INTRODUCTION
CHAPTER I
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1.0 INTRODUCTION

Language occupies an important place in human life for communication. Language is the vehicle for social interaction. A human experience is shared through language. Children acquire mother-tongue or first language in their home situation. Children's acquisition is like that of a natural learner. Every language is unique in certain ways. No language is absolutely sufficient to import knowledge in all branches of human life. So, learning an additional language or second language will definitely contribute more for the overall to human development. English is a widely spoken language in the world and functions as a link language. Therefore, the importance of learning English as a second language is realized in India and steps are initiated to improve the existing English language teaching in the college curriculum. Students must be in a position to use English language effectively, in a real situation, apart from the class-room use.

Language enables people to express their feelings, ideas, and wishes. It is a tool of knowledge through which the worldly knowledge is acquired and preserved, and language is one of the indicators of cultural identity of a linguistic community as well as individual personality. 'Language is the medium through which the child acquires the cultural, moral, religious and other values of society' (Klein, 1986:6). Further, every language plays a crucial role in maintaining social relationship between people of the same linguistic community and of the various cultures, customs and beliefs.

English is used as an official language and as the medium of secondary and higher education, sometimes for primary education. To touch with the outside world, English is inevitable as it is the widely understood language in the world. Language occupies an important place in human life for communication. Language is the vehicle for social interaction. Human experiences are shared through language.

The relationship between linguistics and language teaching points out how linguistics may facilitate the teacher's understanding of the language and
consequently, the process of explaining language to the student. Language is often called a skill rather than a subject. It is more a matter of doing than knowing people have different ways of communication. In linguistic communication, meaning is conveyed through the channels of language. There are three basic modes of linguistic communication, corresponding to different modes of perception: oral communication, which relies on the speech and hearing organs; writing, a visual representation; and singing, also a visual (or tactile) representation.

1.1 LANGUAGE

According to Sapir (1921:10), “Language is primarily human and non-human instinctive method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols.” Jesperson (1919:12) says, “Language is a set of human habits, the purpose of which is to give expressions to thoughts and feelings”. Every language has its own special way of making words. The way in which words behave in a particular language is called 'grammar'. While learners are speaking or writing in a foreign language or in our own language, our use of words must obey grammatical rules of the language concerned. The term ‘grammar’ in its broadest sense to the statements about the regularities and the irregularities of language.

Chomsky (1957) believes that ‘Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.’ On the other hand, according to Halliday (1973): “Language is a range of possibilities, an open-ended set of options in behaviour that are available to the individual in his existence as social man.”

Harris (1980: 1-3) has two conflicting views of language. On one hand, he says ‘it could be regarded as an autonomous system; on the other hand, as inextricably bound up with social and contextual factors’. Linguists have approached the task of finding the meaning of 'language’ is that they have agreed on various levels of languages and given those names, such as Phonetics, Phonology, Morphology, Syntax and Semantics.
1.2 HISTORY OF ENGLISH LANGUAGE

The history of the English language can be traced back to the arrival of three Germanic tribes to the British Isles during the 5th century AD. Angels, Saxons and Jutes crossed the North Sea from what is called the present day Denmark and North Germany. The inhabitants of Britain previously spoke the Celtic language. The Angels were named from Engle, their land of origin. Their language is called ‘English’ from which the words ‘England’ and ‘English’ derived. During the next few centuries various dialects like Northumbrian, Mercian, and West Saxon and Kentish were developed. The old English (Anglo Saxon) borrowed words from Scandinavian languages, French and German words are added in the 10th century. Soon the language brought by the invaders began to change. Nouns had three genders – which were arbitrary, example: wheat was masculine; oats belong to feminine and corn the neutral gender.

Old English had seven classes of strong verbs and three classes of weak verbs, but in pronunciation aspect it was simpler. After the many Scandinavian words were adopted they replaced old English words and added useful synonyms to the language such as craft and the skill, want and wish etc., the most remarkable was the adoption of grammatical forms. By 14th century the dialect of London emerged as the standard dialect, which is today referred as Middle English, English began its inexorable rise in becoming the foremost language in the world.

