CHAPTER 3

WRITING AS A SIGNIFICANT SKILL

1.0 Introduction

English communication is significant for any second language learner. To excel in communication language skills have to be mastered. The vital four skills are the backbone and framework of any language. They are listening and reading which are called as passive skills whereas speaking and writing are said to be active skills. Reading and listening are the receptive side of language learning. Speaking and writing belong to the expressive side of language learning. The receptive side is the passive aspect of language learning and expressive side is the active aspect. Thus reception is easier than speaking or writing. Structure, vocabulary, idiom, and grammar are common to all four skills of learning. But there are some abilities which are not shared in common. While the components like pronunciation, fluency, expression, rhythm and intonation are essential parts of speaking and listening, spelling, handwriting, and grammar and sentences are essential and inevitable to writing.

Listening is attending to and interpreting oral English. Listening improves the speaking skills. Listening is fundamental of the entire process of mastering and using a language first, second and foreign language. Listening is important in everyday life-listening for casual conversation, face- to- face encounters telephone messages, watching TV programmmes, formal lectures and many other activities. In the past, listening was labeled as passive skills, along with reading. No doubt it is a receptive skill. Listening is a reception of information and discrimination of sounds which
forms a major part in listening, and active involvement is necessary for efficient performance of listening.

Speaking is one of the important and essential skills that need a lot of practice to communicate. Speaking cannot be separated from other elements in English teaching learning process. Speaking influences the ability of students in studying English languages. By mastering speaking skills, people can have conversation with others. An easy conversation can facilitate exchange of ideas and information with other people.

Speaking is one of the important and essential skills that need a lot of practice. Speaking is a major skill which initiates conversation and makes people aware of their surroundings and happenings. Language is not only taught and learned but it is used as a tool of communication. Therefore, a student of English must be able to speak English fluently. Mostly, people associate a person’s mastery of a language through his speaking abilities. Speaking skills encompass grammar, vocabulary, pronunciation, fluency and comprehension. Even a small fragment of conversation of a person can shed light on his ability to handle the language.

Reading is an interaction between the reader and the text. It is a complex communicative process of receiving and interpreting the written word. Reading means the process that discards comprehensive analysis and responding. Reading must be developed. It can be only improved by means of extensive and continue practice. People learn better by reading and reading any language is a cognitively demanding, involving coordination of attention, memory perceptual process and comprehension process. Reading begins with accurate, swift and automatically visual recognition of vocabulary independent of a content in which it occurs.
Reading process is too folded; it is sensory process and a perpetual process. As a sensory process, reading is a dependent on certain visual skills. It involves identification in symbols wherein eyes plays an important role. The eyes look at the text and perform horizontal and vertical movements. The letters of words are recognized, the words are identified and the meanings are assigned to them.

Writing may traditionally be regarded as a solitary process, because the isolated writer communicates to a particular reader. Some of the reading skills such as selection of key ideas, organization, comprehension, development of thoughts and ideas are also relevant to writing. Writers are also readers as they evaluate, interpret, summarize and present their writings.

Although writing is considered as a visual representation of speech, it is regarded as a dull work. Students are asked to write with emphasis on information structure, accuracy, range of lexical patterns and composition. It is rumoured that writing is quite an effective way of punishing young readers for unruly behaviour during the lesson.

Despite the fact that writing occupies a significant role in language pedagogy, the ability to speak a foreign language is regarded as a highly rated skills than writing. Though writing in English is the requirement of many learners, the rise of interest in spoken communication and the usage of electronic gadgets for rapid communication have challenged the status of writing. As a result, writing in English has now become an end in itself.
3.1 Thinking Involved in Writing.

Writing involves a number of thinking processes. A writer has to present relevant ideas, evaluate these ideas in relation to purpose, topic and audience. He has to consider the knowledge, attitude, tastes of the intended reader and make decisions about the amount of information shared with the reader, the kind of information that has to be made explicit and the need for indirectness, taking into account of the separation in time and place between the writer and reader. He has to form the conventions of style, format the social group concerned, grammatical and other language conventions, organize and structure ideas, content and purposes into a coherent whole, write a draft, revise and improve the draft and produce a final revision to be published.

3.1.1 Heuristic Technique.

Jacobs et. al. (1981) have discussed the heuristic techniques in writing. “This technique includes brainstorming, mapping, outlining and fast writing. Its main focus is on content and meaning. There should be no inhibition in speaking and also in writing. An uninhibited approach to idea generating gives freedom to the writer before involving questions of judgments or evaluation. Automatic writing is described as writing which the learners are fully aware of their surroundings but not the action of their writing hand. This kind of automatic writing may result in incomprehensible scribbling, failing in the attempt to interpret what they were striving to communicate, but at a later stage, they could combine many different writings as possible to build one concrete idea”(25)
3.1.2 Creative writing

It is substituted by the word “expression” Creativity offers different meanings to people. Creativity is taught as a separate subject. When learners are engaged in creative writing lifelong thinking activities is planned in them. Some of the characteristic ties such as integrity, spontaneity, sincerity and originality are valued in creativity. Though creative writing is becoming self-centered, the kind of organic development associated with expressive writing has a useful role in the approach of teaching writing. Expressive writing does not aim at literary goals. Imaginative and creative writing can be promoted at quite basic levels, drawing on such universal genres as the story, the fable, and the fairy tale. These genres embody fundamental elements such as narrative sequence, a plot, conflict and resolution, as well as morality, without which any writing, expressive or imaginative, lacks focus and purpose. Developing awareness of such elements, within the context of imaginative writing, will lead the learners to acquire concepts that can be transferred to other writing.

Science is concerned with creativity. It requires divergent thinking and the ability to look at information in a new away. Learners need mental capacity to understand things. It is quite important to acquire awareness of the thinking process.

Inter-cultural Understanding

Expressive writing involves intercultural sharing when the learners work together with National level learners. Tales and fables, particularly, illustrations encourage intercultural understanding. In fact, stories are the most fundamental literary form and learners engage in group activities through various techniques for
devising, telling, and sharing stories. The group activities shift expressive writing from eco-centric to the social writing.

