mandatory subject and the department uses English alone as a medium of instruction.

On admission into this English department, students encounter various problems in pursuing their study in the medium of English as they have been so far taught through bilingual method. They particularly encounter difficulty in using English to communicate because among the four skills the oral/written (not taught in the way to be taught) are the most neglected skills at the different educational levels. They are not emphasized by teachers nor by materials and the students are not motivated to use them to communicate. As far as the writing is concerned the students joining English Literature also had obeyed their teacher’s asking to memorise everything. When they enroll in this department, the students are confronted with the need for functioning effectively in English. They are required to use English for various activities. Listening to lectures, reading the variety of books including prose, novels, dramas, short stories and poems, exhibiting their spoken skills among the fellow students and in the classroom in the presence of the teacher and finally practising with all methods of writing to score in the examination and in
various competitive examinations are the most urgently needed. Writing skills are thus an essential component of communicative competence.

Problematic features in writing to various kinds of questions including grammar, essay and paragraph types are taken into consideration. By investigating problems in the process of acquiring writing skills the teacher-researcher can suggest appropriate methods to develop writing skills and give suggestions to content subject lecturers in how to follow various writing methods in order to enable and ensure the students to optimal writing competency.

6.7. Data Collection:

In order to assess the opinions of a large and potentially diverse student population, the data was collected by means of a short open-ended questionnaire (page No. 326) and interview. In responding to the questions, the students were asked to think about an actual writing situation. The interview was given to complement the questionnaire so students didn't feel restricted in their answers. The interview, however, was given to 15 students who were chosen randomly. Both questionnaire and interview dealt with problems encountered in the development of writing on various occasions and items. The study which followed up on a pilot study in 2007 involved a questionnaire survey of 50 undergraduates in first year B.A. (English) at Devanga Arts College, Arupukottai.
6.8. Questionnaire:

To assess the quality of writing among students at the tertiary level the questionnaire was distributed to the select fifty students who had been undergoing special programmes. The questions are:

Q. Are you a slow writer?
A. Yes

Q. Do you know a minimum of 150 words in English for daily usage?
A. NO

Q. Do you write other than your study material?
A. NO

Q. Is there ample chance in the class room to practice writing?
A. Yes

Q. Can you read a passage quickly with correct pronunciation?
A. NO

Q. Can you answer the questions that follow a passage?
A. Somewhat

Q. Do you understand what you write?
A. Not at all

Q. Are there mistakes in your writing?
A. Certainly more

Q. Have you been acquainted with writing in English for a long time?
A. Yes & can’t write

Q. Do you write correct spelling?
A. No

Q. Is grammar a frightening one?
A. Very much
Q. Do you know the grammar rules?
A. Never

Q. Are you well versed in tenses?
A. NO

Q. Do you know what a paragraph is?
A. Slightly

Q. Are you familiar with agreement of verb and subject?
A. NO

Q. Do you know the changes to be made in a sentence from direct to indirect?
A. NO

Q. Are you familiar with degrees of comparison?
A. NO

Q. Have you tried to write on your own?
A. Sometimes

Q. Can you change a sentence from passive to active and vice versa?
A. Yes

Q. Can you write a formal letter?
A. NO

Q. Do you write an informal letter in English?
A. Yes
Q. Do you know curriculum vitae?
A. NO

Q. Could you write a précis writing?
A. Yes

Q. Are you ready to write an essay on a general topic?
A. NO

Q. Do you allot time to write at home?
A. Yes

6.9. Evaluation:

The findings indicate that most of the students answered ‘no’ for many questions. It is given in the Table I and Chart I form and also graphically illustrated below:

<table>
<thead>
<tr>
<th>Major</th>
<th>Total No. of Students</th>
<th>Answered ‘Yes’</th>
<th>Answered ‘No’</th>
<th>Not Answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>50</td>
<td>8</td>
<td>38</td>
<td>04</td>
</tr>
</tbody>
</table>

TABLE 1, RESPONSE OF THE STUDENTS FOR THE QUESTIONNAIRE:
CHART I STUDENTS' RESPONSE

Students' Response

- Yes: 76% (No)
- No: 8% (Mum)
- Yes: 16% (Yes)

Legend:
- Yes
- No
- Mum
- Other
The students answered with ‘Yes’ = 08 Nos. (16%)

The students answered with ‘No’ = 38 Nos. (76%)

The students who were silent = 04 Nos. (8%)

As per the Table I it is inferred that out the total strength some 08 students responded positively for all the questions and 38 students answered negatively. The remaining 04 students belonging to this group did not answer the questions. The evaluation shows that most of the students were not aware of the grammar and writing principles and they were yet to learn English grammar and writing skills. In their higher secondary level, students were trained in classes on mere sentence level translation and so they have a limited experience and practice at the entry level of college/university studies. So it has become necessary to cultivate students’ abilities to develop writing and organize their ideas as they lack in this writing skill.

6.10. Pilot Study:

In the pilot study, a group of select students were asked to write down a one hour test which they believed would help them to develop their writing skills. Subsequent tests as per Annexure IV with various groups of students revealed that the items that were incorporated in the final activity section. The questionnaire also provided the basis for the follow-up interviews. It was planned to conduct a test for an hour in the various parts of writing components to test their capacity in writing.
The students attempted to answer the questions and it was found after the evaluation that most of them were not excelling in answering grammar questions. There was a great deal of consensus among the students’ answers and responses which helped to clarify some of the interesting patterns emerging from the questionnaire survey.

6.10.1. Results:

The evaluation will be presented and discussed according to the four main sections of the test: (a) fill in the blanks type; (b) transformation of the sentences type or rewrite as directed type; and (c) writing of a formal letter and two paragraph answers in English. The test tried to find out students’ capacity at grammar and in academic writing. Many of the students considered the questions as ‘wholly’ difficult and some of them responded 45% of the questions with right answers. Generally, the students found grammar questions as threatening ones as they have so far been writing any test after memorising and answering up to their plus two level. Regarding evaluation of language test as per the Chart II 70% (35 Students) students are in the level of ‘yet to develop’ (‘between 30 and 40 Marks). 20% (10 Students) students scored between 41 and 59, 6% (3 Students) students excelled scoring above 60% but below 65% and 4% (2 Students) students scored above 66% and they all accepted that they were weak in other activities such as listening, speaking with one another and reading. Regarding the objectives of the teaching of English skills, ‘all are for to listen, speak, read and write efficiently’.

It is generally believed that the attitudes of the students towards language learning can influence their language learning behaviour. It could thus be argued that student motivation and regular practice and tests at regular intervals are the major
issues and progressive ways to promote students’ developing their writing skill in English at the tertiary context. The results of the study are based on a pre test and evaluation and therefore need to be treated with caution as there are certain failures in the students’ answering of many grammar items and the steps are to be taken so as to develop the writing skill among the students which they need for their future.
6.11. Do’s and Don’ts in Writing:

The teacher-researcher gave some suggestions that were to be followed by the students who wanted to develop writing skill at their tertiary level. He exposed certain ‘do’s and don’ts’ that are to be borne in mind by every student when he or she indulges in writing. If students adhere to them they will enhance writing skills and then development in other skills is assured. The teacher-researcher asked the students

- to avoid using symbols which others could not recognise.
- to use minimum number of words instead of using many words to avoid confusion.
- not to use English slang and local dialect.
- to place the speech of a person in verbatim within the quotation marks.
- to avoid expression comprising of idioms and phrasal verbs for it leads to confusion.
- to define abbreviations whenever they were used or they might not be used.
- to write the correct spelling of every word written by them.
- to write numbers below ten in words, and the numbers above 11 in numbers.
6.12. Writing:

The teacher-researcher explained that writing in any form is for reading and understanding by others. So the student should know the purpose of his or her writing. There are many writing conventions that restricted the academic writing. Between the two types the first type of writing may be called writing for practical purposes and the second one is academic writing.

Practical writing skills are helpful for the students in their future life professionally and personally. Formal letters, business letters, letters of application for jobs, official and business agreements, curriculum vitae and their professional needs are the contents here in this approach.

Academic writing includes writing essays and compositions in English. It is less important because, after graduation the students could not have this sort of writing when they go for jobs. Yet, it is given so much importance in tertiary education.

Academic writing is the most creative type of writing which requires deep knowledge and understanding of it. It requires great proficiency and so it seems to be very difficult skill for tertiary level students to master. The students should express their own original ideas and find the most suitable language. As writing is the most conscious and deliberate of all communication skills academic writing reinforces vocabulary and grammar. When writing an essay in English, students have to express their own original ideas in the most appropriate language.
Academic writing develops in him not only the skill of productive writing but also develops general creative communicative abilities. In spite of many advantages in academic writing it has been remaining of little useful because students after their graduation do not attempt or do not have any chance to write essays in English when they get appointments. They forget that it contributes to fluency of students not only in writing but also in speaking, reading and listening.