The growth of English language can be traced in 19th to 20th century with economic developments beginning to operate on a global scale supported by communication technologies like wireless, telephone and the emergence of massive multinational companies. The growth of competitive industry and business brought an explosion of international market through advertising which is possible only with the help of flamboyant English words. Technology chiefly in the form of movies and records fuelled new mass entertainment industries which has got worldwide impact.

The most important question facing English as it has moved into the 21st century is whether it will remain as a generally cohesive tongue or whether it will dissolve into a collection of related but mutually incomprehensible sub-languages. Language changes according to time and space. On one hand adaptations takes
place and on the other refinements are added. Due to vast development one can never predict about the disappearance of English that is so widely used. Borrowing words from other languages is one main key point to keep the language vibrant, flexible and enriched. Movies, television, tourism, books, magazines record albums, and business – all these are much dependent on this language. The television which is often referred as the idiot box brings into people's drawing room a variety of vocabulary, accents and other linguistic influences through various channels like BBC, CNN, NEWS, NDTV, which has been nurturing the knowledge of English day by day.

1.3 TEACHING AND LEARNING ENGLISH IN INDIA

Among the languages used in India, English occupies a dignified but delicate position. English in India is used in various domains. It plays an important role in administration, education and mass media. It works as a link language within India and also in some foreign countries. English has been rightly described as a gateway of world culture. It is also described as the pipe-line for the stream of knowledge in all branches of learning.

In India, there is no doubt that English has a good deal of its importance as a subject for school teaching. It has no longer the same exotic and compelling charm that during the British rule. English in India is taught in different types of schools, and in various states, in a number of ways and circumstances.

The importance of English and the demand for English is more in India, even though, the teaching of English in India at the college level is still fraught with a multitude of difficulties and obstacles. The lack of any significant changes in the English language curriculum, teaching methodology, the examination system and the persistence of the Herculean task of teaching English in very large classes are truly saddening. Their willingness to put sufficient effort in mastering English is undoubtedly rooted in their desire to succeed in the cut-throat competition in the job market, where many a successful career is strongly tied to the jobseekers' proficiency in English.

There is no gender-based perspective to English education, which has not changed much over the years. For most girls, on the one hand, knowledge of English is a means of achieving equality of status and power through employment and financial
independence; yet, on the other, despite the winds of feminism and considerable female participation in public life, English education still continues to be an important factor in young women's martial prospects. Irrespective of what post-marital private status wives any have, as men by and large still prefer English proficiency partners at least for social reasons if not for their potential to contribute to the family income.

Research on the learning preferences of second language learners has dealt mostly with the relationship between learning styles and second or foreign language achievement with the cultural styles and second or foreign language groups. Among the earliest, most comprehensive research on the learning styles of students of English as a second language was that reported by Reid (1987). Reid examined the perceptual learning style preferences (visual, auditory, kinesthetic and tactile) exactly the same preferred the way of learning English. There must be considerable mismatch between the style of teaching favoured by the teachers and the students’ preferred ways of learning a second language. If English teachers believe that what and how they teach the language is important and valuable, then they will surely be interested in knowing what kind of learning preferences their students have.

Among the language used in India, English occupies a distinguished position. English in India is used in various domains. English plays an important role in administration, education and mass media. It works as a link language within India and also between foreign countries. English has been rightly described as a gateway of world culture. It is also described a pipe-line for the stream of knowledge in all branches of learning.

H.G.Widdowson (1983) rightly observes in his article. "The teaching of English as communication. Students who have received several years of formal English teaching remain deficient in the ability to use in normal English teaching remain deficient in the ability to use the language and communication in the spoken or written mode, the reason for this sorry state of affairs is that the elementary and secondary school teaching do not do their job properly. The teachers do not follow the approach of English teaching which is taught to them in training colleges, in service courses,
refresher courses, summer courses and which is embodied in the prescribed text books. If the teachers put this approach into practice the problem would disappear”.

