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CHAPTER I

INTRODUCTION

This chapter begins with an overview of the historical perspective of English Language Teaching in Gujarat. This is followed by an analysis of the needs of the learners with respect to written expression. For the analysis of the needs of the learners data were collected through questionnaires and interviews from teachers of English at the secondary schools in Gujarat. Some related studies which have analysed the needs of present day learners were also reviewed.

After the analysis of the needs of the learners an analysis of the present situation is taken up. A brief review of the present situation in Gujarat with respect to the teaching and testing of written English is given. Teachers' views regarding the teaching and testing of English obtained through questionnaires and interviews are compared with actual classroom practices. A brief report of the observation of Classroom teaching, the analysis of learners' classwork notebooks and the analysis of test papers is also presented.

A comparison of the learners' needs and the actual
teaching and testing practices indicates the inadequacy of the techniques and materials used at present. A need for devising more effective techniques is established which leads to the statement of the problem. This section of the chapter states the aims and objectives of the study as well as the hypotheses. The later part of the chapter deals with the procedures adopted which include the design of the project, methods of data collection, analysis of the data collected and interpretation. In addition, the tools used in the study are described which include the designing of the questionnaire and interview as well as the tests. Finally, this chapter gives a brief account of the scheme of presentation of the thesis.
1.1 Background

Gujarat was part of Bombay State before the bifurcation in 1960. After the bifurcation, Maharashtra decided to have English from Class V onwards. The Gujarat Government decided to teach English as a compulsory subject from VIII to X. However, schools could opt to teach English in classes V to VII outside school hours, for which they would receive no grants from the Government. The Government of Gujarat also decided to provide an intensive course in English, by allotting more periods in the school time-table and by improving the standards of teaching English, by redefining the objectives and by organising a short term training course for the teachers.

1.1.1 Desai Committee Report

In 1960, the L R Desai Committee was appointed to re-examine the existing syllabus in English and to define the objectives of teaching English. The report presented by this committee in 1961, examines the situation, the needs of the learners, the adequacy or otherwise of the syllabus used for English at that time and offers suggestions for change (Appendix 1). According to this report, learners would need English for higher studies and for job opportunities.
"In the Secondary School, our attempt should therefore be to lay a solid foundation of linguistic skill and power in English, which should enable the pupil even after leaving secondary School to continue the process of developing additional linguistic skill and power according to his need."

(Desai 1961: 10)

The main objective laid out in the syllabus for secondary education, published by the Director of Education of the former Bombay state, which was also in vogue in Gujarat state in the 60's is as follows:

"The main objective in the teaching of English in Secondary Schools should be to enable pupils to understand simple spoken and written English and to carry on simple conversation in English. (vide pg.6)"

The Desai committee report notes that the objective stated is suitable to the needs of the learners, but the syllabuses used at that time go beyond this simple objective and hence the learners are not benefitted.

About written work the Desai Committee report says,
"... the present syllabus demands a good amount and variety of written work in English during the last two years of the High School. A continuous composition of about 200 words (an essay), a story from a given out-line, a letter, a short narration of a character or an event from the text, answering questions in three or four sentences, those indicate the type of written work which a student is expected to do at the S S C examination. Consequently these forms of composition were allocated to the lower Classes." (Pg.12)

The members express their dissatisfaction and point out that the learners are not able to realise the goals set for them. They have made a number of suggestions to improve the teaching of English, one of which is to introduce the play-way method to make the study of English more purposeful, interesting and effective. The Committee also restates the objectives for teaching English. For expression in writing, the following objectives are laid out:

- to use an additional 300 to 400 words from the active vocabulary prescribed;
- to answer in simple sentences containing phrases and in easy compound and complex sentences questions based on the prescribed
texts.
$ to reproduce a story learnt, with the help of questions;
$ to write about 10 connected sentences on characters included in the text and on familiar scenes and events;
$ to write short personal letters to friends and relations;
$ to translate from mother-tongue into English. (This is with a view to consolidating the structures or teaching points and usages learnt and bringing out the distinctive features of the two languages). (Pg. 16).