6.13. Difficulties in Writing:

The teacher researcher cited the various places where difficulties in writing arise out. They are,

- **Spelling and vocabulary**
- **Sentence construction**
- **Rules of grammar**
- **Syntax**
- **Agreement of the verb with sentence**
- **Synthesis of sentences**
- **Degrees of comparison and so on.**

Students find difficult with English words spelling as English spelling system is irrational and illogical as is the case with the words ‘harassed’ and ‘embarrassed’ which are pronounced alike, particularly in their second syllable. But the spelling is different and one ‘r’ is added to ‘embarrassed’. In spoken English too, a letter or letters in a word are not pronounced. The following words such as, ‘often’, ‘plight’ ‘calm’, ‘knight’, ‘debt’ were analysed for difficulties. The ‘t’ in the word ‘often’ is
not pronounced. The ‘gh’ in the word ‘plight’ is not pronounced. The ‘l’ in the word ‘calm’ is silent. The ‘k’ in the word ‘knight’ is never pronounced and in the case of ‘debt’ the letter ‘b’ is silent when it is pronounced. This irrationality and illogicality in the spelling of English words frighten the students, as in no other languages including his mother tongue Tamil such problems come. And as a result it is felt that a student should be made aware of the relationship of sound to spelling.

6.14. Ways to Avoid Misspelling:

The teacher-researcher recommended that the students should follow the ways mentioned in their writing to avoid spelling mistakes.

- The teacher can stress that whenever the suffix ‘full’ is used at the end of the sentence the spelling is to be written as ‘ful’. Ex: careful, truthful, and so on.
- The teacher can tell the plural of the noun that ends with ‘y’ will be ‘ies’ in the place of ‘y’. That is, ‘y’ is removed and ‘ies’ is added.
  Ex. city-cities, baby-babies, and so on.

The acquaintance with the large number of books can be attained through reading. So, the student can develop the spelling and vocabulary by the way of making wide reading of all types of books. As there are many chances in reading for the student to notice and look at words used in many situations it will make him remember the spelling of the words, however difficult or lengthy they are.
6.15. Genre Approach:

The teacher-researcher explained that in the genre approach, the students read the texts for themselves and achieve writing skills. The students can acquire the skills required for writing essays and narrations. Then they have to compare and contrast and try to interpret and finally they could develop writing skills. The teacher-researcher gave the students practice to write paragraph and essay to acquire writing skills.

6.16. Paragraph Writing:

The teacher-researcher pointed out the general truth that any writing starts with the writing of the paragraphs which consist of many sentences and they make an essay or an article as the number may vary. The purpose of a paragraph is to express one point, idea or opinion. This main idea is expressed through three sections of a paragraph:

1. Beginning – Introduction of idea.
2. Middle – Explanation of idea.
3. End - Make the point again, transition to next paragraph.

A paragraph may contain a minimum of ten sentences. The sentences in a paragraph may be any one of the kinds i.e., simple, compound and complex. If a student becomes well versed in sentence writing, he can write paragraphs very easily. The teacher-researcher asked the students to keep in mind the following rules when he writes a paragraph.
• Make sure that every sentence should convey a meaning. In order to arrive at a clear meaning in a sentence the student has to do many exercises and rewritings.
• The meaning of the earlier sentence should not be repeated in the next sentence at any cause.
• The student should be aware of that the sentences arranged in a paragraph should be arranged in a logical manner and thought logic is very important.
• The student can use as many sentence patterns as possible in his paragraph to make it attractive one.
• The connectors such as “as a result, after all, as much as, in spite of, but, for example, although, though, but for, in addition to, so, because, consequently’ and others may be used by a student to write different sentences in a paragraph.
• The student should try to avoid verb repetition as this would annoy the teachers and readers.
• The lengthy sentences, sometimes, will lead to misunderstanding and so the students should try to write short sentences in a catchy way.
• The student should frame the first sentence an attractive one as a very good beginning will end in a better result.
• The student may look for the similar sound words to make their paragraphs attractive.
• The student can make use of as much vocabulary that he knows in paragraphs.

Further the teacher-researcher asked the students to be aware of the following:
1. Topic sentence,

2. Supporting sentence,

3. Concluding sentence

4. Transitional sentence

The teacher-researcher explained in detail about them and their nature and usage. The Topic sentence states the idea or view. It should contain a strong main verb to underline a strong idea or view. In a paragraph one has to write many supporting sentences in order to provide explanations and to support the topic sentence. It usually contains the larger part of the paragraph. The idea topic sentence is justified in supporting sentences where the facts, statistics and logic ideas are provided. One has to reinforce the idea of the topic sentence in the concluding sentence and this contains the end note of the paragraph and the topic idea, in different words, is just repeated. In the topical sentence, the student has to maintain coherence and in this way many paragraphs are constructed to make an essay.

The teacher-researcher told that the student had to frame a sentence in a paragraph in such a way that it should not give the total intended meaning. He can provide the meaning completion of the former sentence in the following sentence as this would give him chances to write sentences that the readers or teachers would often like to read. The sentence then student writes in a paragraph must arouse some sort of curiosity.
6.17. Essay Writing:

The teacher-researcher cited that there are four types of essay. They are a. Expository, b. Descriptive, c. Narrative, and d. Argumentative.

- **Expository:** It has the explanation or the interpretation of the writer on some items, may be, on some games like Hockey, Cricket and others.

- **Descriptive:** It contains purely the description of some item. The student may describe the most enjoyable tour in his school, a cycle rally for the National Integration, a palace he visited, a place of his attraction and so on. Here the student has to utilize his power of imagination in the description of all things in an attractive way.

- **Narrative:** The student here has to narrate an experience or a story in his own way. Here the continuity is very important in addition to his powerful imaginative application.

- **Argumentative:** Here in these type of essays the student has to take the role of for and against on a particular topic. This type of essay creates a student to develop a power of neutralization. Here he should give importance on both the sides.

  - Introduction,
  - b. Main Body of the Essay and
  - c. The Conclusion.

The teacher-researcher asked the students that they need not give heading for the paragraphs but they have to keep the idea of presenting the Introduction, Body
and the Conclusion consistently. In writing an essay, the students should explore their memory system and then they could easily get points for writing essay.

The teacher-researcher gave some models for writing all the four types of essay on the same subject.

6.17.1. Hockey (Expository)

Introduction:

- Many countries in the world play Hockey. It is a manly game as it requires a very good stamina. The players keep running all the time.
- India announced Hockey its national game. International recognition is there for the game.
- Olympics games give chance to this game. Television has increased the interest in the viewing of this game.

Main Body:

- The match consists of two sessions of 40 minutes each. Two referees are there to monitor the game. Two goal posts on opposite sides are there.
- Two teams of eleven players play on both sides. There is a goal keeper for both sides. Many strict rules are there for this game. The hockey stick is framed in such a manner to carry on the ball to the opposite side goal.
- Unlike in cricket all the twelve players are playing at the same time. Penalty is given for any false movement or action of the opposite player.
The countries playing this game feel very proud to participate in the Olympics Hockey. International viewing is there at the telecast of this match during Olympics are conducted.

Players receive not only laurels but also individual satisfaction with economic improvement.

Conclusion:

The game is interesting for the entire viewer on the television and in person. It develops national feeling and unity if this game is viewed as a sport.

6.17.2. Hockey: (Narrative or Descriptive)

Here the narrative power or the descriptive power of the student is tested.

- In the introduction he has to give some important facts about the game. He can give the trophies related to this game. He can mention the important World Cup and Olympics Hockey.
- In the part of the main body of the essay the student becomes a commentator and he has to narrate the incidents or events of the game what he has seen for the past one and half an hour.
- In the concluding part of the essay the student may point out the result of the game or he can use this part to mention about the highlight of the match he has witnessed.
6.17.3. Argumentative: (Hockey vs. Football)

It is very important to remember that the argumentative essay is always written in the first person.

➢ A. In the introductory part the student can give the general advantages that every one of the human beings receives. He can mention the names of various games played generally in all countries.

➢ B. In the body part of the essay the student can argue on both the sides their favourable and unfavorable points. Then he can argue on the opportunities for the players and for the nation playing the games. He can present the time duration required for both the games. He can argue the outcomes of the viewers on both the games. He can put down the benefits of the games. He can argue in this part in favour or in against the games.

➢ C. In the concluding part the student can write down the points in support of a particular game of his choice.

6.17.4. Idiomatic Writing:

Then the teacher-researcher explained how among learned people, it is prevalent that idiomatic writing has its accent. He reminded the students for getting an access to the words and their hidden or indirect meaning. These words with meanings not in explicit manner but hidden are named idioms in English. Prepositions are added to the verbs or to some of the words that could have the power of changing the total meaning of the context. These may be called phrasal verbs in English. The teacher-researcher provided his students with a list of phrasal verbs with example sentences for the understanding of the meanings. Then only it is
possible that they can apply them in their writing and then they may write in an efficient way.

