Chapter-V

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5.1 Introduction

The chapter begins with an outline of the study, which rejuvenates our understanding of the research carried out to solve the present problem of teaching and developing writing skill among the undergraduate students of north Gujarat. The chapter offers introduction of the chapter, brief summarization of entire research dissertation, usefulness or relevance of the present research work for teaching English language community, drawbacks or limitations of the research, scope for future research plans, and general suggestions for learners, teachers, and educational set ups.

5.2 Overview of Chapters

The present study entitled, “Developing Writing Skill in English of Undergraduate Students in North Gujarat” aims to improve the writing skill of undergraduate students studying in different disciplines such as engineering, management, technology, science, law, humanity and education particularly north Gujarat region and community of English as a second language.

The researcher is inspired to conduct a research on writing skill by experiences of teaching of English and communication skill to various courses like Engineering, M.Sc.(Electronics), MSW, BSW, M.Sc.(C.S.), M.Sc.(C.A.&I.T.), BCA, B.Pharm, M.Pharm, M.Sc.(A.C.&O.C.). The researcher felt the great requirement of taking ongoing issue of English language teaching field to overcome the aspects of language especially writing skill. The poor teaching/learning conditions, the overall school environment, the learners’ problems in learning English, lack of guidance and support to improve their performance and proficiency in English made the researcher to undertake this study. What he observed was that in many cases, in spite of the presence of advanced technology in the form of computer, television,
tape recorder, there has been very little improvement in the learners’ achievement of proficiency in writing skill in English.

It was assumed that there could be a number of reasons for inadequate levels of undergraduate students in writing skill in English like poor reading habits, poor socio economic backgrounds, lack of exposure and so on that are responsible for poor proficiency in writing in English. The problem of poor proficiency in writing among undergraduate students, particularly first year students of north Gujarat settings is the focus of the study. Hence, teachers and learners from different colleges are chosen for the data collection and data analysis to reach the specific conclusion. The researcher therefore selected questionnaire method along with informal interview with teachers as well as students from different courses. The questionnaires are consisted of open ended questions which were supposed to be filled by students and teachers. Researcher also took interviews of English teachers teaching at various courses. The summary of entire research work is described in the following way:

5.2.1 Chapter-1 Introduction

The first chapter introduces the constituent chapters of the present research work. The introductory chapter deals with the sub topics such as research problem statement, central objectives of the research title, description and definitions of problem statement, research questions, relevance or importance of the proposed research, shortcomings of the research, English on the global frontier, English in Indian scenario, English language teaching in India, research design-chapterization, research methodology and conclusion. The chapter explains the role of this research work in the present arena of knowledge domain.
5.2.2 Chapter-2 Review of Related Literature

The second chapter of the research is based reviewing the previous works in light of present research. This chapter serves the role of mirror in completing and filling the gaps among present system of teaching. A very effective research for specialized knowledge is possible only with the help of related literature available to compare the present situation and advanced methodology to be included in the teaching-learning process.

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.

The chapter discusses importance of review of related literature, studies conducted on English language teaching, studies conducted on developing and writing skill in English and conclusion.

5.2.3 Chapter-3 Theoretical Framework of the Title

It is essential to know the research problem from multiple angles to sum up in the right direction. The third chapter discusses various elements of writing skill with the help of critics, experts, and educationists in the field of English language teaching. The third chapter elaborates upon sub-divisions alike introduction of the chapter, experts on writing skill-definition of writing skill, process of writing skill, importance of writing, writing as a complex language skill, characteristics of writing, kinds of writing, components of writing, writing: assessment and evaluation, the role of teacher in writing lessons, writing and other skills connection and conclusion. The chapter is helpful in understanding writing skill theoretically. The title of the chapter justifies itself by discussing systematic functions of writing skill in language learning and communication.
5.2.4 Chapter-4 Developing Writing Skill in English of UG Students

The fourth chapter of this dissertation is considered as soul chapter of the research as it is penned with major issues of research problems felt by teachers of English in teaching-improving writing skill in English of undergraduate students of north Gujarat especially first year undergraduate students. The chapter can also be called the main body of entire research project. Researcher kept the chapter name as similar to the title of the research. The chapter deals with the topics like introduction, about north Gujarat, status of writing skill in north Gujarat, writing skills in English from students’ point of view, writing skill in English from teachers’ point of view, recommended ways to improve writing skill-developing writing skill through speaking skill, developing writing skill through reading skill, implications for syllabus design of writing skill for universities of north Gujarat, tasks to motivate students in developing writing skills in English, developing writing skills through feedback-assessment, developing writing skill through pictures, product approach to develop writing skill, teachnology: an important medium of learning and ends with conclusion.

