CHAPTER 1

INTRODUCTION

1.0. Communication

Communication is the activity of conveying information. Communication has been derived from the Latin word “communis” which means to share. Communication is a process in which a sender encodes the message and sends it to the receiver. He in turn decodes it and responds to it as a feedback. The receiver need not be present or aware of it at the time of communication. Communication can happen anywhere and anytime without the limitations of space and time. In communication there would be a common message that requires to be conveyed by both the sender and the receiver. Aristotle defined the study of rhetoric or communication as “the search for all available means of persuasion”. He clearly implied that “the prime goal of communication was persuasion, an attempt to sway other men to the speaker’s point of view. Communication is a means of adjusting to environment. Baruah, T.C.(1979) states that “communication arises out of the need to reduce certainty, to act effectively, to defend or strengthen the ego. The aim of communication is to increase the number and consistency of meanings within the limits. Communication may cease when meanings are adequate”. It is initiated when new meanings are required. As man is not static, it is not possible to discover any permanent way of meeting all his needs. In the wake of information revolution and formation of knowledge societies, centres etc, the importance of communication has increased manifold in developed countries like India where most of the workers are illiterate.
Communication is the central to the life of our culture. Language is the tool for the communication. It is also the tool for employability and empowerment. Communication skills in English are needed to exemplify, to illustrate, to broadcast and persuade. English for communication is the mantra everywhere. It is a key to enhancement, excellence, employability and empowerment in the global market because English is the language of business, commerce, trade, technology, journalism, media, the internet and IT services. Good communication skills are the keys which unlock the doors of success. English is spoken or written by more than 1.5 million people around the world. English is the only language widely used and more scattered than any other language in the world.

Teaching English to speakers of other languages can be looked from different levels. One of the ways is to look at teaching various languages skills. They are four languages skills each based on modality of emphasis. They are listening, speaking, reading and writing. These skills are interdependent in many ways and they can be taught independently.

Effective and timely communication promotes cordial relations and work culture among the employees for increase in production and creates healthy and happy environment within and outside the organization. 'Communication' is a key instrument to create relations, to strengthen relations between the two people or a group of people. Without communication methods, there is no human relations and human relations requires effective communication methods and tools.

Communication raises aspirations, projects the future in the present, raises awareness, meets information needs, motivates the people for a purpose. Communication is for development of the individual organization, society, nation
country. Communications helps the administration in arriving at quick decision and implementation. Good communication is essential for proper planning and coordination. Communication plays an important role in the development of a nation. It is an integral part of development. Societies cannot change and develop without communication, as it is a process of social interaction through which people are influenced by ideas, attitudes, knowledge and behaviour of each other.

Communication has attained a great importance in the developmental programmes. It is through the process of communication that people are made aware of the nature and objectives of the programmes.

The useful developmental messages are conveyed to the target groups through various communication approaches. This helps masses in acquiring new knowledge required for coping with fast changing society. It helps people in adoption of innovations for the improvement of their practices, methods and quality of life.

Development as an objective is planned transformation of society from one stage of life and living to well-defined and known goal. It is a process in which man is the objective as well as the tool of development.

All objectives of transformation are to make man live as a human being, with better clothing, food, shelter, health and education. This cannot be achieved without man’s involvement. He cannot be involved unless the whole process of development is communicated to him as a desirable and acceptable objective. Communication, thus, becomes a key factor in the process of development. Thus, communication is very important in fostering the development process in a country. It can be a powerful instrument in integrating diversified society. It can create an ethos of change and progress.
Communication by itself does not produce development. Communication should be designed or tailored to fit the various development projects. This can be done by experimenting on communication strategies for development.

Communication is very important for development planners and practitioners as they mediate between specialists and layman. They are required to develop and use effective communication strategies in order to play their role effectively.

Communication is the foundation upon which development planner builds various programs of attaining the goals of economic and social advancement of society by communicating the knowledge of useful technology. It means that the advancement of the country lies in the effectiveness of its communication system at every level. Thus, communication occupies a pivotal position in the process of development.

It is a main vehicle of transmission of the useful messages for their application through implied behavioural change. In other words, communication is a means to achieve the objectives of extension education. Profession of extension education cannot exist in the absence of effective communication.