1.4 TEACHING AND LEARNING ENGLISH IN TAMIL NADU

English is learnt as a second language in Tamil Nadu and English plays a vital role in the society. Among the three languages Tamil, English and Hindi, English is a more acceptable lingua Franca than Hindi because people of Tamil Nadu have their own bias towards Hindi. English is a compulsory subject of study in the state board schools were English is introduced from III standard onwards. A student cannot pass even the III standard without learning English whereas he/she can even complete a degree by studying Hindi instead of Tamil. This reveals the high status enjoyed by English in Tamil Nadu. The people are aware of the value of English in an international era and have developed a trend for English medium education. This has resulted in the mushroom growth of matriculation schools in Tamil Nadu. The craze continues right through from the school to college. Most of the private colleges do not offer parallel medium. Only in government colleges of Tamil Nadu English is offered as a matter of policy.

When language enjoys socio-economic sanction, as English does in Tamil Nadu, it is quite reasonable to expect that students acquire proficiency in English. But the students of Tamil Nadu fare no better than their counter part from other states in competitive examination conducted by the Central Government, since English is introduced only (State Board School) at the III standard, and the students are fully under the grip of their mother tongue i.e. Tamil. As the students have already acquired the basics of Tamil, learners find difficult to learn a new language in the classroom situation with the limited hours of learning.

Another notable fact is that both in government and private schools, the teachers who teach English at the primary level are not necessarily the graduates of English Literature. In most of the schools it is like a one man show where one teacher handles three or four subjects. This affects the quality of what is being taught in primary schools. So, the students studying in the above mentioned situation carry with them insufficient of defective English even at collegiate level. The students depend on bazaar
notes and even those who score above 60% in English are not able to use the language efficiently. Therefore, the discussion emphasizes on the need for taking steps to improve teaching English language at the school level.

English has been widely used as the medium of instruction through various stages of the educational process; questions related to specification of model use purpose continue to be evaded. Srivastava and Gupta (1984) in their study of media of instruction in higher education in India report that English continues to be functionally a very potent language. The authors records in an extensive survey of recommendations of committees constituted for the purpose of language planning that "the system of higher education is plagued with many internal contradictions" one of them advocating change over from English to Indian languages as medium of instruction, while at the same time there is widening between the educated elite who owe allegiance to English and the common man whose access remains restricted. A possible reason is that though the English speaking Indians form a negligible minority, English is a language most widely in use. Parasher (1979) in a study of language attitudes of educated Indian bilinguals found that English was preferred to regional language as the language of higher education. Vanikar et al., (1985) reported from a study of sources that the minority expressed a need to improve their English, and an overwhelming number of vernacular students expressed a desire to associate themselves with those from whom they could learn English and that they believed that the study of English leads to popularity.

1.5 FIRST LANGUAGE ACQUISITION

First language is the language which the child acquires first when the child learns to communicate with the people around. The language that is taught or used for the communication by one’s mother is the first language. The child feels most comfortable in using the language. This language is called the child’s mother tongue from the time of nurturing. The child has an innate language acquiring device. The child first learns the language that is its native language without being taught in formal situation. This language is learnt spontaneously without much strain, since the urge for language in the infant stage is very strong.
1.6 SECOND LANGUAGE ACQUISITION

Second language acquisition stands in contrast to first language acquisition. It is learnt as one of their additional languages after he/she acquired his/her mother tongue. Second language acquisition has referred to all the aspects of the language. However, it is important to study that how an L2 learner acquires grammatical sub-systems of L2.

Second language acquisition is sometimes contrasted with the second language learning on the assumption that these are different process. The term "acquisition" used to refer a picking a second language through exposure, whereas the term "learning" is used to the subconscious or the processes of acquiring a language other than mother tongue in a structured means or tutored setting. It covers the development of Phonology, Lexical, Grammar and Pragmatic knowledge, but has been largely confined to morph syntax. Second language is the language acquired by a person after having acquired the basic systems of first language. Second language acquisition takes place when the child is required to learn a new language, formally as a part of its education. Second language embraces both first and second language acquisition and the tutored acquisition. In the situation of second language learning, the first language functions as a medium of the instruction to the second language forms, rather than the tool for explanation of meaning of these forms.

