Chapter-II

A Review of Related Literature

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2.1 Introduction

This chapter deals with the researches already done and influences of the review of the related literature. A very effective research for specialized knowledge is possible only with the help of related literature. One unknown critic of language rightly says that the literature in any field forms the foundation upon which all future work will be built. A brief outline of previous research writings of recognized experts, provide evidence that the researcher is familiar with what is already known and with what is still unknown. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestions for significant investigation. The review of related literature helps the researcher to form a conceptual frame for the research to be undertaken. It also suggests important aspects of research such as methods, procedures, experimental design, and sources of data and appropriate statistical techniques. The review enables the investigator to provide a rationale for the study undertaken. Moreover, this helps the researcher identify a research problem and design the research appropriately. The works are summarized here in brief.

The term review means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for the study.

2.2 Importance of Review of Related Literature

It is essential due to the following reasons:
• Quantitative and qualitative review of research usually gives the workers an indication of the direction.
• It avoids the replication of the study.
• The researcher formulates the hypotheses based on review of literature.
• The review of literature provides some insight regarding strong points and limitations of the previous studies. It enables to improve own investigation.

2.3 Studies Conducted on English Language Teaching

Rosalia Bonjour in her study of “Teaching Communication Skills for Tamil Medium Engineering Students” describes the development of teaching communication skills for engineering students. The development is seen as moving from the notion of liberal studies through communication skills, eventually to the concept of integrated studies. The idea behind integrated studies is described and the benefits and problems of engineering students in engineering colleges are discussed.

Another researcher found that the students wrote more. Moreover, they exhibited more commitment to the writing task and produced more content when the process-oriented approach was implemented.

It is observed that the cultural and linguistic factors in composing processes. In his research, ten doctoral students of education were included for the subjects of ethnographic study. investigator found that the composing processes were full of pauses and doubts as the students moved between two languages.

Zamel (1985) studied the effect of feedback. The findings indicated that the text quality did not improve after experimenting feedback technique.
Unknown expert of language examined students’ revising. The findings confirmed that the writers focused on correctness rather than content when they wrote with the readers in mind.

Frances G. Colaco (1985) studied “English at UG level in Mangalore University- Towards an Alternative Syllabus”. It reported the efforts to bring about a change in response to a felt-need, which emerged at the time of setting up of the New Mangalore University in 1980. The study recommended the change of syllabus by keeping in mind learner in center and should be based on communicative approach that has the theoretical insights like vocabulary, fluency, grammatical competence, etc.

It is also evaluated by Arnold about the composing strategies of six Chinese speaking graduate level students. This study brought out the differences between writing processes especially related to vocabulary. The investigator suggested that all writers, whether proficient or not, need help.

Cumming (1987) studied the writing process of six Canadian adult subjects. Opposing the findings of Johnson, this study discovered that expert writers did a lot of thinking in French, was used by expert writers for generating content and checking style especially with regard to diction.

One more study is attempted on reading attitudes of Indian students in order to check the objectives of reading among young students in India. The purpose of the study is to study the reading attitude among English medium schools of Bombay. The major findings are: (i) The low language ability sub-group benefited the most from the sustained silent reading (SSR) programme. (ii) As regards the sex differences the boys and girls differed significantly in both experimental and control groups in favour of girls. (iii) When boys and girls were compared for the effect of intervention only among boys the SSR programme helped to improve the reading attitude. (iv) The percentage of students who read more books liked
silent reading and wanted to choose their own reading material were considerably higher in the experimental group as a result of SSR.

The study of Aranha, Mabel concluded that mind-set is necessary for learning English. Taking this into account the researcher used a tool to find out the attitude towards English writing.

Rajender Singh (1990) conducted research on “Towards an Integrated Methodology for Teaching English in Large Classes at the Undergraduate Level”. The study acknowledged the socio-academic contexts and practices of teaching English in affiliated undergraduate colleges of Kurukshetra University, Haryana. Unavoidable circumstances of teaching English language practices lead the researcher to conduct this research. The issues such as teaching through traditional methods, short time period, ambiguous syllabus, lack of motivation in learning English, external and internal factors of society, the type of assessing procedures etc., were taken care during this research. The research made use of questionnaires for both teachers and learners. The study suggested a methodology that can produce effective learning should be adopted. The teachers can integrate and try out a set of activities in a large class.

Friedlander (1990) conducted a research on Chinese ESL students. The study recommended that planning and preliminary considerations of a topic possibly would be enhanced. It concluded with the fact that there should be positive effect of language of particular topic on their planning and writing. The results confirmed that translation did not constrain writers either in time or quality as they produced texts.

Sarma, Madan Mohan (1991) focused on the problem of acquiring English as a second language in the classroom where English is not the language of interaction. It also critically examined the learners’ errors as part of their inter – language system. The objectives of the
study are: (i) To identify and describe (in linguistic terms) the errors in English written by Assamese learners at the higher secondary level coming from diverse social backgrounds. (ii) To discover and explain linguistic, psychological, and social factors that cause these errors, and (iii) to suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology.

The major findings are: (i) about 73.1% of the sentences written by the learners contained one or more errors. Most frequent errors occurred in the following areas; Verbs, tenses, passives, articles and prepositions. (ii) About 79% of the errors emerged as serious. Such serious errors occurred in word order, S-V concord, verbs, lexical items; sequences of tenses, prepositions, articles and negative focus – yes – no questions. (iii) The following areas of English grammar were more difficult for Assamese learners: article, prepositions, S-V concert, negative questions, and sequences of tenses, passives, relative clauses and conditional clauses. (iv) The strategies adopted by learners generally included: differentiation, simplification, (Semantic and syntactic), Over-generalization, categorization, and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution, (v) only 39.7% of the errors could be traced to a single source. The major sources of errors are: language transfer (±25%) ignorance of rules, false assumptions, ignorance of rule restrictions, teaching – learning situation. (iv) Transfer errors were more frequent at the syntactic level. Such errors were not necessarily more frequent in the production of the rural students. The study identified four developing stages in the learners inter – language.

Sailaja Rani (1995) in her M. Phil. dissertation on “A Study of Composing Process of ESL Learner at the Secondary Level” discussed the issues of writing, and historical and theoretical perspectives in writing. The study focused on the examination of the syllabi, the
statement of objectives and the instructional materials with special reference to analysis of writing classes. The dissertation observed and recorded the analysis of teacher and student responses to a questionnaire, focusing on various issues and analysis of the performance of a few selected subjects on a variety of writing tasks, etc. She suggested various techniques as brainstorming, conducting of survey, making a mind map using a diagram of ideas, using questionnaires, imaginary dialogues, working for opening questions, interviewing people, etc.

Her classroom procedure involved in composition teaching may be: (1) Discussion, involving (the small class groups, pairs), (2) Brainstorming / making notes / asking questions (3) Fast writing / selected ideas / establishing a view point (4) Rough draft (5) Preliminary self-evaluation, (6) Arranging information, (7) First draft, (8) Self-evaluation, editing / proof reading (9) Finished draft, (10) Responding to draft. She suggested that the textbooks were very important tools. They should be well-designed instructional materials, which are both interesting and informative. Topics should be on a wide range of subjects and contain activities which integrate all the four language skills such as speaking, reading, listening and writing skills. The instructional techniques should also be specified to the teacher and the learners, to make teaching and learning more interesting and effective.

Sivakumar studied the effectiveness of packages developed for improvement in oral communication in English among Tamil medium learners at +1 stage. The researcher developed packages for improving the fluency and accuracy in oral communication in English. The study revealed that there was a significant improvement in oral communication in English among Tamil medium learners after the application of the packages. The study was related to the spoken aspect.
Hedgcock and Lefkowtz in their survey on feedback observed that the learners estimated to make improvement in writing when the teachers focused on grammatical and mechanical mistakes.

It has been studied in composing strategies and its impression on relationship between writing ability and proficiency in composition. The study highlighted the role of ‘restructuring’.

Sasikala conducted a study on the effect of communicative tasks and cognitive strategies, aimed at introducing task-based course material for oral English Acquisition and finding out its effect upon the performance of the learners. The study revealed that the achievement of oral communication could be analyzed through giving more exposures and practices to the students.

The study done by Sasikala showed that cognitive strategies played a role in the performance of English learning, speaking and writing. The researcher made an attempt using cognitive intervention strategies to develop writing skill in English.

One Chinese linguist in a survey of forty-seven ESL students from three Pre-university classes, explored Pre-writing discussion under three conditions; Peer discussion, teacher-led discussion and no-discussion. The study confirmed that students wrote longer drafts in the condition of no discussion, shorter drafts after teacher-led talk, and drafts with a greater variety of verbs after peer talk. The results recommended that internal process of writing skill could be generated through the help of teacher. Teachers can play the role of stimuli in the classroom.

Harrington et. al (1998) aimed at describing a program for increasing student skills in writing. The population of the study consisted of fifth grade talented, regular education and students
in a middle class. The study took place in western suburb of a Midwestern city. The tools of the study were teacher’s surveys, student surveys, writing samples, local assessments and checklists. The collected data revealed that teachers report student frustration, lack of "seeing real life" connection and in poor writing skills. The teacher also reported that limited time, previous failure and lack of modeling fostered poor writing skills. The study suggested four major categories of intervention:

- Goal setting conferences.
- Cooperative learning.
- Graphic organizers.
- Use of rubrics.