1. **ask for**: (behave in a manner to bring an unpleasant)
   
   Ex: Letting the children play with street dogs was just asking for trouble.

2. **bear with**: (to show patience towards)
   
   Ex: You must bear with anger in order to be successful.

3. **break in**: (enter by force)
   
   Ex: The thieves broke in and stole all the money.

4. **call on**: (to pay a short visit to)
   
   Ex: The Prime Minister called on the President yesterday.

5. **do away with**: (remove, destroy)
   
   Ex: Gandhi asked the Indians to do away with untouchability.

6. **fall out**: (quarrel)
   
   Ex: The children always fall out for chocolate.

7. **get over**: (recover from)
   
   Ex: How are you getting over?

8. **hold off**: (stay away)
   
   Ex: The rain held off till after the wedding.

9. **keep on**: (continue)
   
   Ex: Keep on trying hard.

10. **look after**: (be in charge of)
    
    Ex: I have been looking after the children.

11. **make up** (complete)
    
    Ex: We need two more players to make up the team.

12. **put off**: (postpone)
    
    Ex: We will have to put off our plans till next year.
13. run down: (discharge)
   Ex: The car can’t start because the battery has run down.

14. take off: (leave ground)
   Ex: The aircraft took off exactly at ten.

15. wind up: (end)
   Ex: The meeting wound up with the National Anthem.

6.18. Errors Committed by Students:

The teacher-researcher explained how students commit errors in the use of idioms and phrases. The reason for this mistake is that they do not know the exact meaning of the idioms and phrases they use. It is important that students should know the idioms and phrases and their correct meaning. He gave them a list of idioms and phrases commonly used wrongly by all. The students use ‘raining day’ instead of ‘rainy day’, ‘red handedly’ for ‘red handed’, ‘to give’ for ‘to give away’, ‘by the by’ for ‘by and by’, ‘to add oil to the fire’ for ‘to add fuel to the fire’, ‘a bed of flowers’ for ‘a bed of roses’, ‘at all rate’ for ‘at any rate’, ‘to go to the dog’ for ‘to go to the dogs’, ‘eye to eye to each other’ for ‘eye to eye with each other’, ‘to deal with’ for ‘to deal in’, ‘to blow out’ for ‘to put out’ and ‘in the sake of’ for ‘for the sake of’.

Thus the teacher-researcher made the students remember that writing skills need not expect one to be very intelligent and thorough in English grammar rules. He asked them to study grammar for the purpose of communication and not for the purpose of acquiring mastery over it. The teacher-researcher began with writing a few exercises in grammar and then moved on to explain how to write essays.
6.19. Grammar and Usage:

In the past, students were frightened to learn English as it is taught through grammar translation method. In the beginning of the course, grammar teaching was a must and the teachers explained in detail what the grammar rules there are in order to learn English. Later, this method was changed and many new innovative methods were introduced. The teacher/researcher reminded that English is now taught and learnt mainly for communicative purpose. English sentences of various models are introduced without explaining the rules of English grammar. Many sentences of the same type to explain the topic are given and this enables our students to understand the topic in a very easy way.

6.19.1. Adjectives:

The teacher-researcher gave his students a group of sentences to containing some words italicized. He explained how all the italicized words qualify the nouns.

1. Four students got first class in our class.
2. The teacher has five hours daily.
3. I have got more problems.
4. All mangoes are ripe here in this shop.
5. Some villagers do not like this.
6. Half dozen is enough.
7. The red ball is costlier than the green ball.
8. The small boy wandered here and there for two hours.
9. The bad smell made me not to taste it.
10. My bag contains several zips.
11. Our teacher has got the best teacher award.
12. Please keep your luggage safe,
13. His brother is an IAS.
14. Her father is transferred to Tinneveli.
15. They are very particular on their problem.
16. *Which* plot is yours?
17. *Whose* pen do you use for the test?
18. *What* problem annoys you a lot?
19. *This* film is very interesting.
20. *That* man has come from China.
21. *These* players are not playing the game seriously.
22. *Those* men are boycotting the work.
23. *We often* go by bus to our office.
24. Sundar *always* blames others for his mistake.
25. The girls participate in the dance competition *frequently*.
26. The teacher *usually* comes punctual.
27. They are occasionally *late* to the concert.
28. Sita *sometimes* feels angry with her parents.
29. We have *never* been to the Taj Mahal.
30. The *long* path is closed.

**6.20. Analytical Study:**

The students were asked to read some of the sentences and then the teacher-researcher asked the students about the usage of the above italicized words. In the beginning some students came with the answers that those italicized words are placed before nouns. Some other students said that the italicized words denoted the character of the nouns and here the researcher improved the answer by telling the usage of the term as ‘quality’. It gave the students a chance to understand that the italicized words were used to reveal the quality of the nouns. They were words added to the nouns to describe them. The teacher-researcher then gave them the definition of the term ‘adjective’ as an adjective in English grammar gives information about the noun it refers to. It describes a noun or it projects the quality of a noun. It describes or gives information about nouns and pronouns. Some adjectives give us factual information about the noun. Then the teacher-researcher had to tell them the different types of adjectives and give reasons why they were called as such.
6.21.1. Different Types of Adjectives:

a) Our class has **seventy** students
b) He asked for **some** reasons.
c) I always like to wear **orange** churithar.
d) He asked the servant to throw away the **rotten** egg.
e) She and **her** family members attended the reception.
f) How do you like **your** present job?
g) **That** task is adventurous for the players.
h) **These** flats are yet to be registered.
i) He comes here at **difficult** times.

The underlined words were explained by the researcher to the students and what function they had in English sentences. Thus they were taught adjectives in English.

The different types of adjectives in the English language are:

a. Numeric: **four, fifty one**.
b. Quantitative: **more, all, some, half**.
c. Qualitative: **colour, size, smell**.
d. Possessive: **my, our, your, his, her, and their**.
e. Interrogative: **which, whose, what’**
f. Demonstrative: **this, that, those, these**.

g. Words denoting Frequency: The following words used in a sentence point out the idea of ‘how many times’ or ‘how often’. (Ex: **always, often, frequently, usually, generally, sometimes, occasionally, rarely, never**)

6.21.1a. Activity: Choosing the Right Phrase:

The teacher-researcher had divided the strength of fifty students into ten groups containing five each. He gave each group a passage that contained a story in the passage in which he particularly cut off some words and left them blanks. In the beginning of the passage, he gave some ten words which were to be selected to fill in
the blanks correctly. The students had to discuss among them and write down the answer and then the researcher asked one of the representatives of each group to come and read out the passage. Earlier, every student was given the copy of the passage with blanks. The teacher-researcher gave five minutes time for all the students to revise their answer. The representative had to present the answers before the audience by reading the entire passage with filled in answers.

The following are the words that the students had to fill in the blanks with the right option.

1. royal court 6. required funds
2. that day 7. the naked eye
3. divine weavers 8. gorgeous woman
4. a little dialogue 9. her pleasing manners
5. her pleasing manners 10. your majesty’s blessings

6.21.1b. Passage: I The Secret of Weaving Invisible Fabric (Story of Mariyathai Raman)

A -------------- (1) entered the royal court of Sri Krishna Deva Rayalu when he was busy with the courtiers. With all-------------- (2), attire and conversation, she attracted the gathering -------------- (3). After ----------- (4) with the King and his prime staff, she took out the most delicate and flimsiest sari from a small box that would hardly be sufficient to place a pair of ear-tops.

Exhibiting the sari to the royal court attendants, she addressed the king, “King of Kings! A group of ------------- (5) are working
for me. They can weave similar delicate, thinnest and beautiful saris. They are capable of weaving celestial fabric, which cannot be seen with -------------- (6)

“If we have -------------- (7) and support in addition to appropriate allocation of funds, they can do wonders and exhibit before the honourable King.”

Satisfied with the exhibit, Rayalu believed her words. Alloting ---- -------- (8) for weaving the celestial fabric, Rayalu asked her to get the job done with thorough research and of course within the year.

Answers: 1. gorgeous woman 2. her pleasing manners 3. that day 4. a little dialogue 5. divine weavers 6. the naked eye 7. your majesty’s blessings 8. required funds

6.21.2. Activity: Fill with the Right Words:

The teacher-researcher had divided the strength of fifty students into ten groups containing five each. He gave each group a passage with some blanks and he asked them to fill in the blanks correctly with the words found at the end of the passage. The teacher-researcher asked the students of each group to discuss among them and write down the answer. Then the-teacher- researcher asked one representative from each group to come to the front and read out the passage and their group answer. Earlier, every student was given the copy of the passage with blanks. The researcher gave five minutes time for all the students to revise their answer. The representative had to present the answers before the audience by reading the entire passage with filled in answers.

Salahuddin works in a factory. He is a ------------ person and never absents from work. His friends often tell him not to worry ------------ about the work. But he tells them that life is ------- only if he works ----. He never applies for leave and goes to the factory regularly. The owner of the factory likes him and gives him ------------ presents at the end of -------------. He is ----------- of Sanjay because he is a ------ ---- and ----------- worker.