In the written work, emphasis is given to the mechanics of writing, organisation and the style of presentation: "... the coherent presentation of one's ideas on a given topic, in simple and correct English and in a forceful and effective style." (Pg. 24)

To improve learner's handwriting, and help them master the mechanics of writing, copy writing, transcription exercises and dictation are suggested. The teachers are cautioned against beginning writing at a premature stage and teaching writing carelessly, because 'writing
is a more complex process than recognition, reproduction and reading of the symbols and words' (Pg.25). Many exercises are suggested for practice in sentence building from where they could gradually be led to 'acquire the skill of arranging their thoughts systematically and presenting them in a simple but effective style'. (Pg.25). The Committee says, "Written work forms the apex of our entire programme of English teaching." (Pg.25)

So the members of the committee suggest that teachers should devote sufficient time and attention to see that the objectives laid out in the syllabus are realised.

1.1.2 After the 60's

Thus in the 60's English was taught in classes VIII, IX and X. In the 80's again English is introduced as an optional subject in classes V, VI and VII. English is to be taught as an optional third language from class V to VII, under the revised policy implemented from June 1982. English is taught as a compulsory subject in classes VIII and IX and again it becomes an optional subject in class X. Further, (according to the teachers, interviewed) there is a system of 'conditional promotion' by which a learner who gets 20% or less in English in Class IX, is promoted to Class X, on the condition that he would not opt for English in
Class X. This makes the learner less interested in the subject. In many schools learners who have been learning English from class V and who begin English in class VIII are put together in the same class which makes it difficult for teachers to teach according to the needs of the learners.

A report prepared by Gujarat State Board of School Textbooks, 'Seminar Discussions on Curriculum programming in English' (1983) states the objectives of teaching English from classes V to XII (See Appendix 2). The objectives of teaching written English are stated under two heads, competence specifications and content specifications.

"Competent Specifications
The student,
- writes neatly and legibly in cursive hand
- spells words correctly and writes using correct punctuation marks
- uses appropriate vocabulary and structural items as specified in the syllabus
- writes paragraphs presenting ideas and other details in proper sequence
- expresses his ideas clearly and writes about his experience and other events coherently in paragraphs of about 300 words.
- translates simple sentences of mother-tongue into English" (Pg.39).

"Content specifications
- dictation of unknown paragraphs written within known language material
- writing or completing stories on the basis of the given outlines, writing formal and informal letters and invitations on given reference, applying for jobs in response to advertisements writing about everyday experiences like - preparing tea, playing cricket, flying kites etc.
- writing short essays following the given outlines.
- translation of simple sentences of mother-tongue into English" (Pg.40)

Thus at present English is optional at class V to VII level, compulsory in Classes VIII and IX and optional again in class X. The present study is concerned with class IX level, where there is a possibility of having learners who have had three years of language instruction already, and also who have had only one year of language instruction before coming to class IX and finally those who intend to give it up at class X level and hence have lost interest in learning the language.

A proper understanding of the present situation is necessary to devise effective techniques and materials
to teach and test written English. Hence an analysis of the needs of the present day learners is taken up and this is compared with the way of teaching and testing written English as it is undertaken in the schools of Gujarat.

1.2 Needs analysis
For a proper understanding of the present situation the needs of the learners with respect to written English were analysed at two levels. Teachers involved in the teaching and testing of written English at the secondary level, were asked to answer a questionnaire (Appendix 3) and were interviewed. They were also made to write a report about the needs of the learners, and about the actual way of teaching and testing undertaken in schools. Some other studies concerned with the needs of the learners were also reviewed.