1.7 ENGLISH LANGUAGE TEACHING (ELT)

English language Teaching (ELT) focuses on various skills at various levels starting from school to collegiate level. Language has four skills viz., listening or understanding, speaking, reading and writing. Each skill should be given equal importance while teaching so that there is a balanced development in learning. However, certain skills have to be emphasized more at certain phases of learning depending upon the need of the individual learners. For example, in the first 2-3 years of teaching a language, listening, reading and speech practice should be emphasized for some students and in the next 2-3 years, more attention should be paid to writing probably to other set of students.
English, as a lingua franca and as a link language occupies very important place in our social activities. Thus, everyone wants to learn the English language. Especially in the academic domain, each child is intimidated to plunge into the task of learning English language in order to survive in the competitive world. Consequently, the educational planners are moving heaven and earth to impart the English language to the future citizen of India. English, although is a foreign language, is taught as second language as the society provides certain English learning situations.

Students who are learning English spend the school days in classes where only English is spoken. The question being taught reading and other academic skills and content in their native language if their native language is to be used, how much native language instruction should they receive and for what purposes? And aren’t there other issues we need to consider, aside from language of instruction? These are important questions, and anyone who can provide a quick answer is surely oversimplifying the issues. Some English Language Learners (ELLs) do not speak a word of English and are not literate in their native language.

Others have some conversational English, but are not yet fluent, and in their native language they are not only literate, but have mastered a great deal of academic content. There will probably never be a formula for educating ELLs, just as there is to no formula for educating students who already know English. What we can do is provide guidelines based on our strongest research about effective practices for teaching ELLs. It’s time to move beyond charged debates and all-too-certain answers. What students need is for educators and policymakers to take a more in-depth look, starting with what existing research does and does not say. Claude Goldenberg leads us through the major findings of two recent reviews of the research on educating ELLs. What’s certain is that if researchers conducted more research with ELLs, and paid more attention to the research that exists, learners would be in a much better position. First, all are hope that everyone who engages in debates about educating ELLs will become a little more knowledgeable and, therefore, will start taking a little more nuanced positions. Second, wish to spur more research (and more funding for more research). Third, to keep the snake-oil
salesmen at bay, think it’s best for educators to know what existing research cannot support. And fourth, believe that what has been reasonably well established is worth knowing.

Realizing the importance of English, it is taught in the schools and the colleges as second language or third language compulsorily in India in general and in Tamil Nadu in particularly English has been included as one of the subjects in school and college curriculum and also occupies as a medium of instruction in certain schools, Hence, it is the predominant tool of instruction in higher studies.

In the state board schools, English has been introduced as one of the language subjects from the third standard along with other subjects, and it is the medium of instruction in certain schools of the state board after primary education. In the matriculation schools, English is the medium of instruction in addition to the English language subject where all the subjects i.e. Science, Social Sciences, Commerce, etc. are taught through English starting from the primary education.

Further, the higher secondary English syllabus includes the prose, poetry, grammar exercises, listening and reading comprehensions, speech practice, communication and other tasks. The teaching of English as a second language at higher secondary level aims (as the preface of the higher secondary text reveals):

- to develop abilities of young learner in terms of right expression and apt communication in English.
- to develop appropriateness and fluency in both oral and written expressions.
- to enhance reading and listening comprehension ability and
- to inculcate in the learners mind, the sense of aesthetics, appreciation, human values and administration things, beautiful and joys.

Factors of a heterogeneous nature vary from place to place and situation to situation do exist and create difficulties. Unmanageable numbers, poor classroom conditions, poor motivation, lack of support from home and society, pressures of unwieldy syllabus in other subjects, too many languages to be studied at the same
time, unhelpful attitudes of the authorities in many cases all these are factors that often interfere with the teaching of English (Mohammed, The Hindu, 1995).

The standard of English Language Teaching is said to be going down day by day. Besides, there are certain teacher oriented factors that cause havoc to English Language Teaching. The teachers teaching English to secondary students are not so competent in teaching the language. Oral competence of teachers teaching English is very poor; reading competence is found to be poor and writing competence seems to be poor (Franklin, 1997, P. 246).

Teachers are not clear about the aim of teaching English. They divide the timetable into reading, writing, composition, translation and grammar and are satisfied so long as the students are kept busy and they don’t get any trouble from the higher authorities. It drives home the fact that in general, students are not found to be competent in English because of lack of skill-oriented teaching. Even after studying the language for nine years they are not able to speak or write on their own. Therefore an empirical study of the language skills developed in students is found to be essential.