(sincere, much, hardworking, valuable, interesting, every, hard, proud, honest)

The teacher-researcher found that this activity attracted the attention of the students very much and he noted that most of the groups came with the correct answers filled in the blanks. The activity continued with many such passages. It is noted that the group containing ten students could easily find out the answers in ten minutes time.


Motor cars are ----------- and disturb us with their --------- horns. But they are ----------- in the -------- world. They help us to travel --- --------- distances without difficulty. Some are --------- and ----------- , because they are ----------- and give us more comfort.

(noisy, fast, comfortable, modern, long, luxurious, beautiful, loud, expensive)
6.21.2.2c Activity: Fill in with the Right Adjective:

The teacher-researcher had divided the strength of fifty students into five groups containing ten each. He gave a photocopied material to each group. It contained ten different sentences of each containing a blank and at the end of every sentence there will be a word adjective in nature within brackets. The teacher-researcher asked them to fill in the blanks correctly with the correct degree of the word at the end of the sentence. The teacher-researcher gave them fifteen minutes and asked the students of each group to discuss among them and to find out the right degree and asked them to write down the answer. Then the teacher-researcher asked one representative from each group to come to the front and read the sentence and their group answer. This reading of the sentences and the answers by all the five groups took another ten minutes. The teacher-researcher did not reveal the answer all the group finished their presentations. He noted that many of the sentences except a few were answered with correct answers by the students. After all the groups had presented their answers the teacher-researcher told them he answers and it was astounding to note that three of the five groups wrote the correct answers for all questions and between the remaining two groups one group wrote correct answers for seven sentences and the remaining wrote six sentences respectively.

6.21.3. Articles:

The teacher-researcher explained to his students the importance of articles and gave some sentences containing the indefinite articles: ‘a, ‘an’. He asked them just to copy down the sentences and go through them.
1. I am an engineer.
2. I ate a guava for lunch.
3. I am a teacher.
4. He is running a factory.
5. I want to become a doctor.
6. My father gave me a diary.
7. He is an expert in mathematics.
8. What a lovely flower!
9. He is a youth.
10. I saw an ox this morning.

Then the teacher-researcher pointed out how ‘a’ and ‘an’ are the indefinite articles because they refer to something not specifically known and are used before nouns that introduce something or someone not mentioned before.

The teacher-researcher explained to his students the importance of the definite article: ‘the’. He asked them just to copy down the sentences.

1) The mango you bought was costly.
2) Did you close the door?
3) Raju sold two pens: a red and a green. The red pen is costlier than the green pen.
4) The North Pole is the coolest in the earth.
5) The equator shows the time region.
6) The Nile is the boon to the world.
7) The Indian Ocean is in the south of India.
8) The Panama Canal plays vital role in transportation.
9) Life is not possible without the rain,
10) The sun is the centre of all the planets.
11) The wind drives away the withered leaves.
12) The world atlas shows the nations and their locations.
13) There are many continents on the earth,
14) The Taj Mahal is one of the Seven Wonders of the World.
The teacher-researcher explained to his students that ‘the’ is the definite article because it refers to something specifically known and is used before nouns that introduce something or someone already mentioned or mentioned before. The three articles in English are ‘a’, ‘an’, and ‘the’. The first two ‘a’ and ‘an’ are called the indefinite articles and ‘the’ is called the definite article. We also have to know when an article is to be used and when it is not used. The teacher-researcher suggested that in this manner, the teaching items in grammar may be taught and it will be understood by the students easily and they will use them later in their practical life. This method of teaching does not frighten the students and they find it very easy and useful.

6.21.3.1: Determiners other than ‘a’, ‘an’ and ‘the’:

The teacher-researcher explained to his students the possessives (my, your, his, her, our, their), demonstratives (this, these, that, those), any, no, each, every, either, neither, what, whatever, which, whichever, enough, much, many, more most, little, less, least, few, fewer, fewest, several, all, both and half are all determiners in English.

The determiners are used in the beginning of the noun phrases: ex: our books, his bike, some teachers, that boy, these questions, several mistakes, each leader, much attention

1. all, both, half can be used without ‘of’ as in all our classmates, both the sisters, half the way.
2. *all, both, and each* come after a personal pronoun and can be placed in the verb phrases as *They all went home, They have both come to an agreement, Sundar gave us each a pen on his birthday.*

3. *no and every* are not used as pronouns. We use *none* and *everyone* as pronouns. *There was none to attend the call; Every one greeted Chandra on her birthday.*

4. *‘any’* is used only in negatives and questions and it is not used in affirmatives. *Is there any one to help me? There is not any response for his question.*

5. *‘few’* and *‘little’* are negatives and *‘a few’* and *‘a little’* are affirmatives. *I have few books with me. (I have no book with me). I have a few books with me. (I have some books not many). I have little money. (I have no money). I have a little money.(I have some money not more)*

6.21.3.1a: Activity: Determiners:

The teacher-researcher had divided the strength of fifty students into ten groups containing five each. He gave a photocopied material to each group. It contained a passage in which many determiners were used in various places. He asked the members of each group to underline the determiners. The teacher-researcher gave the students fifteen minutes and asked the students of each group to discuss among them and to find out the right words to be underlined and he then asked them to send their representative to the front to read out the answer. This continued for fifteen minutes. The teacher-researcher revealed the answer after all the groups had finished their presentations. He noted that eight groups underlined in the correct places for all answers. The remaining two groups answered eight and seven correctly.
6.21.3.1b: Activity: Determiners:

The teacher-researcher had divided the strength of fifty students into ten groups containing five each. He gave a photocopied material to each group. It contained a passage with many blanks to be filled in with various determiners. He asked the members of each group to fill in the blanks with the correct choice given at the end of the passage. Ten minutes was allotted for answering the questions. The teacher-researcher asked one from each group to read out the answer. This continued for twenty five minutes. The researcher found all the groups came out with the correct answers for all the sentences this time.

6.21.3.1c: Passage: (Passage from “Learners’ English Grammar by Dr. M.N.K. Bose pub: NCBH 2006 p 25)

When I went home in the evening, my wife said, “Did you remember to buy milk on your way home?” I said, “I don’t think you asked me to buy ******* did you? “ I did” she said, “there is ******* milk at home, and you have invited your friends for tea. Look at the bottles, there is ******* milk for the tea this evening.” “Only ******* ---- are coming, not ------. Isn’t this enough? If you need *******, I can borrow ******* from our neighbor” I said. She murmured, “******* time your friends come, you borrow milk from our neighbor, don’t you?”

(some, any, more, either, neither, every, each, many, a little, few, a few, a little, several, enough)

6.21.4. TENSES:

The teacher-researcher explained to his students the following tenses in English.
6.21.4a. **Present Simple Tense:**

a) Sudha *goes* to temple every day.
b) They *live* in Chennai.
c) Water *becomes* ice at 0° degrees Celsius
d) The children *love* to play.
e) This *is* a comic book.

The teacher-researcher told his students that they can understand that the simple present tense verb is used to express the permanent actions, regular actions, the universal truth, the facts, and the state of existence. The following adverbs denote the present action: *daily, regularly, usually, rarely, seldom, every day.*

6.21.4b. **Present Continuous Tense:**

a) Latha *is doing* her home work.
b) The men *are watching* cricket.
c) We *are going* to Madras day after tomorrow.
d) The boys *are not taking* notes.
e) *Is he joining* us to the movie?

The teacher-researcher told his students that they can understand that the present continuous tense verb is used to express actions happening at the time of speaking/writing and temporary actions. The following adverbs denote the present continuous action: *now, at present, at this moment*

6.21.4c. **Present Perfect Tense:**

a) I am late. I *have missed* the last bus.
b) We *have lived* here in Madurai since 2001.
c) I *have not received* from him for very long.
d) *Have you ever been* to Agra?
e) *Have they paid* the arrears?
The teacher-researcher told his students that they can understand that the present perfect tense verb is used to express an action that happened in the past but having a connection to the present. The following adverbs denote the present perfect action: for, since, recently, just, just now.

**6.21.4d. Present Perfect Continuous Tense:**

a) Rani has **been shouting** at her child for ten minutes.

b) The children have **been practising** Yoga since the age of two.

c) The woman has **not been playing** throw ball for a long time.

d) My friend has **not been living** at Theni for many years.

e) Has Sundar **been doing** exercise for a long time?

f) Have they **been working** here since they have joined?

The teacher-researcher told his students that they can understand that the present perfect continuous tense verb is used to express an action started in the past, but continuing to the present or has just finished.

**6.21.4e Past Simple Tense:**

a) He **waited** for Raju at the railway station yesterday.

b) They **did not give** reduction to the saris today.

c) Kathir **did not go** to Madras last week.

d) Rani **came** to your house an hour before.