**Creating and Criticizing Skill**

The teacher transfers from the world of teaching to the world of teaching writing. The teacher instructs the students generally and the students bounce around the parameters to resolve the self-created problems. This, in fact, is very effective in teaching writing. Writing revolves on two skills which conflict with each other, creating and criticizing. In other words, writing not only calls for the ability to create words and ideas of the writer but it also calls for the ability to criticize the words and ideas. These two mental processes can occur at the same time. Then writing can become creative, rich, and well ordered. Writing freely generates as many words and ideas as possible, regardless of whether the words are good or not. One can adopt a critical frame of mind and revise thoroughly while writing a piece. This gives the writing an added advantage of checking errors and modifying words and sentences before presenting it to the readers. These two mentalities need an inventive fecundity and a tough critical mindedness for the two processes when they operate separately.

When a draft is produced, it can be evaluated and modified by a writer or reader. The reader or the peer group will be engaged in evaluating the draft. The writers begin to shape the text to conform to organizational norms and conventions. Ideas are not simply assembled in random order. Lines are not simply scattered across the page in a disorderly manner. Writers have to organize the ideas in a coherent way which is logical to a reader. In the same way, the display of text upon the page required organizing into visual units which reflect the organizational structure while helping the reader to make the way through the text. For many types of writing, there
are very explicit organizational and format conventions which writers are expected to follow. Learning and applying these conventions in writing are part of the induction into the writing community.

The interactive approach, the eclectic approach and communicative approach are some of the recent developments in the teaching of English.

3.2. Interactive Approach in Teaching Writing.

As a result of extensive research and experimentation, the central board of secondary Education (CBSE), New Delhi paved the way for the induction of interactive approach. The Indian council of school examination (ICSE) also expressed its support for the approach. The main objective of the interactive approach is accomplishment of language skills in an interactive situation. Some of the salient features of this approach are as follows:

- This approach involves the actual usage of the language in speech and writing.
- It emphasizes the eliciting response of the students rather than providing information to the students.
- It is an activity-based approach. It is an interaction between the student and the teacher. Interaction is made to teach the students.
- This approach involves students in different activities such as understanding the text, identifying the main points of the text, pointing out the central idea, selection and extraction of information from the text for specific purposes and engaging in practical activities such as writing letters, notices, and applications.
In this approach, learning occurs in a pre-planned situation. It is related to the needs and environment of the learners.

The foremost principle of this approach is to learn English through English. This can be achieved only through practice. The interactive approach becomes effective in a life like situation where the students learn in groups, and learn meanings of words and sentences by wording out the exercises. This approach is not only concerned with speech activities but also with writing activities.

This interactive approach moulds the students to speak grammatically correct English and it also offers the student a command of the language.

**3.2.1. Eclectic Approach to Language Skills**

Eclectic approach makes known that no method is applicable to all kinds of situations. A teacher cannot choose a particular method out of a range of methods which would be applicable to a particular situation. This approach focuses on the development of language skills, listening, speaking, reading, and writing. In spite of adopting a specific method for all purposes, the teacher is set free to select a method for a particular purpose. The teacher neglects no aspect of language skills.

Murray says, “the only true correct meanings of words are the situations in which they are used. A word consists of a sound or a combination of sounds, that has become conventionalized in a culture or a linguistic community, that is used in situations and that stimulates certain responses in the hearer belonging to the same community” (1982;142).

Language is always used in a particular context. The full meaning of language will be known only when the situation is known. Language depends on situations as
other linguistic devices depend on signaling meaning. This role of context can be appreciated for the study of language.

3.2.2. Intensive pre-writing.

This activity involves the learner in generating ideas for the chosen topic. It provides co-operative learning and involves peer participation which leads to active brainstorming. It has got great significance in pre-writing since this activity of pre-writing offers students creative elements, liberty to choose thus reducing their inhibition. The readers pass comments and questions and they turn to be valuable stimuli at the prewriting phase. Writing is an important skill which is a complex, difficult and time consuming process. It requires understanding and constant practice which promotes writing as an interesting work through diverse technique and methods.

3.3. Writing as a Cultural Phenomena

Writing is one of the most significant cultural accomplishments of human beings. It allows one to record and convey information beyond the immediate moment. When one speaks one can only convey the message in the immediate vicinity. Writing transcends time and space. With writing one can supplement one’s own memory, one can record much longer text than one can ever hope to memorize. One can create a much more complex society that with written records and manuals. With writing, the total process of language learning remains incomplete. However, writing has its own place, its own potential and its own importance in the general scheme of learning a language, especially a foreign language like English. Even though writing comes last in the learning of language skills, it does not mean that it
should be neglected until a bulk of oral work either in speech or in reading is made.

On the other hand, writing should be practised.

3.3 Definitions of Writing

Dubey (2003) defines:

When writing is taught as a process of discovery it implies that the revision becomes the main focus of the course and that the teacher helps the students to develop their personal voice through writing (12)

Byrne says that writing is defined as,

the production of a sequence of sentences arranged in a particular order and linked together in certain ways to form a coherent whole that is a text (1979,7)

Byrne explains that writing begins with the use of graphic symbols or letters to frame words. Then they are arranged in order and linked into a sentence. Writing needs constant effort which transfers the thought into language. Writing is a mode of linguistics which brings out the writer’s ideas in a written form. In other words, it is a process to refine our ideas. This is explained by Shaughnessy (1977) as a process where initial ideas get extended and refined. Flower and Hayes (1981) define writing as:

“The process of writing is best understood as a set of distinguished thinking processes which writers orchestrate or organize during the act of composing”( 369).

Writing is as an act of discovery. It is not just presenting ideas but purposeful activity. Writing needs involvement and consciousness.
Tedls et al. (2007) defines, “In the act of writing, an author selects an idea, limits, defines and discusses it. Writing is a mode of conveying ideas. Writing is not a born skill but it is learned and acquired.” (23)

Writing needs constant practice. Turk and KirkMan describe:

Few people lack the basic equipment to learn to ride a bicycle (balance, strength, sight) but must become skillful cyclists only after much practice. Confidence is the main necessity and one must have the courage to get on and try. The same is true with writing. Most people have the basic reinforcements (experience, language) but like writing a bicycle, writing is a skill that must be learnt doing it (1)

Constant practice brings out perfection. Tedls et al says ’Practice brings coordination and control. Continuous practice will change writing from an apparently random exercise to an efficient means of getting somewhere’ (1989,19)

Unlike speaking, writing is learned through practice. Speaking is a natural activity but writing needs instruction and guidance. Writing needs consciousness and it is an individual’s effort