**1.8 PROBLEMS IN ENGLISH LANGUAGE TEACHING**

Language is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of his problems and has been able to make a lot of achievements in life. If there has been no language, it would have been difficult for man to communicate his views to fellow human beings. There would have come no educational activity into existence, there would have been no law making, no preaching, no lecturing and nothing like talking, singing, writing and exchanging views and there would have been no book. That is why it is very essential for every man to learn and use a language.

However, it is not easy to learn a language. Every language is a complex phenomenon, and one has to devote a number of years to learn a language. Even though some are able to learn more than one language. According to Sapir (1921:10), "Language is primarily human and non - human instinctive method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols."
Jesperson (1919:12) says, "Language is a set of human habits, the purpose of which is to give expressions to thoughts and feelings." Every language has its own special way of making words. The ways in which words behave in a particular language is called 'grammar.' While we are speaking or writing in a foreign language or in our own language, our use of words must obey grammatical rules of the language concerned. The term 'grammar' in its broadest sense refers to the statements about the regularities and the irregularities of language. In every day usage, grammar evokes ideas about 'correctness' of language elements. This view of grammar involves many value judgments about the acceptability of certain utterances.

Therefore, in order to steer the language, one should internalize the grammatical pattern existing in all linguistic levels of language. The internalization of grammatical rules happens covertly if a language is acquired as first language and it happens overtly if a language is learnt as second or foreign language. However, the internalization of grammatical rule is an imperative prerequisite for any language learning process. Teaching of English in our schools is in a chaotic state today. Pupils are taught English for about six periods per week for six years. But it has been estimated that they hardly know few words by the time they join a University. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English.

So the student is anxious only about his success in the examination and the teacher's sole problem is to see that the pass percentage does not go down. We hunt for shadows rather than substance. We care more for diplomas than for knowledge. It is not learning that we want, but the prize that learning brings - wealth, prestige, status, and so on. It is not knowledge that we ask for but short - cuts to knowledge, so that we can outwit the examiner (Mehta, 1981, P.18).

Pupils are assessed in all the states in India by means of a single examination conducted towards the end of the year. In this system pupils usually work hard for a few days just before the examination and get through the examination. But, such last minute preparation does not help in the case of language. Language needs constant practice over an extended period and this can be ensured only if examinations are
held at frequent intervals. The present system of relying solely on all - important annual examination therefore does not serve the purpose (Baruah, 1991, P. 14). Moreover the question papers are set in such a way where all the questions can be answered with the help of bazaar cribs. For such an examination, students require no thinking, no originality, no imagination and no skill, though the vital aspect of language learning is integrated skill. Hence an average teacher tends to teach nothing more than what the examiner is likely to require.

1.9 TESTING AND EVALUATION IN ELT

Language testing involves the assessment of some or all aspects of the language ability of individuals in some context and for some set of purposes. “Testing” is used more narrowly to denote the formal modes of assessment that are officially scheduled, with clearly delimited time on task and strict limitations on available guidance. The title of Hill and Parry’s edited volume 1994, From testing to assessment, proposes a shift away from formal examination and tests towards more and perhaps exclusive use of continuous assessment procedures. A related distinction in some people’s usage seems to be that “testing”, more than “assessment” evokes idea of the measurement or estimation of abilities, notions that are sometimes represented as unduly restrictive. In other point “assessment” as free of such associations either, even if the term lends itself well to indirect and convert form of testing. It seems that the same issues of purpose, method and justification will need to be faced irrespective of one’s choices between “testing” and “assessment” as general terms. “Testing” is not confined to formal modes of “assessment”, and neither term is seen as free of association with exercises of power or responsibility on the part of teachers and examiners.

“Evaluation” is also used in a variety of sense and contexts. It is always worth asking “evaluation of what, by whom, and for what purposes?” A language programme evaluation sets out to establish the merits, limitations and overall effectiveness and impact of a curriculum as it is actually realized in teaching and learning experiences. Language programme evaluations make use of many different forms of information, of which test results are just one instance. Among other characteristic evaluation
procedures are classroom observation, document analysis, questionnaire administration to teachers and learners, group discussions and individual interviews with teachers and learners.

