Chapter-IV

Developing Writing Skill in English of UG Students

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4.1 Introduction

This research chapter highlights the methodology of developing writing skills in English of undergraduate students of North Gujarat. The research topic has been chosen because no other work has been done in this field particularly. As writing skill is an important skill for the communication in professional world so it must be taken care properly. The present study is about role of writing skill in one’s career development, teaching methods of writing skills, difficulties faced by students and teachers in teaching-learning process of writing skill in English on the basis of informal interviews with teachers and students from North Gujarat colleges with different fields like engineering, science, management, commerce, education, technology and on the basis of researcher’s experience of teaching undergraduate students of North Gujarat. The present study also suggests ways to improve writing skill in English by using various tools and adopting communicative approaches.

4.2 About North Gujarat

The Northern part of Gujarat is called North Gujarat. It includes Banaskatha, Sabarkatha, Mahesana and Patan districts. North Gujarat is dominant in the Dairy Industry. This part has also its own cultural, historical and architectural significance. It was a time when people were dependent on agricultural product but that is no longer the case. Education is becoming prime concern now. Hemchandracharya North Gujarat University, Ganpat University of this area is becoming the knowledge hub of all the branches of life. This area has also reported its presence in terms of research.

4.3 Status of Writing Skill in North Gujarat

In our education system, writing skill is considered the most important skill to learn English as compulsory subject or communication skills right from the first year of graduation to final
examination of completion of the graduation. Writing is a prolific skill so it holds more significance. Therefore, it is just requirement to pass this subject by using writing. Unfortunately, most of the students are not capable to write coherently. They are deficient to master the language, as they are habitual to believe in copying or rewriting. They do not have organized of gradual approach to grasp this skill in the real sense. Their main purpose is to pass the examination by reproducing the required material on the paper. No any cognitive process is stimulated or ignited into them.

The researcher followed survey method for data collection and data analysis to serve the purpose of this research problem. As the present research is based on the population of undergraduate courses of north Gujarat region. Researcher prepared open ended questions for teachers of English to know the current situation of teaching process of writing skill. Researcher also conducted informal interviews with teachers in their free time. Some conclusions are drawn from researcher’s teaching experiences. Researcher selected 100 teachers randomly from the different colleges of different undergraduate courses from the north Gujarat area. Researcher approached 100 teachers of English and Communication skills for the data collection, who have been teaching undergraduate students in the colleges of technology, engineering, science, management, commerce, arts, pharmacy, education, agricultural and so on for several years. The questionnaires were administered among students and teachers of north Gujarat along with informal interview with teachers in their free time. Researcher also contributed in presenting problems in developing writing skill in English of north Gujarat, as he has also been a teacher of English and communication skill for many years and teaching many undergraduate programmes. Researcher visited colleges to collect the data, which he is going to analyze to reach the conclusion from where he can recommend remedies to develop the writing skill in English with the help of communicative
approach. It teachers employ the communicative approach in their teaching process, the class would be turned in to the place where students never feel a kind of monotony rather fun.

Researcher stated the situation of writing skills based on his teaching experiences and by conducting informal meetings with teachers of English from north Gujarat. Further, researcher has also affirmed the present scenario of north Gujarat education system. The observations out of data analysis through circulate questionnaires and meetings are described as following:

4.4 Teachers’ Responses to Questionnaires and Interview Questions

- Students had no enough English writing skill practice in their higher secondary classes. They have been taught the English from examination point of view and they have been habituated to cram the answer including grammar rules. So they are trained this subject from theory purview but not from its practical requirement perspectives.

- Majority of North Gujarat students are reluctant to express themselves while writing in English.

- Students feel that they do not possess sufficient vocabulary and grammatical aspects of English writing skills. So, they fear about making mistakes in English. They have been feeling themselves inferior in terms of English communication skills.

- Students have knowledge of their subject but as they have to convey their knowledge in English, they hesitate to do so.

- Students are mostly dependent upon cramming and memorizing the text, which can be reproduced in the examination. Students tend to memorize questions-answers, essays, letters, reading comprehension or other paragraphs from different grammar books.
available in the market and then write the same when they are asked to. They think that if they use bookish language or difficult words in their writing, they will be appreciated. In fact, this is not the right way. Such an attitude hinders their mind’s creativity. They never come up with original ideas so their creative faculty never gets enhanced. The fault lies in our education system.

- Even now, there are those English teachers who for the sake of their own convenience and time saving dictate essays to the students and tell them to memorize the same by heart. They are not encouraged to write and express their ideas in their own way.

- On the other hand, others take extra pain and make extra efforts to enhance the writing skill among the students. They try to employ different techniques in order to do so but they face difficulties, as students are not trained to do so since their early schooling.

- Students are not motivated to enhance their reading skill, which is one of the major causes behind improper writing skill of north Gujarat students.

- They are not habituated to read supplementary reading like material in English other than examination. Unfortunately, they themselves also do not show interest in book reading. They hardly take some time to visit library for reading books apart from their syllabus. They often go the bookshops for cheaper readymade guides to prepare for the examination and it results in harming their writing abilities.

- North Gujarat is an area where agriculture is main occupation so education ratio is less among the people and therefore, the students who come from such background do not have exposure of English and they feel fear to use English in their day today life.
• Education institution are only the atmosphere where they have to communicate in English but tragedy is that all the major professional courses/programmes students choose after HSC like BBA, B.Sc., BCA, B.Pharm., Engineering, are in English medium but teachers do not use English for the instructional medium, they teach in the native language with which students community are familiar.

• The teaching of English language skills is monotonous as teachers are confined to limited methodologies. There is no exposure to the different styles of writing.

• Learners are not motivated for extra reading as it is an important and supplementary skill to improve writing skill.

• The loaded class of students hinders to apply the various activities to improve writing skills by teachers.

• The teachers can implement effective techniques in revamping writing skills in English if they take initiative voluntarily. They should know their role as a teacher and whose duty is to contribute their knowledge by conducting various activities in the class.

• Teachers do not have proper knowledge of latest methods of teaching English language particularly writing skills.

• English/Communication Skills is the subject that is taught either in the first or second semester except B.Sc., and B.Com where English/Communication Skills is taught as compulsory subject.

• Teachers do not get sufficient time to justify the subject as due to CBCS and semester system. They have to be busy in various tasks as a part of the system like conducting mid-term tests, collecting/assessing assignments, evaluating overall personality in
terms of class behavior, regular attendance, preparing students for other extracurricular activities i.e. day celebration, sports festival, youth festival, annual day, and holidays vacations. Hence, teaching is suffered due to above-mentioned reasons and teachers of English mainly cannot train students in principal linguistic skills listening, speaking, reading, and writing in such limited period.

- 4 hours per week or 60 hours per semester coaching do not suffice for a long overload and overcrowded classes.

- Time allowed to this subject is not satisfactory.

- The official periods for the syllabus are not enough to teach writing skill properly. They have to complete the syllabus in one way or the other way.

- Writing skill needs to address appropriately, as it requires constant practice and it is not possible in over-crowded classes.

- Supervision and assessment is not possible for such situations.

- Writing is an art that demands time and serious effort to be proficient in it.

- Teachers hardly pay visit to the institutions and universities, which are well-known and renowned in the field of English Language Teaching because the institutions where they are employees, do not allow them to give for such leaves. In short, we can say that the research atmosphere is not created for teachers to participate in such professional events where they can update themselves in latest methodologies, techniques, or approaches of their respective subjects.

- Teachers have to struggle to take the permission for attending professional events like seminar, conference, workshop, symposium etc. from the authorities.
• Sometimes, seniors are given more preferences in attending such professional events than juniors.

• Most of the institutions of professional courses are emerged in first decade of 21st century so one can say that teachers of English are not that much of experienced.

• Majority of teachers have not attended special or FDP type programmes to improve their knowledge in the subject.

• Syllabus is not designed in a way, which paves the way to train learners properly.

• The libraries do not contain books of latest publications, which encourage learners to read and enrich their vocabulary and cultivate habits of read books other than syllabus.

• Reading is helpful in stimulating the internal skills among learners like critical thinking skills, decision-making skill.

• Writing skill is an ability to convey our argument in to the logical sequences.

• The students can master the four skills in just limited span of under graduation courses.

• Students do not write systematically.

• Students commit same mistakes even though that particular chapter or rule is taught for so many times, which indicate that students do not take this subject seriously.

• Students belong to vary low background means they do not well educational background.
The writing of north Gujarat students is full of mistakes in grammar, ambiguity, confusion, jumbled sentences, and repetitions.