Byrne states,”Writing is neither an easy nor a spontaneous activity. It requires some conscious mental effort thinking out our sentences and considering various ways of combining them, re-reading what is written as a stimulus to further writing” (1979,7)
White and Arndt (1991) view that writing is not easy. The ESC and EFL learners have to strain a lot to learn writing and they describe the difficulty of learning writing as:

Writing is challenging to ESL and EFL learners because it involves discovering ideas, discovering how to organize them, and discovering what is that one wants to put across to the reader. Writing cannot be separated from thinking when students compose. The learning of the writing process is difficult and at times it may bring anxiety and frustration to learners. (18)

Writing is a successful thinking. Scardamalia and Bereiter (1979) describe writing as; “Successful writing includes successful thinking, Thus it helps in the shaping and crystallizing of ideas. When thinking becomes better, writing becomes finer”(1979,116). The writer communicates his ideas effectively and the White and Arndt say:

Through writing, we are able to discover and articulate ideas in ways that only writing makes possible. But a matter of even higher importance is being a tool for thinking. The close relationship between writing and thinking makes writing a valuable part of any language course. (8)

Murray (1982) also agrees: “Writing is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process”
Thinking and composing are interrelated in writing. They assimilate ideas and bring them in a written form. Thinking is an early form of writing. Kellogg (1994) says: “Thinking involves asset of mental skills that create, manipulate and communicate to others the personal symbols of mental life…. Or it is a set of processes whereby people assemble, use and revise internal symbolic models” (10).

Langer Judith et al say in NCTE documents (1987) that writing helps to grow personality and comments as:

Writing confers the power to grow and to effect change in the world. While writing, ideas develop and they are organized.”(612). Hairston says, “Writers have only a partial notion of what they want to say when they begin to write, and their ideas develop in the process of writing. (1987, 79)

Arapoff (1984) defines writing as a purposeful selection and says:

Writing is more than orthographic symbolization of speech. It is most importantly a purposeful selection and organization of experience. This selection and organization requires active thought….. The process of learning to write is, therefore, largely a process of learning to think more clearly (97)

Writing is not only involved in thinking but also learning. Byrne (1979) defines: “The act of writing helps in strengthening the vocabulary and grammatical structures to which the learners have been exposed to” (7) Writing consolidates learning in the areas of listening, speaking and reading. Rivers (1978) writes:
Writing helps to consolidate learning in the areas of listening
comprehensions, speaking and reading, and gives a writer practice in
manipulating structural variants adding the reinforcement of the
kinesthetic image to the auditory and the visual information. (244)

Emig (1977) describes writing as a unique mode of learning and describes:

Writing represents a unique mode of learning not merely valuable not
merely special, but unique writing serves learning uniquely because
writing as process – and – product possesses cluster of attributes that
correspond uniquely to certain powerful learning strategies (129)

Crowley and Redman (1975) says:

The process of composition enriches the lives of students both
practically and aesthetically by giving them new tools for processing
information from experience; this in turn helps them to increase their
self-perception and environmental awareness. (279).

Sommer (1989) says that writing leads to learning: “Writing is learning. It is
really helpful because we can use our imagination. The more we write, the more we
learn to write. It is like speaking, the more we speak, the more we can learn how to
speak” (2)

Writing plays an important role in learning and writing is an important
academic skill. Sommer (1989) describes this as, “Writing is a way of learning other
subjects, it can be (or ought to be) used in every discipline as a strategy for teaching
and learning” (3)
Writing skill helps one to form his ideas. Kroll, Barbara (2003) says: “Writing, in addition, being a communicative skill of vital importance is a skill which enables the learner to plan and rethink the communicative process” (241).

Writing helps the writer to improve grammar, vocabulary, coherence and cohesion. The matter must be organized and presented to the reader. Coherence refers to the thought in writing.

Lorch (1981) states:

Effective writing is unified. It contains no sentences or paragraphs that do not relate directly to the purpose of the writing. An effective writer does not include ideas, which do not directly relate to the point that he or she is making no matter how interesting he may find them. He keeps his purpose clearly in mind throughout the writing, making sure that every sentence works in some way to support the main point (25).

3.4 The Significance of Writing

Writing is a means of developing thinking. Hammarberg (1974) speaks of the three aims of writing:-

1. Writing enables the writers to record their own observations and thoughts.
2. Writing makes the writer to explore and elaborate these thoughts.
3. Writing develops their own power of thinking and to convey to other people their impressions as clearly as possible.
Writing is simply, speech written down. It is one of the significant features of human beings. When one speaks, one can inform the ideas to the people in one’s vicinity but when one writes, it carries the matter to the people at a distance. For human beings spoken language is primary and written language is secondary.

Writing is the communicative occurrence between the writer and the reader. Good writing involves the reader and the society. It is difficult to write without a central idea but more details make the writing easy. Great writers had not only their writing skills but strong motivation, supportive parents and inspiring teachers.

3.5 The Need of Writing

Learners need guidance and constant practice in order to improve their writing skills. In writing, different structures are used and it is an individual activity. Writing in English develops academic, occupational and personal writing skills. Teaching writing makes the students acquire vocabulary, structures of language and the use of language at the proper context. Byrne insists on the need for teaching writing skills to the students and says that students should be exposed to the following:

i) Written form of the language and suitable varieties should be exposed to the students.

ii) The functions of the writing system should be exposed to the students.

iii) Guidance and support should be given to the students while they write.

iv) The problems in writing and their efforts should be encouraged.
Hitesh.D.Rviya (2002) stresses on the importance of training in writing skills thus:

Students need training in organizational skills. Comprehension and expresional skills are also included in the syllabi even though we teach English as a library language (12).

Prema, E (2007) says that of all the three skills LSR writing only brings perfection.

Raimes (1983) suggests that writing makes the learners experience a new way of learning. While writing a text, a learner uses the knowledge of the language he has already gained, vocabulary and new and old information.

The learner meets his needs with the knowledge of different texts. Penny Ur (1999) states:

The objective of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person which would be expected to be able to produce in their own language (162)

The learner exposes his ideas through writing and it leads to him to differentiate writing activity.