1.2.1 Questionnaire and Interview
About a hundred teachers from urban and rural areas of Gujarat were randomly selected. They were given a questionnaire which asked for their opinion about the importance of writing skills for the learners, at the secondary level, for further education and later in life. They were also asked to indicate the importance of the type of writing that would be useful for the learners of secondary schools (The details of the data
collected through the questionnaire are given in chapter four):

Marking the importance of writing skill on a five point scale - very low, low, moderate, high and very high - teachers rated it as more important during schooling than afterwards. Thus 78% of the teachers rate the importance of writing skill as 'very high' and 22% consider it as 'High' at the secondary level. For further education, 70% think it is 'very high', 28% think it is 'high' while 2% consider it 'moderate'. The importance of writing skill later in life is rated as 'very high' by 43% of teachers, 'high' by 56%, and 'moderate' by 2% (Chapter 4, table 1).

Among the topics listed in the questionnaire, except for official letters and picture-compositions, all the other topics were rated 'high' by 56 to 76% of the teachers and as 'high' by 20 to 40% of the teachers (Chapter 4 for details).

The topics preferred by the teachers were as follows:
- descriptive paragraphs
- narrative paragraphs
- story writing
- personal letters
- describing a process
- note-taking
To supplement the data obtained through the questionnaire teachers were personally interviewed and were also made to write a report about the needs of the learners. According to the interview and report, learners need to learn to write in English for the following reasons:

- English as a compulsory subject in classes VIII and IX. So it is essential for the learners to learn English to pass the examination.
- It is useful for communication
- English as an associate official language is used for a number of practical purposes within India.
- Learners of Gujarat would need English for higher studies if they want to study in any state other than Gujarat.
- They would also need English to go abroad for higher studies or for job opportunities.
- Many of the competitive examinations at national
level are in English and hence English is essential. Even the learners who learn through their mother-tongue would need English to read the books available in English pertaining to their subject.

In answering the question why their pupils should learn to write in English, all of them said it was important for their pupils to write well to pass the examinations, obtain good grades and also to secure better jobs. About 10% of the teachers said that through writing their pupils learn to express their ideas and feelings. About 90% of the teachers said that writing activity was helpful to consolidate the vocabulary and structure items already learnt orally.

1.2.2 Needs identified in other studies
Since the teachers who responded to the questionnaire and interview were of the opinion that knowledge of English is necessary for better job opportunities, it was considered necessary to find out what types of tasks are important in a majority of professional situations. Some recent studies - Das (1977), Parasher (1979) and Banerji (1984) - have tried to identify the specific tasks which require the use of English in the professional world. Meera Banerji's article (1986:27) gives a detailed account of the attempt made to identify the needs and requirements of the professional
world by means of a survey research.

Meera Banerji's questionnaire tried to find out two things:
- information related to real-life situations where English is used and the approximate time that is spent on different kinds of linguistic activities.
- the frequency of language tasks performed in the professional world.

In her research the term 'language task' is meant to imply those specific forms of linguistic communication which are essential for the transmission of information or exchange of views and ideas or transaction of business in a professional organisation.

The sample covered 207 subjects belonging to 64 different professional organisations located in different parts of the country.

The results were as follows:
- A majority of the subjects thought that the English courses offered at the various universities are inadequate to meet the requirements of the professional world. They felt a real need to improve their proficiency in English.
A major part of the office hours is spent in the use of English. As compared to Hindi and regional languages, English is used for communication during a significantly larger proportion of time.

Communication through writing is more frequent than oral communication.

In written English, writing letters was the most frequently performed task. This was followed by writing reports, memos, and orders.

Since the secondary is a link between the primary and university education, we need to prepare the learners at the secondary level to perform such language tasks which will be useful to them later. An analysis of the ways of teaching and testing writing as it is undertaken in schools is taken up here. This should enable us to compare the needs of the learners with what they are taught in schools, how they are taught and whether this way of teaching and testing is suited to the needs of the learners.