The results of the study revealed that students showed increased enjoyment of writing, students developed their habits of goal setting and the students became proficient at peer editing.

Chellamani’s study enlightened the investigator to use intervention strategies in writing comprehension (cognitive and affective intrusion).

Joycilin shermila conducted a study on cognitive style and reading comprehension of standard IX students. The research concluded that cognition process is needed for the accomplishment of tasks related to reading, an intellectual task, writing etc. It is essential to use brain process while transferring ideas from mind to the paper.

Mahendran attempted a study on Effectiveness of learner’s attention on facilitating listening comprehension. The study reveals that listening self-assessment is stronger in enhancing the level of achievement on listening comprehension.
Joycilin Shermila (2004) stressed that cognition is needed for reading comprehension. The examiner applied the same monopoly for writing comprehension, too.

Wang et al.(2005) conducted an empirical study on “An Empirical Exploration of Using Wiki in English as a Second Language Course”. It is about using a new and cost-effective Web-based collaboration software wiki in a freshman level English as a second language course in Taiwan. The sample of this study consisted of (43) students (26 females and 17 males) at a public college in Taipei. The data about their usage and learning achievement were collected and analyzed by using an open source web miming tool. The major findings showed that it may be inappropriate to promote students' performance by simply using wiki in an ESL course. In other words, it did not mean that this tool was harmful to learning. Instead, this was a signal that awaits more insightful studies to explain why and to refine the way that using wiki in education. In general, the findings of this study explored that wiki technology was naturally beneficial to learning.

According to Fraser and colleagues, an augmentation of teaching and learning has been an important intention of business schools for several years. There are a number of ways to achieve this objective, but assessing the impact of teaching by measuring outcomes remains a major feedback method. “Outcome-based evaluation, as it is commonly called, has been increasingly invoked as a way of assessing… teaching effectiveness”.

Bottom concluded that Business schools should “practice the same kind of silo busting research and teaching that we long ago advocated to managers with great success”. Unquestionably, it becomes easier for students to put the pieces together and approach issues with a multi disciplinary perspective when those behaviors have been modeled by their business faculty.
Moreover, it is stated that teaching business communication theory without associated relevant materials is inadequate. That type of teaching would lead our students towards failure in communicating in an appropriate way in the future.

Wieland et al. (2006) discussed the usability of wikis as an online collaboration tool used for organizing and presenting information developed in a group setting in the study “Wikis as Online Collaboration Tool: An Exploratory study in a Hybrid Learning Environment”. The sample of this study consisted of fifteen students participated in the class exercise and two students served as tutors at University of Freiburg in German. The study indicated that wikis can be useful as collaborative tools suitable for group work assignments, despite problems such as vandalism, when students can create the content. Therefore, the research suggested more training before students use wikis to reduce problems and to demonstrate the different features of wikis to enable students to use them more effectively. In addition, the special features of wikis qualify them as an online collaboration tool that can be used effectively in combination with other asynchronous methods such as chats or discussion boards to facilitate online group activities.

Kovacic (2007) evaluated the use of a wiki system in addition to the traditional learning activities within English for Specific Purposes (ESP) academic course in the research paper “Evaluating of Activities with a Wiki System in teaching English as a second Language”. The participants were undergraduate students enrolled during the 2006-2007 academic years at Zagreb University on Croatia. One group had first-year students who attended the course "English Language" and the other group had second-year students who attended the course "Business English Language". The participants in both groups had highly computer literacy but had diverse levels of English language ability. Two similar course evaluation surveys were planned to collect data on various aspects of the use of the wiki in general and
usefulness of a number of diverse activities incorporated in two ESP courses specifically. It conclude that the use of a wiki in ESP and ESL courses is a useful and an innovative way of elevating the learning atmosphere of students with adequate ICT skills and access to the internet.

Solvie, (2008) investigated the effectiveness of the wiki as an instruction and learning tool in reading methods instruction in his book titled “Use of the Wiki: Encouraging Pre-service Teachers' Construction of Knowledge in Reading Methods Course”. The participants of this study were (18) pre-service teachers. The 2005 Kolb Learning Style Inventory, wiki scores, questionnaire and reflection document were used to collect the data. The results exposed benefits of using wikis as tools to prop up students' construction of knowledge. Furthermore, the study indicated the importance of sustaining students' wiki work in constructivist settings. The findings of this study asserted that the use of the wiki increased understanding of the social nature of literacy, explored understanding of reading instructional methods for students with various learning style preference as well as supported students' ability to construct knowledge in the context of the reading method course.

Chen (2008) aimed to investigate the effect of applying wikis in English as a foreign language class in Taiwan in his book “Wired for Learning: An Educator's Guide to Web2.0”. The sample of this study consisted of two classes of undergraduate students taking General English courses. There were 97 students selected to be samples. Data were gathered through Let's talk in English weekly test, a questionnaire on attitude towards language learning and towards using wikis as well as an interview regarding participants communication channels, interaction experience and attitudes of using wikis in EFL classroom. Researched showed that the group applied wikis performed better in listening and reading abilities, had a more favorable attitude towards the class, their English ability improvement and cooperative
learning. In addition, the wiki environment allowed students to fulfill their role duties, cooperate, negotiate, manage their contribution and modeling from each other. The researcher suggested the inevitability of applying similar studies to examine the effects on different levels of EFL learners such as primary and junior high.

Lund (2008) writes in the research article named “Wikis: a Collaborative Approach to Language Production European Association for Computer Assisted Language Learning 20/1”, about the impact of wikis on the English as a foreign language-learning classroom. Wikis represented a particular type of collaborative learning environment where collaboration can result in collective products. The target population consisted of one class (31 learners, aged approximately 17) from Hillside Senior High School. Each learner had access to laptop hooked up to the internet via a wireless broadband connection. The entire empirical data corpus included: one audio taped lesson in which the learners were first introduced to the Media Wiki; eight videotaped lessons in which the class worked on project spanning two weeks in November-December 2005; the growing Media Wiki content comprising pages, links and comments as well as written response to a questionnaire from (27) learners. The study revealed that learners worked in and across activity types that created tensions between individual and collective, instructional and novel practices, but the wiki held the potential for collective knowledge advancement and language development.

Albert P’Rayan and Ramakrishna T. Shetty worked to measure the communication apprehension of 120 students at Jeppiar Engineering College. In that research, speaking tests were conducted to the same students to assess their public speaking skills. The results discovered that most of the students have high communication hesitation and around 60% students lacked in communication skills.
Muscara and Beercock (2010) also examined the role of wiki in “The Wiki- a Virtual Home Base for Constructivist Blended Learning Courses the wiki as a virtual home base for constructivist blended learning courses”. The sample of this study consisted of (35) first-year undergraduate students of Modern Languages formed (10) wiki groups to analyze key language areas (grammar, pronunciation and new vocabulary) from their chosen film excerpts in Italy. The wiki tool in the Model open source learning management system (LMS) was utilized as both the group database management and project presentation tool. The findings of this study revealed that the wiki can act as central operations, a secure location the students will go back at any stage of a course or time of day assured of finding the latest version of an ongoing project. During the "learning English with Films" course, as the students gradually familiarized themselves with concept of the wiki work and the functionality of the main editing tools, the wiki itself proved to be a reliable and efficient study organizer and presenter.

Lilly Golda (2010) in her article on “Communication Skill: a Prerequisite for Success in the Global Market” describes communication skills as one of the important soft skills. The writer has focused on listening, speaking, reading and writing skills to compete in this globe. English language became a window to look in to the world today. In the graduate classroom, the teacher's role is just a facilitator. Teacher can guide and direct the students in the process of learning second language. Grammar is not hurdle to achieve proficiency over language other than the mother-tongue. Students are inspired and influenced by the teacher. In short, the prime aim of language is to convey or to communicate the message.

2.4 Studies Conducted on Developing & Teaching Writing Skill in English

Dr Hafida worked on “Development of a Writing Curriculum for Academic Purposes at Tertiary Level: the Case of Algerian EFL University Students”. This paper tries to analyze
both the university requirements for the English academic degree in Algeria, and students’ needs in order to develop a pedagogical frame-work that would answer both exigencies. Along this line, the article suggests the implementation of a strategy–based writing curriculum for EFL university students that would develop their strategic competence (i.e. develop within learners a vision of writing as a process and build up the related strategies of planning, drafting, revising etc.) and consolidate their linguistic knowledge (i.e. build up students’ mastery of the syntactic and textual aspects of writing).

Shanmugam (1977) conducted a study on the difficulties in written English of pre-university students in some of the arts colleges in the city of Madras. The objectives of the study are: (i) To identify the common type of errors in organization of sentences and paragraphs. (ii) To assess the general level of writing ability in English of pre-university students of colleges in the city of Madras. The major findings of the study are: (i) medium of instruction played an important role. (ii) Most of the students were good in spoken English rather than in the written form (iii) students were not given proper training in the organization of sentences and paragraphs. (iv) Female students were good in written form when compared to male students.