The teacher-researcher told his students that they can understand that the simple past tense verb is used to express an event or action happened in the past or completed or finished at the time of speaking. The following adverbs denote the past action: yesterday, last year, last night, before two years, last month, ago, long ago, many years ago, a long time ago
6.21.4f. **Past Continuous Tense:**

a) She was sleeping when they came to her house.
b) Rahim was shouting in the morning at his mother.
c) The monkeys were playing on the roof when we saw them.
d) Was she doing her home work when the teacher called her?
e) Was your baby crying all night?
f) Raju was writing while his sister was playing the Veena.

The teacher-researcher told his students that they can understand that the past continuous tense verb is used to express an action happened at a specific time or to express two actions that were happening at the same time.

6.21.4g. **Past Perfect Tense:**

a) After Sundar had come home from school his parents started for the shop.
b) We had already left for college, when we heard all colleges were indefinitely closed for the cause of Lankan Tamils.
c) When I reached the railway station the train had already left.
d) We had practiced only a few hours when the referee whistled for the start of the match.

The teacher-researcher told his students that they can understand that the past perfect tense verb is used to express the earlier action between two actions of the past, mentioned at the same time and the latter is expressed in the simple past.

6.21.4h. **Past Perfect Continuous Tense:**

a) Ravi had been trying over phone for two hours in the evening yesterday. He was disappointed.
b) They had been sleeping since 10 in the morning. So they were fresh in the evening.
c) The train had been coming late every day last week.
d) The trainer had been giving them training every evening for the last few weeks.
e) He found that the pipeline had been leaking since last Monday.
f) The students looked very tired. They had been writing assignment all day.
g) My friend had been torturing others for many days till the warden warned him yesterday.
h) How long had you been waiting for the Manager to come?

The teacher-researcher told his students that they can understand that the past perfect continuous tense verb is used to express an action that had been happening over a period of time in the past when another action occurred and the latter action is expressed in the simple past. The future and future perfect and the future continuous and the future perfect continuous are the tenses that denote the future actions.

6.21. 5. ‘Make’:

Example:

a) The manager made me solve the problem.
b) The teacher made her students repeat the exercise
c) The thieves made the inmates tremble.
d) The Principal will make the teachers feel easy.
e) The driver made the passengers feel frightened with his driving.

The teacher-researcher told his students that the above sentences will make them that the infinitive verb that follows the verb ‘make’ will not include the preposition ‘to’ while before all other verbs ‘to’ is preceded. The object is added immediately to the verb ‘make’.

6.21. 5a. ‘Make’: Passive Use:
Example:

a) I was made to solve the problem by the manager.
b) The students were made to repeat the exercise by the teacher.
c) The inmates were made to tremble by the thieves.
d) The teachers will be made to feel easy by the Principal.
e) The passengers were made to feel frightened by the driver with his driving.

The teacher-researcher told his students that the above sentences will make them understand that the infinitive verb that follows the verb ‘let’ will include the preposition ‘to’ after it when the main verb ‘make’ is used in passive form.

6.21.5b. ‘Let’:

Example:

a) The watch man let the workers go inside the factory.
b) Hamlet let the witches go on talking.
c) You shall let him go.
d) The mother lets her child play inside the house.
e) The clerk lets the customers talk freely.

The teacher-researcher told his students that the above sentences, will make them understand that the infinitive verb that follows the verb ‘let’ will not include the preposition ‘to’ after it while before all other verbs ‘to’ is preceded. The object is added immediately to the verb ‘let’.

6.21.5c. ‘Have’, ‘Watch’, ‘Hear’:

Example:

a) We have the readers feel delight.
b) The prisoners have the jailor ask sorry for his rude behavior.
c) The villagers have the thief realize the mistake.

d) The boy watched the thieves knocking at the door.

e) They heard the boys shouting in a high pitch.

The teacher-researcher told his students that the above sentences will make them understand that the infinitive verb that follows the verbs such as ‘have’ ‘watch’ and ‘hear’ also omit the preposition. They can understand the verbs ‘have’, ‘watch’ and ‘hear’ are equivalent to the verbs ‘make’ and ‘let’.

6.21.6. Relative clauses in English:

The teacher-researcher told his students that the clauses in English are a) the defining relative clauses and b) the non-defining relative clauses.

a. The teacher-researcher explained that in the defining clauses the nouns are defined by using ‘which’, ‘who’, ‘whom’, ‘when’, where’, ‘that, and ‘whose’.

Example:

i. The pen which he gave me is costly.

ii. The postman who is delivering the letters is honest.

iii. Gandhi whom we call the Father of our Nation fought against the British with Ahimsa.

iv. The man who has just arrived is from Coimbatore.

v. The train that comes to the station is delay by an hour.

vi. This is the right time when he can make a move from here.

vii. This is the place where Rajaji was born.

viii. I met Raju whose credit card was stolen by somebody yesterday.

b. Some non-defining relative clauses may give us additional information.

1. The teachers, who are all well experienced, are preparing for accreditation.

2. The books, which the students prefer, contain many pictures.
3. The spectators, many of whom are from other colleges, are gentle.
4. This arts college, which the students want to join, provides campus placement.
5. The students, who had completed the examinations, participated in a tour.

The teacher-researcher stressed that the teacher’s role in the development activities of various skills in English is necessary as he should implement various activities in this process. The following activities may either be done as class room exercises or games. The teacher may ask every one of the students to answer his question. Then he may leave the role of asking questions to the students themselves and he may remain a moderator giving a help hand whenever the students require.

6.21.7 Concord (Agreement of the subject and the verb):

The teacher-researcher stressed that subject and verb must agree in number, both must be singular, or both must be plural. He said that when there is present tense one must add an ‘s’ or ‘es’ at the end of the verb. He further told them that a singular subject takes a singular verb and a plural subject takes a plural verb.

The teacher-researcher explained the students about the various rules related to concord with examples. According to the first rule “Two singular subjects connected by or or nor require a singular verb”.

Example: Hari or Sita is arriving by train today.

As per the second rule “Two singular subjects connected either/or or neither/nor require singular verb”.

Example: Neither Ramu nor Mohan is available.
According to the third rule “When the first person singular *I* is one of the two subjects connected by *either/or or neither/nor*, put it second and follow it with the singular verb *am*”.

Example: Neither Mani nor I am going to the festival.

According to the fourth rule “When a singular subject is connected by *or or nor* to a plural subject, put the plural subject last and use a plural verb”.

Example: The mobile or the books are placed on the table.

According to the fifth rule “Use a plural verb with two or more subjects when they are connected by *and*”.

Example: A car and a bike are my means of transportation

According to the sixth rule “When a singular and plural subject are connected by *either/or or neither/nor*, put the plural subject last and use a plural verb”.

Example: Neither Ramu nor the room mates are available.

According to the seventh rule “the subject is separated from the verb by words such as *along with, as well as, including or besides*”. The teacher/researcher asked the students to ignore these expressions when determining whether to use a singular or plural verb.

Example: The Editor, along with the newsmen, is expected shortly.
According to the eighth rule “the pronouns each, everyone, everybody, anyone, anybody, someone and somebody are singular and require singular verbs. He asked not to be misled by what follows of”.

Example: Each of the boys draws well.

According to the ninth rule “When either and neither are subjects, they always take singular verbs.

Example: Neither of them is available.

According to the tenth rule “Use a singular verb with sums of money or periods of time. Nouns such as civics, mathematics, dollars, measles, and news require singular verbs”.

Example: The news is only at six.

6.21.7a. Activities for Concords:

In order to test the understanding capacity of his students in concord the teacher- researcher distributed Xerox copies of the exercises to every group of the select group of fifty which he had already divided the select 50 students into ten groups containing five in each group. He gave 10 minutes to write down the answers and then he asked one from each group to come to the front to read out the answer. It was a pleasing one to note that all the groups answered both the correctly.
Exercise: I Fill in the blanks with right verb in the brackets:

1. The vase of flowers --------- (look, looks) beautiful.
2. My sister and I-------- (was, were) going swimming.
3. The manager and the assistant manager -------- (was, were) made redundant yesterday.
4. The crowd --------- (was, were) singing and cheering loudly.
5. Everyone in the office ------- (has, have) a computer.
6. Our team --------- (is, are) playing really well tonight.
7. The advertisement, which --------- (has, have) been placed in local newspapers,
8. None of the films----------- (has, have) attracted a lot of interest.
9. Only one of the kittens --------- (has, have) survived.
10. No one --------- (do, does) the job as well as you do.

6.21.7b Activity in Concord: Exercise: II

Rewrite the sentences after correcting the mistakes in each of the sentences:

1. Everyone are going on a picnic.
2. Each of the boys were taking his own lunch.
3. If anyone drop something to eat, I'll grab it before he can pick it up
4. Either the students or the teachers are arranging the function.
5. Neither the girls nor the one next door participate in the competition.
6. Either the construction workers or the mailman are causing problems.
7. Neither the one next door nor the dogs down the street pays any attention.
8. This are one of those books which is very costly.
9. There is twenty students in the room.
10. Neither my brothers nor my father have attended college.