1.10 LANGUAGE SKILLS

There are two kinds of language skills

- Receptive skills – Listening and Reading
- Productive skills – Speaking and Writing

The two skills of listening and speaking develop fairly, rapidly and effortlessly in the course of acquiring the first language. But to communicate effectively in the written language, one needs mastery of the two skills of literacy namely reading and writing.

Listening and reading skills are called Receptive skills, because when listening and reading the person is at the receiving end of the communication channel. Speaking and writing, on the other hand, are active or productive skills. Here the person, being at the transmitting end of the channel has to take the initiative. These two skills are known as productive skills. When a person is engaged in conversation the person has to listen and speak almost at the same time, so is the case with reading and writing. The common factor involved in all these skills are the ‘language code’ is the different system of the language. This means the learning of language code will equally facilitate the learning of the skills. The basic problem in learning a language therefore, is one of internalizing the language code. This code learnt through the exercise of one skill, would facilitate the other skills.

Writing is the process of conveying one’s thoughts through written symbols. Writing has been regarded an alternative medium of language and writing skills give permanence to utterance. Writing skills is transitory. Writing is an outcome of writing skills which refers to the writer’s linguistics ability to shape the letter, ability to convey the ideas using the written symbols, ability to write without grammatical errors and ability to present and organize in a readable fashion etc.
In any linguistics analysis a sharp distinction has made between speaking and writing, because written communication is distinct from spoken, in spite of the fact that the relationship between speech and writing are close and intimate. The written records survive longer than spoken forms. The written language changes more slowly than the spoken form.

Writing skills can divided into three stages, manipulation, structuring and communication. Each of these three stages roughly corresponds to the three stages of reading. Correspond to recognition, structuring and interpretation respectively. The development of the writing skills should proceed gradually and progressively through all the three stages. Writing leads to the art of self-expression. The researcher has analyzed the writing skills and collected data from the errors committed by the respondents. Writing is the productive skill. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Here are some of the micro-skills involved in writing. The writer needs to:

- Use the correct forms of words. Its mean that using the forms that express right tense, or case or gender.
- Put words together in correct word order.
- Use vocabularies correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that other people can follow the development of the ideas.
- Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don’t know.
1.11 TEACHING WRITING SKILLS

Writing is perhaps one of the most demanding of skills. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to humans. It is a skill which has been developed in civilized society to pass on knowledge or messages beyond the constraints. In India, teaching English is more or less content based and not skill based. The four language skills LSRW have been neglected. This is the reason why students are weak in writing. In spite of learning English for several years, students' remain lacking in the use of language; in normal communication both in spoken and written form. What is actually taught by the existing teaching approaches is the ability to compose correct sentences.

Under the prevailing situations, the main aim is focused on preparing the students’ to appear for examinations. From the beginning teachers concentrate upon memorization. Students’ perform better only in the exams and are not able to write anything on their own with proper use of sentence and mechanics. Students' are expected to have language proficiency in English by the time they come to college. Writing is the effective medium and more important for a language. It expounds one’s knowledge and experience in different ways. The skill of writing is an extension of all the three skills. Therefore, this powerful and dynamic skill should be developed among the students.

At present the students’ do not get ample to do writing work. Writing is confined to taking down notes and writing examination. It is essential to improve writing skills. To enable the students’ to write with ease and confidence, repeating opportunities should be given for writing. This is possible only when the experience is expressed in concrete terms. “The status of the minimum essentials in the mechanics of writing is chaotic. There is no agreement concerning what skill pupils should have acquired before high school, in the essentials of correct usage for writing....” (David 2005)

1.12 ENGLISH FOR UNDER GRADUATE STUDENTS

In Tamil Nadu college education took major role. In Arts and Science colleges government follow the semester system. In all the Arts and Science colleges in
Tamil Nadu have English as a one paper up to 4th semester. In the third year of graduation students only concentrate on their major subject. If final year students have fluency in English the teachers can say our educational system works well. In first two years pupils practiced and thought all the language skills like listening, speaking, reading and writing. But the students fail to learn and practice the language skills due to some problems. Especially students’ face more problems in writing compare with other skills because students took very less practice in writing. So the students’ attention on English language learning is very less at final year of the graduation. At the end of their graduation when students attend the campus interview they lack in language skills. Undergraduate students face more problems in English language learning especially in writing. Students’ language skills lack due to several problems like