In many situations, students do not use their brain in creating meaningful communication by applying knowledge, which is taught to them in the classroom.

Students require lots of training and practices to command over writing skill in English.

Table 4.1 Characteristics of Writing Skill

<table>
<thead>
<tr>
<th>Structure</th>
<th>Table 4.1 Characteristics of Writing Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discipline specific guidelines e.g., Psychology normally has strict constraints regarding the how to write Psychology reports.</td>
<td></td>
</tr>
<tr>
<td>• Are the uses of headings appropriate?</td>
<td></td>
</tr>
<tr>
<td>• Is there a logical introduction and conclusion?</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td></td>
</tr>
<tr>
<td>• Is it concise?</td>
<td></td>
</tr>
<tr>
<td>• Check for clarity, brevity, simplicity, and humanity</td>
<td></td>
</tr>
<tr>
<td>• Length of sentences and paragraphs</td>
<td></td>
</tr>
<tr>
<td>• Avoidance of jargon</td>
<td></td>
</tr>
<tr>
<td>• Suitable for the audience (e.g. final year students, general public)</td>
<td></td>
</tr>
<tr>
<td>• Avoidance of repetition</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>• Check spelling and grammar</td>
<td></td>
</tr>
<tr>
<td>• Is there a logical argument?</td>
<td></td>
</tr>
<tr>
<td>• Are references relevant and contemporary?</td>
<td></td>
</tr>
</tbody>
</table>

4.5 Implications for Syllabus-Design of Writing Skill for Universities of North Gujarat

The syllabus prescribed by the Gujarat Technological University, Hemchandracharya North Gujarat University, and Ganpat University are followed by the institutions which are affiliated to these universities. The syllabus of English seems learner friendly and communicative in nature though the objective is not fulfilled effectively. Researcher observed
that the syllabus needs to be improved its content as per the demand of professional world and as per the job market. The syllabus should be communicative along with proper treatment of content in the syllabus. Teaching methodology also requires changes as traditional method cannot work properly in these days. All the four language skills (LSRW), along with grammar and vocabulary are incorporated in the syllabus. However, during teaching in classroom they are neither given equal importance by the teachers nor taught in an appropriate manner.

The syllabuses are lacking in many parts like LSRW, the fundamental skills for acquisition of English language, particularly writing skill is given less priority than in comparison to other skills. The syllabus looks more theoretical rather than practical as language is matter of practice. Therefore, the learners are not given much practice in language tasks. The syllabus is designed to pass the examination by cramming and mugging some topics from the syllabus and reference books are readymade to prepare the students for the examinations. Adequate practice in terms of reading, writing, listening and speaking is rarely done which would help students to develop language proficiency in English.

The success of graduation is measured based on how many grades/marks the learner got in the examination. But it is their assumption which may lead them towards failure at the time of appearing in interview or at the time of presentation of their ideas. It is necessary to keep in mind that these learners would face serious problems when in they would go for higher studies and above if their writing proficiency is not up to mark.

The prescribed textbooks for this subject do not play significant role in enriching the developing English. Textbooks are not visually appealing, the lessons and tasks are learner friendly. Because of the lack of guidance, support and proper direction, the learners find certain activities in the textbook difficult. However, the learning material renders itself to the
level of the learners though they feel that certain tasks in the textbook are beyond their level. At this juncture, it is necessary to remember that challenging tasks also make learning interesting. It is stated that “Language Education must aim at encouraging independent thinking, free and effective expression of opinions and logical interpretation of present and past events. It must motivate learners to say things their way, nurture their natural creativity and imagination and thus make them realize the basic difference between their verbal language and the language of mathematics.

These are the reasons why language learning must to find a innermost place in total educational set-up. However, ‘writing’ is the only criterion in assessing the academic achievement of the learners in the Indian context. Writing of different kinds like essay writing, letter writing, story writing, paragraph writing is given to our learners at various levels as part of classroom activities, homework, examinations, etc but teaching of writing is completely neglected. This may be one of the reasons as to why our learners struggle to write when given a writing task. The general opinion of the teachers as well as the learners is that writing is a complex skill. But, it is important to realize that proficiency in writing is very essential for success in higher studies, for better career opportunities and so on because almost all national level tests for recruitment are conducted in form of a written test. Only when one qualifies in the written examination is called for oral test or Viva Voce examination officially. All-important messages, official orders, reports, letters, posters, pamphlets, advertisements etc. are done in the form of writing. Today’s fastest modes of communication like telegram, e-mail, chatting etc. also require writing proficiency.

Writing is very important for higher-level professions (jobs in print media, presentation of business proposals, projects, paper presentations at international conferences and seminars, creative writing etc.), for better performance in the classroom tests, end examinations, and
even in the entrance examinations to pursue higher education. For these reasons, the need for teaching writing in L2 is essential.

It is found by the researcher that writing skill has been ignored part in the overall syllabus of most of the courses run by universities of North Gujarat. As far as the writing skill is concerned, the following contents have been included in the curriculum of the universities of North Gujarat. The general content of writing skill of these syllabuses is given below:

**Table-4.2 Syllabus of Present UG Courses of North Gujarat Universities**

<table>
<thead>
<tr>
<th>An Overview Of Present Curriculum Of North Gujarat Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Letters</strong>- inquiry, reply, order, complaint, adjustment, sales promotion</td>
</tr>
<tr>
<td><strong>Formal Letters</strong>- Job Applications</td>
</tr>
<tr>
<td><strong>Reports</strong>- Individual and Committee</td>
</tr>
<tr>
<td><strong>Internal Communication</strong>- Memorandums, Office Orders, Circulars, Notes, Agendas and Minutes of Meeting</td>
</tr>
<tr>
<td><strong>Essay Writing</strong>- Variety of Topics (Imaginative and Argumentative)</td>
</tr>
<tr>
<td><strong>Paragraph Writing</strong>- On given topic</td>
</tr>
<tr>
<td><strong>Grammar</strong>-Articles, Tenses, Voice, Auxiliary-Modal Verbs, Reported Speech, Punctuation, Types of Sentence, Sentence Errors</td>
</tr>
<tr>
<td><strong>Vocabulary</strong>-Confusing Words, One Word for Substitution, Synonyms-Antonyms, Idioms and Phrases, Prefix-Suffix</td>
</tr>
</tbody>
</table>

### 4.5.1 Suggestions for Syllabus to Develop Writing Skills in English

Researcher is opined that writing skills mastery cannot just be achieved by keeping it in one semester syllabus. It is a matter of constant practice and feedback. So, it must be implemented in all the semesters with multiple tasks and activities. The following aspects can be helpful in improving writing skill of undergraduate students:
• The major drawback of present syllabus is that students of various disciplines like science, commerce, management, engineering, technology, pharmacy, agricultural, have to pay attention to technical communication though they do not have sufficient vocabulary and proper knowledge of it, and they also pass the exam with maximum marks but students fail to communicate properly at the time viva, placement-interview. Therefore, there should be resources along with the syllabus to equip students in their vocabulary.

• Writing skills can not be learnt in one semester so it should be implemented in all the years/semesters of all the disciplines of education.

• One interesting fact is that the students of arts or humanities study only literature and grammar part in their graduation. They do not have any technical communication issues in the syllabus so at the time of real communication, they too, fail to handle and convey the message in meaningful way even though they have more practice of English language in comparison to students of other faculties.

• The syllabus should be designed in a way that it covers major aspects of competitive exams which are held after the graduation like CMAT, GMAT, CAT, XAT, SNAP, GRE etc. Students should be prepared in such a way that they do not face any problems in handling English language section in above-mentioned competitive examinations. Moreover, there is a section of English language in other executive level examinations such as UPSC, SSC, BANKING, PSUs, and Government services based examinations.

• The syllabus should be customized as per the need in various professional sectors. Students may have some common language parts but they should be
given topics of English as per their specialized subjects. If student is of
management background, he must be familiar with managerial vocabulary and
accordingly writing skill tasks should be organized in that way.

- Students should be equipped to face both the type of communication i.e.
formal and informal after having ample exposure of English language through
the syllabus. So, syllabus should help students in their professional life as well
as in informal life for example, drafting an email to wish a friend for his
engagement or congratulate on the grand success of accomplishing any
important project. If students aren’t trained in both the ways, they will be
failed to communicate in real life situations.

- Effective strategies and communicative tasks will motivate students in
enhancing their communication skills, language proficiency, and life-long
learning paths in general and writing skill in particular.

- The syllabus should contain theory par less and practical part more. Exercises
on varied topics can be attached in writing skill portion.