Chaurasia M. (1978) conducted a research on “Designing A Course In Written English For The First Year Degree Students In Rajasthan” In this research, it was found after administering questionnaire and interviews among the students and the teachers that there was mother tongue interference in both spoken as well as written forms. Speaking and writing were not agreed appropriate time in the curriculum and teaching-learning process. The research concentrated on various aspects of language like vocabulary, structure etc. It also suggests assessment methods of English language.

Banatwala Ayesha (1979) studied “Designing a Course in Written English for the First Year B.A. in S.N.D.T. Women’s University”. Researcher established conclusions after approaching
students with the help of various data-collection methods i.e. interviews, questionnaire, and scripts that mother tongue is used as medium of instruction, which is a great problem in learning, second language. There are reasons behind poor performance in English communication, which includes lack of experience to English outside the classroom, poor academic ability and lack of motivation to learn English. The implications made were that, students must be made to think rationally to develop one’s specific idea in a paragraph. Students should be aware of cohesion and coherence in organizing the ideas in to the meaningful path.

Rachel L. Eapen worked on “Towards Designing a Course in Functional Writing for Degree Classes” Through the paraphernalias like try-out materials, try-out of selected units, pre-test, and post-test, up gradation in the materials were recommended. There was a call for more exercises in explanation. Such exercises would help to develop students’ accuracy in vocabulary use. A survey of the context used should be made, as this is obligatory to guarantee an adequate coverage of possible contexts that the Indian student will need to write to perform different functions of the language. The grading of the course in terms of guided to free writing needs to be more carefully visualized. Guidance is necessary in terms of evaluation. A more systematic study of needs of the students at different levels would facilitate a more comprehensive coverage of grammatical items that need to be focused in the writing class.

Raj (1980) in his study of the “Teaching and Testing of Writing Skills at the Undergraduate Level in Mysore University” studied the components in writing skills in the form of grids. Every grid has six vertical columns representing components in writing skill. They are: (a) grammaticality (b) appropriateness and acceptability (c) logicality and organization (d) punctuation and spelling (e) consistency in style and (f) creativity and use of idioms and
phrases. Through the tools like questionnaires, teacher interviews, classroom interviews, student interviews, it was observed that there was no organized syllabus for teaching English at the undergraduate level. The learners did not possess sufficient knowledge of English, where they can express themselves adequately through writing. There was need for employing different types of teaching materials and different methods of teaching. It was very essential to reduce the class strength and evaluate the essays for style, organization and logicality.

George (1981) conducted a research on “A Study of the Teaching and Testing of the Skills of Writing in the New Curricula of Bombay University and in the Autonomous Colleges of Madras”. The synopsis of the result was that, the objectives in the syllabus clearly indicated the purpose for which writing is used. The topics were subdivided into sub-skills and tasks giving examples wherever necessary which make the course content clear and precise. The syllabus incorporated most of the skills and sub-skills which enabled the learner to meet his academic, social and vocational needs.

Deepa Pillai (1984) worked on the topic “The CBSE Class X Course ‘A’ in English- An Evaluation of Study of the Writing Curriculum”. Through fundamental evaluation, systematic classroom observation, inspection of assignments, etc., the comments made were: The statement of objectives was inadequate for both teaching and testing. There was little consonance among objectives, the materials, and the assessment procedure. The curriculum did not visualize growth in writing ability by emphasizing prewriting and revising strategies. Very little instructional support was provided to help the students in writing and it was not taken as a collaborative activity between teachers and students. Suggestions given were that instruction in curriculum should be organized and focused on meaning and communication. Writing activities should form a major part of the students' learning experiences. Adequate
and appropriate testing measures should be included in the formative evaluation framework. Reading could be one of the strong bases for a writing curriculum and it should be communication-oriented, learner-centered and development-based curriculum.

Sanyal Mukti (1984) in a research project on “The Implementation of a Writing Course: A Curriculum Evaluation Study” suggested to the syllabus-makers that there should be more communication between the agents like examining body, paper-setters, trainers, administrators, material producers, etc. Importance and weight age should be given to framing a suitable examination pattern. It was also suggested that teachers should perceive and appreciate the value of innovation and in-service training of practicing teachers through newsletters, bulletins, etc. Materials should be elaborate and exhaustive, since teachers have no other source. The course details should be in concrete and pragmatic terms. Positive correlation should be there between course-general and course specific skills. Teaching should be planned to impart the prerequisite skills. Attention should be directed towards the skill of producing organized writing. Ample interesting exercises of free response type can be used for testing and practice and these may be included in the materials. The textbook should incorporate teacher-orientation material. Through the observation of classroom, it was found that the examination requirements are so rigid and limited that no skill is demanded. It required no communicative skills. The average writer lacked seriousness and revealed carelessness in following stylistic and formal conversations.

Gurupdesh Singh studied. “Designing a Course in Advanced Writing for Graduate Students Preparing for a Master’s Degree”. The research was carried out through the questionnaire method. The conclusions were that, the teaching of English at the undergraduate level in Gurunanak Dev University, Amritsar, could be described as grammar-oriented, text-oriented, translation-oriented and above all examination-oriented. The syllabus of the degree course
was a confused mixture of teaching contents, test-items and learning-objectives. In testing situations the teacher, the paper-setter and the evaluator are different persons and no coordination was recognized. The suggestion was that imitation and practice should be the underlying principles and the educator must emphasize the development of cognitive skills which constitute the development of writing abilities. They wanted the learner to experience the actual process of writing rather than be presented with the descriptive features of a complete composition.

Hilldenbrand (1985) in a case study research of a Spanish speaking subject suggested that the mode of writing could influence the writing process. The creative and personal mode conflicted with the academic mode expected of a learner. There might be factors beyond linguistic competence, which could hinder the composing process.

Jones (1985) investigated the factors related to the writing. The researcher interviewed nine advanced students and found out that monitoring would not lead to improve writing. The study concluded that the process oriented writing instruction would help acquisition of English.

In one research, it is studied that the process oriented classroom environment that helps second language learning. The researcher identified and recommended process strategies and techniques for ESL (English as Second Language) students.

Deepa Reddy (1986) studied “The Role of Teacher in the Teaching of Writing at the College Level”. The questionnaire method was adopted for data collection. The problem was that, students would beg for notes and answers to important questions from the teacher at the end of every lesson. The teachers dictated the notes using market guides and there was hardly any effort on the part of the students or the teacher. It was suggested that the students should be
motivated to learn the use of reading, observation, note-taking, interviewing, etc. The syllabus was to be taught by using structural approach and the different stages in writing tasks should be sentence work, paragraph writing, production of story, skeleton composition, picture composition, outline composition, free composition, etc.

Bhaskaran Nair (1987) through his “Study of the Writing Component of the Course in English at the Pre-degree Level of the University of Calicut”, suggested to the system to set the objectives of teaching English. The research also proposed to prepare the guidelines for framing of teaching materials, and suggested means of evaluation at undergraduate level. The course books, source books, and other reference materials used for writing should be contributing to effective communication in writing. Materials and the effect of assessment and correction should supply to the needs of learner and provide motivation for the student. In testing, there should be variety among questions and enough choice for the learners to select according to their choice. In the first year of the degree course, guided or controlled composition and in the second year free composition should be given importance. Weight age should be given to each aspect of writing like information, content, fluency, accuracy, mechanics of writing, organization, style, etc.

K. Madhavi (1990) conducted a study on “Teaching L2 Writing in Regional Medium Schools of Andhra Pradesh”, examined the kind of writing activities employed by the teachers in relation to second language writing and suggested the ways and means to enhance writing skills. The data were collected by conducting interviews with teachers as well students. It was found that the level of students is poor in terms of their economical background. They do not have adequate practice of English at home due to poor economical condition. The second language was introduced from class V and by that time the students were able to speak and write well in the mother tongue. It was found to be very difficult to manage the language
classroom. There was no systematic approach in teaching, the translation method was employed in teaching, and there were hardly any opportunities for the students to interact with teachers. The suggestions made were that the teachers should prepare writing tasks and activities. They have to motivate the students before starting a lesson and develop a strong desire to interact with teachers. Word meanings should be taught through contextualization and classroom interaction must be given more importance.

Suderkkodi (1990) conducted a study of common errors committed by the Higher Secondary Students in written English. The objectives of the study are: (i) To identify the errors committed by the students at the higher secondary level in written English. (ii) To design some suitable remedial teaching programmes to the slow learners, in order to minimize their errors in written English. (iii) To implement the designed, remedial teaching programme to the slow learners in order to minimizing these errors in written English. (iv) To find out the effect of the remedial teaching programmes implemented to the slow learners.

The major findings of the study are: (i) The achievements of boys are greater than that of girls in written English. (ii) There was improvement after giving remedial programmes to the slow learners. It was concluded that the remedial programmes had improved the student’s performance on written English.