Hyland (2003) comments on this as:

That materials are generally used to provide a stimulus to writing or discussion, as a starting point for language input and analysis, and as ideas for organizing teaching activities (37).
3.5.1 Characteristics of writing

Writing is an individual effort. Individuals compose their thoughts often in privacy and then reduce their thoughts to writing, using conventions in the language. The development of writing even in native English speaking people is conscious and is non-spontaneous. As it has been discussed elsewhere (Thirumalai 1977), “written language differs from oral language in structure and mode of functioning. The acquisition of oral speech by itself is the acquisition of signs or symbols. The acquisition of writing is a step further and the learner must now transfer the symbolization he or she acquired in the process of speech acquisition to written language.” Vygostky compares this to the acquisition of algebra which is harder than arithmetic. Added to this is the fact that writing needs no interlocutor.

“In writing, the discrete nature of linguistic signs should be appreciated consciously. The learner must recognize the sound structure of each word, dissect it and reproduce it in alphabetical symbols, which he must have studied and memorized before. This preparedness is needed to put words in a certain sequence to form a sentence” (Vygostky 1978 ;35; Thirumalai 1977-47).

Teaching writing to native speakers of English has always been a major concern of education. Most students, both native speakers and second language learners of English, feel inadequate in the face of the writing task. Modern world demands some efficiency in writing skills. However, one can learn to speak the first or second language with little or no conscious thought.

When switching from the spoken to writing there is greater difficulty. Bowen (1985) says, “Writing is more an individual effort than speaking, while at the same
time more rule-bound and therefore more error prone …. The speaker does not have to pronounce each word exactly according to one standard of pronunciation or one model of structure, while the writer is expected to produce according to one model of spelling, and usually a reduced range of structures with percent accuracy”(23) Everyone will agree with Bowen when they declare that “writing is more rule-bound than speaking. Considering the control of the orthographic system, the careful organization, and the linguistic conservatism required. Writing is the most demanding of the language skills,”

The writing classes have the potential to help consolidate and improve the students’ speaking and reading skills. However, it is important for one to remember that writing is an important skill which can be taught as an end in itself, although none of the language skills is far removed from the other language skills. Focusing on writing as an independent skill helps one to identify the specific problem faced by the learners, and to identify the specific needs of the learners relating to writing. Mechanics of writing are distinct from the mechanics of other skills such as speaking and reading. While reading involves seeing and pronouncing, writing involves association of sounds with mental composition of thoughts and their orderly presentation, and hand movements.

Writing can be viewed and taught as a development process just as reading. One views writing from four perspectives: Mechanics, emphasized in the low beginner and low beginner stages (beginning); Extended use of Language, emphasized in the high intermediate and low advanced stages (elementary); writing with purpose, emphasized in the high intermediate and low advanced stages
Raimes classifies approaches to teaching writing into five types: “controlled to free, free writing, paragraph pattern, grammar-syntax-organization, communicative, and process approaches. In the controlled to free approach, students are first given sentence exercise, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences” (Raimes 1983:6).

In the free writing approach, students are asked to “write freely on any topic without worrying about grammar and spelling for five or ten minutes….The teachers do not correct these short pieces of free writing; they simply read them and perhaps comment on the ideas the writer expressed” (Raimes 1983:7). In the paragraph pattern approach “students copy paragraphs, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general specific statements, they choose or invent an appropriate topic sentence, they insert or delete sentences” (Raimes 1983:8).

In the communicative approach to writing, the students are asked to assume the role of a writer who is writing for an audience to read. “Whatever is written by a student is modified in some way by other students for better communicative effect. In the process of approach to writing, students “move away from a concentration on the written product to an emphasis on the process of writing. They ask not only questions about purpose and audience, but also the crucial questions: “How do I write this? How do I get started?” (Raimes, 10).
A proper blend of these approaches to writing will give one best results. For example, the controlled to free approach to writing helps one to focus on proper mechanics in the beginning level. But the communicative approach to writing will be very effective when students have some control over the mechanics and have acquired a good number of words and sentence structures to help them match these with their thoughts.

3.6 Norms of Writing

Writing is the expression of the mind of writers. Most of the writers write when they have some deep inner feelings and emotions in tranquility and related to them, their situations and their circumstances. They are inspired through their political status and the social lives of people. Great writers like Shakespeare and Milton have made a great impact globally and they are identified with great thinkers. The fame of a writer is based on the quality of the contents of the writings, which are followed by all of the writers, and these norms and standards vary according to different languages and for different formats.

These would include organizing ideas in an effective manner to facilitate the process flow in writing, and presenting them in a logical sequence to make sense. Apart from these, choosing the appropriate expressions and sentence form and making sure that the reader would be fascinated and very much immersed in what has been written by making the writing style more appealing are the characteristics of good writing. In this way, the writer can organize the ideas in the most perfect structured manner. In any form of writing there should be a certain form and structure and this organization varies according to different field and different area. For different fields of writing different style, tone should be applied to express the idea. In poem writing
the usage of literary devices like rhythm, simile, diction and the beauty of language is very inevitable to make it a poem. Whereas in business writing and scientific writing the logical sequence of facts, and the evidences and the argument, the statistical data and their interpretation are essential to make it a good writing. Thus there is a difference in the objectives of different writings.

The format and the presentation are two great differences in different writing. In casual or informal writing one can write as he wishes and he is not limited by any rules and any conditions and in formal writing the rules are important part and they have to be followed. The content is important and the formatting is another important component of formal writing whereas informal writing is concerned he can use even slang and he need not follow the correct format.

3.7 Sociolinguistics of Writing

Writing is used in a social context. For example, Scots Gaelie is a Celtic language spoken in Northern Scotland. The language is in written usage for many centuries. Today, Scots Gaelie speakers write occasionally in Gaelie. But most of the speakers of the language write in English. All Scots Gaelie speakers are fluent in English because of the rich social history of the highland and island areas of Scotland.

Various spoken dialects are found throughout the Arabic speaking area but they write in a different dialect known as standard Arabic. Standard Arabic is learned at school and it is not mutually intelligible. Literacy or the ability to read and write varies a great deal in different societies. In technological societies, writing is a part of the life and illiteracy is a serious handicap. In many parts of the world, literacy plays a little part in everyday life.
At times, literacy has a special significance. For example, medieval England had ecclesiastical courts for clergy. In early middle ages, literacy was entirely limited to priests and monks. Any literate person was deemed to be a Alaric or could claim the benefit of clergy. This distinction had significant consequence for offenders, and he received no capital punishment. Thus a literate could avoid execution a clear sociolinguistic benefit.