- As it is felt that the writing expertise is as an ornament of professional bodies
and further it is only the medium which can be helpful for the survival of
human beings. Keeping in lieu with this scenario, educational set-ups should
plan special training programs which cannot be part of students-teachers daily
academic routine. Students can be trained with the help of some agencies in
the field of English language teaching like Oxford, Cambridge etc. which run
programs as per the levels of learners. They also tie with educational
institutions where these agencies train teachers first and then students. They
have prepared certain modules as per the psychological aspects of learners. So,
Universities of North Gujarat can take the help of such foreign agencies to improve the English language teaching setting generally and writing skill in particular.

- The syllabuses have many drawbacks from the cognitive development of students’ point of view. As most of the students are from rural areas and they especially come poor and economically backward families. They do not have justifiable practice of English language. As students hardly know to write about their personal hobbies, family background, education and all, at the same time they have to learn very complex and highly professional terms like report writing, technical article writing, proposal writing, resume/curriculum vitae making, drafting notice and minutes of meeting. They are not able to cope up with such a lengthy terminology where even experts also commit mistakes, except, few toppers.

- In the initial stages of undergraduate courses, students should be introduced naval items where they enjoy a lot and learn something. Professional writing forms should be incorporated in the final years of the undergraduate programs so that the time students may rise up level.

- There are some institutions in India also which are working in the field of English and foreign languages teaching. They train teachers and students in their English language. H.M.Patel Institute of English Training and Research, Vallabh Vidyannagar-Gujarat, English and Foreign Language University, Hyderabad-Andhra Pradesh, are the professional institutions in the field of ELT, which have been contributing to the Higher Education Setup in India, as well as institutions outside the India since their inceptions. The present
institutions of North Gujarat can also collaborate with such specialized bodies to revamp the English language teaching process.

- The syllabus must be approved by undergoing some external institutions assessment and should be implemented in the particular terms or semesters.

- Teachers of English have just got their degrees and start teaching but they are totally unaware of current updation in English language teaching, and they teach continuously with the same traditional method instead of adopting latest approaches. Hence, they should be permitted to visit various efficient intuitions of English periodically to bring up to date knowledge of their subject so that their teaching strategies bring some results in the classroom and have fruitful condition of writing skills.

- Researcher suggests some tasks which can be included in the present curriculum for the practice of diverse forms of written communication. Teachers can take these samples for igniting the psychomotor process among the students to generate the ideas on given topic. While discussing these tasks or exercises, teachers can guide them to complete their write up according to CODER, the acronym stands for Collect, Organize, Edit, Draft, and Review. They are as follows:

4.6 Tasks to motivate students in developing writing skill in English

Writing skill is practical skill so that researcher suggested some tasks which can be adopted in the teaching of writing skill to undergraduate students of all levels from North Gujarat. Researcher described some effective ways which directly and indirectly teach students the technical aspects of writing skill so that they can enjoy the learning. As in the last decade, the
pedagogy of English Language Teaching has been changed and the communicative approach towards language teaching has been implemented to make learning process alive and interesting. So, the tasks which are recommended by researcher in this chapter can be used by teachers for developing undergraduate students’ writing skill in English. The tasks are also explained in details for example, the way they should be conducted, the objective behind conducting particular task, the approximate time the task takes to complete, the learning outcomes from the task, the assessment criterions, feedback process.

4.6.1 Task-1-Bio-Sketch writing

<table>
<thead>
<tr>
<th>Table-4.3 Bio-Sketch Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate time required for the task</td>
</tr>
</tbody>
</table>
| Objectives of the task | • To develop the skill of writing Bio-sketch of a person.  
  • To know more about the person concerned.  
  • To derive inspiration out of great personalities in life.  
  • To enhance the faculty of imagination. |
| Task specifications | Bio-sketch writing |
| Procedure for conducting the task including any preparations, if any. | The students would have been given practice on this topic. They will be given the sheets with outlines to do the task. They will submit the task within the time limit. |
| Learning aspects of writing skill | • Content of the subject matter  
  • Accuracy of language used  
  • Proper use of vocabulary  
  • Creativity |
| Feedback and follow-up | The teacher will assess the task and comment on it and will apply his suggestion if required.  
  (students can do cross-check with their partner) |
Task-1 Description

Activity

With the help of the given clues, write a bio-sketch of Amitabh Bachchan in not more than 80-100 words:

Table-4.4 Bio-Sketch Writing Description

<table>
<thead>
<tr>
<th>Born:</th>
<th>Amitabh Harivansh Bachchan 11 October 1942 (age 71) Allahabad, United Provinces, British India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents:</td>
<td>Harivansh Rai Bachchan, Teji Bachchan</td>
</tr>
</tbody>
</table>
| Education: | Sherwood College, Nainital
                      Kirori Mal College, Delhi University                                                         |
| Family:    | Jaya Bhaduri-Spouse
                      Abhishek Bachchan-Son
                      Aishwarya Rai Bachchan- Daughter-in-law
                      Aradhya- Grand daughter
                      Shweta Nanda- Daughter |
| Occupation:| Actor, producer, singer, television presenter                                               |
| Years active:| 1969–present                                                                                  |
| Notable Achievements (Awards): | Filmfare Lifetime Achievement Award-1991
                      Superstar of the Millennium-2000
                      Padma Shri-1984
                      Padma Bhushan-2001
                      Legion of Honour-2007 |
| Popular Movies: | Anand-1971
                      Namak Haram-1973
                      Amar Akabar Anthony-1977
                      Don-1978
                      Agneepath-1990
                      Hum-1991
                      Mohabbatein-2000
                      Aks-2001
                      Black-2005
                      Paa-2009 |
Note: More exercises can be given to students on popular personalities from different walks of the life like sports, entertainment, politics etc.

4.6.2 Task-2-Dialog Construction

Table 4.5 Dialogue Construction

<table>
<thead>
<tr>
<th>Approximate time required for the task</th>
<th>1 lecture of 40 to 50 minutes</th>
</tr>
</thead>
</table>
| Objectives of the task               | • To enhance the faculty of imagination  
                                            • To enable the students to elaborate upon given inputs.  
                                            • To teach the importance of punctuation in the sentences.  
                                            • To strengthen students in grammatical aspects of a language. |
| Task specifications                  | Dialogue construction/writing |
| Procedure for conducting the task    | The students will be given situation of real life which has two or more characters in it. Students will try to draft a dialogue on given situation and submit the copy to the teacher for assessment. |
| Learning aspects of writing skill    | • Punctuation  
                                            • Tense  
                                            • Subject-verb agreement  
                                            • Vocabulary |
| Feedback and follow-up               | The teachers will assess the task and comment on it and will apply his suggestion if required. |
Task-2 Description

Activity

Instruction: Construct a dialogue on given situation of in 80 -100 words.

John and Brett are two friends who are meeting after a long time. John is a sports enthusiast and Brett works in the Ministry of Sports. They both discuss the lack of proper infrastructure and the need to promote sports in the country. They also talk about the upcoming Olympics and how these international events play a significant role in a country's development.

Sample Situations for Dialogue Writing

1. A new film is going to be released next Friday and you are very fond of watching new movies on the day of their release. Since your examinations are near, you know your mother will not allow you. Construct a dialogue between yourself and your mother wherein you convince her why she should allow you to watch the movie.

2. The Prime minister of India is on official visit of USA for the discussion of smooth relationship between both the countries and import/export of products manufactured in both the countries. Construct a dialogue between the Prime minister of India and the President of USA.
4.6.3 Task-3-Note-Making from the graph/table

**Table-4.6 Note Making from the Graph/Table**

<table>
<thead>
<tr>
<th>Approximate time required for the task</th>
<th>1 lecture (approximately 40 to 45 minutes)</th>
</tr>
</thead>
</table>
| Objectives of the task                | • To widen the skill of fetching information from the table and graph.  
• To compose a note on given information in a cohesive manner.  
• To instruct sentence structure in the paragraph of note.  
• To develop the faculty of imagination. |
| Task specifications                   | Note-making                              |
| Procedure for conducting the task including any preparations, if any. | The teacher will explain the task and students will be given a chart/table/graph with scattered information. Students will make a note on those matters in a logical way that the paragraph creates meaning. Teacher will explain sentence structure, grammar and punctuation during the task. |
| Learning aspects of writing skill     | • Content of the subject matter  
• Accuracy of language used  
• Proper use of vocabulary  
• Creativity  
• Logical connection among the sentences |
| Feedback and follow-up                | The teacher will assess the task and comment on it and will apply his suggestion wherever required. |
Task-3 Description

Activity

The English teacher can ask the students to write articles on recent issues and write descriptive essays about a person or place they have recently come across. Teachers can conduct writing workshops on letter, report, resume, poster making and project writing by providing remedial feedback to the learners. One of the quickest ways to improve writing is the feedback.