Communication is an important facet of life. Communication skills are essential in all spheres of life. Be it an interview or dealing with the project leader or working out a solution with a team or writing a report, getting across the point effectively is what matters. The success of an endeavour hinges on the ability to communicate effectively. In today's fast paced life, everyone is asked to do more with less. In such a scenario effective communication holds the key.
Effectively communication centers round the usage of words, speed of delivery of words, pitch modulation and body language. Using the right tools to communicate the right messages at the right time can salvage a crisis and motivate people to work towards success. Truly said, communication works but for those who work at it. In the existing globalization scenario, most of the Information Technology, I.T Enabled Services, management institutes, public and private sector, multi-national Companies, Union Public Service Commission, and State Public Service Commission are searching for a right and suitableresher for executive posts. Whatever be the recruiting criteria that I.T, ITES, industry giants had in their agenda, once this was clear, a first class degree would not serve the purpose, the candidate has to satisfy the skill sets that the companies were looking for. And unanimously, the skills set that they were looking for is communication skills.

People in organizations usually spend 75 percent of their daily time on communication through writing, reading, listening, speaking, inter-debate etc. Effective communication is an essential component for organization success, whether it is the interpersonal intra group organization or external levels.

1.1 English in India

English as a global language has quite become the best source of communication throughout the world. The communication skills are vital for the growth of international trade and the removal of trade barriers have made English as the very important source of communication to everyone. India as a multilingual country needs English for its varied communicative purposes. English provides one a continuous source of scholarly materials. So there is definitely a necessity to retain English in India and strengthen its teaching and learning methods.
The advent of internet has made communication easy and fast. People communicate with others for personal, business and social purposes all around the world. English plays a vital role in the globe and it has become a language of choice for communication in various parts of the world.

There is a need to use English in India at present for two reasons. First, English is the single most important language of the world. Further English is the link language of the world and the best source of communication around the world. Secondly India is a multi-lingual country and English serves as a lingua franca in our country.

Man is living in an age of diverse communication activities in every field such as education, administration, commerce, science and technology. In his everyday life at home, office, classroom even in the train or bus he is involved in communication activity. Such a wide spread use of communication has changed the world into a global village.

The National policy of Education (NEP) was framed in 1968 to implement the recommendations of the Kothari commission and raise the status of Hindi as the medium in India. The NEP also insisted in strengthening English because it was the only source for the growth of the world.

In addition to NEP, the Study Group Report (SGR) on the teaching of English was framed in the year 1971. The SGR pointed out the following pitfalls in teaching English in the country.

The major points of the committee for the failure of the NEP recommendations were
i. Lack of trained teachers to teach English at all levels.

ii. Changes in the government policies often towards the teaching and learning of English in several statuses.

iii. Non availability of facilities for reform and re-establishment


v. The difference between the approach and actual practice. National policy on Education (NEP) and programmer of action were started to implement the recommendations of NEP. One of the important recommendations of NEP and POA is the establishment of new institutions in rural areas to promote excellence. The Ramamoorthi commission considered the suggestions of the NEP-POA and submitted its report in 1990 and reviewed the NEPTPOA in 1986 English language Teaching and its problems in India. Teaching English in India has turned into a big business with the growing population, different cultures, political policies and make teaching English difficult in India.

“English has greatly contributed to the growth of knowledge in India, particularly in the field of science and technology. It has brought home to us the different development in the international scene and helped us in properly understanding the world situations” (Baruah, T.C. 1979, P:6)

1.1.1. The use of English in India:

i. English links the nation.

ii. English is the link language of the world.

iii. English is language of the library.
i. English links the nation.

The Indian constitution approved Hindi as the official language and allowed English to continue for the next fifteen years from 1950. But this resolution faced much Opposition from south India. As a result of this Official Languages Act was passed in the year 1963. The Act Allowed English to continue as the ‘Associate Official Languages until the non-Hindi speaking states accepted the status of Hindi as the official language.

ii. English is the link language of the world

English is the only language spoken by the educated people all over the country. English continues to be the official language of India. The former Prime Minister insisted on continuation of English as the Second language and official language of India. English is used to communicate across the country. Mainly in the Hindi and non-Hindi speaking regions, English is used to communicate with people. This shows that English is the link language of India.

iii. English is a Library Language

English is used mainly in the library. The Indian Education commission (1964-66), which is known as Kothari commission coined the term library language. Kothari commission suggested that instruction through mother tongue is the best medium of instruction. The commission also recommended the use of mother-tongue as the medium of instruction even up to the highest level of education. But the commission insisted that student should not acquire a degree by any university without any knowledge of the English language.
Indian students have to acquire proficiency in English to maintain the latest developments in technology. Radhakrishnan Commission reiterates the use of English language as follows. It is mentioned in T.C. Baruah as,

English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools which will admit them either to university or vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge and in the universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors (Baruah, 1979: 8).