6.21.8 Infinitives:

The teacher-researcher told the students that infinitives are verbals that are made up of the word ‘to’ and a verb. They may function as nouns, adjectives or adverbs. He
further told that when infinitives function as adjectives and adverbs, they are usually found preceding nouns and pronouns in the sentences. The teacher-researcher presented some examples:

1. Infinitives functioning as nouns:
   
   *Ex:* To win is the greatest achievement.

2. Infinitives functioning as adjectives:
   
   *Ex:* Mumbai Indians were reached the semi finals in IPL cricket.

3. Infinitives functioning as adverbs
   
   *Ex:* One has to pass the TOEFL or IELTS tests to go to foreign countries.

4. Infinitive phrase functioning as noun
   
   *Ex:* Ranjit wanted to get a centum in his subjects.

5. Infinitive phrase functioning as adjective
   
   *Ex:* The couple was happy to adopt a child.

**6.21.8a Activity: Gerund or Infinitive**

In order to test the understanding capacity of his students in infinitives the teacher-researcher distributed Xerox copies of the exercises to every group of the select group of fifty which he had already divided the select 50 students into ten groups containing five in each group. He gave 10 minutes to write down the answers and then he asked one from each group to come to the front to read out the answer. all the groups answered the questions correctly.
Exercise: I

Fill in the blanks with gerund or infinitive form of the verb in the brackets:

1. Mani goes to the restaurant ___________ (eating, to eat) tasty food.
2. ___________ (To camp, Camping) at Kodaikanal was the Mathan’s family’s summer vacation.
3. The man asked Raj ___________ (refilling, to refill) the petrol tank.
4. Somu is able ___________ (earning, to earn) money by working in the canteen.
5. Sundar asked ___________ (strengthening, to strengthen) the party.

6.21.9. Gerunds:

The teacher-researcher told the students that Gerunds are verbals that function as nouns and have an \(-ing\) ending. They function as nouns. They are used as subjects, direct objects and objects of prepositions. They may occur as one word, or they may be part of a gerund phrase.

Then he gave some examples to make the students understand the gerunds easily.

1. Gerund, functioning as subject

   Ex: *Swimming* is an interesting activity.

2. Gerund, functioning as direct object

   Ex: James enjoys *cycling*.

3. Gerund, functioning as object of preposition

   Ex: You will get good articles by *choosing* carefully.

4. Gerund phrase, functioning as subject

   Ex: *Eating* much is an unhealthy habit.

5. Gerund phrase, functioning as direct object

   Ex: The teacher simply cannot excuse *speaking* during class.
6. Gerund phrase, functioning as object of preposition.

Ex: We got the books by searching on the shelves.

6.21.9a Activity: Gerund

In order to test the understanding capacity of his students in gerunds the teacher/researcher distributed Xerox copies of the exercises to every group which he had already divided the select 50 students into ten groups containing five in each group. He gave 10 minutes to write down the answers and then he asked one from each group to come to the front to read out the answer. The groups came out with correct answers.

Exercise: I

Fill in the blanks with gerund or infinitive form of the verb in the brackets:

1. ---------- (To rise, Rising) the fund for the party is an easy task now.
2. The purpose of the class was ----- (teaching, to teach) children how---- --- (swimming to swim).
3. Sundar hoped ---------- (getting, to get) a job by learning the mobile mechanism.
4. ---------- (Cleaning, To clean) the house seemed ------- (being, to be an) interesting one for the ladies.
5. ---------- (To cycle, Cycling) is my happiest activity.

6.21.10. Participles:

The teacher-researcher told the students that a participle is a verbal that is used as an adjective and most often ends in -ing or -ed. They function as adjectives, participles and modify nouns or pronouns. He further asked them to remember that there are two types of participles:

1. Present participles, and 2. Past participles:
Present participles:

a. The *burning* tree will be totally destroyed.
b. Enjoying, Somu danced to the tune.

Present participial phrases:

a. The car stopping at the light was costly. (adjectival)
b. The bull came running towards the woman in red dress (adverbial)

Past participles:

a. Disappointed, Mohan walked away from the auditorium.
b. The crushed bottle is to be thrown into the dust bin. (adjectival)

Past participial phrases:

a. James, amused by the crowd’s response, continued to perform magic tricks. (adjectival)
b. Shaken from his near-death experience, John was unable to speak. (adjectival)

Then he gave some examples for making the students understand the gerunds easily.

**6.21.10a Activity: Participles**

In order to test the understanding capacity of his students in participles the teacher-researcher distributed Xerox copies of the exercises to every group that he had already divided the select 50 students into ten groups containing five in each group. He gave 10 minutes to write down the answers and then he asked one from each group to come to the front to read out the answer. The groups answered most of the questions correctly.
Exercise: I

Underline and name the Participles in each sentence either as present or past participle:

1. Arriving at the store, I found that it was closed.
2. Washing and polishing the car, Suthir drove in to his office.
3. Mary, watching an old movie, slept unknowingly.
4. The church, destroyed by a fire, was never rebuilt.

6.21.11. Simple Compound and Complex Sentence:

I. Simple Sentence:

The teacher-researcher told the students that a simple sentence is a sentence having no coordinate clauses or subordinate clauses. He asked them to remember that it is simply a sentence consisting of a single main clause (One subject and a predicate).

Example:

i. He always wrote letters to his friends.
ii. The petrol evaporates quickly.

II. Compound Sentence

The teacher/researcher told the students that a compound sentence consists of two or more independent clauses (or simple sentences) joined by coordinating conjunctions like "and," "but," and "or":

Example: The sun rises in the east and sets in the west.

III. Complex Sentence
The teacher-researcher told the students that a complex sentence contains one independent clause and at least one dependent clause. He asked them to remember that a complex sentence contains clauses which are not equal.

Example: When I went to my friend’s house the door was locked.

### 6.21.11a Activity: Simple, Compound and Complex Sentences

For the clear understanding to be achieved by the students the teacher-researcher gave many exercises containing different types of exercises. The students’ understanding of the various sentences type was exposed in their answers.

Exercise: I Identify and name the sentences as Simple, Compound, and Complex Sentences

1. Sathya began planning her summer vacation in December.
2. Because I left the play early, I missed the surprise ending.
3. Tanu was invited to a party, so she wants to buy a new outfit.

Exercise: II Convert each of the following Simple sentences into Compound sentences:

1. Time passing, the baby was forgotten.
2. Being the clever girl she got many prizes in the competitions.
3. At the sight of the ring master all the tigers kept quiet in the circus.
Exercise: III Convert each of the following Simple sentences into Complex sentences:

1. He admitted his innocence.
2. Hema is sure to meet the gold medalist.
3. They expect you to lead the team.

Exercise: IV Convert each of the following Compound sentences into Complex sentences:

1. Study well or you cannot get a first class.
2. Madhu wants to become an engineer, and so has chosen the computer group.
3. Pigs are great menace and this is well known.

Exercise: V Convert each of the following Complex sentences into Simple sentences:

1. I was shocked when I received the telegram.
2. Mani’s pet dog goes with him wherever he goes.
3. Though he was weak in Maths, he could score a first class with hard work.

Exercise: VI Convert each of the following Compound sentences into Simple sentences:

1. Work hard or you will not get good marks.
2. He made research and he invented this formula.
3. The teacher gave some ideas but the students did not listen to him.

6.22. How to write a précis?

The teacher-researcher asked the students

➢ To write an outline of the main ideas.
➢ To include a brief statement about the tone, audience, or purpose of the article.
To put outline into sentence/paragraph form.
To count the number of words and make necessary changes.

6.22a. Do's and Don'ts of Précis Writing;

The teacher-researcher also asked the students

➢ To start précis by creating context (setting) and stating the main idea of the piece and begin presenting the method that the author used to defend this thesis.
➢ To state the name of the article/document, the author and the source (is it from a magazine, book, encyclopedia, etc.)
➢ Not to use the words "in this article." Use the style "Eliot argues that the most significant contribution of the Shelley was".
➢ To use the past tense for writing about history,
➢ Not to use abbreviations or contractions.
➢ To make note of the origin, purpose, value, and limitations of the document when looking at primary sources and to count "ands."
➢ To avoid words like big, good, bad, little, and a lot.
➢ Not to use the phrase "throughout history." As it is a cliche.
➢ To put in italics (or) to underline titles of text.
➢ To check spelling thoroughly.

The teacher-researcher gave some examples of précis and the students understood the right way of answering the précis.