4.6.4 Task-4-Email Writing

Table-4.7 Email Writing

<table>
<thead>
<tr>
<th>Approximate time required for the task</th>
<th>2 lectures (approximately 100 to 120 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of the task</td>
<td>• To develop the skill of writing an Email.</td>
</tr>
<tr>
<td></td>
<td>• To know the fromat and style of writing an Email.</td>
</tr>
<tr>
<td></td>
<td>• To elaborate given points for completion of an Email.</td>
</tr>
<tr>
<td></td>
<td>• To fuel thinking process of students .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task specifications</th>
<th>Email Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure for conducting the task including any preparations, if any.</td>
<td>The teacher will give one situation for Email writing along with some points for elaboration. Students will develop the given points to complete the Email keeping in mind CODER.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning aspects of writing skill</th>
<th>• Content of the subject matter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Accuracy of language used</td>
</tr>
<tr>
<td></td>
<td>• Proper use of vocabulary</td>
</tr>
<tr>
<td></td>
<td>• Format and style of Writing Email.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feedback and follow-up</th>
<th>The teacher will assess the task and comment on it and will apply his suggestion if required.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Students can do crosscheck with their partner. Students can interact with teachers in terms of improving their errors committed during the task. )</td>
</tr>
</tbody>
</table>
Task-4 Description

Activity

Teacher can use the printed worksheets for conducting a task on Email writing. In case of crowded class, teacher will write the topic of Email on the blackboard. Teacher will motivate the students to write their ideas on the paper in an organized manner so that it looks professional and acceptable for the communication. Teacher can give informal situation where students will enjoy their writing more instead of formal occasions. The sample Email-writing situation is as following:

**Topic for Email:** Write an Email to your overstressed, cousin living in Mumbai, who is preparing for his/her final term project suggesting her to join laughter club to overcome the depression.

**Points for Elaboration:**

Laughter---lowers blood pressure---reduces stress hormones---cleanses lungs and body tissues---increases blood circulation---boosts immune functions---produces a general sense of well-beings.
### 4.6.5 Task-5-Diary Entry (writing)

#### Table-4.8 Diary Entry Writing

<table>
<thead>
<tr>
<th>Approximate time required for the task</th>
<th>1 lecture (approximately 60 minutes)</th>
</tr>
</thead>
</table>
| Objectives of the task                | • To develop the skill of diary writing.  
|                                       | • To provide the platform to share their routines on paper.  
|                                       | • To motivate students for free writing.  
|                                       | • To fuel thinking process of students. |
| Task specifications                   | Diary Writing                         |
| Procedure for conducting the task     | The teacher will present a sample of diary. Students are supposed to proceed the diary for the next days by using their imagination power. Students are free to write by following certain sentence patterns and daily used vocabulary. |
| learning aspects of writing skill     | • Free writing  
|                                       | • Frequently used words for day today communication |
| Feedback and follow-up                | The teacher will assess the task and comment on it and will apply his suggestion if required.  
|                                       | (Students can do crosscheck with their partner. Students can interact with teachers in terms of improving their errors committed during the task.) |
Task-5 Description

Activity

Teacher will instruct the students about writing a diary and its importance. Students can be motivated to write a diary on their own life or their routine activities from the morning to night. Students can also be encouraged to write a diary on upcoming planning or events of their life. The best write up can be displayed to motivate the student as well it can also inspire others to write in the same fashion.

The sample of diary is as following on the basis of that teacher can give some activities like proceed this diary for the next day or students can write their own experiences in the diary.

Table-4.9 Diary Writing Sample

<table>
<thead>
<tr>
<th>24, June, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Diary,</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>I had a holiday so I woke up at 7:00 a.m. I completed my teeth-brushing and bathing at 8:00 a.m. Then I took my breakfast in that I ate bread and butter, some biscuits, and drank some milk. I watched my favorite program on National Geographic Channel after taking my breakfast. I called my best friend Milind for asking about today's planning. He told me to assemble at Vivekanand Park around 4 o'clock in the evening. We went to watch latest part of 'Fast and Furious-4' at Wide-Angle multiplex cinema. We returned from the movie around 8:00 p.m. Afterward, We enjoyed our dinner together at Sahara-Bridge restaurant. I came back to home around 9:30 with lots of fun. I had to complete the Economics subject assignment, also. So, I finished my work at 11:30 p.m. I went to bed at 11:45 p.m. and fell in a deep sleep.</td>
</tr>
</tbody>
</table>

Note: Students can be initiated to proceed the same diary writing for the following day activities. They can be egged on make the diary entry or writing interesting by adding lively experiences into that.
### 4.6.6 Task-6 General/Technical Article Writing

#### Table-4.10 Article Writing

<table>
<thead>
<tr>
<th>Approximate time required for the task</th>
<th>2 lectures (approximately 100 to 120 minutes)</th>
</tr>
</thead>
</table>
| Objectives of the task                | - To create the awareness about types of articles writing.  
|                                       | - To make familiar students about technical aspects of article.  
|                                       | - To train students in writing articles. |
| Task specifications                   | Article Writing (General and Technical) |
| Procedure for conducting the task     | The teacher will explain about the article, its definition, importance and how can it be useful for professional arena. Teacher can show some website or online journals which publish articles on multiple topics periodically. Students can understand very easily the nature and characteristics of article writing. |
| Learning aspects of writing skill     | - Vocabulary  
|                                       | - Content  
|                                       | - Punctuation  
|                                       | - Sentence Structure+grammar  
|                                       | - Cohesion and coherence |
| Feedback and follow-up                | The teacher will assess the task and comment on it and will apply his suggestion if required. (Students can do crosscheck with their partner. Students can interact with teachers in terms of improving their errors committed during the task.) |
Task-6 Description

Activity

Teacher will explain the importance of writing article in the present time. Article plays pivotal role in changing the situation of society as well as research domain. The intellectuality growing countries is measured through the practices of brainstorming and producing innovative ideas in the articles. Teacher can explain parts or organs of general and technical articles with their aims and objectives. Both serve the different types of roles in various fields. Teacher can also discuss with the students that how writing articles can make their resumes and curriculum vitae impressive. Teachers can use some web sources to be displayed through over head projects or by any other means of multimedia communication. Theory part of article writing should be given less time instead making students practice more on number of topics.

The researcher has proposed some sample article writing topics which can stimulate ideas-generation process among the students.

**General Ongoing Topics for Article Writing**

- Women Empowerment
- Growth of Education
- Democracy-Advantages: Disadvantages
- Corruption: A Big Demon
- Inflation
- Employment
- The Role of Youth Generation in 21st Century
Technical Writing

Teachers of English can take the help of specialized teacher teaching main subjects to particular branch. Specialized teacher can provide the topics from their main subjects to the students where the role of English teacher is to guide the students in taking care of writing aspects of an article like organization of ideas, maintaining cohesion and coherence in the sentences, avoiding grammatical mistakes such as spelling mistakes, subject-verb agreement, proper sentence type, punctuation, tense, and so on.

Note: Article writing is matter of practice and more exercise so it just can not be taught in limited periods but students should be continuously trained and mastered them by assessing their tasks on regular basis.

4.7 Developing Writing Skill through Speaking Skill

Speaking skill is a type of productive skill. The role of speaking skill cannot be ignored in developing writing skill in English. It can also contribute to the development of writing if it is employed in an appropriate manner. However, it is production of language medium but it can be taken as a tool to teach writing skill for the improvement. When teachers deliver the lectures, the students have to dictate those words and sentences spoken by teachers in to the meaningful way. There students have to suffer from technical aspects of writing skill problems it needs to addressed ideas in an organized manner. Researcher stated his views on how the speaking skill can be useful in improving writing skill in English in following way:

- At the time delivering speeches, the vocabulary and sentences of various types are frequently used so students can be given exposure of by making them listen the speeches of famous personality and give them exercises to dictate their speeches in their own words.
Taking a note of lectures is another way of improving students’ writing skills.

Teacher should train the students in taking note of uttered words and how to convert oral communication into written symbols.

Teachers can teach the dictating style of quoting words in a note by having practice of foreign words and pronunciation.

By listening speeches, students cannot copy exactly whatever is spoken but they will try to translate those sentences in their own language.