1.1.2. The use of English in the schools

The medium of instruction in the schools has been changed but more hours are allotted to learn the language which is a difficult task. This has created a miserable situation where even bright students fail in English. This led to the introduction of practical even in English. The Official Language Commission insists the importance of English as follows.

Since we need English for different purposes, the content and character of that language as well as the method of imparting it have to undergo a change. English has to be taught hereafter, principally as ‘language of comprehension’ rather than as literacy language so as to develop in the students learning it a faculty for comprehending writing in the English language, more especially those relating to the subject matter of their specialized fields of studies. No doubt, to a limited extent, a capacity for expression would also accrue and may usefully be cultivated along with the faculty for comprehension; however,
the change in the character and knowledge of English appropriate to our requirement hereafter, as distinguished from the past, is clear enough (Baruah, P:9).

The reason for the deplorable position of English in schools is its recklessness.

The reasons for the lack of development of English in schools are:

i. No Motives

ii. Negligence towards text books

iii. Evaluation System.

iv. Incompetent Teachers

a. No Motives

Most of the English teachers feel that goal–oriented teaching is not possible. Other subject teachers give no importance to it.

b. Negligence towards text books

Many universities and school do not update their curriculum. The teachers depend on the text books now. The curriculum setters provide them with the books.

c. Evaluation system

The Evaluation system affects the standard of English. Constant practice will improve the knowledge of the language. It also needs regular examinations. Oral practice is emphasized at the school level.

d. Incompetent Teachers

Even the best syllabus is useless if the teachers are incapable of Teaching. Most of the teachers are not competent to teach the syllabus and they have fallen as victims of the memorizing – reproducing system.
1.2 Types of needs

In the present situation, a degree is essential for a young man to frame his future. His need to learn English has become compulsory and the learning of English is categorized into three types.

1) Day to day needs.
2) Functional needs.
3) Professional needs.

a. Day to day Needs

The Academic need is the use of English in day to day life like reading, learning a subject, writing examination papers and participating in seminars etc.

b. Functional Needs

Functional need is communication with the students in and outside the class room. Writing letters, reports and speeches are some of the functional needs of the learners. L1 Acquisition is biological but L2 acquisition starts in the later stage. Students learn English from school but it requires a long time to master it.

The advent of information technology has brought immense global opportunities to the young professionals in India. There is a heavy demand for them all over the world. As English is the only means of communication, they have to develop their skill of speaking and writing, young professionals in China are poor in language skills and China takes efforts to provide the English language skills to the young professionals. This demand for the professionals in the world scenario has increased the need for the English language skill.
1.3. Need for the study

As far as English language and Indian context is concerned, English language teaching reaches a crucial point. Though English is being used and taught and learnt in India for more than one and half century, it has not been acquired and will hardly get the status of first language for the vast majority of the Indians. In Indian schools and colleges, English is taught and learnt not as a language but as a subject to be passed out to obtain a certificate or a degree. It can also be observed that a majority of the teachers (a few exceptions) teach English only to help students pass out a course. Teachers focus on teaching English as an informative and knowledgeable study. How can a foreign person (an Indian student) know English? To know English involves the applications of what they learned and means to develop the abilities to use it in day-to-day activities. The academicians are making Herculean efforts to enable students to communicate in English. They design special courses in English and the students are provided with ample exposure to English language. Still the problem cannot be completely solved. A great emphasis is given to design text-books with sections especially devoted to English language skills. Even that is proven as futile.

There is a great phenomenal difference between the English as a subject taught in the schools & colleges and communicative English which is required as a professional. The school curriculum puts more stress in literary text and grammar with very little emphasis on practical utility of English which calls for attention in everyday life. Moreover in schools of vernacular medium in rural areas, instruction for most subjects are taught in regional languages which creates a mentality to the students that English is not needed and they keep themselves away from learning
English but this result in problems of performance when they go for higher studies. Therefore, English as a global language is important not only in the commercial sector but also in the academic field for especially college students who are at the tertiary level where they face the language problem.