Thus, these are the bricks that have constructed the body of the present research work.

5.3 Findings of the Study

The following are the findings of the present study. They have been discussed briefly under the following headings:

5.3.1 Situation of undergraduate learners of north Gujarat

- The learners are not able to write simple and complete sentences in English. In addition, they do not have the knowledge of language skills-listening, speaking, reading and writing, grammar and vocabulary.
- Students are not aware of rules for crating error free written communication.
• They have key problems with subject-verb agreement, punctuation, tenses, spellings, prepositions, organization of ideas, using proper wordings in the sentences, and other aspects of language. They are unaware of institution, cohesion, coherence and such other concepts of writing.

• Learners are physically matured but cognitively and linguistically poor.

• They have fear of communicating in English either through oral or written form.

• Students feel that English and Communication Skills subjects are just for passing examination instead of taking it as seriously from career point of view.

• They can crack the examination by referring cheaper guides and digestible guides available in market. They are used to rote learning and cramming from guides and as a result they are not aware of learning stratagems.

• Students are not hardly motivated to write and get feedback on the same process. They are forced to write to complete the semester process like attempting unit test, mid-term exam, and assignment. There is a limited scope for the students to pay attention to the most important skill of language, writing skill.

• They do not practise writing on their own in order to improve their proficiency.

• Students do not have a habit of reading in English except their curriculum books which are in English medium.

• The irony of educational institutions of north Gujarat is that majority of undergraduate courses and programmes are available in English medium which means medium of instruction must be English. Students are habituated to study in their mother tongue so they do not prefer the English as a medium of communication on and of the class except mugging readymade answers from the guides in English. Hence, students could not develop their confidence in English communication skill.
• Some of the students are not regular in their attendance. They remain absent from time to time.

5.3.2 Environment for Learning

• Learner’s poor socio-economic background has a lot of negative impact on their academic performance.
• There is no student friendly environment in the educational institutions.
• Students are bound to follow traditional methods of learning.
• Lack of knowledge and opportunities to use the library and the other available resources like tape recorder, computer, television etc. limits their learning opportunity.
• Students have little exposure to English outside the classroom.
• Classes of English and communication skills are not taken regularly, as teachers have to be busy with other academic activities such as examination, seminar, assessment etc.
• Language laboratory is not available in major colleges of north Gujarat.
• English communication is not possible outside the institutions as less exposure of English in daily conversation. In some cases, teachers are not capable to handle English communication efficiently due to their inadequate knowledge of English and improper training of communication.

5.4 Implications of the Findings

The present research is about finding problems and hurdles among teachers and students to develop writing skill in English especially the study is related to north Gujarat undergraduate students.
5.4.1 Suggestions for the Learners

- The learners should understand that writing is an important skill, which is essential for success in higher studies as well as in building career in eminent professional organizations. So they have to take initiative to practice L2 writing in order to achieve proficiency.

- They should make use of the accessible facilities like talking to peers, teachers, reading English news papers, magazines, journals of varied subjects, novels, short stories, attempting to write dairy on their routine life which can be verified by classmates and close friends.

- Learners should hunt for the help of the teachers to get response on their writing.

- They should understand the seriousness of writing skill and its technicalities. As writing skill requires complete dedication from the learners to get the mechanism of the writing skill accurately.

- They should realize that writing is an important activity, which will helps them to succeed in major spheres of life.

5.4.2 Suggestions for the Teachers

- Writing classes must witness more practice than delivering lectures. Therefore, teacher should provide ample writing practices to the students.

- Teacher must explain the use of all the punctuation marks, capitalization, proper use of vocabulary in written communication, in an interesting way.

- Teacher is required to employ the learners in activity, tasks, games where students are enjoyed and learn something new. Language class should be interactive and communicative rather than passive.
• It is ethical duty of teacher to motivate and encourage the learners before actual writing. Teachers should provide range of writing topics to the students to activate the brainstorming process of them, which will help both in achieving mastery over writing skill. Free writing should be welcomed in the language classroom. Students should be allowed to produce and generate as many ideas as possible to write letters, applications, essays, reports, general articles.

• Especially the first year students should be encouraged more to make them participate in various activities pertaining to language as they are having less exposure of using English language in their higher secondary studies.

• Teacher should endow with the language support on every single topic.

• Teacher must act as a prompter and facilitator to assist the students from time to time in correcting their mistakes of written form.

• Language laboratory will be a good resource for the English teachers to develop the writing skills of the students.