- In colleges less number of periods are given to English classes
- Students are concentrating only on their major subjects
- The students don’t have enough time to practice
- The teachers used to teach through their mother tongue
- Writing practice has not given to the students in class room
- There are very less number of tests conducted to the students in class
- Teachers taught everything from exam point of view
- There are language teaching but no language acquisition in classroom
- In schools the grammar is split into several levels
- Even at the college level students are not familiar with full grammar unites
- There is no work book for students at college level to practice language skills especially, writing

1.13 STATEMENT OF THE PROBLEM

In Arts and Science colleges English language teaching took major role in students’ education. But students face more difficulty in learning English especially in writing even at final year. This may be due to lack of practice and lack of teaching writing skill. Writing is most important skill in educational setup. But the students come to know only at the time of examination. Notwithstanding the serious efforts have been taken in all quarters of the educational set-up, still there has been some bottlenecks in
the road of learning writing. Some early studies reveal a bitter fact that the students studying in the Arts and Science Colleges come across a number of writing problems which hurdle the language user to excel in their linguistic behaviour.

1.14 SIGNIFICANCE AND SCOPE OF THE STUDY

This study is to evaluate the writing skills in English language achieved by the Undergraduate students affiliated to Bharathiar University. The study focuses on the problems of Arts and Science College students faced over the writing ability and to implement certain remedial measures to overcome the problems or hindrance encountered by students. The present research is significant since, possibly will provide guidelines for writing skill to the students in Arts and Science Colleges. The aim of the research is to derive empirical evidence to substantiate that despite learning language for more than fifteen years, the students enrolled in Arts and Science Colleges do not possess in the writing skills.

1.15 AIM AND OBJECTIVES OF THE STUDY

The study also aims to focus on the linguistic features like morphology, syntax and semantics. The specific objectives of the present study are:

✓ To evaluate the performance of the final year Arts and Science College students’ in writing skills.
✓ To evaluate students performance in Vocabulary and Grammar.
✓ To identify the types of errors in students overall writing.
✓ To find the difficulties and problems of the students in written comprehension.
✓ To assess the socio-economic background of students and its influence on writing.
✓ To observe the present teaching, learning environment and suggests essential implications to enhance the writing skills.
✓ To find the Psychological, Linguistic and Cognitive problems of the students in writing.
✓ To suggest remedial measures to minimize the problems and also accelerate their learning pace.
✓ To identify the students problems in writing skills.
To identify frequent error committed by students in writing.
To find out Students’ difficulty in sub-skills of writing like word, sentence and paragraph writing.
To assess teaching and learning writing in class room.
To assess teachers’ view in writing skills.
To test students interest in learning writing skills.

1.16 LIMITATIONS OF THE STUDY

The research mainly focuses on writing skills performance level of Under Graduate students. This study finds overall writing performance of UG students in Arts and Science colleges. The research also finds students socio-economic background. Limitation of samples and limitation of language skills has taken as follows.

- Bharathiar University Affiliated Colleges are selected.
- Colleges located in Coimbatore are selected.
- Arts and Science Colleges are taken to consideration.
- In each College Arts, Science and Commerce students were taken to collect data.
- Final year students are taken for this study.
- In each college one fifty students were taken for collecting the data.
- Data were collected from six hundred Arts, Science and Commerce students separately.
- The students are just asked to write the answer to the questions given in the questionnaire.
- Among the four language skills writing and sub skills are selected into the consideration.
- The assessment made on the linguistics elements Morphology, Syntax, semantic and paragraph writing focused.

1.17 HYPOTHESIS

In any research hypothesis took an important place. In the present research hypotheses are framed based on the aim and objectives of the study. It is proposed to test the following hypothesis in this study:
There is no significant difference between the means of vocabulary scores and writing skills of the students.

There is no significant difference between the means of grammar scores and writing skills of the students.

There is no significant difference between teaching environments and writing skills.

There is no significant difference between Socio-economic background of the students and writing skills.