1.3 Classroom Practices

To analyze the way teaching and testing of writing is undertaken in schools in Gujarat, a teacher's questionnaire was prepared in Gujarati, so as to get the teachers' views about the following:
a) The selection of topics for composition
b) The way it is actually taught in schools
c) The way composition work is checked in schools

The information obtained through the questionnaire was cross checked by personal interviews and individual report writing by teachers. The overall picture formed by putting together these three types of data were compared with the data collected by observation of classroom teaching, analysis of learners' classwork note-books and test papers which are administered at the end of the academic year for classes IX and X.

1.3.1 Teachers' views

Teachers' views as revealed from the questionnaire, interview and report writing are summarised here. A more detailed report is given in Chapter four.

a) For 98% of the teachers the School Board (which takes care of all the schools in a particular district) decides the topics for composition work. The Board decides the topics on the basis of the syllabuses (see appendix 2) and the course book. They also decide the number of compositions to be written in a year. The topics are the same every year. The topics chosen are based on the coursebook lessons. For example, for units 4 and 5 of class IX coursebook ( Appendix 5)
the topics chosen by 95% of the schools are, 'The Postman', 'Letter-writing', 'My Home' or 'My Hometown', or 'My Village'.

b) About 50% of the teachers said that though the School Board send them a list of topics for composition they had the freedom to change the topics if they wished to do so. But they also said that they rarely choose their own topics. About 5% of the teachers said that they occasionally choose some topics of their own choice. But even these topics were not quite different from the ones chosen by the School Board. For example, if the school Board chose topics like 'A Visit to a Diary' or 'A Visit to a Zoo' the teachers chose topics like 'A Visit to a Circus'. In the suggestions offered for improving the teaching of writing all the teachers said that the choice of topics should be left to the learners. But none of them had actually left it to the choice of the learners so far.

c) For teaching composition all the teachers followed more or less similar procedures. The following is a report written by a secondary school teacher. Other teachers also have written similar reports.

d) As for the testing of writing, all the teachers considered the features mentioned in the questionnaire as important.
A Report Written by a Secondary School Teacher
Explaining the procedure of teaching Compositions.

Class work Checking:

A Visit to a Zoo.

When I taught the composition 'A Visit to a Zoo', first, after going in the class I asked some questions to the pupils. Like

1. Have you seen a zoo?
2. Is there any zoo in your town?
3. Where have you seen the zoo?
4. With whom did you go to see a zoo?
5. What did you see there? (Which are your wild animals)
6. Did you enjoy there?

These type of questions I asked to the pupils for five or six times orally. Then I put some questions on the black board like

1. Where is a zoo? Nursery, base in any city.
2. When did you go to see a zoo? On Sunday in vacation.
3. With whom did you go? With friends, parents, uncle, neighbours.
4. What did you see there? Wild animals like lion, tiger, elephant, deer, etc.
5. Did you enjoy there? Yes, we eat bananas, biscuits.

After writing these questions on the black board further I asked them to speak on the board and answers. They thought on the questions and then tried to answer it. Five or six students spoke. Then I explained. They wrote the essay.
The features mentioned in the questionnaire were as follows:

- Correct use of punctuation
- Correct spelling
- Correct use of words
- Proper sentence construction
- Good handwriting
- Grammatical accuracy
- Style of writing
- Overall impression
- Natural use of language
- Language appropriate to the message

Though most of the teachers considered all these features as 'very important' or 'important', they did not assign marks individually to any of these features. They said that they allotted a single score for the learner’s written work, keeping in mind all the above features.

e) Since all the topics are based on the coursebook lesson, a general question was asked in the interview to find out what they usually did when some learner, unable to write on his own, copied from the coursebook. The usual reply obtained from the teachers to this question was that they would talk to the learner personally, advise him not to do so again, and motivate him to write on his own.
1.3.2 Analyses and Observations

Having obtained the teachers' views regarding the teaching and testing of written English, further corroboration was sought by direct observation of classroom teaching, and analysis of learners' classwork notebooks and test papers.

a) Learner's Classwork

A number of composition note-books of learners in different schools were checked. The following observations speak for themselves:

* All the learners in a single class had written identical compositions which match word for word. Even in letter-writing, including the address and the names of persons involved, all the learners had written the same letter (Appendix 4a).