Regina (1994) studied “Proposals for a Classroom Strategy to Improve the Students’ Written Production in English at the High School Level”. The observations are as follows: (1) the purpose of teacher programme is to develop of academic proficiency in the use of English. (2) Pre-selected language items were used by teachers. (3) Teachers could not handle English adequately. (4) Grammatical rules were used to explain the grammatical structures. (5) Students were expected to understand the rules explained and apply the abstract rules in concrete language use. (6) Academic proficiency of the students in English is far from
satisfactory. The study takes the skill of writing not in the traditional manner of treating it merely as a productive skill. It suggests that after a thorough teaching of grammar rules, model passages can be used for practical production, which substitutes the facility that a native learner gets from his environment, and through the practice the learners can be gradually taken into actual production. The assumptions are that the ESL learners do not have the readiness for free production in English. They are not in habituated to use correct structural elements in their production. Learners need plenty of novel phrases, verbs, new words to create number of sentences and it is teachers’ job to help their students specific material in producing paragraphs or discourses. The students should be trained through the application of process and product method of writing in teaching as they can give better result.

Radhika Rao (1996) conducted research on “Developing Writing Skills in L2 Using the L1 Abilities in a Bilingual”. The study focused on the relationship between L1 and L2. The research proceeds to concentrate its specific attention on the transfer of L1 abilities to L2. The methodology consists of different stages. A pre-test was conducted to assess the ability of the learners’ use of organized devices in a monolingual test item. Selected passages containing relevant instances of structural coherence are given. In the training stage the learner is trained to understand, and use appropriate cohesive devices in the bilingual tasks and post-test was conducted to assess the learners’ performance on the use of cohesive devices with the help of final test. The study concluded with the result of the post-test showing that the learners are able to perform relatively better, after the training sessions. There is an obvious change in the quality and the quantum of learning about the linkers. The learners are confident in their ability to use linkers and the learners exercised optionality to select the different linkers. The learners learnt to write which is a complex activity that requires coordination of language, thought, and knowledge of content, accuracy and
appropriacy. After the test, there has been a significant improvement in their ability to use linkers. This can be attributed to instruction mode, learner preparation for task and the teaching methodology. The study suggested that bilingual education is a useful alternative education strategy and it has important pedagogical and methodological implications.

Rubin and Jordan reported a semester-long communication course significantly improves the performance on communication assignments and lowers the fear of public speaking or writing for an audience.

Cumberworth and Hunt (1998) in their study aimed at describing a program for improving middle school writing skills and their attitudes toward writing. The population of the study consisted of seventh and eighth graders in western Illinois. The program was implemented at a middle school in the Quad City metropolitan area. The school had 1,100 students in grades five through eight. The program lasted for 18 weeks. The tools of the study were the teacher's observation, student surveys, writing samples and a writing checklist was used to assess students` samples. Through these tools, the researcher observed the weak writing skills, ineffective use of the writing process and students` poor attitudes toward writing.

When the researcher analyzed the collected data, it showed that students were unmotivated to use the writing process and there was a lack in a cognitive awareness of the purpose of the writing process. They revealed little emphasis on revision skills and also students have no "real world" purpose for writing. The study suggested three major categories of intervention:

- Providing real world purposes for writing.
- Implementing a change the amount of strategies related to the writing process.
- Emphasizing metacognitive strategies related to the writing process.
The results of the study showed that there was a positive boost in students attitudes toward writing and the use of the writing process were improved, revision in particular.

Veena, Bhambhani (1998) worked on “A Study of Learners’ Difficulties in the Process of Writing at the +two Level”. This study attempts at a thorough understanding of the difficulties faced by the students in the process of writing. It hypothesizes that there might be a mismatch between the teacher’s perspective and the students’ perspective about the difficulties faced in writing. If there is a mismatch and if this mismatch could be understood well, it might help in making changes in the instructional strategies. As a result, the students might be helped to write better.

The study projects three objectives:

- First, it attempts to get a clear portrait of the teacher’s awareness of the learners’ difficulties in writing.
- The second purpose of the study is to get the learners’ awareness on difficulties in their writing.
- The third point is to evaluate the teacher’s and the learners’ perspectives in order to find out any incongruity between the two.

The data were collected from one teacher (i.e. the researcher herself) and five of her students from class XI. Questionnaires, observation of students, showing interviews after students wrote draft one and two of the four assignments were selected for the study. The data have been assessed based on drafts completed by students from which it is observed that what kind of problems learners are facing in their writing and what strategies have been used to handle those difficulties. The writing tasks assigned, the methodology followed in the class, the comments given on student’s work or the follow-up work were measured. The teacher’s
journal was the foundation of data on the teacher’s opinion of the writing process and the difficulties researcher perceived in the student’s process of writing.

The study compares the three perceptions of the teacher, of the students and of the cognitive process theorists on the writing progression and the difficulties felt by the students in this process. In view of the fact that only the cognitivists have tried to capture the cognitive processes involved in the writing process, the study adopts, Flower and Hayes (1981), Cognitive Process Model of writing as a framework to study the teacher’s and the learners’ views.

The examination and explanation of the data were done from three points of view – content related difficulties, language related difficulties and difficulties related to organization of ideas. An examination and explanation of the collected data set the stage for a judgment of the interpretations of the teacher’s and the students’ views. This comparison confirmed the assumption that the teacher and students viewed writing and the students’ difficulties differently and therefore the research indicated that the methodology of teaching needs to be changed. The study suggested that there is a requirement to appraise and analyze students’ felt needs from their point of view and provide solutions to remedy it.

Lamberts (1999) put into practice a course to assist twelfth grade honors English students’ writing skills through conferencing. The research consisted of thirteen students who felt difficulties in writing. The objectives of the program were to improve students’ abilities to write sentences that include transitions and sentence variety, and to improve their attitudes toward writing. The researcher uses Stanford Achievement Test to give students’ scores (pre-post test) strategies mainly include shared learning, review conferences. These approaches improve students’ writing skill effectively. This study is useful for the present one as it gives a model of teacher/student conference, which is helpful to the current suggested program.
Richard Badger and Goodith White (2000) in their article on “A Process Genre Approach to Teaching Writing” analyses the positive side as well as negative side of product, process, and genre approaches to teaching of writing skills in terms of their views of writing and how they see the development of writing. It argues that three approaches are complementary and they must be interlinked at the time of teaching-learning process.

It has been found that employers identified verbal communication skills as very important in the process of getting promotion at workplace.

Sengupta, Sima in a tentative study investigated the effects of unambiguous instruction in revision on second language learners’ presentation and awareness about writing. The learners were selected from two classes of a secondary school in Hong Kong, who learned to rework. Both groups received instructions in revision after they finished writing the first sketch. All students completed questionnaires before and after the study and interviews were conducted with a selection of students. Writing performance at the beginning and end of the study was measured holistically. In addition, both the groups were compared with a third group that did not learn revision strategies but completed the same pre and post study task. The figures indicated that open teaching of revision strategies had measurable impressions on writing performance. Student questionnaires and interview revealed a difference in the way writing and revisions were received. It is suggested that language tutor should consider multiple drafting as an alternative to complete a new writing task in their classrooms, as explicit instruction on revision may contribute towards developing an awareness of discourse – related features in writing.

J. Uma Chitra’s (2001) research work “Teaching Writing Skills through a Silent Movie: an
“Experiment” is based on classroom situation, the medium used is the movie, which lends itself freely for distance teaching and learning. The study also denotes that writing skills in English can be taught through distance mode, and in this effort, the movie/film could be effective tool. In short, the research concludes that the English is no more a subject to learn but a skill, which can be practiced or developed.

Archibald (2001) in the work called “Targeting L2 Writing Proficiencies: Instructions and Areas of Change in Students' Writing over Time”, stated that although proficiency in writing is to some extent related to largely language proficiency, improvements in broad language proficiency do not necessarily influence a student’s proficiency in writing in their L2. However, writing tutoring can be effective in raising expertise in a number of areas. Recent approaches to instruction have recognized that, while weak areas can specifically be addressed. Writing must always be seen as culturally and socially situated.

Grabe and Kaplan (2001) in their research work entitled “Notes toward a Theory of Second Language Writing” gave a detailed discussion of teaching approaches at beginning, intermediate and advanced levels of proficiency. At lower levels, regular short writing activities can help to construct familiarity and develop helpful, productive words. The multiplicity and length of tasks can be extended for intermediate level students to develop more themes that are complex and building a collection of strategies for effective writing. Advanced level students need to develop greater understanding of genres and the place of writing in particular discussion communities. They also need to develop their strategies and found their own voice in the second language.

Bartscher et al (2001) did a study for describing a program for students in the grades four, seventh and eighth who suffered from abject achievement in writing.
This low accomplishment affected students’ performance, attitudes and communication. The tools of the study were checklists, interviews and writing rubrics. The population of the study was 1483 students distributed into two sites. School site (A) containing 283 students and school site (B) served approximately 1,200 students. The research showed that there is deficiency in students’ writing skill from the teachers’ feedback.

The study recommended that using supportive learning, imaginative writing and journalizing could improve students’ rank in writing. The journalizing strategy will serve two purposes: First, the journal is an indicator of writing skills improvement. Secondly, the journal serves as a tool to improve writing skills. The results of the study showed an improvement in writing skills.