Especially students who hail from rural areas know English but they lack considerably in comprehending and applying them in their day today needs. The students from the rural communities are very much affected and there is a vast difference in terms of exposure and awareness between the rural and urban students. Despite these limitations most of the urban students have the initiative to learn and use English in all the situations. They are third generation learners receiving focus and cooperation from educated parents, living environment and atmosphere. But rural students are first generation learners who consider English as an additional burden and throughout their lives are not able to deal with it in spite of their best efforts. Teacher oriented teaching is adopted in most of the schools and hence the learners do not have the motivation or opportunities to have an active learning. as mentioned earlier, English is taught as one of the subjects and also used as a medium of instruction.

**Influence of Mother Tongue:**

A greater problem prevailing among the second language learners of rural background is the interference of their mother tongue. At tertiary level, it is impossible to correct these learners’ content and language and hence it becomes necessary to study the learning process of Arts college students and therefore strive to upgrade their learning through communicative approach using the tasks and activities thus adopting task based language teaching.
1.4 Communicative Language Teaching

Communicative Language Teaching (CLT) has been an effective language teaching approach for at least two decades now. ‘The very term ‘Communicative’ bears an obvious ring of truth: we learn to communicate by communicating’ (131). Of course, the fundamental principle behind this approach is far from new. It is a famous saying that ‘What we have to learn to do, we learn by doing”. C. J. Brumfit comments on this that, “Most teachers use communicative approach in some way or the other, and it is hardly surprising that no one wishes to be called a non-communicative teacher”. He further says that (1979) says:

It would be fair to say that if there is any one ‘umbrella’
approach to language teaching that has become the accepted
norm in this field, it would have to be the Communicative
Language Teaching Approach… CLT does a lot to expand
on the goal of creating ‘communicative competence’
compared to earlier methods that professed the same objective.
Teaching students how to use the language is considered to
be at least as important as learning the language itself ( 77).
Brown aptly describes the ‘march’ towards CLT in the following passage:

Beyond grammatical discourse elements in communication, we are
probing the nature of social, cultural, and pragmatic features of
language. We are exploring pedagogical means for ‘real- life’
communication in the classroom. We are trying to get our learners to
develop linguistic fluency, not just the accuracy that has so consumed
our historical journey. We are equipping our students with tools for
generating unrehearsed language performance ‘out there’ when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential (1974:79).

David Nunan (1991) in Language teaching methodology(279) lists the basic features of CLT as follows:

- An emphasis on learning to communicate through interaction in the target language,
- The introduction of authentic texts into the learning situation,
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself,
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning,
- An attempt to link classroom language learning with language activation outside the classroom. (1991,79).

The four types of learning, which seem to be appropriate to the present day needs of the learners associated with the CLT approach are listed below:

- The first concept, ‘interactive learning’, entails that there will be a lot of pair and group work in the classroom as well as genuine language input from the real world for meaningful communication. This concept goes right to the heart of communication itself, stressing the dual roles of ‘receiver
and sender’ in any communicative situation.

- The second one is ‘learner- centered learning’ in CLT with some power in the language learning process given to the learners themselves which provides room for personal creativity and input from the students.

- The third concept, ‘content based learning, ‘links language learning to content / subject matter and engages both concurrently. Language is seen as a medium for acquiring knowledge about other things. When students study Maths or Science using English as the medium, they are more intrinsically motivated to learn more of the language.

- ‘Task – based Learning, the fourth concept in CLT, provides scope for a lot of learning tasks. The tasks could be a problem solving activity, or a project with clear objective, appropriate content, a working procedure and a set range of outcomes.

Three key pedagogical principles that developed around CLT are the presentation of language forms in context, the importance of genuine communication and the need for learner- centred teaching. These were widely acknowledged but were open to interpretation.

Howatt (1984) in History of English language teaching described these as weak and strong versions of CLT. These include pre-communicative tasks, such as drills, cloze exercises and controlled dialogue practice along with communicative activities. Littlewood (1981) described pre-communicative activities as a necessary stage between controlled and uncontrolled language use.

One example of such an approach to CLT is what is known as the Presentation, Practice and Production (PPP) approach. Language forms are first
presented under the guidance of the teacher, then practised in a series of exercises under the teacher’s supervision. Finally, the language forms are produced by the learners themselves in the context of communicative activities that can be more or less related to the learners’ real lives and interests.