Speaking permits learners to distinguish between oral and written communication.

4.8 Developing Writing Skill through Reading Skill

Writing skill has interconnection with reading skill. Language learning depends upon four fundamental skills. The four skill i.e. listening, speaking, reading, and writing can be divided into two groups like receptive skill and productive skill. Listening skill and reading skill are considered to be receptive skills because these skills help learner to receive the information in the language which he/she wants to command over. It is researched if anyone wants to learn second language or language other than the mother tongue; one should be trained in a way that he is able to communicate fluently in that language. Everybody is born with one language and it is well thought-out as first language or the mother tongue of that person. Environment is a crucial part in developing any language in which person lives. The child listens the instruction in the language with which his family members are familiar. He is nurtured and trained in the mother tongue. Initially, he gets command in the mother tongue. Although, he has no sufficient knowledge of that language as in terms of its grammar, sentence structure, vocabulary, punctuation etc. he is capable to handle communication either in oral form or in written form with fewer errors in it. It signifies that one can be perfect in
any language if particular language surrounding is provided to him. In the same way, listening and reading are helpful to develop learner’s critical faculties to comprehend the language properly.

Listening is helpful in speaking skill. When one listens the language, he tries to interpret the message as per his level but before that he must have enough knowledge of that language. Listening helps learner to know the pitch, tempo, accent, pronunciation style, intonation, and articulation of words, non-verbal expressions of mouth, tongue, palate, teeth of particular language. Through this process, learner gets command over the speaking skill and he can speak that language after becoming aware of that language. The success of speaking skill depends upon the quantity of time the learner dedicates towards the listening tasks.

Likewise, reading makes man perfect in writing skills. It is a receptive skill like listening. Listening helps learner to speak in that language. Reading habit can enhance learners’ writing skill. If one wants to be accurate in any language, he must spend lots of time in reading. It is surveyed that the students of north Gujarat spends less time in reading books of English other than syllabus. As reading skill is only the medium to support the learners to know the technical aspects of writing skill for example sentence structure, specific vocabulary, subject-verb agreement, types of writing, forms of writing, punctuation, types of sentences, tone of the writer, grammar of the language, paragraph writing etc. The researcher observed that the north Gujarat consists many higher educational institutions in the fields of engineering, science, technology, business administration, agriculture, arts, medical science, social science, education which are affiliated to state universities of Gujarat like Hemchandracharya North Gujarat University which is located at Patan. It guides and supports all these affiliated institution in their respective fields and administer them in their work. The Gujarat Technological University which directs all the professional courses institutions like
engineering, technology, business administration, medical sciences which is located at
Ahemdabad. Students are pursuing their under graduation and post graduation studies from
these two universities. There is one private aided university named Ganpat University which
has its own independent structure of syllabus, examination system, assessment and other
parameters of evaluating students performance during the their studies. The researcher has
reviewed the syllabuses of these three universities and came to the conclusion that the reading
skill and the writing skill are ignored part in the framework of syllabus in various programs
run by these universities. It is fact that students can enrich their English language without
having much exposure of reading and writing skill as they are considered to be highly
demanded skills in academics and industries where the students are going to build their career
in the respective fields.

It is said that professionals should be well equipped in reading and writing skill because the
growth of any organization depends upon its communication in oral part and written part. If
the employees of organization are poor in writing skills in English which indicated the
downfall of that organization because to pace with changing globe, they must be trained in
the fundamental language skills. The researcher suggests some ways to improve writing skills
in English of undergraduate students of north Gujarat with the help of reading skill which are
as follows:

4.8.1 Text books

No one can deny the miracle that reading of English text books can work. Reading the can be
fun. It is not just textbooks it is the unfathomable sea, the deeper you delve, the more you
discover the precious gems that are in store for you. Your power of reasoning develops. Your
vocabulary becomes richer, your knowledge expands. Read the book not as part of syllabus,
but as a source of knowledge, as a fiction, or as a drama. Reading poems can give you
immense joy if you take it as a thing of beauty. Imagine how many words, phrases, similes, metaphors you can learn when you read just one poem. Read the poem aloud, discover the beauty.

4.8.2 Non-Textual Material

A) Newspaper

First, let us talk about newspaper. We all know that newspaper is an important medium of communication. It contains news related to sports, politics, accidents, culture, religion and a variety of other things. It contains news related to day-to-day problems. Newspaper can create awareness among people, regarding an issue. It is the best medium to express our views on a controversial issue. Newspaper helps the learner to get a variety of knowledge and gain an influx of experience. He can then apply this knowledge to his day-to-day life.

Newspaper contains realistic news. In this way we can create a link between life and education. Can you imagine what awareness you can create in a student about the society and its problems? So when he grows up, he has every quality to be a good citizen. He is not a silent sufferer. He has a voice of his own. He has the power to make that voice heard by every other citizen of a country. Even he has the voice to rise when it comes to the humanitarian issues of other countries. Thus, he becomes a global citizen.

Reading the newspaper is of greater importance for international students learning English. As a faculty at ELTIS I have observed that these students have a very poor ability to read. These students can think creatively, but they are unable to give shape to their ideas. It has its effect on the other language skills also. Reading can do wonders to them. Reading textbooks as well as non-textual material can help them to acquire vocabulary, knowledge of sentence structures, syntax and much more. We, the teachers can give them practice in using
dictionary while reading so that they learn the difficult words along with learning vocabulary. The students should be encouraged to make sentences with the words they have learnt so that they can make practical use of what they have learnt. And how to encourage the students to read? We can add variety of interesting activities with lots of speaking and reading activities. They should be encouraged to read an article aloud in the class so that they gain confidence and learn pronunciation along with it. Newspaper in an international classroom can prove to be really beneficial as lots of interesting activities can be planned as mentioned earlier. In this way our purpose to groom them as global citizen is also solved.

B) Magazines

Magazines are often interesting. Their contents are longer than that of the newspaper. They often make in-depth analysis of any topic and our journalists have every quality to make a magazine topic interesting. As a teacher of English for international students I often recommend reading it film magazines or sports or even fashion magazines. Start with small news items then the bigger ones. Read everything in a magazine - even the advertisements. You don’t know what treasure you can acquire by reading them. Moreover, some diversion is always required. Going through text books, newspapers can sometimes prove to be monotonous. Reading magazines can prove to be most entertaining and at the same time they can fill your brain with lots of new ideas, words and topics which may encourage you to stop and think.

We can recommend the young learners to read science fictions, detective stories of Mills and Boons” Huckleberry Finn, Famous Five etc series that are again very interesting. Researcher’s recommendations are pointed here in a order:
• There is one way to improve writing skill is to read a lot as it is helpful in developing writer’s vocabulary, word construction, expression, saying style, grammar and organization of ideas in to the logical pattern.

• Teachers of English from all the higher educational institutions should motivate their students to read English books other than their syllabus.

• There should be separate schedule for reading in teaching-learning process of English language.

• The popular literature can be indulged in the syllabus which entertains the students and by product they become aware of technical aspects of writing skills which are very difficult in teaching.

• These books should be carefully selected and may contain both fiction and nonfiction.

• It is advised for young readers to read science fictions, detective stories, adventurous novels, travelogues to gain the pleasure which in other way nurtures the learners to develop writing skill in English.

• The books of contemporary writers such as Chetan Bhagat, Abdul Kalam, J.K. Rowling, Khushwant Singh, Salman Rushdi, can be kept in supplementary reading section in the subject curriculum.

• Students can develop their confidence in communicating message in English if they are exposed in reading skill.

• Reading of English novels, poems, short stories contribute to the overall development in English language learning as students learn new words, different writing styles, sentence structure.
• Separate library periods can be scheduled where teacher can guide them to understand and to read text on variety of themes.

• More reading comprehension exercises can be given to develop the students’ comprehension skills.

• Seminars and workshops at college level can be organized to develop confidence in learners to learn second language.

• Quiz competition, finding synonyms-antonyms competitions, best interpreter of the text competitions can be organized on the basis of reading of one text.

• To motivate the students for reading English books, teachers can adopt various methods like scan reading; skim reading, reading for the pleasure, reading between the lines.

• Different types of reading skill module can be prepared for language learning practice.

• Language laboratory is the best alternative to train the students in terms of developing fundamental skills of language like listening, speaking, reading and writing.

• Tests and exam can be conducted for the evaluation of students with reference to their critical thinking skills.

• Reading helps learners to develop their thinking skills in developing writing skills as for the generation of new ideas; one must have ample practice of the books of the language in which he wants to communicate.