6.23 Other Activities Undertaken:

The teacher-researcher introduced to his students many activities and exercises. He asked the student to come out with an ‘adverb’ that qualifies ‘a doctor’. The student began with an example ‘honest profession’. Then the students could understand and come out with their own words or even phrases. They uttered the following:
‘God like character’, ‘sacrificing mentality’, ‘punctual worker’, ‘white angel’

The teacher-researcher asked the students to come out with a sentence that finishes with a question tag. The teacher-researcher may begin the game for the benefit of the students with a sentence such as ‘Rani did not join the tour last week, did she?’ The students said,

a. Honey is the best medicine, isn’t it?
b. We shall attend the seminar, shan’t we?
c. They have to submit their assignments, don’t they?
d. The birds build their nests on the branches of the trees, don’t they?

The teacher-researcher asked the students question to extract some answer. It gave some hope to speak before an audience if the student finds the question very easy. He asked “What will you do if you alone are there in an accident site?” The students said the following answers.

a. I’ll inform the local police first.
b. I’ll inform ambulance 108
c. I’ll go and give first aid for the injured and then inform the local doctors about the accident.
d. I’ll shout to attract more people to the spot.

As a next item of exercise the teacher/researcher asked the students to come out with a sentence that begins with” I’ve never......” The students were interested to come out with a sentence. The teacher/researcher saw the multitudes of sentences from the side of the students.

a. I’ve never violated the traffic rules.
b. I’ve never tried to cheat my parents.
c. I’ve never spoken ill of others.
d. I’ve never tried to rob others of their belongings.
The teacher-researcher asked the students to come out with sentences that begin with “If I am......” The students came out with a sentence and almost all the students spoke out. This method taught the first conditional type indirectly.

a. If I am the Principal of this college I shall be the first to do my duty sincerely.
b. If I am a doctor I shall give free medical assistance to the needy poor.
c. If I am a writer I shall write for the welfare of the mankind.
d. If I am a teacher I shall teach my subjects well.

To give more benefit to the student the teacher asked them questions of this type.

a. “How often do you.......?”
b. “Why don’t you ........?”
c. “Have you ever..........?”
d. “Don’t you --------?”
e. “Will you come forward.....?”
f. What are five things you could do as a child, but can’t do now?
g. Do you agree or disagree with this? Why?
h. What are five qualities of a good teacher?
i. What ten things are you afraid of?
j. How do you plan for a class tour?

6.24. How to make comparisons in English:

The teacher-researcher explained how the following rules help to make comparisons in English.

a. The adjective (describing word) of one syllable adds ‘er’ to change into a comparative.

For example:  
small - smaller
big - bigger
nice - nicer
b. The adjective of two syllables and ends in -y normally adds ‘ier’ to change into comparative.

For example:  *lucky* - *luckier*  
          *happy* - *happier*

c. Some other adjectives of two syllables and more, neither add ‘er’ nor ‘ier’ and ’more’ is placed before the adjectives.

For example:  *handsome* - *more handsome*;  
          *beautiful* - *more beautiful*  
          *adventurous* - *more adventurous*

d. To compare two things, 'than' is used.

For example:  1. She is wiser *than* her sister.  
          2. This film is more interesting *than* that one.

e. To explain two similar things in a sentence ‘as - as’ is used.

For example:  1. Ramu is as old as Sundar  
          2. The mango is as sweet as the pomegranate.

f. To explain when one thing is less than another 'less than' or 'not as - as' is used.

For example:  1. This novel is less interesting than his.  
          2. This song is not as melodious as the other song in the film.

g. The teacher-researcher asked them to remember that some adjectives are irregular and change form when you make comparisons.

For example:  *good* - *better*, *bad* - *worse*, *far* - *further*. 
The student indulged in free writing because it developed concentration in writing and he never got upset as it was a voluntary one on the part of a student. He felt that writing was just a fun and entertainment. This gave him chance to enjoy his writing.

The student can practice writing e-mails to his close relatives by sending birthday greetings and greetings for some other important festivals. He can send these items to his classmates and to close friends and this certainly gives him chances to develop writing skills which is the most important as for English and English speaking world is concerned. The student can begin with reading news papers first in his mother tongue and after reading they can try to translate the news items into English. He can begin with this exercise with local to international level. Then he can study or listen to English news in the papers and on the TV. He can rewrite the news in English with his vocabulary and it develops in him an understanding of the news and at the same time his writing skill is also developed. The spelling rules are the next important item that helps to develop writing with confidence. So he has to learn spelling rules now and then as a part of his daily work. He can try to understand the most common words that are misspelled. He can also study the common errors in English.

6.25. Post Writing Test and Evaluation:

In the post writing test grammar exercises with a paragraph and essay questions as per Annexure V are given. The types of questions consisted of a) Fill in the blanks with correct articles, b) Fill in the blanks with the correct prepositions, c) Fill in with the correct adjectives, d) Change the tenses into other tenses, e) Use
the correct tense of the verbs, f) Rewrite as directed, g) Write a formal letter choosing one between two, h) One paragraph writing on general topics choosing one between two.

The pattern of the question paper was as follows. In the first sub division there were five questions with blanks of fill in the blanks type and the students were to fill in with the right articles. The second question was also another fill in the blanks type but here the students were to fill in the blanks with the right prepositions and the third question expected the students to answer choosing with the correct adjectives. The fourth question tested the students’ knowledge of the tenses and here the students were to change the tense of five questions and in the next item (i.e. fifth) five questions were given and they had to fill in the blanks with the right tense forms of the verbs given in the brackets.

The sixth question in the pattern was much difficult one for the students to answer and here 10 marks were given and the students had to write answers for the rewrite as directed pattern. Under this, some questions tested the understanding of the voices, transformation of sentences from positive to negative, affirmative to exclamatory and statement to questions (both ‘Wh’ questions and auxiliary verbs questions). Next the students were to write a formal letter for question number seven and for question number eight the students had to write a general paragraph.

6.26. Analysis:

The result of the English test conducted is presented as follows in the given Table II and Chart III. The Table contains the exact marks scored by the select 50 English Literature students of Devanga Arts College. The test was conducted for the
maximum of 50 marks and it was converted later to 100 marks by the teacher-researcher. It was planned to classify the marks obtained into five levels of distribution as shown in the Table:1 (60 &above, 51-59, 41-49, 35-40 and below 35). But after the valuation was carried out by the teacher-researcher two levels of distribution was done as none of the select students scored below 50. Among the 50 English major students 24 scored 60 and above and the percentage was 48%. It was really a very good scoring percentage as the students were aware of the grammar items taught to them for a period past one year. They made that the scoring of 60 and above reach to above 48% which was really remarkable achievement. The frequency distribution of the total number of students particularly in between 50-59 shows that 52% percentage of the students achieved this place among the 50 students.

The frequency distribution of the total number of students particularly in between 35-39 shows that none of the students placed in the other three categories. Table III and Chart IV present everything exactly about how many students were there and the percentage scored by them.
## TABLE 2 RESULT OF THE ENGLISH TEST

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Class</th>
<th>Above 60marks</th>
<th>Between 50-59marks</th>
<th>Between 41-49</th>
<th>Between 35-40 marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>24</td>
<td>26</td>
<td>-0</td>
<td>-0</td>
<td>50</td>
</tr>
</tbody>
</table>
CHART III  PERCENTAGE OF MARKS

- 52% for Between 50 & 59
- 48% for 60 & above
The overall impression of this test is extremely good as 24 students scored more than 60 marks; 26 students scored between 50 and 59 and no student scored between 35 and 39 and below. The result of the test showed that most of the students in English literature paid very good attention to the grammar items taught to them by the teacher/researcher at different times. The mark list as per Annexure VI gives the marks scored by the select 50 students in the post test conducted by the teacher-researcher.

**TABLE III Percentage of Marks (English)**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Number of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 &amp; above</td>
<td>24 Nos.</td>
<td>48%</td>
</tr>
<tr>
<td>50-59</td>
<td>26 Nos.</td>
<td>52%</td>
</tr>
<tr>
<td>35-39</td>
<td>Nil.</td>
<td>Nil</td>
</tr>
</tbody>
</table>
CHART IV PERCENTAGE OF MARKS

- 52% (26/50)
- 48% (24/50)
6.24. Implications for the Teaching / Learning situation

In spite of personal, social, and cultural differences, proficiency with writing in a target language is not unattainable, but the extent to which it is achieved can vary according to individual variables such as aptitude, motivation, and opportunity. There is dissension as to the extent to which aptitude can be modified. Some regard it as an unvarying characteristic; others assert that it can be enhanced through training, while still others allude to the intricate relationship between aptitude and motivation.

Just as a student endowed with aptitude may, through lack of motivation, squander an opportunity to learn, the inverse may often hold true: less able students, may perceive an opportunity to learn as more valuable and therefore apply themselves to the task of learning with greater urgency. The capable student may dissipate the opportunity believing that another will arise later when their motivation is higher. A less able student may not languish under such complacency: a sense of urgency will imbue efforts to learn the language. Certainly, gaining proficiency with target language writing requires consistent exertion over an extended period of time.