• Writing can be practiced through typing on gap fill exercises and model format for letters, reports and resumes. Later these can be observed and edited by the teacher. It depends upon the innovative mind of teacher how he can make use of resources available around him.

• Writing skill should be prioritized in contrast to other language skills-listening, speaking and reading as it is most important academic as well as professional skill which must be taken care.
• Motivation is the major factor in developing confidence of students. So, teacher should transfer positive attitude towards students in making them perfectionist of effective communication in English.

• Teacher should frame the syllabus by keeping lieu with demand of employer and include the activities and tasks which provide healthy environment for students to learn the English as a second language in enjoyable manner.

• Teacher should be dedicated in taking extra lectures to master the students in writing skill in English.

5.4.3 Suggestions for the Institutions

• The institution should ask teachers to use latest teaching methods with the help of the technology available in the college.

• It should instruct teachers to focus on improving the learners’ proficiency in second language with special attention to writing skill in English.

• It may conduct essay writing, story-writing, letter writing, slogan writing, article writing, research paper writing competitions to encourage learners to practice writing skill.

• The institutions should invest in building language laboratory on the campus, which is beneficial for teachers and students. Institutions can tie up with esteemed and professional institutions of English in terms of sharing knowledge and conducting training sessions for fresher teachers of English to revamp their teaching methodologies.

• It should create English learning atmosphere where student can get maximum disclosure of using English as a means of communication.
5.5 Further Scope of Research

- The following are the scope of research in the same direction:

- The present research is limited up to north Gujarat region only so similar kind of research can be organized for Gujarat and India level or the geographical areas where English is being taught as second language.

- The present study is attempted to develop writing skill in English of undergraduate students of north Guajarati. Writing skill is a broaden area of English language which has till many scopes to explore sub units of writing skill which need to pay attention. So, different aspects of writing skills like punctuation, sentence structure, subject-verb agreement, spellings, vocabulary development can be taken up separately for checking the authenticity of present syllabus, teaching methodology, results etc.

- This study is an attempt to cover north Gujarat region colleges, which run undergraduate courses, particularly first year students. Hence, the independent research can be conducted based on various courses to check the language teaching pedagogy and its impacts over students. Independent discipline can be chosen for assessing the knowledge of English language teaching process.

- Specific semester i.e. first/second/third/fourth/fifth/ semester students can be selected for minute observation and comparison on writing skill in particular and other language skill in general.

- The research can be planned to examine the validity of curriculum of English and communication skill with reference to developing four fundamental skills of language -listening, speaking, reading, and writing.
• There are three universities in the north Gujarat region. So comparison can be made in teaching learning of English and communication skill, syllabus and its effect to improve second language for communication.

• Models can be developed and experimented on specific age group to investigate the effects of model on chosen population.

• Only the procedure of thick description for data analysis and interpretation has been adopted in the study.

• A comparative study of the teaching methodology employed in teaching L2 writing in Government colleges vis-à-vis the private colleges can be undertaken.

• A similar study can be taken up for rural learners at the college or university level and urban learners to check their proficiency in L2 writing and provide the required help for improvement.

• A study can be taken up to compare and contrast the writing skill of low achievers and high achievers among ESL learners.

• A study can be taken up by using authentic materials to teach and to develop writing skills to rural and urban students of undergraduate courses.

5.6 Conclusion

The study has attempted to develop writing skill in English of undergraduate students in north Gujarat. Writing is an important and difficult skill for these learners. It is essential for them to pass in the examinations and pursue higher studies. Poor writing skill in English causes multiple problems for these learners, the major ones being failure in getting good jobs after completing degrees. Therefore, this study tries to help learners to find solutions for developing their writing skill in English so that many problems can be resolved. This study
also tries to address the problems affecting the learners’ academic success such as lack of exposure, poor reading habits, lack of a conducive learning environment and so on, which affect their performance and confidence. Therefore, in a way this study is an attempt by the researcher to look into the issues that hinder the academic achievement of first year undergraduate students of north Gujarat from various disciplines of knowledge like management, technology, engineering, science, law, humanities, and education.

This study has also been taken up with the aim to contribute to the academic success of the teachers of English teaching at various colleges of north Gujarat. The study can assist the teachers in the stages of teaching and developing writing skill in English of major learners from varied ranges. The study can help in building a strong positive attitude among the learners to learn English with the help of various techniques suggested by the researcher in the fourth chapter. It can contribute in shaping students approach towards English language. The research can be helpful in understanding the nature, characteristics, functions and teaching methodology of writing skill in English in a communicative approach.