• Reading improves the students’ way of thinking and style.

• Reading is considered to be the bread and butter for writing.
Different writing forms can be introduced during reading classes.

Students can be guided by teachers for reading text from different perspectives.

English literature can be implemented in the curriculum of all the professional programs run by above mentioned institutions wherein short stories of R. K. Narayan, Mulk Raj Anand, O. Henry, H.H. Munro-Saki, translated stories of gujarati writer Dhumketu can be included in the syllabus.

Reading of literature books cultivates analytical as well as critical thinking skill.

Technology can become a medium of learning second language.

One can never develop writing skill if he does not know to read.

Literary text can be used as a model for teaching various techniques to fetch specific information from the paragraph.

The researcher described some web sites that can help students to develop their reading skill that directly help them to develop writing skill in English.

4.9 Developing Writing Skill through Feedback-Assessment

Feedback plays an important role in students’ writing development in general and in the writing process in particular. It has been a lifelong worry of teachers of writing and researchers. There are different types of responses to students’ writing; i.e., teacher feedback, peer feedback and conferencing that lead to greater improvements in writing. Feedback is the input from a reader/teacher to a writer/student with the effect of providing the latter with information for revision; in other words, it is the comments, questions and suggestions a reader gives a writer to produce reader “based prose” (Flower 1979) as opposed to “writer-based” prose.
It is via feedback that students learn to appreciate the various aspects of the process of composing.

The feedback which the learner gets on his or her piece of writing plays a very important role, both in motivating further learning and in ensuring that the teacher’s texts gradually come nearer and never to written feneny. (Hamp Lyons 1987 :143).

Feedback is fundamental to the process of learning. Research shows it enables students to assess their performances, modify their behavior and transfer their understandings (Applebee and Langer Brinks 1993).

Keh (1990) distinguishes three types of feedback:

• Peer Evaluation
• Conferences
• Written Comments

Peer evaluation is a possibility to stress the role of the student in the writing process. To emphasize the role of the students is an important issue and has to be carefully planned and incorporated in the writing activity. Students need to know all about evaluation; that is to say, what to evaluate and how to do it. McDonough and Shaw (1993:191) pointed out that peer evaluation “will only be effective with guidance and focus”. It can help our students to see what they produce critically and more consciously. (Ouskourt 2008:111).

Conferences Bowen (1993) sees that conferencing is an efficient way of dealing with writing in that the latter is freed from its isolation and integrated with another skill, speaking. It is a good opportunity for the students to meet with their teacher and ask questions about the different aspects of writing. One of the interesting characteristics of writing workshop and the way it creates a working atmosphere is that the teacher is given the opportunity to confer with students on a regular basis. (Weaver 2006:92). Here, the students need to focus on two
important points. First, to make of conferencing a successful technique to improve writing and have some knowledge and ideas about what a successful text consists of and how it should be presented. Second, teachers and/or students need to give an encouraging and positive feedback and offer suggestions for improvement. (Ouskourt 2008:111).

Written comments are helpful in that they help students correct their writing and find solutions to their problems. In this regard, giving clues whether in the form of questions, suggestions, codes symbols or error sheets was considered more effective than correction of mistakes. (Brock and Walters 1993:97). We believe that written comments give a certain security to writing students if they are clear and not misleading. (Ouskourt 2008:112).

Hence, teacher should give feedback on students’ written communication so that they can realize their mistakes and in addition they will become more confident in their writing abilities. Feedback encourages students to write in an organized manner.

4.10 Developing Writing Skill through Pictures

Pictures are useful tools in the second language learning. Drawing, images, photos, paintings, cartoons, posters, advertisement, graphs, tables, diagraphs, charts can be utilized in teaching and developing writing skill in English at all the levels. Pictures contribute at a great extent to the growth of learners in terms of language. Pictures can ignite the brainstorming process in learners. Pictures make learners to find appropriate vocabulary for forming the accurate and suitable sentence to describe that picture. It is process of translating picture in to the words. Through that, process learners have set words in to sentence in a logical way that creates sense. In adding, pictures can be used in conducting variety of exercises on controlled composition, sentence combination, dialogue writing, and writing letters, reports, and stories and so on. According to Ann Raimes, a whole series of activities can be generated from the source of picture.
The communicative approach expects the learners’ total participation in using language in a meaningful manner. In order to stimulate learners’ enthusiasm in language learners at college level, group activity, pair work, filling information, making presentation based on keeping picture as a medium of learning in language classrooms.

Humanistic approaches to learning stress on the centrality and independence of the learner. Maslow’s theory (1943) states that unless you enjoy what you are doing, you cannot succeed. Therefore, in order to involve learners in the process of learning and to give those hands-on experience of learning, materials/resources like pictures, charts, maps etc might be used in the classroom. Hence, pictures are of great use in the language-learning classroom. The uses of pictures are discussed in detail in the next section.

The researcher gives an account of pictures usefulness in developing writing skill in English as follows:

- Pictures provide an opportunity to share their views on the picture for students in the class.
- Pictures have been favorite for teaching since childhood for everyone so they can be conceptualized in the planning of teaching.
- Picture can convey any message easily as children used to learn ethical values with the help of picture stories so it can be followed to develop writing skill in English of higher courses students as well.
- Pictures stimulate thinking process among the students.
- Pictures are vivid and concrete tool to express the idea.
- Pictures create interest among learners to learn second language.
- Many types of pictures can generate whole class discussion, leading to writing.
- Group work with pictures provides a real communicative task to learners.
• Pictures broaden the imagination to visualize and be creative.

• Pictures stimulate learners to make inference, prediction and suppositions about the world beyond the picture and the classroom.

• Sequences of pictures help learners to organize the text, where cohesion and coherence are easily learnt.

• Pictures are useful to generate vocabulary and a number of ideas.

• Pictures cultivate linguistic ability in learners.

• Pictures serve as a major source of motivation in the classroom.

According to Ms. Alka Macwan, the following are the simple ways of using pictures for English language teaching:

• Pictures of people describe their physical features and appearance.

• Pictures of rooms for prepositions.

• Pictures of different places to teach vocabulary.

• Pictures of actions to practice verb tenses.

Interestingly, Ms. Alka Macwan states that with little more imagination, pictures can be used in many more teaching situations. Some tasks, exercises, activities can be designed. Creativity, thinking ability of the students can be encouraged and maximum involvement of the students can be ensured. Therefore, writing is an important skill, which requires attention in the ESL classroom. Teaching writing can be made interesting with the use of pictures.

Researcher discussed some ways of using pictures in language classroom and demonstrated some pictures here that can be helpful in discussing various aspects of writing skill in English. Grammar particularly parts of speech, sentence structure, vocabulary, are the parts of writing skill which can be taught through the pictures in the classroom.
4.10.1 Pictures for teaching grammar; Prepositions

Grammar has been a matter of headache since the language-learning inception. It has been in constant discussion for the linguists and experts on pedagogy of teaching it in a impressive way so that the purpose of language learning can be served. However, many researchers have been done in the field of English grammar, but result is not satisfactory, yet. The present research recommends some paths to teach grammar, an important aspect of writing skill, with the help of using pictures in the classroom.

Image-4.1 Place Preposition

Students can also be motivated to write and express their ideas by giving them specific picture where they are free to share their ideas in written form which in linguistic term called ‘free writing’. Students can be instructed to write 20 sentences on given below picture. This exercise gives a scope to activate thinking process of learner as well as makes him transfers
his ideas from brain to symbol, which is complicated process, but teacher will help them to resolve the problems. Students will face a problem in translating their ideas from mother tongue to foreign language where they will look for appropriate vocabulary, sentence structure, and paragraph organization. They are habituated to think only in their mother tongue so at first attempt they will feel kind of dilemmas in conversion.

4.10.2 The Story Writing in English through Pictures

Image -4.2 Story Writing

Everybody knows the above mentioned story of hair and tortoise and knows how to present the story either in spoken form or in written form in the mother tongue but students are not able to do it in other languages like English. This is just sample but teachers can prepare more pictures and give the students exercises on writing a story by looking at the pictures. The
pictures can be exposed on projector screen as this is the age of technology so pictures on sheets or other hard tools would not be apposite way. A single picture can be used for a range of activities like controlled compositions, sentence-combining exercises, writing of dialogues, letters, reports, stories, essays etc.