Fundamental to maintaining such a level of motivation is the importance of having a goal to work towards. In the case of language learners, the goal could be to go on to complete further studies in the target language or to use the language for work-related purposes once they return home. However, even though learners may be required to engage in writing once their goal is achieved, this motivation alone does not necessarily create the right conditions for learners to gain proficiency or even communicative competence with target language writing.
So herein, it could be said, lies the responsibility of the teacher: to provide the opportunities for learners to develop effective writing skills in the target language. In turn, it is the responsibility of the learner to exploit the opportunity to learn. These variables (aptitude, motivation, and opportunity), cannot be considered in isolation: they must favorably co-exist in the language learner, since only then can the personal, social, and cultural divergences that exist between learning to write in a first and target language be successfully navigated and aspirations aligned with achievements.

In the complex task of language learning, even high aptitude, strong motivation, and abundant opportunity do not guarantee success. The imperative now is to identify strategies, or activities consciously chosen by learners for the purpose of regulating their own learning which will help contribute towards success with learning to write in a second language.

Although the findings from the study reported suggest some interesting possibilities regarding how good learners learn to write in a language other than their first, the findings are from a small-scale and informal study and can be regarded only as tentative. In order to produce more robust findings which might usefully inform classroom practice, more participants are required representing a range of learner variables (for instance gender, age, nationality etc). Studies should be conducted in a variety of learning situations (for instance, high schools, university, distance learning, native/non-native etc). A more rigorous methodology might include a more structured list of questions, more exact recording and transcribing procedures, and more consultation with other professionals over interpretation.
Furthermore, all of the strategies identified in this study are extremely broad. It would be useful in terms of informing classroom practice to conduct further in-depth research to investigate the specific micro-strategies involved in strategies such as attending to grammar or meaning. What exactly do students do when they use macro-strategies such as these? With the adjustments noted above, some interesting findings might emerge from a replication of this study.

6.25. Sum-up:

Writing in a new language can be a difficult skill to develop, and it is often not regarded as a high priority in modern communicative language classrooms. However, especially for those wishing to pursue further studies in the new language, the development of writing skills may well be essential. Over the years, various methodologies have been favored by educators, such as the process, genre, and functional approaches, and these varying approaches can be more or less successful for different students, for different purposes and in different situations.
Chapter VII

Conclusion

In this thesis the teacher-researcher has looked into various methods, and presented all the available ways to enable the student community to attain the necessary skills in English to be good listeners, speakers, readers and writers. He follows from the theoretical to the practical in each of the seven chapters that deal with the importance of developing skills in English among the tertiary students. It is an attempt to raise the standard of the students belonging to the most backward areas and from the first generation education families.

The introductory chapter presents the importance of the skills in English stressed often by researchers and the problems in attaining them. The teacher-researcher also tried to find out the reasons why the students cannot attain proficiency in English. English being an international language requires new innovative methods to understand and master it by the tertiary students. He recalled various methods that are in progress in the teaching of English for the past many decades in India and he tried to find out to explain the reasons why all these ways have become ineffective and he has provided various findings of the past researchers.

The importance of English teaching is analysed and the teacher-researcher puts in detail what different roles the English teacher is to play. Then he explained the general teaching and learning situation at Aruppukottai and the areas surrounding. In chapter two the teacher-researcher has tried to find out the global problems in the learning of English and explained the problems faced by the students
in India in learning and developing their English skills related to it. The different communication strategies are mentioned and he analysed the factors making them as problems in understanding them.

In the recent years, English has got an empirical status not only in our country but also worldwide. The teacher-researcher has tried to prove why English has been regarded a language of global importance recently. Then his scope of research turned to sort out the mistakes usually committed by the students at tertiary level. An investigation is made to find out what the international intricacies in English are and tried to list out the blockades in the way of the students to attain the skills in English. The cause for it was that the culture of England and the English speaking nations has been remaining unpracticed and unexposed to students of Indian schools and colleges for the past many years.

The third chapter, from where the teacher-researcher’s main analytical study and research began, presents the analytical and research findings to prove the importance of developing listening skills. The teacher-researcher tried to put forth his suggestions why listening is important to the students of tertiary level. The real problems faced by tertiary students can be wiped out if they really indulge in the methods of developing listening that he particularized in this chapter.

The teacher-researcher analysed the reason why listening has become an essential one, and directed some ways to promote the listening skills among our students providing some evidences of the researchers along with their research
articles already done in this area. Here he has paid a lot of concentration to install the methods to develop listening skills of tertiary students and explained briefly about various processes involved there. He feels this work alone is not enough to promote the skills in listening but the cooperation of the teacher in every English class is required. He has put some suggestions to the teachers of the duties to be performed by them in classes.

Many students and even the learned, sometimes, regard that grammar in English has little role in the developing of listening skill. The teacher-researcher stresses that this notion is wrong and then he has grouped some of the grammar items needed to attain mastery over listening skill and the foremost importance he has given is to English vocabulary. He also tried to find out in this chapter why students were lacking listening skill and he put in verbatim some of the reasons why they got distracted in listening. Finally in this chapter he has arrived at a solution to eradicate the problem in developing listening skill. He likes to stress that unless and until an English teacher becomes a role model to students both in speech and English language, acquiring this skill would be a difficult one for them. So the researcher has suggested the teachers to become the real guides for the future generations.

With the data obtained from all the available sources and with the help of the primary and secondary sources, in the chapter entitled ‘Developing Speaking Skills’ the teacher-researcher has tried to present the ways that may lead tertiary students in the right direction to acquire mastery over spoken English. The teacher-researcher made a study on why the tertiary students were weak in spoken English. It
has been done by him with the help of a questionnaire and he knows the real reasons for their poor position in speech.

The teacher-researcher stressed the importance of individual awareness and interest of the students and with the help of exercises the English teachers can lift their students to an elevation of frequent usage by them. The world has now realised the worth of communication skills and the teacher-researcher has stressed the role of each and every teacher as vital to enable the students to acquire them. He has explained the necessity of body language and time management for an understanding of spoken skills and then pointed out the easy ways a student to develop the skill. Pronunciation plays a major role in spoken English and he explained the need of Received Pronunciation with some methods of understanding it. The examples cited could help the students to learn and understand R.P.

Stress and intonation is another requisite for developing spoken skill and examples are provided. At the end of the chapter the teacher-researcher has listed some of the maxims uttered by great speakers on English language spoken skills in order to prove the mandatory for acquiring English speaking skill is not a present wave but it has been remaining important for the past many centuries. The data produced in the chapter were of the questionnaire type and the teacher-researcher used a table and a chart to explain the findings to support his theoretical argument. Many other tables and charts were used by him in the following chapters that present the importance of the reading and the writing skills.
The chapter ‘Developing Reading Skills’ was an analytical study through which the teacher-researcher has urged that an immediate action is to be taken by the teachers and the students in promoting and attaining them. The study contained a questionnaire with data to expose the state, yet pitiable one, of our students in reading and reading comprehension. The effort of the students is very much required to enjoy the various benefits of reading. The teacher-researcher brings to light the features of speed reading and its importance, importance of vocabulary in reading, and the need of the knowledge of grammar. He has mentioned the ways to achieve them and explained why they were to be applied for reading achievement.

For the benefit of the tertiary students a test in reading comprehension was conducted and the outcome of the evaluation is explained with the support of a Table and a chart. It disclosed the status of tertiary students in reading comprehension. Thanks to Mr. Aspi Doctor, the former Principal of Anjumans Akbhar Peerbhoy College of Commerce and Economics for the question paper in reading comprehension was taken from his book entitled ‘A Course in Communication skills in English.’

The last chapter of this thesis ‘Developing Writing Skills’ began by examining the importance of writing skill and its components. Writing has been the long time pursuit by everyone in this world and the teacher-researcher explained the various sub skills required to master it. Various methods of teaching English have been in progress since English teaching began in India and among all of them the
grammar translation method was the oldest of all and it failed to bring any worthy result.

Here in this chapter the teacher-researcher has stressed that the sincere duty of the teachers can alone bring real success among the student community and they have to extract real work from them by conducting periodical written tests. He also analysed in detail the various types of writing and how they add importance for every student in his writing. The ways to attain them are given by me with the past findings to prove its importance.

In the concluding part of this chapter of the thesis a thorough investigation was made by the teacher-researcher. The test tested the writing capacity of 50 students and it was a success for him. Many tables and figures were drawn in this chapter to prove the real nature of his students. It is a great moment in his life to do research on the topic ‘Developing Communication Skills at Tertiary Level’.

The teacher-researcher feel elated that this topic “Developing Communicative Skills at Tertiary Level” has been remaining a fundamental one for many researches and it will be analysed by future researchers in various ways and all of them are going to contribute for the development of the student community. This study would be a great success because of the contributions of the students’ hard work and cooperation with the researcher and a broader set of questions.
In conclusion, it is to be accepted that the research study has established that there has been an equivalent share of the four skills in English language, namely listening; speaking, reading and writing (LSRW) in the life of every student who wants to achieve a better position than others in this globally competitive world.