3.8 Speaking And Writing

The spoken language and the written language have a great deal of difference between the way people write and speak. Many of the words that have been developed in the spoken language have been absorbed in the written language such as hippy, junkie and gear (cloths and accessories). They were used only in speech and began to appear in writing. They were used first in informal writing as in newspaper and magazines and then they were used slowly in books. But they are not still accepted as suitable for formal writing such as report or a business letter.

Words and expressions which are current in speech but not fully accepted into the written language are called colloquialism. The various stages of acceptance into writing of a colloquialism can be seen in an up-to-date dictionary. While the word is still suitable for speech, it does not appear except in special dictionaries of slang and colloquialism. It appears in dictionaries in the abbreviated form such as col or coll. Finally, when it is fully accepted and used in the most formal writing, it is entered like any other word.

The word ‘trip’ is a typical example. It was used in the sense of a little jump or falling over something. It is a very ancient part of the written language, it was still
considered as a colloquial form of visit till the beginning of the 19th century. Now it is accepted in all types of writing. It is considered as a colloquial form in the sense of a drug induced fantasy. However, it cannot be used in this sense in formal writing, for example a medical report.

Not all colloquialism becomes incorporated into the written language with the passing of time. Others stay as colloquial for example ‘alright’ has existed since the eighteenth century. But is not still considered suitable for the more formal kinds of writing e.g. business letters, official announcements, legal documents reports and examination answers.

Most colloquialism is acceptable in speech in all circumstances. In some formal circumstances, they are used to the bare minimum e.g. in an interview for a job. They can be used in writing if the writing is imitating speech as in a dialogue in novel or a play or in personal letters.

One category of colloquialism is that slang cannot be used in all circumstances. Slang is a matter of substituting an undignified word for the more widely approved equivalent e.g. nosh for ‘food’ or ‘a right charley’ ‘for a silly fellow’ slang, as it is undignified, is not generally suitable for use outside the circle of friends and relatives.

A good deal of slang is ‘obscene’. It makes open or hidden reference to excretion or sex. Such slang must be avoided in talking to customers. Emig (1977) differentiates speaking and writing as follows:
**Fig. 3.1. Difference between Speaking and Writing**

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural and even irresponsible behavior</td>
<td>Learned behavior</td>
</tr>
<tr>
<td>Natural process</td>
<td>Artificial process</td>
</tr>
<tr>
<td>Not slower than writing</td>
<td>Slower than talking</td>
</tr>
<tr>
<td>Rich, luxuriant, inherently redundant</td>
<td>Stark, barren, even naked as a medium</td>
</tr>
<tr>
<td>Leans on the environment</td>
<td>Must provide its own content</td>
</tr>
<tr>
<td>The listener is usually present</td>
<td>Audience is usually absent</td>
</tr>
<tr>
<td>Does not result in a visible graphic mode</td>
<td>Usually results in a visible graphic mode</td>
</tr>
<tr>
<td>Since no product involve not much a committed act</td>
<td>Because there is a product involved tends to be a more responsible and a committed act.</td>
</tr>
<tr>
<td>Prove to be ephemeral an treated mundanely</td>
<td>Throughout history, an aura, an ambience a mystique has usually encircled the written word.</td>
</tr>
<tr>
<td>Not a source of learning</td>
<td>Embodying both process an product, ready a form of source of learning</td>
</tr>
</tbody>
</table>
3.9 Different kinds of writing

According to H.G.Wells, “in academic settings, writing assignments tend to fall into four categories:

a) Journal writing

b) Creative writing

c) Academic writing

d) Pseudo or real professional writing” (Feb 1, 2001)

a. Journal writing

According to him “when students write in journals, they are not writing to perform; but they are writing to think on paper about new ideas they are having or acquiring. Journals always are a good means of great opportunities for students to learn by writing, and they encourage and motivate students to be reflective. Journals should not be graded except on the basis of having been done with sufficient care. For extra resources on journals, go to ideas for using journals”. (Feb 1, 2001)

b) Creative writing

Creative writing motivates students to be creative using their imagination and to write pleasing and entertaining the reader. This kind of courses can be used for many different purposes though its main purpose is to focus primarily on creative writing classes. “For instance, in philosophy, students might assume the persona of one philosopher’s writing to another in a different era in response to having real something. Although the resulting text is literally a letter, it calls on students’ powers of imagination and on their knowledge of the philosophies of both the hypothetical writer and reader” (Feb 1, 2001).
c) **Academic Writing**

Everything that concerned about writing in classrooms is known as academic writing. The writer continues to instruct the readers through different communicative situations and the flow of communication flows from the writer to the reader. Therefore the writers are exhibiting their knowledge and it will be analyzed by other academicians who knows better than them. Categorically an answer to a question in examination, a research article, an essay and any writing related to classroom situation.

d) **Pseudo or real professional writing**

Professional writing is classified one among the genres of writing in which the professionals write according to their professional situations. The writing assignments of professional courses are very essential in completing the courses. As the professionals are encountering new situations in this fast world the teacher must do the need analysis and then design the situations and direct the professionals in such a way that they can write their assignments with new challenges and work with involvement and participation.

**3.10 Writing to communicate**

The range of written communication extends from simply filling forms, order forms, want slips, receipts, bills of sales etc- through post cards to customers, internal memos, show cards, short goods description etc. to full scale business communication including letters and reports.

The language is the principle tool of communication. When one realizes this, one finds oneself learning how to use it effectively. Communicative objectives for writing
are quite different from literacy aims. In Seoul, the English classes are geared towards self-expression and most of the exercises have literacy aims.

For communication purposes one has to learn quite differently about the use of English. Writing is for a specific purpose. The aim is to achieve that purpose in the minimum number of words. The goal is to make the receiver understand what one is conveying.

**Six important steps towards this goal are as follows:-**

1. Know your receiver.
2. Get your thinking right before you do anything else. You can hardly hope to put your ideas down clearly on paper if they are not clear in your own head.
3. Plan, organize, arrange before you start to write. It is your job to see the receiver receives your information in logical order.
4. Write in soundly constructed sentences.
5. Divide longer material into paragraphs to make it easier for the receiver to follow or numbered sections if you are writing a report.
6. In converting your ideas/information into words try not to distort and do not waste words. At the same time, remember that we have already stressed about suiting your language to the receiver.