4.10.3 Activities to develop narrative and descriptive writing skills (Picture story)

Activities, which will support the concept of story structure

It looks childish to teach writing skill through telling stories but it is such a task where nobody feels boredom. Why can it not be a tool for making our students better writers? In this activity, teacher has to complete following stages:

- Teachers should tell and retell familiar stories from different point of view. Literature can be used as stimuli. Teacher will help students by giving them rudiments of the story. Remaining part may be given to the students for description. Teachers can use cartoons, pictures or newspapers articles to conduct this type of activity.

- Art of characterization should be highlighted by giving them some clues to begin like facial expression, hair style, personality etc. for the same word bank may be provided. Students can be allowed to sit in a group to enjoy and to participate in this activity. Along with one postcard of a character can be provided to strengthen guessing ability of the students to recognize the character.

- It is said that first impression is last impression. Therefore, beginning of the story should be tremendous. Students can be permitted to find openings of the stories in the reference books.

- Students can be taught synonyms and antonyms meanwhile the story description.

- Students should be motivated to use adjectives and adverbs in the sentences and before the nouns as much possible. At the same time, teacher can explain simple,
compound and complex sentences for giving charms to the story. Different connectors and linkers can be introduced.

- Students should be explained distinction between narrative writing and dialog writing. Indirect speech should be used to compile the story.

- At the end of the activity, teacher will give his feedback on completed work. Students will be guided to revise their stories whenever the change is necessary.

So, teaching can become fun if such enjoyable activities are employed in the language classroom.

Write the answers of questions given in the picture on the basis of family photo.

Image -4.3 Free Writing

It is up to the teachers of English that how many tasks or activities he can formulate based on aforementioned pictures. Researcher stated in the introduction that teacher can develop many sub skills of writing by using the picture. The samples are given here which suggest grammar and story writing skill from pictures.
4.11 Product Approach to Develop Writing Skill

Writing skill has been a great concern for researchers and ELT experts since the inception of language learning in education. Many techniques and methods have been discovered for teaching writing skills to native and non-native speakers of English. This approach to writing has been called by a variety of names such as controlled composition, guided composition, accuracy centered writing etc. This approach was popular in the 1950s and 60s. An advocate of this approach, Charles Fries (1945) argues that writing is secondary and is concerned with and acquired through the oral habit of language.

In this approach, students are given sentences and paragraphs to copy or manipulate grammatically, for example, change statements, into questions, changing words or classes or combining sentences. Since the vocabulary is highly controlled, errors are avoided. It also evaluates students’ progress or achievement by grading their production. In this approach, there are a number of writing activities such as copying; gap filling, the controlled composition frame, writing down, picture reading, and current traditional rhetoric are described. (Ali Akbar Khansir 2012:287).

Product approach can be applies at the time of teaching various forms of formal written communication. One can understand the process of applying product approach in teaching of writing skill with the help of given below example:
Harmony Collections
We pamper your celebrations....
Shop No.: 124-126, Perfect Plaza, Opp. B.K.Cinema,
Pilajigunj, Mehsana-384001

Date: August 9, 2014

To,
The Sales Manager,
Fisher Price Toys Pvt. Ltd
3-B Regal Towers,
Nr. Fun Republic Cinemas,
Gurukul, Ahmadabad-01

Sub: Inquiry for Fisher Price Toys

Dear Sir,
Ours is a big showroom of Gift Articles and Toys located at the heart of Mehsana city; The City Center. We have been associated with this business for the past 10 years. We share a good rapport among Mehsana people and have been held Customer Friendly by them.

Sir, your brand, Fisher Price Toys has emerged as one of the most popular brands of toys and leisure tools. The recent launch of “Toy House” is becoming very famous among the tiny-tots and is roaring the market like anything within no time of its launch. We have also heard from other retailers that you are well-known for providing efficient service to your clients and have flexible business conditions. Since you happen to be the only statewide dealer for Fisher price Toys, I have grown fully interested in knowing further about this new launch.

It is with above concern; I would request you to provide us with the reference material including Catalogues, Pictures and Price-lists of the asked brand.

Hope to hear from you in affirmation soon.

Yours Truly,
P.K.Patel,
The Owner
• Students can be given similar subject-type of letter. Students will write their letter by observing sentence patterns, technical vocabulary used to convey the message, subject-verb agreement, active-passive voice use in the letter.

• Teacher can also offer same letter which has unfilled gaps, to be filled by the students. Exercises should be emphasized on particular grammatical items like verb forms, subject-verb agreement etc.

• Students can be assigned the letter to paraphrase it by replacing word and sentences. Synonyms and antonyms can be introduced during the paraphrase.

4.11.1 Remedial Exercises for Students

Mohammad Nazim and Jalal Ahemad (2012) suggest some practical exercises to improve writing skill in English of undergraduate students by their experiences. Teachers can imitate these activities to teach parts of writing skill to the students in language classroom.

1. Conventions

• copy and dictation,

• jumbled words exercises, and

• peer editing

2. Punctuation

• story telling (melody of speech),

• editing, and

• loud reading with proper punctuation awareness

3. Capitalization

• titles exercises,

• vocabulary and compound words exercises, and
• identification of capital and lower case exercises

4. Spelling

• memorization exercises,
• word completion exercises, and
• word formation exercises

5. Language Use

• form and functions exercises,
• sequence of tenses exercises, and
• gap filling/story writing exercises.

4.1.2 Developing English Sentences through Drill Method

Teachers can use the drill method to teach sentences of English where students have freedom to make sentence with the help of words given in the table. Here, students have scope to make sentence from different tenses, moods, and aspects. Students have to take care of proper order of words in a sentence so that it conveys exact meaning or it looks grammatically correct sentence. The sample is presented here:

Table-4.12 Sentence Building Through Drill Method

<table>
<thead>
<tr>
<th>Dr. Shubhas</th>
<th>is</th>
<th>a</th>
<th>Checks</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>are</td>
<td>an</td>
<td>Broadcasted</td>
</tr>
<tr>
<td>Group of</td>
<td>were</td>
<td>the</td>
<td>Testing</td>
</tr>
<tr>
<td>doctors</td>
<td>was have</td>
<td></td>
<td>Waits</td>
</tr>
<tr>
<td>People</td>
<td>has</td>
<td></td>
<td>Completed</td>
</tr>
<tr>
<td>The news</td>
<td>had</td>
<td></td>
<td>Authentic</td>
</tr>
<tr>
<td>Union</td>
<td></td>
<td></td>
<td>Breakfast</td>
</tr>
<tr>
<td>In the class</td>
<td>Early morning</td>
<td></td>
<td>At the cinema</td>
</tr>
<tr>
<td></td>
<td>Projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.11.3 Exercises on Developing a Paragraph.

Students can be exercises such as to develop and ignite the power of synthesizing words in to the meaning sentences, which eventually lead towards successful completion of paragraph. It is an useful activity for those who do not take part actively in language classroom. Along with this exercises, students will develop their writing skill but also other skills like speaking skill, thinking skill and so on. The following is an example of such exercises which can be given at the time of developing or discussing writing skill in English. Students will develop their critical thinking skill to manage each word in to the sentences. Students can work either in a pair or in a group.

Table 4.13 Making Paragraph

<table>
<thead>
<tr>
<th>Exercise:</th>
<th>Look at the following list of words. Consider your reaction and think how you would present the list to others. Draft a meaningful description out of using following words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Young baby</td>
<td></td>
</tr>
<tr>
<td>• 15</td>
<td></td>
</tr>
<tr>
<td>• Boy</td>
<td></td>
</tr>
<tr>
<td>• Table</td>
<td></td>
</tr>
<tr>
<td>• Four</td>
<td></td>
</tr>
<tr>
<td>• Grapes</td>
<td></td>
</tr>
<tr>
<td>• Pineapple</td>
<td></td>
</tr>
<tr>
<td>• Chair</td>
<td></td>
</tr>
<tr>
<td>• 9</td>
<td></td>
</tr>
<tr>
<td>• Elderly woman</td>
<td></td>
</tr>
<tr>
<td>• Youngster</td>
<td></td>
</tr>
<tr>
<td>• Potato</td>
<td></td>
</tr>
</tbody>
</table>

4.12 Technology: An Important Medium of Learning

Kulik (2003) claimed that in three out of four studies that have been conducted, word processing produced significant positive effects on students writing skills. He also asserted with regular use of word processor, young writer might even get into the habit of revising and
recognizing their compositions and this habit might affect the quality of their writing even when they were writing with paper and pencil alone.

4.12.1 Contribution of Microsoft Word for developing writing skill in English

As one type, Word will warn if make spelling or grammar mistakes by inserting a wavy red, green, or blue underline beneath the text that it thinks is an error, as follows:

Red underline  This indicates either a possible spelling error or that Word doesn't recognize a word, such as a proper name or place.