Bassett et al (2001) in their study aimed at describing a course for improving writing skills. The targeted sample students consist of first and third graders in two middle class communities in the southern suburbs of Chicago. The need for improving writing skills is documented through inspection, checklists, writing samples and surveys. The suggested strategies for teaching writing skills are parents association, through newspapers and articles, useing writing centers, the make use of of e-mail, letter writing, free option of topics, the sue of literature to read writing, author's chair, interactive journals or notebooks, allowing inventive spelling, cross curricular writing and encouraging at home writing. Findings showed an increase the targeted students’ writing abilities, a positive attitude towards the writing process, an increased self-confidence in the editing and revising of student work and increased parental involvement in the area of writing.

Japanese scholars studied the implications of second language writing. The study indicated that Japanese high school language classes provide significantly more instruction in reading than writing and significantly less emphasis on writing in comparison to American classes.
The findings of the study call into question the common assumption that Japanese high school students receive less amount of time for training related to writing. The findings suggest specific ways to teachers to draw the serious attention on students’ strengths in terms of their literacy background and to help them link the gap between their writing skills.

Hopkins (2002) applied and developed his study to assist low-achieving tenth grade students` essay writing skills. According to first term examinations in the academic year 2002, many students were not performing well in the writing process. The goal was to help students write successfully and understand the elements of the essay. The objective of the study was to help students write successfully and understand with 70% accuracy in prewriting, drafting, revising, and finalizing the essay writing. The posttests were implemented to test the writing process. The researcher developed various stages of writing such as prewriting, drafting, revision, proofing and publishing essay. To achieve the objectives, the researcher used graphic organizers for clustering diagrams, charts, revision charts, and peer editing and scoring rubrics. The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing. The study was conducted in Bethel High school in Virginia. The school had 966 male students and 984 female students. The population of tenth graders was 504:255 male students And 249 female students. The study lasted for six weeks, 18 interventions were implemented to help low achieving students with their ability to improve essay-writing skills. This study is useful for the present one as it gives clear ideas about the stages of the writing process.

Gouty and Lid (2002) described a program to improve student writing capacity. The samples of this research were of first and third grade students in a middle class community in the Midwest. Materials are developed to frame writing activities. A writing constituent is also
constructed. The apparatus of the study are surveys, teacher and student writing performance and self-editing checklists. The results indicated an enhancement in the students’ use of grammar and vocabulary. Students’ improvement also increased in self-editing skills and approach toward writing. Portfolio evaluation is highly recommended as a substitute to traditional assessments. Several writing activities used in this study are adopted during the stages of explaining the writing process in the program at hand.

Kowalewski et al (2002) in their study described a program for instructing students in the writing process in order to improve their writing skills. The population of this study consisted of fourth and fifth grade students of middle class community in northern Illinois. The total samples were 566 students. The sample of the study consisted of 76 students distributed into three sites. Site (A) 24 students, site (B) 26 students, site (C) 26 students. The collected data showed the lack of progress in writing skill as students were less habituated for organizing ideas and revising writing drafts. The study suggested some solutions such as: increasing the time allowed for writing, more teacher modeled demonstrations of writing techniques like organization, ideas, word choice, sentence fluency, voice and conventions. The results of the study showed remarkable improvement in students writing. The students showed greater capacity to commune more effectively through their writing at the last part of the program.

Madhavi Kesari (2002) in the M.Phil. thesis on “Teaching L2 Writing in Regional Medium Schools of Andhra Pradesh – A Study” asserts that teaching to write in the second language is considered to be the most difficult skill. Learning and teaching to write well is a difficult and lengthy process, as writing seems to need more effort in terms of language and thinking. Therefore, he focuses in the study, on the teaching methodology of writing skill in classroom in order to;
• To inspect the kind of writing activities employed by the teacher in relation to second language.

• To get an idea from the learners in terms of teaching writing skill in the classroom.

• To check the importance and usefulness of the presently used writing tasks and find out how they would help to develop writing skill in second language.

• To propose ways and means to employ writing activities apart from those used in the classroom, in order to enhance writing skill.

The data were collected from five schools located in Andhra Pradesh, where a total number of thirty classes, six teachers and approximately four hundred and fifty learners were examined.

The study comprised of the following stages:

• Preliminary Study

• Main Study

The preliminary study was conducted for getting a general idea of the teaching and learning conditions of L2 and identifies the troubles faced by the students in writing.

The main study was conducted in four stages i.e. 1) examination of teaching procedures in the classroom; 2) classification of activities that could lead to improved writing skills; 3) developing a checklist to recognize the relevance and significance of these activities to advance the writing skill and 4) analyzing the recorded statistics.

The teacher interviews recorded that the teachers found it difficult to teach writing for a variety of reasons such as poor financial background of the students, limited disclosure to the target language, and lack of consciousness on the part of the teachers to teach writing as a skill.
The findings of the study revealed that:

- The current pedagogies to the teaching of writing were not efficient, as the teachers themselves did not have an awareness of teaching writing as a language skill through an integrated method.

- However, some of the writing tasks identified in the classroom could guide to the development of writing skill, but the majority of the tasks were not handled properly in terms of training and association.

- Whilst teaching writing and other related activities, weight was on the product. Learners were not provided many opportunities to interact in the classroom; although an attempt was made by the teacher to engage them in classroom activities, attention was not paid to learner’s input in the classroom in terms of language learning.

Karla John Stone, Hollis Ashbaugh and Terry Warfield studied the effects of repeated practice and contextual – writing experiences on college student’s writing skills. The authors examined the effects of together common and task detailed writing experiences on the college student’s writing skill improvement. Based on theories of expertise development and a cognitive process theory of writing skill development, the authors predicted and repeated that exercise would be associated with superior writing skills and that after controlling for repeated practice writing within a specific task domain would be associated with superior writing skills. The results were dependable with the predictions.

Lina Mukhopadhyay (2003) in the research on “L1 as a Scaffolding Device in the Learning of the L2 Academic Skills: An Experimental Study” makes an investigational attempt to inspect the role of the first language (L1) as a resource that can provide cognitive support and
facilitate second language learning. The study employs prior knowledge of the first language (L1) as a scaffold to cognitively support the learning of a second language (L2).

The aim of this study is to establish that learning an L2 in a bilingual context is never limited and isolated from the L1. The study examines how suitable is Cummins’ s claim that CALP (Cognitive Academic Language Proficiency) transfer is associated with entrance level proficiency in both languages. The study also attempts to find out whether CALP transfer takes place only in case of learners who are good in L1 and L2 or it applies to other cases, where proficiency in one language is better than the other does. The study also attempts to establish an interaction between the already learnt L1 and the L2, which is being learnt, that often goes unrecognized in an L2 classroom and where such interaction is discouraged.

In order to examine the above-mentioned possibilities, bilingual learners were given two writing tasks in the form of picture description in both first language and the second language. The nature and type of “Scaffold”, the role of the first language was measured by comparing performance of the task done only in the second language.

The written scripts were assessed according to the criteria used by Hunt (1965), Lanauze and Snow. The scripts were scored on three broad categories:

- Language Complexity
- Linguistic Variety
- Semantic Content

The improvements in task performances were measured with the help of definite linguistic and semantic categories like nature of verbs, nature of color terms used etc.
The findings of the study indicate that a first language can serve as a scaffold or supportive tool and can supplement to the learning in a second language within an academic context.

In terms of the general performance of the four groups of subjects in Task1 and Task2, the findings show that the assumption is confirmed with reference to certain language categories for all the four groups.

Holdich and Hung (2003) attempted a study on “A Computer Tutor towards the narrative writing skills of children”. The purpose of this study was to test the hypothesis that a computer tool can play the role of learning medium among children approaching writing and improving their writing performance. ‘HARRY’, a web-based computer tutor, was used for this purpose. With HARRY’S assistance, the children wrote better stories and employed the revision practice characteristic of mature writers.

Kamala (2003) has developed communicative strategies to augment the written communication skill in English among undergraduate students. The researcher has chosen the task of constructing a story out of a given points or outline. The strategies developed are proved effective. The objectives of the study are: (i) to introduce a task- based, genre – oriented approach in teaching writing along with its effect on written communication. (ii) to check out the influence of tasks on the performance of the learners. (iii) To find out the relationship between “input enhancement” and the quality. (iv) to study the outcome of the teaching of the process of writing on the improvement of written communication skill. (v) To determine the relationship between training in strategy use and skill development (vi) To find out the relationship between the students understanding of the subjects learnt at the major level and written communication skill. (v) To find out the relationship between training in strategy use and skill development (vi) To find out the process in content and form in the process of the enhancement of written communication skill. (vii) To find out the relationship
between the students knowledge of the subjects learnt at the major level and written communication skill.

The findings of the study are: (i) There is progress both in ‘content’ in writing and ‘Form’ in writing in the performance of the students over the progressive tests measuring the development of written communication skill (ii)Literature students employ the strategies of ‘conceptualizing’, coherence detection, Inference, Word identification, Looping forward in chunks and knowledge Transforming effectively. Their use of organizing strategy is not effective. (iii) The use of communicative strategies facilitates the enhancement of written communication skill.

Another critic categorized writing assignments required in undergraduate and graduate business courses and examined the characteristics of skills needed for completing the assignments. Data sources included ninety-five course syllabi and handouts on writing assignments.