**3.11 Objectives of Writing**

Writing has many forms and many purposes. There are different kinds of writings such as creative writing, social writing, personal writing, study writing, public writing and institutional writing. While teaching writing, the objectives are very clear
1. Lee H. (1997) describes the objectives of teaching as “writing to establish and maintain relationships, to exchange ideas, to get things done (interpersonal dimension objectives) to provide or find out, interpret and use information; to express and apply ideas; to solve problems (knowledge dimension objectives) and to respond and give expression to real and imaginative experiences (experience dimension objectives)” (79).

The teacher has to apply the strategies to the students in order to improve the writing skills. Writing includes planning, performance and correction.

The role of a teacher is classified into three stages:

Stage –I

Oral practice stimulating ideas on a particular topic

Stage-II

The teacher has to help and guide the students to organize their ideas.

Stage –III

The teacher has to correct the students at different levels and the teacher is bound to teach writing cautiously.

3.12 Learning Writing

According to the ‘textbooks online’ the following are the requirements a student must be asked to fulfil. It is said, “as the beginner’s knowledge of English increases through what he is learning to say and read, and to generate new words, phrases, and sentences, he may be asked to;
• Make topical vocabulary lists.
• Make associational pairs or group of words.
• Prepare antonyms.
• Prepare synonyms.
• Make familiar paradigms like the days of the week or the months.
• Make personal lists, such as items on a shopping list, food served at a meal, and packing lists. (Aug. 25, 2009)

At this stage, the students may practice his signature in cursive form. From words, students go on to short word groups such as phrases. From the above steps, phrases are turned into sentences.

Students may be given pictures and asked to identify the objects and events and write about them. This will be an extended writing exercise. They may be asked to write the sequence of tasks depicted or inferred from picture. “While doing this, they will be engaged in sentence combining, paragraph assembly, paragraph completion, controlled position (such as rewriting the paragraph in a different tense, modification of names and pronouns, etc.), guided composition (which provides some tips or ideas and the students write short sentences and paragraphs on a topic based on items provided), and questions and answers” (Raimes, 1983).

3.13 The Influence of L1 in Teaching L2

While teaching L2 one cannot define the influence of L1. Speaking skill is not equal to writing skill. Byrne says that the learners have developed their spoken language but their written language is still poor. He makes an observation that,
“Writing is a totally new experience for most of them. The degree of expressiveness and fluency in first language writing may not reach the highest level for many learners. But the knowledge of L1 will help a learner to write well in L2.” (Byrne, 1979, 4).

3.14 L2 Writing and Its Problems

The learning situation of L2 is different from L1 situation. Many students learn L2 in formal academic situation.

Widdowson (1984) speaks about the difficulty of learning L2 and writing skills thus:

Writing is usually an irksome activity and an ordeal to be avoided whenever possible. It seems to require an expense of effort disproportionate to the actual result (42)

It is difficult to arrange one’s thoughts and write them on paper. Tedls et al. describes the difficulty of learning the second language meaning. It is common for all non-native learners.

Tedls et al. says: “In a second language situation where syntactic rules have not been mastered, the mind is engaged with linguistic matters learning little capacity form the communicative function of the text”(37)Some of the problems of L2 learning are:

(i) Psychological problem.
(ii) Expressionistic problem.
(iii) Recognizing/Cognitive problem.
(i) **Psychological problem**

In learning L2 some students have psychological issues. Speaking is a group activity but writing is an individual activity. This needs interaction and writing is impossible without this. The learners face the following problems:

1. Need of motivation
2. Need of confidence
3. Need of right-ability

Harris. J (1993) speaks about the problems thus:

> Writing is a process that occurs over a period of time, particularly if we take into account sometimes the extended periods of thinking that precede the creation of an initial draft. Even in the more immediately focused state of constructing a text, writers pause, think, write, and revise and so on. This somewhat hilting progress reveals the number of decisions that have to be made by the writer alone and also the extent to which reflection is an essential part of the process. (98)

The teachers are responsible for their students and it is their concern to take care of the students and monitor them and it is necessary for them to take steps to solve their problems.

(ii) **Expressionistic problem**

Many students have deficiency in expression. They lack vocabulary and grammar knowledge and they could not express their ideas in L2. Hyland (2003) comments on this thus:
….. most of us have a vocabulary of several thousand words and an intuitive ability to handle the grammar of the language when we begin to write in our L1 but L2 writers often carry the burden of learning to write and learning English at the same time. (47)

Writing needs good knowledge of grammar, vocabulary and structures than speaking.

Bryne (1979) comments thus;

Oral communication is sustained through a process of interaction except in special circumstances, such as a lecture. The participants help to keep it going. Because speech is spontaneous, we have little time to pay attention either to organizing our sentence structure or to connecting our sentences.( 4)

While practicing writing skills the learner has to be conscious about the structure of the sentence and formation of the text.

(iii) **Recognizing/Cognitive problem.**

The term ‘cognitive’ refers to the processing of information or invoking of knowledge. It refers not just to the thought process but also denotes more than that and it is used to refer to a sequence of processes, recognizing and classifying.

Richards et al (1986) used the term ‘Cognitive Variables’ (14) to remark about the relative processes. Students are individuals and their perceptions and their way of learning are solitary, Runin remarks, “When they come to the class, they come with their own individual perceptions and ways of learning” (1981,124).

McLeod writes about his students’ individual issues thus:
They show evidence of autonomous nervous system arousal—paper wadding, pencil chewing, sighing—but they describe this agitation in negative terms. They are frustrated, blocked; they have difficulty in continuing. He further adds that there are, of course, cognitive possibilities for some students’ distress; they may not have an adequate repertoire of plans, or they may have right rules that keep them from moving on in the writing process. (1987, 429).

### 3.15 Correction

It is important that we correct the errors at the beginning level so that some standards in spelling and expression are set for the learners. Ramie’s suggests that one “use errors in students” writing to plan ahead.

Most textbooks written by well-known authors often de-emphasize the need to correct the writings of second language learners, and place an emphasis on meaning and free writing, or fluency in writing. However if the teachers do not correct the student’s writing in the third world countries, a sense of self-sufficiency sets in and the students will not recognize the errors they have committed.