Green underline  Word thinks that grammar should be revised.

Blue underline  A word is spelled correctly but does not seem to be the correct word for the sentence. For example, you type "too," but the word should be "to."

What do you do about the underlines? You right-click an underlined word to see suggested revisions (every once in a while Word may not have any alternate spellings). Click a revision to replace the word in the document and get rid of the underlines. Note that if you print a document with these underlines, they will not show up on printed pages.

A note of caution about green and blue underlines: Word is really good at spelling, which is pretty straightforward, most of the time. But grammar and correct word usage take some judgment. If you think that you are right, and Word is wrong, you can ignore the suggested revisions and get rid of the underlines. You'll see how in the practice.

Tip  If you prefer not to stop every time you see wavy underlines, you can just ignore them as you go. When you are through, you can tell Word to check spelling and grammar all at one time. You'll learn how in the practice.
As in above mentioned, it is clearly visible that Microsoft word provides a facility of correcting spelling during the typing of any paragraph in English. It also plays a vital role in developing writing skill in English. It also helps students and English language learners in
other aspects like grammar checking, sentence error, suggesting appropriate parts of speech to be used in a sentence when writer commits any mistake which is observed by that software and indicates the mistake in underlined way with red, green and blue color.

If the typist type sentence which is full of grammatical error, the software indicates the sentence with underline in a green color. Once the typist clicks right side button on mouse on the sentence where the software indicates error, the software gives a justification of underlining the sentence along appropriate correction in it. The example is given as follows:

**Image - 4.6 Grammar Error Testing in Microsoft Word**
4.12.2 Internet as a Tool for Developing English Writing Skill

Students can communicate in English by using Blog, Facebook, Whatsapp, Emails, and Twitter with the friends, relatives and teachers who can help them to correct errors, which are committed in the write-up.

4.12.3 Review of Some Websites for Improving Writing Skills in English

www.a4esl.org

The Internet TESL Journal iteslj.org is a monthly web-based journal that began publication in 1995. In addition to publishing articles, it has many activities for students a4esl.org and various things for teachers iteslj.org/t/. This paper introduces those sections of these websites and provides information on how teachers can contribute to the projects.

The website designed to help teachers as well students in learning English as second language. It has been prepared in a way that students during their learning do not feel any kind of boredom but instead they start enjoying their learning through the various activities available to teach various aspects of English language in an interesting methodology. It mainly focuses on grammar and vocabulary. It provides various games and activities, which can be utilized by the teachers during the theoretical discussion on certain topic. To enrich writing skills of English, one must possess sufficient knowledge of grammar and must have adequate strength of vocabulary. For these reasons, the website can play central role in teaching-learning process.

Researcher took samples for improving grammar and vocabulary practices from this website that are as follows:
Image -4.7 Crossword Puzzle- How to Develop Vocabulary
(Learning Skill-Verb Forms)

Past Tense 4
What is the past tense of these verbs?

2. bring
6. eat
9. write
12. sleep
15. build
17. sleep

5. put
4. teach
3. read
13. tell
12. sleep
10. read
13. tell
14. read


Perfection In Grammar Through Quiz (Learning Skill-Organization of Ideas)

Image -4.8 Clause Quiz

If Clauses
Match the two columns so that each sentence is a meaningful sentence. Then click on the answer button to see if your answer is correct.

<table>
<thead>
<tr>
<th>Dependent Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>If it rains,</td>
<td>Choose</td>
</tr>
<tr>
<td>If you promise to do it,</td>
<td>Choose</td>
</tr>
<tr>
<td>If she calls me,</td>
<td>Choose</td>
</tr>
<tr>
<td>If Jane were here,</td>
<td>Choose</td>
</tr>
<tr>
<td>If he had studied,</td>
<td>Choose</td>
</tr>
<tr>
<td>If she hadn't eaten so much,</td>
<td>Choose</td>
</tr>
<tr>
<td>If I were you,</td>
<td>Choose</td>
</tr>
<tr>
<td>If we had MONEY</td>
<td>Choose</td>
</tr>
</tbody>
</table>

Source- http://a4esl.org/q/h/vm/if-clauses.html
Another website, which helps students of English as Second language, is englishforeveryone.org website. The website provides multiples exercises, tasks, and games on English grammar like parts of speech, sentence building, reported speech, clause structure, active-passive voice, subject-verb agreement (concord), vocabulary development section, reading comprehension exercises, etc. Teacher can refer this website to strengthen fundamental aspects of writing skill by taking various exercises from the site and give them for practice to the students in the class or off the class. The most important characteristics of this site is that it offers various exercises in pdf formats so that every time one need not access on internet. Researcher presented some sample exercises from the same website for demonstration.

**Exercise-1:** Circle as many words about *occupations* as you can find. Then write them in the spaces below. Words may be written *down or across (from left to right)*

**Exercise-2:** Write two sentences on the words of occupation that you searched from the above picture.

**Image - 4.9 Word Search Game**

```
D H K L D F P W M B  
E Q P K O L A K F A  
N N M L C K I F I N  
T P G B T L N V R K  
I C F K O D T G E E  
S K N U R S E P M R  
T E A C H E R P A K  
P O L I C E M A N L  
J L A W Y E R K L K  
H C O A C H H N V N  
```

**Source:** http://www.englishforeveryone.org
If one wants to improve his/her English skills and get the highest English test scores then EnglishTestStore website provides free English tests and exercises online for English learners to practice. One can in addition download free tests for offline use if s/he does not have time to be online. Exercises can be selected as per choice and topic of learning. The website makes available software for various linguistic topics and without guide, learner can practice and verify his answers with clarification on this website resources. The sources of this site are helpful in making students capable in maintaining cohesion and coherence, organizing ideas in to the meaningful way by providing exercises of arrange the jumble words in a statement. Writing depends upon some characteristics like sentence structure, expression of message concisely and precisely, organizing thoughts in a logical sequence excluding grammatical errors in to it. So in so many way, this website becomes a companion of teachers and students especially where learning becomes enjoyable and more effective. The example of using this website is given below:

**Image-4.10 Sentence Building**

![Image](http://www.englishteststore.net)

Source-http://www.englishteststore.net
Blog

Blog is one of the technological tools to improve writing skill among the students. It has been fashion for people to share their day to routine through the internet mediums such as Facebook, Twitter, and Whatsapp etc. Teachers of English can motivate their students to create a blog where all the members can communicate in English and teacher should allow them to use language with errors. Students should be given freedom in using language with any structure and with lots of spelling errors. Teacher can play a role of facilitator or catalyst to correct themselves. Along with entertainment and fun, graduate students should be trained. One can say that this is the informal way to compete our students in their language learning. Researcher collected one sample of blog writing which can be initiated as medium of developing students’ writing skills in English. The sample is given below with the proper web-link:

Picture-4.11 Blog Writing

Sourse-http://learnenglish teens.britishcouncil.org/skills/writing-skills/practice/introducing-yourself-blog
4.13 Conclusion

Writing skill at undergraduate needs to be taken care equally by students and teachers as it is requisite for being established in professional field. It is required to have ability to think, arrange and express their views and ideas in written form by using correct English. The present chapter discussed the problems of teachers and students in developing writing skill in English. The syllabus is also obstacle at some extent to command over writing skills as it lacks in activities, tasks, content, and practice of four language skills. Writing skill cannot be mastered by attending one semester syllabus and passing the examination given at the end of the first semester. Tragically, the picture of syllabus is weak in a way that student cannot achieve mastery over the writing skill, which has been great headaches for researchers and critics since the inception of language learning in education. The curriculum of universities of north Gujarat does not have appropriate language skills division therefore there is no meaning of teaching communication skills or English. In majority of the colleges, the English is taught in the name of communication skill but ironically, students are not able to produce error free write up after attending the classes of communication skill. Students are poor in writing skill for so many reasons, which are elaborated in the chapter. The chapter proceeds with latest methodologies for developing undergraduate students’ writing skill in English. The teaching of writing skill should become memorable instead of tiresome. Hence, teachers should adopt communicative approach to teach writing skill in an interesting way. In the age of 21st century, the process of teaching is easier and more learners centered. Technology is at its peak of success. The English language teaching is also not behind in terms of using various tools and mediums to make language classroom interactive. The chapter suggests ways of developing writing skill in English by making use of entertainment recourses. In the following chapter on conclusion, the outline of the entire research work and future scope of research in the same field will be discussed.