In strong versions of communicative language teaching, the teacher is required to take a ‘less dominant role’ and the learners are encouraged to be ‘more responsible managers of their own learning’ (131). The teacher begins with communicative classroom activities rather than a presentation-a practice approach to long forms that allow learners to actively learn for themselves. An interaction takes to develop the communicative competence. This has been called an indirect approach (141).

Krashen and Terrell (1983) emphasize the “importance of comprehensible input, which challenges learners to stretch their understanding. More recently emphasis has also been placed on the importance of language production in this acquisition process” (34).

Finocchario (1974:91-93) describes the seven principles of communicative approach to language teaching as follows:

1. “Teaching is learner-centered and responsive to learners’ needs and interests.
2. The target language is acquired through interactive communicative use that encourages the negotiation of meaning.
3. Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking and choice-making.
4. There is exposure to examples of authentic language from the target language community.
5. The formal properties of language are never treated in isolation from use, and language forms are always addressed within a communicative context.

6. Learners are encouraged to discover the forms and structures of language for themselves.

7. There is whole language approach in which the four traditional language skills (listening, speaking, reading and writing) are integrated”. (1984:91-92)

According to N.S. Prabhu (1987), communicative approaches have encouraged one to see language development as an ongoing process rather than a static product. A qualitative assessment of the learners’ communicative competence can provide a more realistic view of the learners’ progress than a quantitative measurement of their errors and mistakes.

1.5. Theoretical Framework: Task Based Language Teaching

Task based Language teaching method which is the outcome of Communicative approach plays a vital role in promoting communicative language use. Communicative language teaching is an approach than a method. It is a learner-centred and experience based view of second language teaching. The goal of language teaching is to develop what Hymes D. (1972:272) referred to as “communicative competence”. Johnson K. (1984:193) says that, acquisition of communicative competence in a language is an example of skill development. A wide variety of materials have been used to support communicative approaches to language teaching. According to J.C. Richards (1986:79) there are two kinds of materials currently used and they are text-based and task-based.

This communicative approach in later days evolved as a method called task based language teaching (TBLT). Task -based learning offers an alternative for
language teachers. In a task-based lesson, the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

Nunan (1989: 10) defines ‘task’ as: “a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form.” Willis, J. (1996: 53) gives the meaning of ‘task’ as: “a goal-oriented activity in which learners use language to achieve a real outcome.” So tasks are activities that require learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process.

Task based language teaching plays an important role in the process of second language learning as it helps the learners to involve themselves in the classroom activities fully and participate in them. (Nunan. 2007). This approach allows the learners to overcome their inhibition and they become familiar with the learning methods. In task-based teaching, the materials have to be organized in some order of increasing task-complexity. The tasks of the same type appear at short sequences and the latter tasks should exploit the kind of reasoning, content familiarity or forms-familiarity likely to result from earlier ones. N.S. Prabhu (1987) who popularized this method in India says, "The ordering has necessarily to be partial and suggestive rather than definitive and it depends both on the learners’ ability and on the degree of help given by the teacher”.

1.6 The purpose of study

The undergraduate students have to overcome the use of inappropriate structure, vocabulary and the inability to understand the content matter. The
traditional methodology allowed limited learners in the class rooms and the teacher was the only source of knowledge and information. But the time has changed greatly. The students are more involved in learning. It is one of the major reasons for the success of teaching.

Effective teaching of writing skills will make the students as efficient writers. Acquiring writing skills will turn their lives successful. The purpose of the study is to identify the lack of writing skills and use suitable method to improve the writing skills of I year B.A/B.Sc. students in Arts and Science Colleges. The study is undertaken with the hope of improving the writing skills of the students. In addition to this, the acquisition of the writing skills will raise their confidence.

1.6.1. Thesis Statement

The research examines the present status of writing skill of first year students of Arts and Science Colleges and whether task based language teaching method could enhance the narrative writing skill of the students who hail from different social and educational backgrounds or not.

1.6.2. Objectives of the research

- To adopt Task Based Language Teaching method as a tool in classrooms to enhance the narrative writing.
- To use the tasks and activities to teach and impart grammar
To teach the students of rural background to learn the skill of continuous writing.

To show the validity of task based teaching method for improving the writing skills of college students.

To involve task based and technology based modules to encourage and enable the learners to go through the learning process without inhibition and hesitation.