As Bowen suggests, one could look for problems such as reversed letters, transported letters or words, incorrect uppercase or lowercase letters, lack of paragraph indentation, lack of familiarity with the basic spelling patterns, and illegible handwriting.

### 3.16 Emphasis on Immense Use of Language

At the end of the beginning level, the ESL student may have a vocabulary of fewer than one thousand words and a limited number of sentence patterns. To increase the mastery of additional sentences patterns, the students may be asked to do parallel
writing. Raime says, “Parallel writing is, in a way, the freest kind of controlled writing. Instead of making changes in a given passage or writing according to an outline or given sentences, students read and study a passage and then write their own on a similar theme, using as a guide the vocabulary, sentence structure, cohesive devices, and organization of the model passage” (1983:109) Therefore the students should be asked to plan, polish, rewrite their passage several times.

3.17 Intermediate Writing: Emphasis On Writing With A Purpose

At the intermediate level, students acquire a lot of words, and begin to write English for specific purposes. They will continue to demonstrate errors in their writing. They begin to focus on the use of pronoun links, connecting words for the progress of the thought they express, such as negation, double negatives, modals, tense, etc. Punctuation, arrangement of sentences within a paragraph, transformation of one sentence type into another with or without change in the meaning, stylistic improvements, summarizing the ideas found in the passage in their own sentence, completion of sentences and paragraphs to match the ideas contained therein or they want to express, writing with the appropriate tone, style and organization for the topic focused upon, are some of the things which will be considered in the intermediate level. All this may be achieved with some guided practice.

Bowen (1985) suggests that students organize their thoughts in three main types:

1. Take content from one’s own experience or the results of one’s own information gathering, and arrange it into a logical format.

2. Analyze a prose model, reconstruct its outline, and use the outline as a model for writing another passage, using parallel or analogous information.
3. Follow an outline prepared by someone else, e.g., teacher or textbook.

Raimes suggests in her book “Techniques of teaching writing” that people give training to write in English speculating on the focus of the given text. She also recommends that “students can be given tasks that encourage them to speculate about the text itself, about its context, organization, and the writer’s choices of words and syntax.” Raimes (1983). Writing skits and records of guided discussions and interviews are also suggested. At the intermediate level, the technique of dicto-comp is recommended. Raime’s says: “The teacher reads a passage all the way through. Students listen to the passage two or three times. Then they pick up their pens and write down as close a version as possible. This makes them pay attention to the meaning of the passage more than to the form of the individual sentences. At the end of the passage, the students gather in small groups to compare what they have written down. After they have assembled everything they can remember, they listen to the passage again, make revisions and check their grammar, spelling, and punctuation” Raime’s (1983:77.) Note –taking and story-telling are two other ways in which the TESOL students are encouraged to do some free but controlled writing. When elementary students take notes, they can be given a skeleton outline to work with and expand, so that their listening is more directed. As the students develop and progress they will move on to long and advanced passages and also make notes when they are listening. Both groups need to be alerted to the signals that speakers use: pauses, raising the head and the voice to make an important point, or using words most importantly to signal separation and priority of the points made.

Filling in forms of general nature, filling in money order forms, forms for registered or certified mail in the post office, writing letters to friends, newspaper, and
other organizations, writing business letters, writing instructions for someone to perform a particular task, writing a journal, and even writing some creative short stories are all given at the intermediate writing level. Indian textbooks do not really focus on the use of English for functional purposes.

Guided composition, parallel writing, preparing list of objects and other inventories, sentence combining and parallel writing have been discussed. These will continue to be used in developing writing at the intermediate level.

Most students are reluctant to write. Apart from the fact that writing needs more deliberate involvement than reading, students are afraid that their writing may be full of errors in a language which they have just begun to gain some acquaintance. They may have a lot of reluctance to write even in their first language. Students will face great difficulty in composing their thoughts in English, a second or foreign language to them. As standards of writing are more stringent than in other skills, students need to be trained to proceed from writing short passages to longer essays. They need a lot of encouragement, and appreciation. They need good models, and modeling. They need to be exposed to standard written materials. The form and the character of such materials need to be explained to them.

3.18 Increased Speed In Writing

At the intermediate level, there should be some focus on writing faster, in the same way there would be some focus on reading faster and better. If the students are too slow in writing, they will have great difficulty in performing better in examination. It will become increasingly difficult for them to match the speed of their thoughts with their writing speed. It is important that we give the dictation exercise progressively increasing its speed. It is also important that one gives one’s students
timed writing on given topics. Yet another way to increase speed in writing is to ask them to perform some close exercise. Bowen describes, “Students copy an incomplete short passage and then complete it in their own words. The objective is not to increase the number of words per minute, but to increase the speed of organizing thought in a second language and of judging and producing in a style that will be compatible with the first part of the passage” (1985: 63).

3.19 Advanced Writing

Students will enter the advanced level with a good knowledge of sentence structure, vocabulary, and idiom. They are already exposed to a variety of forms of writing. They can meet almost every need at the end of the intermediate level. However, they may not have much exposure to the specialized literature. They may have no skill in writing articles in the format in which these are demanded for publication in standard journals. They may not have much acquaintance with the specialist vocabulary in English from their fields of specialization. Thus at the advanced level of writing in English, the focus is more on English for specific purposes.

Different fields require different levels of the knowledge of English. For example, if a student wants to study and specialize in law or business, he needs a more elaborate and deeper knowledge of the use of English. On the other hand, if a student’s focus is on physical sciences, there may not be a high demand on him to have an excellent control over English. The students will be required to have good skills in organizing information the ideas in his field of specialization. He will be required to follow the stylistic and rhetorical conventions adopted in English which apply to his field of specialization. He should have adequate skills in self-editing his
own writing. The writing conventions of a particular field are usually expressed clearly and succinctly in the style sheets of major publications in the particular area of research.

At this stage, one no more deals with teaching English. A person is called upon to teach the appropriate rhetoric of the field using English. Rhetoric and logic play a more crucial role than linguistic structures. However, it is always important and useful to refresh the second/foreign language learner of English about the spelling, vocabulary and dictation, and structures errors, he continues to commit. Students will continue to commit linguistic errors even as they try to master the rhetorical and logical expressions. There are quite a few books in the field which focus upon various aspects of advanced writing in English.