Innyasamma Gade in the thesis on “Developing Writing Skills through Process Approach at the Tertiary Level – an Empirical Study” attempts to focus on writing as an important skill, underline the specific needs of learners, and identify the specific problems faced by learners to improve their writing skill.

The study while focusing on the prevalent teaching methodology of writing skill in the L2 classroom attempts:

- To investigate the problems in students’ writing at the tertiary level by collecting samples of writing of L2 learners at various levels and analyze them.
- To get an idea of the opportunities given to the learners in terms of writing.
• To study the current methodology used for teaching writing where the assumption is that the current teaching practice could be one of the main reasons for the problems students’ have in writing.

• And lastly, to suggest a methodology which is more learner friendly, and will take into account the process that most successful writers go through while producing a piece of writing.

The data was collected from the teachers of Andhra Loyola College and the students and teachers of Maris Stella College, Vijayawada, and Andhra Pradesh. The research tools used were questionnaires, interviews, samples of writing before and after carrying out a course in writing.

The study encompasses a preliminary study and a main study. The preliminary study was conducted by collecting the samples of writing and assessing them in order to get a general picture of the teaching/learning situations of writing and identify the problems faced by the learners in writing. Based on this inspection, separate questionnaires for the students and the teachers were prepared and governed for the main study.

It was obvious from the analysis of questionnaires and the teachers’ interviews that both the teachers and the students were not conscious of the process of teaching and learning of writing. Teachers found it complicated to teach writing as a skill. It was found that other factors such as poor economic background of the students, their limited exposure to the language, etc. hindered the systematic teaching and learning of writing.

In the main study, lessons in writing were conducted, introducing the learners to the process methodology of writing systematically. The findings of the study were as follows:
• It was considered that the students were not aware of the writing process. In the writing class, the students generally copied the models given by the teacher without understanding the meaning or the process involved in it. Furthermore, the teacher’s usual reaction to the students’ mistakes was to correct them and dictate the correct answer.

• The majority of the teachers just gave the tasks to the learners to do within the ordered time without any assistance or guidance, but with information relating to correct forms of spelling and punctuation. There was no positive feedback. Thus, teaching writing at the tertiary level is very much product oriented.

• The students’ questionnaires and their samples of writing disclosed that it was an awareness-raising course, which helped them to be cognizant of their abilities in acquiring language skills especially in writing. Thus, the study proved that the process methodology helped learners to develop their writing skill and they were able to observe their pace and progress in acquiring the writing skill through a methodical process approach.

Lin (2005) examined the effectiveness of using wiki technology to assist collaborative writing among college EFL learners in Taiwan in the research paper entitled “Online Collaborative Writing with Wiki Technology: A Pilot Study”. Twenty participants were selected for the research and it was divided into two groups. The study lasted for 8 weeks. Data were collected through both qualitative and quantitative methods including surveys, interviews, online discussions, learning logs and reflective diary from the researchers. The result of the study indicated that collaborative writing serves in improving writing ability, fostering contribution to peers, raising awareness of the forms and functions of English. In addition, the finding revealed that lower-level students can be empowered to learn and add
even more through wikis. The researcher suggested that even college EFL underachievers through appropriate designed tasks to enhance their learning, can actually extend their (ZPD) Zone of Proximal Development in online collaborative learning with wiki technology.

Bruce Saddler and Steve Graham (2005) proved in the study that mastering sentence construction skills is essential in learning to write. Restricted sentence construction skills may encumber a writer’s ability to translate ideas into text. It may also inhibit or obstruct with other composing processes, as developing writers must devote substantial cognitive effort to sentence combining skills helped to improve story writing as well as the use of these skills while revising.

David H. Culpepper, Jess D. Beeler and K.G.Burke in their study examined a model for improving the oral communication skills of business students.

Assefa Zeru Tedla in his Ph.D, on “Exploring Issues in the Teaching of Expository Writing at the Undergraduate Level at Addis Ababa University, Ethiopia”, attempts to investigate the issues pertaining to following communicative language teaching approach with reference to teaching expository writing to undergraduate students of department of English Language Education, College of Education, Addis Ababa University, Ethiopia.

It was observed that the writing instructors at the undergraduate level were not able to make their classes as interactive as they should have been. Therefore, the study tried to investigate the issues and problems involved in the teaching of expository writing. The study was based on the following hypotheses:

- Genuine implementation of C.L.T syllabus, teaching materials, tasks and methodology would help learners to write better and impart the writing skill to their own students later.
• A process-product approach to writing would lead to improved and purposeful learning.

• Systematic training in the use of language would promote academic writing.

In specific terms, the research focused on adequate syllabus, use of materials available for teaching writing, the effectiveness of the writing tasks and the nature of problems encountered in implementing C.L.T methodology in the writing course – ‘Intermediate Writing Skills’. The research also explored some other way to make the teaching writing class more enjoyable and communicative.

The objectives of this research were to:

• To examine the adequacy of the syllabus and materials for the writing course ‘Intermediate writing skills’ in the teaching of expository writing through C.L.T.

• To investigate the problems of implementation of Communicative Language Teaching methodology in Ethiopian Universities.

• To study student and teacher related factors that hamper the teaching/learning of expository writing.

• To recommend effective strategies to foster the ability to write expository texts.

The Findings of the Study were as Follows:

• The research stated that students were poor in writing and they lacked the requisite skills and practice. A range of factors – poor background, inadequate knowledge in writing using the target language, unsuitable syllabus, deprived teaching materials, poorly designed writing tasks and unsuitable teaching methods were responsible reasons for poor performance of students in writing.

• Students felt handicapped by L1 intervention.

• Students have modest or no exposure to training in writing – whether letter writing, paragraph writing or essay writing.
Students found essay writing particularly difficult and rated themselves inferior in proficiency and accuracy.

In general, the background of the students contributed largely to their poor presentation in writing. The data revealed that most of the students completed their formal education from regional medium schools where they hardly had exposure to use English. Students were taught in Amharic (the official and national language of Ethiopia) most of the time. The majority of the learners said that they were students of Government schools, where little learning took place. This was in sharp distinction to private schools where students acquired good education and enjoyed several facilities in comparison to students of Government schools. In addition, the research observed that students from Government schools had parents who were poorly educated and thus they were not in a position to assist their children in their learning.

Monaghan (2007) in his thesis on “Effective Strategies for Teaching writing” noted that teaching writing should include writing strategies such as inclusion of grammar and syntax pedagogy. Teaching writing should serve the purpose of making students able in achieving highest degree of ability in their communication. Therefore, teacher should employ various combination pedagogy in teaching writing skill.

Naeem's study (2007) meant at investigating the effect of a suggested Computer- Assisted Language learning CALL program to develop EFL learner's technicalities of writing in English. The researcher chose the sample at random. The sample consisted of eighty students from fourth –year (2006-2007) of the English Department at the Faculty of Education in Kafer El-Sheikh. Forty students were chosen to the experimental group to study mechanics of writing via the CALL program and the other forty students were selected to the control group. The research was processed through a pilot study, an achievement test, the CALL program, a
lecturer's guide, a student's guide and a questionnaire to collect the data and carry out the experiment. The experiment of the study lasted for ten weeks. The researcher used the One Way ANOVA and the t-test to analyze the data statistically. The findings of the study showed that the suggested CALL program developed EFL college learners' apparatus of writing mechanics particularly punctuation marks, capitalization and spelling.

Thanatkun Tangpermpoon (2008) discusses various approaches for improving students’ writing skills in the journal article named “Integrated Approaches to Improve Students Writing Skills for English Major Students”. The author recommends to integrate product approach, process approach, and genre-based approach in teaching of writing skills in English which leads toward success. He added that each approach has its strength and weakness so it is appropriate to take positive rudiments from all the approaches and make the language class-room in to the right path. The strengths of each approach can complement each other and help teachers to develop learner’s writing competence by providing appropriate input of knowledge and skills in the writing process.

Coniam and Wai kit (2008) conducted a study on “Incorporating Wikis into the Teaching of English Writing” that aimed at investigating the integration of wikis into cooperative English writing where more than one learner produces a wording jointly and how wikis may be utilized in a group writing task. This case study put into practice in a Hong Kong post-Secondary institute where over the course of a month, groups of learners produced a report based on survey data they had collected through observations. The sample of the research consisted of 29 students studying for their Foundation Diploma. The result of the project was generally successful in those groups of learners who had enjoyed completing their project on computer rather than via pen-paper method. The study summed up that the wiki is essential in increasing vigor of students toward developing writing skill in English. It arouses the interest
of students in learning process. Lastly, the researchers pointed out that while the use of Wikis in this research had been in the circumstance of English as a second language. Their potential was in no way restricted to English. Wikis software was available in Chinese and hence they could be created in Chinese with the broad perception of significance and validity being easily adapted to a Chinese language situation.