1.6.3. Hypothesis

The following hypotheses have been framed from research objectives by the researcher:

- Language teaching facilitates the students to learn and obtain language knowledge

- Task based and technology based modules enable the learners to go through the learning process without inhibition and hesitation.

- Teaching grammar improves the writing skills of the students.

- The learning of writing skill develops the presentation skill of the students.

- Writing skill will also improve the creative writing of the students.

- The constant practice of writing skill will improve communication skill of the students.

1.6.4. Limitations of the study

As the present study has its wide range of application, it becomes necessary that the area is to be restricted to the first year under graduate students of two Arts and
science colleges in Salem district. Teaching of the entire writing skill with its all sub skills would be very elaborate and hence narrative writing skill only is undertaken.

**1.6.5. Selection of the respondents**

The respondents were forty students studying I B.A. in Christian College of Arts and Science, Salem and forty students were selected from Mahendra Arts and Science College, Salem doing I B.Sc. The students were selected from both rural and urban backgrounds, depending on their schooling and the data collected through the background questionnaire.

**1.6.6. Variations**

The selected students were divided into four categories in order to show variations. In the mixed group of eighty students from two colleges, forty students were male and forty were female students, in which twenty two male students were from rural area and eighteen male students were from urban area. Twenty four female students were from rural area and sixteen female students were from urban area.

**1.6.7. Data Collection Analysis:**

The data collected from the students is the marks of the I.B.A./B.Sc., students in the pre-test and post-test. The marks are used to know the needs of the students and determine the outcome of the tests. The students feedback questionnaires also provide
data to know their learning. The findings are derived from the data through data analysis to assess how they have improved in writing skill.

**1.7. Divisions of the Research Work**

The title of the research work is “Enhancing the Writing Skills of the Undergraduate Students in Arts and Science Colleges”.

Chapter-I is Introduction. Introduction deals with communication. Communication is the activity of conveying information. The need, significance, hypothesis, objectives, scope of research and the chapter-wise summary are described at the end of this chapter.

The second chapter reviews the history of language teaching methods and approaches and describes the methods of grammar-translation method, the oral approach and situational method etc. The definition of task based language teaching and its advantages and theory are elaborately discussed.

The third chapter defines writing. The four modes of writing are explained in detail. The need for the narrative writing skill to under-graduate students, the significance of writing skill, the different sub skills of writing and the need for improving the writing skill are discussed in the chapter.

The fourth Chapter comprises the testing modules that planned to test the students’ writing skills. The tests are administered in four categories like writing a story, usage of verb and tense, change the positive into negative and usage of prepositions. The entry or the pre module test results are tabulated and the errors are analyzed to determine the standard of the students and the causes of the errors are discussed.
The fifth chapter deals with the new teaching modules based on Task Based Language Teaching method and the activities are described. The results of the post module tests in different stages are tabulated and the responses of the learners are analyzed through feedback questionnaire. There is a positive and remarkable difference between pre module test and the post module end test and it is due to the Task based method.

The sixth chapter forms the summing up of the thesis. The scope for the study, the findings and some of the suggestions to improve the writing skill are given.

Works cited lists all the secondary sources and references that are browsed, studied and used for the research and compilation of thesis. Appendices contain the questionnaire collected from the selected respondents to know their background and they are segregated them into different categories. It also includes the questions administered to the students both in pre-test and the post test. It includes the feedback questionnaire which actually assists in assessing the students’ learning process.

1.8. Significance of the study

Though the present scenario expects a graduate to be a master of second language English, it is an undeniable fact that these students donot have the required standard when they enter Arts colleges. This study is a little effort to point out some of the shortcomings and weaknesses in the process of language learning. Almost all the students commit errors and it has formulated a habit pattern in their minds.

Students from various backgrounds tend to commit a variety of errors. The researcher can get actual insight of the students’ common and general problems in learning English. This enables the teachers to know as to what to correct and how to
correct. This study is of great help to the course designers because the feedback obtained from the students points out the suitability of course materials. This finally reveals the amount and the quality of learning of writing skill that has taken place in the Arts college scenario with the help of tasks and activities. This study further gives an insight into how a new kind of course work and syllabus based tasks could be framed for the development of their writing skill.

This kind of analysis tries to account for the learners’ performance in terms of cognitive processes which the learners make use of. It provides evidence of how effective is Task Based language teaching during the process of learning writing skill, what strategies the learner is employing in the discovery of language.