Bowen has an opinion that tasks are useful in problem solving and they provide the writer the task of identifying the important components of writing. We can use those discovered ideas about writing while constructing essays.

**3.20 Features of Good Writing**

A well-written piece of write up is the one in which the writer expresses his inner feelings and emotions in an imaginative way. A good writing must be able to catch the readers’ attention in many different ways of writing such as technical writing, providing information through the text etc. The different forms of writings are shown after ensuring that it is of good quality and having appropriate content and whether the subject is in demand of the readers. If the quality of the content available is good, then more readers will read the passage or article. Thus good writing always
provides pleasure to the readers and benefits to their intellect. This is applicable not only to the books but also in websites.

### 3.21 Writing Styles

Writing style is the manner in which a writer chooses among different strategies in order to address an issue and by expression he wants to affect the targeted reader. His way of writing or his style is helpful in revealing the personality of the writer and his tone. It also shows how she or he perceives the audience, and selects his own interested writing style or principle based style. This may be done by a simple change of words, a syntactical structure of syntax, and prose, choice diction and structuring devices and techniques into basic user friendly frameworks. figures of thought into usable frameworks. Certainly, there are similar and analogous questions of style and audience that exist in the choices of expressive possibilities in speech.

Few studies in writing skills in ELT are taken for consideration as follows. Elizabeth Wardle et al. (2012) conducted a study on ‘Assessing writing’. She calls for a fourth wave of writing assessment to capture writing development in all of its complexity. It is based on ecology perspective of literature development that situates students’ growth as writers across multiple engagements with writing. The writing assessment seeks “to provide students, teachers, and institutions with fuller richer accounts of the breath of the students’ literature experiences and how this experiences impact their abilities to accomplish academic tasks throughout the undergraduate years”.

This article uses the recent efforts of University of Central Florida to develop and employ an ecological model of writing assessment which enables institutions to
make visible the multiple sites where writing takes place, strengthen the facilities for student learning and writing.

Langer, Judith et al (1987) made a study on ‘How writing shapes Thinking’. A study on teaching and learning. This book says that effective writing is a critical component in successful learning and in better understanding the role that writing plays in context area learning. It also presents an extensive study of writing assignments in the secondary school curriculum. This book provides an overview of the project highlighting the data gathered and analytical methods used.

This book provides a detailed observation of teachers and students with some general findings about the ways in which they used writing in the teaching of academic subjects. It also describes the types of writing activities in a variety of classrooms and it makes clear that writing fosters learning. The book brings together the concerns about the roles of teacher and learner in the instructional interaction, and a theoretical framework.

Kellog. W. (1995) pursued a study on ‘The Grammatical Structural Written at Three Grade Levels’. The purposes of study are “to provide a method for the quantitative study of grammatical (syntactic) structures which are coherent, systematic, broad and capable of refinement to accommodate details, and to search for the developmental trends in the frequency of various grammatical structures written by the students of average intelligence in school levels. Nine boys and nine girls were selected to write thousand words. The students were tested for their sentence length, clause length, subordination ratio, kinds of clauses, coordinated structures, nominal, the verb auxiliary, main verbs, compliments, modifiers of verbs and predicate
adjectives. The results of this study were discussed and the results were written for two groups: The teacher of English and the researcher in language Development”.

Nadia Belizadeh et al. (2011:189-211) conducted a study on ‘Assessing Writing’. The purpose of study is to examine the interactions among measurement theories, writing theories, writing assessments in the United States. “The assessment of writing provides a useful framework for examining the influence of the theories and in some cases it fails to influence actual practice. Two research traditions are described to classify measurement theories (text score and scaling) and three research traditions are proposed for classifying writing theories. (form, idea and context and socio-cultural context). The results of this study trace the impact of measurement and writing traditions on writing assessment practices within selected time periods during twentieth century in the United States”.

The finding of the historical analysis is that measurement has a strong influence on writing assessments and writing theory has minimal influence on writing assessment.” It is found that a new discipline of writing assessment has emerged. This new discipline combines multiple fields including writing, composition and measurement communities of scholars and it has the potential for the future writing assessment in twenty first century”.

Kyoko, Baba (2009) carried out a study on ‘Aspects of lexical proficiency in summaries in a foreign language’. The study investigated the impact of aspects of lexical proficiency of EFL students on their summary writing in English (L2) and Japanese (L1). Sixty eight Japanese undergraduate students wrote two summaries of English reading texts in English.
Their level of lexical proficiency in English, reading comprehension both in English and Japanese, as well as the length of summaries were assessed. “Multiple analysis of data showed that the effect L2 proficiency as a whole on summary writing performance was not pronounced compared to the effect of reading comprehension and the length of summaries. However, the ability to write definitions made a unique contribution over and above the other variables including reading comprehension and the length of the summaries”. It suggested that different aspects of L2 lexical proficiency have a different impact on EFL learners’ summary writing.

3.22 Modes of Writing

Writing has various modes and in recent years a lot of research has been done on the concept of “genre” and its role in writing. One branch of genre studies addresses the general types or modes of writing. According to Stifler (2012) “modes of writing or rhetorical modes are patterns of organization aimed at achieving a particular effect in the reader” (1). “Generally, modes of writing have been classified into four types; descriptive, narrative, expository and argumentative” (Connor, 1996; Richards and Schmidt, 2002).

The most familiar and simplest mode of writing is narration. Richards and Schmidt (2002, p.337) defines this writing mode as “narrative writing reports an event or tells the story of something that happened”. The purpose of a narrative text is to inform, entertain and excite the readers (Dickson, Kameenui and Simmons, 2007, 11) but the most comprehensive definition is the one presented by Jewell (2004): “narration or a “narrative” provides details of what happened. It is almost like a list of events in the order that they happened, except that it is written in paragraph form. A narration or narrative does not have to show any cause and effect; it only needs to
show what happened in the order that it happened” (4). This narrative skill is essential for the college students and this study tries to enhance the narrative writing skill of the respondents through Task Based Language Teaching method.

3.23 Conclusion

The third chapter brings out the arguments for developing writing skills. The definitions, different kinds of writing and methods are presented for the better understanding of the writing skills. From the details about writing skill and different types and modes of writing, only one mode of narrative writing skill is taken for examination and study. The sub skills of grammar forms with the correct sentences are included for practice and teaching through tasks.