There is no significant difference between language teaching method and writing skills of the students.

There is no significant difference between writing skills of the Arts, Science and commerce students within the college.

There is no significant difference between the means of writing scores of male and female.

There is no significant difference between the means of writing scores of rural and urban students.

1.18 CHAPTERIZATION

The present study, on the “Writing Skills Performance of Arts and Science College Students: An Evaluation” is divided into seven chapters. The chapter wise presentation of the study is as follows. The thesis is documented into seven chapters based on “Research Methodology: Methods and Techniques” written by Dr. C. R. Kothari and the information contained in each chapter is given below:

Chapter I: Introduction

The first chapter consists of a brief description on language, history of the English language, growth of English, role of English in future, teaching English in India and in Tamil Nadu, teaching English as a second language (ESL), English language teaching (ELT) further, problems of teaching English, problems of undergraduate students in learning writing, aim and objectives of the study, significance and scope of the study, limitation of the study, social relevance to the study and hypotheses.
Chapter II: Review of the Related Literature

Chapter two aims at providing a bird’s eye view of the related works with the study in hand. An attempt has been made here to review the researches that have already been done in India and abroad. It facilitated the research to have a clear understanding of the research problem and research outputs. The chapter follows the importance of review of literature, list of reviews, important theories and quotations used in previous research works. The review contains the name of the researcher, year, centre focus on research and research findings. The preference has given for last ten years reviews.

Chapter III: Writing Skills: An Overview

The third chapter deals with writing skills. The chapter further talks about the importance of writing skills, key features of writing, sub skills in writing, types of writing, classifications of writing, importance of spelling, vocabulary and grammar, importance of writing in ESL classroom, tips for teaching writing, teaching writing methods, writing disabilities, common errors in writing and developing writing.

Chapter IV: Testing and Evaluation

The fourth chapter speaks about evaluation. It also concentrates on tests, types of tests, assessment, assessment strategies, impressive tools to measure learning, importance of testing and evaluation, purpose of evaluation, need for evaluation, evaluation terms, standards in Evaluation, formative evaluation, summative evaluation, assessing teaching methodology and assessing writing.

Chapter V: Methodology and Data Collection

The fifth chapter mainly focuses on the methodology and data collection. Further it talks about descriptive research methodology, research design, preparation of questionnaire, standardizing questionnaire, selection of informants, data collection and data elicitation. Further it explains the research tools like students’ questionnaire, teachers’ questionnaire, teachers’ interview, students’ interview and class room observation.
Chapter VI: Data Analysis and Interpretation

This chapter deals with the data analysis and interpretation. The pictorial representations and the interpretations are made based on collected data. The analysis was made with the help of SPSS (Statistical Package for Social Science). Through SPSS package ANOVA, correlation, t-test, pared t-test is executed. Various aspects of writing skills are assessed and evaluated in this chapter. The error analysis, percentage analysis and SPSS analysis are made through tables, cover design, printing, illustrations, charts, graphs. The performance of students in various competencies, like vocabulary competency, grammatical competency, writing competency are assessed in detail. This chapter also denotes the tests administered to find out the errors made by the students. Individual and group students' performance are analyzed and marks have been given based on the performance of students. The quantitative data are assessed and evaluated. The findings and results are announced. The null hypotheses are tested.

Chapter VII: Findings, Conclusions, Recommendations and Scope

Seventh chapter is conclusion. This chapter announces findings of the present study, some observations, suggestions for improvement, recommendations for the teachers and education boards. Further it suggests some remedial measures to students for improve writing skill. At last, it concludes with further scope and future study.

1.19 CONCLUSION

This Chapter discusses about the broader importance of writing. And gradually it comes to describing the importance of writing among English language learners’ at under graduate level. The chapter mainly focuses on history of English language, growth of English, role of english in future, teaching and learning English in Tamil Nadu, teaching and learning English in India, ESL, ELT, first language acquisition, second language acquisition, standard of English language teaching, problems in English language teaching, language skills, writing skill, teaching writing skill, English for undergraduate students, problems of undergraduate learners, statement of the problem, aim and objectives of the study, significance and scope of the study, limitation of the study and research hypothesis.