Abraham and Spiliotopoulos (2008) aimed in their research titled “From Periphery to Participation: Examining Post-Secondary Students’ Online communication in a Collaborative Writing Project Using Wikis” to determine the degree to which students participated in online collaborative writing. In addition, the researchers examined whether participation was related to intercultural competency and communication skills. This study was held in a first-year communication course at the British Columbia Institute of Technology in Canada where student teams used wiki and online debate to write reports collaboratively. The researchers used quantitative methods like frequency investigation and qualitative methods such as process examination and discourse examination to assess the relationship between students' online participation using the wiki and online forum and their communication skills and intercultural competence. The results of this study showed that involvement in online writing coursework is not necessarily related to communication skills or to intercultural competence skills. Thus, this study indicated that the technology tools not only motivate students to develop joint writing skills but also they guide in tasks and activities that the technology facilitates can direct students to improve on these skills.

Neha Joshi (2008) conducted research on “Effectiveness of a Remedial Programme on Grammatical Errors in Writing of Engineering Students”. This research is conducted in engineering discipline. Researcher has selected some students in degree of engineering for the study aimed at designing a remedial programme. It focuses on problems committed by
students by while writing of paragraph, essays in English. It is a kind of experiment to improve writing skills in English. The research comes out with pragmatic solution in the teaching and improving writing skills of engineering students.

Franco (2008) conducted a study on “Using Wiki-Based Peer-Correction to Develop Writing Skills of Brazilian EFL Learners”. The research is planned to investigate whether students' writing skill will be improved if shared learning strategies are applied in wikis. Additional issues were examined such as the level of motivation and the development of social skills. The study consisted of 18 Brazilian EFL students from a private language school as a population. They were young learners whose ages ranged from thirteen to seventeen. Moreover, the largest part of them was teaching English with a view to enhance their curriculum and to broad the possibilities of job prospects. Data were accumulated from a survey and an online questionnaire, which helped the researcher to draw conclusions from the function of peer-correction through wikis. The findings of the study showed that an increasing curiosity in belonging to an online community emerged from students altogether with elevated degrees of motivation. The learning through wikis also supported students in their writing skill and developing social relationship. A part from maximizing opportunities related to writing, learners improved their societal skills in the sense that they cooperated as a substitute of completing. The findings also suggested that wikis offer learners with many reimbursements in developing their writing skills.

Dymoke and Hughes (2009) to investigate some of the issues of wikis in the article titled “Using a Poetry Wiki: How can the medium support pre-ser-vice teachers of English in their professional learning about writing poetry and teaching poetry writing in a digital age? English Teaching: Practice and Critique 8/3”. The sample of the study consisted of 56 pre-service English and language arts postgraduate teachers (aged 22 to 42 years) who were from
higher education institutions in the UK and Canada. Data were collected through qualitative methods, explicitly seminar discussion notes, digital relics created and edited by the teachers, observations and written reflections added to the wiki by other participants and post-course surveys. The outcome of the study revealed that some pre-service teachers had started to write poetry in a multiplicity of poetic forms, to expand confidence in their ability to write poetry and to replicate themselves as writers. In addition, some pre-service teachers had also witnessed and experimented with methods of superseding in drafts, experiences which could augment their own creativity, perilously and emerging classroom expertise. The study suggested exploiting the multimodal affordances of the wiki for writing and teaching poetry more fully. It also suggested exploring the use of a wiki with a wider variety of written forms in order to facilitate student teachers to draw links with other aspects of their developing practice.

Khoii and Arabsarhangi (2009) aimed at demonstrating the research on “the effect of wikis' collaborative environment on the improvement of Iranian EFL learners' writing skill”. The participants of this study consisted of 60 students within the age range of 14-16 and were selected on the basis of a homogenizing proficiency test. The sample population was divided into two groups having strength of 20 students in each group. Grouping was the key concept in both experimental groups where the members wrote collectively and their peers corrected it. In this process of research, the one group was completing their task with the support of wikis; on the other hand another group was busy with tasks followed by the norms of any collaboration-oriented class. The students in the control group wrote independently and were corrected by the teacher. The same materials were used for teaching writing in all the three classes, and the same teacher taught them. After the two months experiment, the same topic was given to all the participants to write a composition on their own. The outcome of an
analysis of variance revealed that collaboration in the wiki surroundings produced a better student.

Woo et al. (2009) examined wiki’s influence on the development of students’ writing abilities in upper primary English language classrooms in a Hong Kong Chinese Primary School. The title of the research work is “Collaborative Writing with a Wiki in Primary Five English Classroom”. A class of thirty-eight primary grade five students and their English subject teacher were chosen for this case study to establish the exact scenario of using wiki in teaching and also justify the importance of wiki in classroom. The students and their teachers participated in an intrusion program for around six weeks, only during their English writing lessons. The intervention program was based on the incorporation of a wiki in their existing English language syllabus in collaborative writing within project –based learning. The data were assessed through a triangulation method using numerous sources of confirmation such as student and teacher questionnaires given after the intercession program, a semi-structured talk with the teacher, focus grouping discussions with selected students and editing information recorded in the wiki scheme. The research found that the students enjoyed using the wiki and commented how it helped them to work well again as a team and write better. In addition, it encouraged peer- to- peer interaction as well as smooth the progress of online group work.

Elizabeth Walter-Echols wrote an article entitled “Teaching Writing by Modeling Genres through the Teaching-Learning Cycle”, which is about teaching of writing skill with the help of modeling genres. This paper demonstrates how to use the teaching-learning cycle o teach students to write the “Instruction” genre by modeling a very familiar text type the recipe.

Kessler (2009) conducted a study on “Student-initiated attention to form in wiki-based collaborative writing”, which aims at searching to what amount Non-Native Speaker (NNS)
English teacher candidates will carry out separately as they attempt to correct their own and others’ grammar errors in a long-term shared writing assignment. The sample of the study composed of 40 NNS pre-service teachers from a large Mexican university. The sample teachers were observed over a period of a sixteen-week semester in an online content-based programme aimed at improving their language skills at the same time as studying about the cultures of the English-speaking world. A central element of the course was to create, develop, and revise the wiki collaboratively throughout the programme. Students were motivated to focus on language accurateness while actively taking part and interacting with their peers in wide-ranging ways. The findings addressed the level of accuracy those participants achieved and the attention they paid to grammar revision versus content revision. Follow-up talks with participants provided imminent into the insight of the importance of grammar in the framework of collaborative technologies among these NNS pre-service teachers.

Wichadee (2010) conducted a study on “Using Wikis to Develop Summary Writing Abilities of Students in an EFL Class” to evaluate students’ English summary writing ability before and after they were taught all the way through wiki as a powerful device. The research is promoted with collaborative learning environments among students. The researcher designed pre-test and post-test for one group. The sample target group was of 35 students who were enrolled in EN 111 course (Fundamental English I) in the first semester of the academic year 2010 at Bangkok University in Thailand. Students in groups of four or five designed a wiki space and worked collectively for eight weeks in order to fabricate five pieces of summary written work. The participants in each group worked through editing and revision on web pages until the group got a final paper and submitted that to the teacher for appraisal.
The conclusions revealed that after the students were taught through wikis pages, their English summary writing score increased in the posttest, which was higher than that of the pretest. Moreover, the students had also developed positive attitudes towards the use of wikis as part of English learning. The WPT differences amid the mean scores of the pre- and post-WPT were calculated by using the t-test. The consequences showed statistically significant differences between the mean scores of the experimental group and the control group on the post-WPT in support of the experimental group. The results also asserted that there were statistically significant differences in the mean scores of the experimental group between the pre- and post-WPT in favor of the post-WPT. These results showed the helpfulness of using wikis in developing prospective EFL teachers' writing presentation. The researcher recommended that proper working out of EFL writing instructors should introduce programs that were based on using wikis in writing classrooms to enlarge their students' writing performance. Recommendations for further research included investigating the effect of using wikis on developing potential EFL teachers' collaboration and reflection.

Elola and Oskoz (2010) investigated about enhancing writing to the extent by using wikis and chats as social mediums in research entitled as “Collaborative writing: Fostering Foreign Language and Writing Conventions Development”. By assessing learners’ individual and collaborative writing, the study explored L2 learners’ approaches to the writing task in the wikis. The research examined learners’ collaborative synchronous interactions when discussing content. The research also examined structure and other aspects related to the elaboration of the writing task. Finally, the study described learners’ perceptions of individual and collaborative writing and their influences of the use of social tools in the L1 writing class. The study was conducted at a U.S. commuter in mid-sized East Coast University. The sample of the study consisted of eight Spanish students whose ages ranged between 19 and 21. They were naturally native speakers of American English. Examination of the data
showed that while statistically significant differences were not obvious in terms of fluency, accuracy and complexity when comparing the individual and collaborative courseworks, there were observable trends that report to us about how learners’ interactions with the text differ when working individually or collaboratively. Supplementary, an analysis of learners’ approaches to collaborative writing with social tools showed that wikis and chats allowed them to contemplate upon writing components in a different, yet complementary manner depending on whether they interacted in the wikis or in the chats.

Dufrene (2010) in his M.A. thesis on “Exploring the Impact of Wiki Collaborative Technologies within the English Writing Environment” studied the effect of using a web-based wiki technology on the English writing skills of high school students. Participants of this study were fifteen students enrolled in a public English grade IV class. All students were distinguished as graduating seniors; and they were at least 15 years of age and currently enrolled in an 11th or 12th grade class at a public high school in Louisiana. Data were fetched from observations, student interviews, two essays and two student surveys. Consequences of this study showed that wiki-based technologies could influence students’ writing processes and their essay results. Strategies intrinsic to the wiki process can also motivate students to be better participants when they know someone else is depending on their contribution. Additionally, findings revealed the significance of continuing to integrate modern technologies into the classroom. The students enjoyed using the wiki and responded positively on how it helped them to work better as a team and write better. The use of wiki encouraged peer-to-peer interaction and facilitated online group work. Moreover, both students and their teachers perceived the exchange of remarks through wiki proposals as beneficial to their collaboration and production of their group writing. The researcher recommended that future research might allow to how peering commenting on actually leads to creative-thinking skills and consequently to revisions or new creative ideas.
Woo et al. (2010) in their work “Using a Wiki to Scaffold Primary-School Students' Collaborative Writing”, discussed the challenges and potential benefits of a wiki for students and teachers in Hong Kong. They examined how the wiki's input affordances might help in scaffolding students during their collaborative writing assignment. The sample population of this research consisted of 38 primary grade five students and their English teachers who were chosen from Chinese Primary Schools of mid to high level in terms of students' aptitude to write in the English language. The data were evaluated through a triangulation method using multiple sources of evidence, including a student and teacher questionnaire given after the intercession program, a semi-structured talk with the teacher and focus group discussions with selected students and students' editing information recorded in the wiki scheme. The teacher questionnaire consisted of open-ended questions, while the students’ questionnaires were composed of both open-ended as well as closed questions. The study found that a class of primary-five students in a Hong Kong Chinese Primary School was positive in their understanding of using a wiki.

Miyazo and Anderson (2010) conducted a research on “Learning Outcomes and Students' Perceptions of Online Writing: Simultaneous Implementation of a Forum, Blog and Wiki in EFL Blended Learning Setting”. The researchers examined effectiveness of three different online writing activities in formal university education: forums, blogs and wikis. The researchers also meant at discussing the usage of forums, blogs and wikis in an EFL integrated learning course in the university in Tokyo. The target population consisted of sixty-one Japanese students from three classes of the same course, upper-intermediate level English. All students were in their second year under graduation year. The researchers examined students' perceptions of online writing through survey, interview and text analysis. The survey found students' positive perceptions of the blended course design with online writings. In addition, qualitative text examination of forum and wiki writings showed
progress in their capability to differentiate English writing styles. Additionally, the interview script analysis clarifies the different merits students perceived from each activity.

Dr. Richa Tewari (2011) in her research paper “LSRW Skills for Undergraduates” talked about the importance of essential skills i.e. listening, speaking, reading and writing to command over English language. She discussed her point by keeping in mind the professionalism in selection of career for students. She suggested some tasks and activities for teaching of LSRW skills to undergraduate students. She writes on various communicative activities like debate, group discussion, role-play, public speaking, just a minute session, skimming passages, use of dictionary, note-making, editing passage etc for making language classroom lively and interesting.

Dr. Omnia Nabih Ahmed (2012) discusses various learning styles in learning writing skills and improvement in it in the article entitled as “The Effect of Different Learning Styles on Developing Writing Skills of EFL Saudi Learners”. The research was carried out among students who were learning English as a second language. The students were divided in to two where on group was known experimental group and other was control group. The major objective of the study was to investigate the effectiveness of using students' different learning styles on developing their writing. Through interviewing students and teachers, researcher reached the conclusion that writing skill has been headache for the both the department. The total population selected for this research was 50 students from Yanbu University College.

Parastou Gholami Pasand and Eshrat Bazaramaj Haghi emphasis on various approaches to empower the students writing skills in the research article on “Procee-Product Approach to Writing:the Effect of Model Essays on EFL Learner’s Accuracy”. The author accept that writing is one of the most important skill in learning a foreign language and should be taken care with keeping in mind all the technical aspects of writing skill with which one can be
considered as a good writer of it. The objective behind this paper is to check the reliability of model text on students writing accuracy based on product-process approach. This research is an example of experimental research. The research is conducted among Iranian learners. There were 12 samples selected for the testing. The result of this research is that students make mistakes of punctuation, capitalization, spelling, subject-verb agreement, tenses, and the use of parts of speech.

Mayur Parmar (2013) in a research project on “Preparation & Try-Out of a Multimedia Programme in English for B.Ed (English) Students to Remedy Their Errors in Selected Areas of Writing” discussed the use of technological aids in improving writing skills among the students. This research article was aimed to remedy writing errors of the students who were doing their B.Ed. from H.M.Patel Institute of English Training & Research. Researcher observed that the condition of teaching of English is not proper. The writer also focused on utilizing multimedia tools in teaching so that learning become enjoyable rather than monotonous. Researcher selected 51 students for his experiment. Personal interviews, written tests and questionnaire were used as tools to evaluate the effect and usefulness of multimedia programme.

Anindya Syam Choudhary (2013) discusses about the difference between speech and writing in the article named “Of Speaking, Writing, and Developing Writing Skills in English”. He proposes five steps procedure for developing writing skills as setting the context, focusing on content, focus on the development of writing skill, crafting and drafting. The writer also reviews the present condition of Indian English classroom especially English language teaching. He suggested implementing above mentioned five steps procedure into the language teaching classroom for better result in improvement of writing skills in English.
Gertrude Afiba Torto (2014) examines in the article “An Examination of the Approaches Adopted by English Language Teachers in Teaching Composition Writing in Cape Coast Basic School, Ghana”, the approaches that English teachers in Cape Coast teach. This research is also an example of experimental research. The population for this research is 75 teachers, selected out of the 213 upper primary teachers in Metropolis. The instruments used for the data collection were questionnaire, interviews and observation guide. All the 75 teachers answered the questionnaire. The composition writing classes of these 75 teachers were also observed. Twenty-five teachers were selected out of these 75 teachers to be interviewed, based on their teaching of composition writing. The study revealed that the sample used goes not know about the current approaches to the teaching of composition writing. Teachers are only familiar with product and process approaches in teaching of various components of writing skills among the students. The research also revealed the fact that during the classroom teaching, the students were playing passive role in learning process. The study recommends to the teaching fraternity that it is better if teaching of writing skills can be done with the help of various approaches available.

Dr. Kesavan Vadakalur Elumalai & Roseline Nirmala Jesudas (2014) conducted a research on “Common Errors in the Basic Writing Skills with Reference to Native Speakers of Arabic Students in Collegiate Level”. The study discovered the performance and the problems of the Arab students from collegiate education having private and public school background attending EFL writing courses in the college both Arts & Education. This article searched so many challenges for teaching and learning of second language. It also examined various aspects like teaching tools, assessment criteria, material, resources, and students’ attitude towards learning the English language. The students were evaluated on the basis of writing technicalities like orthography, form of words, word order, appropriate genre and audience, sentence concord, cohesive devices and differentiating main ideas and supporting ideas. The
article also recommends a program which can be implemented in to curriculum to develop the writing skills among the students.

Dr. Kamal Mourtaga describes the problems of students’ poor writing in English and also recommends some techniques to develop that in research article “Poor Writing: A Case of the Palestinian EFL Learners in Gaza Strip”. This article meant for checking why Palestinian students are weak writers. Further, he comes to the conclusion at the end of the research that there are two main causes behind poor performance of learners in writing skills are as following:

1. Palestinian EFL instructors misunderstand the writing process.

2. Palestinian EFL learners lack the linguistic competence in general, and practice of writing in particular.

To achieve the goal, the researcher distributed questionnaire among 30 male and female instructors from Gaza in the academic year 2009-2010. All the teachers were experienced people in the field of education and they had been engaged in teaching for more than 15 years.

Maria Jose Sanchez Carraaco wrote an article titled “The Computer in the Classroom: Developing Writing Skills” in which he relates technology with the teaching pedagogy. He accepts the role of computer and especially technology in the process of teaching-learning of second language. Computer can be conceived as one of the best tools in improving students’ writing skills. The author also emphasizes that this is not just solution for instant change in developing writing skill but it can be considered as one method which cannot be useful in some situations as in overcrowded classes. There are different types of computer programmes which can help in the different stages of the writing process such as word-processor, resident dictionaries or the style correctors. The writer distinguishes two types of programmes like
firstly those which can help students acquire and practice elements of the foreign language such as grammatical structures or vocabulary and those which can help them develop their cognitive processes of generating and organizing classes.

2.5 Conclusion

In this chapter, researcher tried to bring available material with reference to present research from the globe in general. Research cannot be proceeding without the help of the researches which have been conducted in the past. In this chapter, researcher discussed various researches in the field of English language teaching in general and developing writing skill in English in particular. Ample researches took place across the globe but North Gujarat region is still a great hope for future generation to keep eyes on doing such contribution in language teaching arena. To sum up, it can be said that writing skill is a most difficult skill among major skills like listening, speaking and reading as it requires powerful faculties of mind to apprehend the ideas in a printed version or written symbols. The next chapter is about the place of writing skill in English language learning. The next chapter deals with an assortment of technicalities of writing skill like definitions, importance, kinds of writing skill, process of writing skill, characteristics of writing skill etc.