* Most of the passages were copies from the coursebook with or without minor changes (Appendix 4b & c - a page from the coursebook and a page from a learner's classwork note-book are placed together for easy comparison).

Appendix 4b has a page from the coursebook-lesson 8, 'Men at Work'. The composition on 'A Postman' written by a learner matches word for word the coursebook lesson, which is checked and signed by the teacher. The teacher
who said that he would not allow learners to copy, (while answering the interview question) has awarded eight marks out of ten to this learner.

* No. mistakes are marked in any of the compositions. A score out of ten is given to each learner. No other comments are written in the note-book by the teacher. In some of the notebooks it can be observed that write ups with more mistakes have been given more marks than those with less mistakes (Appendix 4a). In the learner’s composition on ‘Visit to the Zoo’ based on the textbook lesson ‘At the Zoo’ (Appendix 4c) not even spelling mistakes are marked. No other comments are also written by the teacher. Learner’s attempt to write a composition based on the coursebook lesson has led to a number of erroneous constructions, some of which are listed below.
Sentences from the Coursebook

Sunil and his friends visited the zoo on Sunday evening.
There were men, women and children near the lion's cage.
They enjoyed their visit to the Zoo.

Sentences from a Learner's Composition

* I and his friends visit the Zoo
* We were men, women and children near the lion's cage
We enjoyed their visit to the Zoo

( Appendix 4 C )

The teaching in a normal classroom situation is mostly text-based. The meanings of new words are written in Gujarati by the learners in the coursebook itself, and the answers to the questions are underlined and marked in the coursebook (Appendix 5). The questions are also sometimes written in the coursebook. For example, in Appendix 5, page 36 of the coursebook Lesson, the following question and answer can be seen:

(1) Where was a magic show? One Saturday there was a magic show in our school.
b) Test Papers

The format of the question paper set for the annual examination at class IX and X level is more or less the same (Appendix 6a and b). There are questions based on the content of the lesson, to be answered briefly. Sometimes the questions are abrupt and give no indication as to the theme of the lesson from which they are taken.

Example: Where was the telephone? Who used it?

Who are meeting on Sunday evening?

(Appendix 6a)

For composition work they are asked to write a paragraph on any one of the four topics given, which include topics like 'The Postman' that have been worked out as part of classwork. Other items testing grammar and vocabulary are also textbased where even the sentences for discrete items like 'Fill in the blanks' are lifted from the coursebook lesson.

The analyses of the test papers reveal the fact that the test focus is on memory of the content of the course book lessons. A learner who has mechanically studied the coursebook lessons could write the entire paper including grammar and composition with a considerable amount of success. Memorisation with or without understanding the meaning, could also help the
learners obtain good grades. This reflects on the teaching practices where most of the time is spent in preparing the learners for examination. Teachers are worried about 'completing the course' and learners spend a lot of time in learning to answer 'the important questions', usually given to them as part of revision work in schools.

1.4 Learner's needs and classroom practices - a comparison:
According to the syllabus of English, learners are taught to write letters, descriptive and narrative paragraphs and are required to undertake a number of writing activities throughout the year, but because these activities are undertaken mechanically for which the evidence is provided by the classwork notebooks analysed (see 1.3.2), learners are unable to perform these tasks on their own. They do not consider writing as a meaningful activity. The learner's are asked to write on topics like - A visit to a zoo - because they have a lesson in their textbook which describes such a visit. Though the learners have not visited the zoo, (a fact confirmed by all the teachers interviewed) they have to write a composition as if they had actually visited it. They just have to rewrite the information given in the textbook with minor changes. For example, they may have to change
the pronouns:

<table>
<thead>
<tr>
<th>Textbook sentence</th>
<th>Learner's sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>They visited the zoo on Sunday</td>
<td>We visited the zoo on Sunday</td>
</tr>
<tr>
<td>They enjoyed their visit to the zoo</td>
<td>We enjoyed our visit to the zoo</td>
</tr>
<tr>
<td>At times they make mistakes like There were men, women and children</td>
<td>We enjoyed their visit to the zoo. We were men, women and children.</td>
</tr>
</tbody>
</table>

These sentences are taken from a learners' written work (Appendix 4 c) that was selected as the best by the class teacher who gave it to the investigator. Other learners also have written exactly similar compositions. This according to the teacher was better than many others because the 'handwriting is good.' In this composition, this learner says,

We enjoyed their visit to the zoo

This sentence ironically tells the truth. Since the learner has not visited the zoo himself, what he is supposed to have enjoyed is somebody else's visit to the zoo. But for this one learner, all the other learners in that particular class had written mechani-
cally, 'We enjoyed our visit to the zoo'.

In assigning marks to the composition again, teachers said they take into consideration aspects like, punctuation, spelling mistakes, organisation, overall writing ability and a number of other factors. But no mistakes were marked in the notebooks analysed. Learners do not learn to edit and revise their own writing, and the single mark awarded without being supplemented by any comment about their written work do not help them to understand, where they have gone wrong, why it is considered a mistake, how they should correct it and what they should do to improve their own writing.

When learners were questioned as to why they thought they should learn to write in English, they said that it would be useful to them for examination purposes. When they were asked how they would use it for examination, they said that they would memorise what they had written and write it at the time of examination.

Learners do not get a chance to express their ideas while attempting written assignments in their class or at the time of examinations (Appendix 6a and b - sample test papers). Examinations mainly test their
memory and the questions themselves are often inappropriate, inaccurate and ambiguous. Since most of the class time is spent in preparing the learners for examination, the format of the question papers used for annual examinations has a lot of impact on the classroom practices.

The teaching and testing of writing as it is undertaken in schools does not make the learners think that writing is a meaningful activity. They do not understand the importance of various procedures like collecting information, selection and organisation. They do not learn to concentrate on the message they want to convey, and choose the appropriate language keeping in mind, the reader, the situation and the message. As a result of all these learners are not able to write even simple sentences on their own even after four or five years of language learning.

1.5 Implications for the present study

The above discussions indicate that the teaching and testing techniques used in the secondary schools at present are inadequate to develop the various skills of writing. Though a lot of research has been carried out in many parts of the world to teach and test written expression more effectively, not much work has been done in Gujarat to find such methods which are suited
to the learners of Gujarat. This study seeks to devise techniques and materials to help the learners attain proficiency in written communication.

The following implications are kept in mind while making the plan for this study:

a) According to the structural approach followed in India, composition work is usually done to consolidate the vocabulary and structural items learnt. Writing should go far beyond this. A study of what writing actually is needs to be carried out as part of the review and this will be the basis for devising new techniques and materials.

b) The main drawback of the present way of teaching is the lack of information gap. The learners are writing with the teacher as the audience. The questions are given by the teacher. The answers are orally practised. The learners know exactly what the teacher expects them to do. So some of the ways of creating the information gap need to be thought of.

c) Most of the examinations are merely tests of memory. Learners are not aware that a particular message can be written in a number of different ways and what is appropriate to one situation and one particular audience may not be suitable for all times and all situations.
Actual use of language is not mechanical and predictable. Different ways of activating the use of language items taught, by creating such situations wherein there is a genuine need to communicate are to be thought of.

d) Learners are at present involved in writing activities which make very little sense to them. They should be given a chance to express their own ideas and feelings. There is a need to find ways of making the activity more meaningful to the learners by relating it to their personal lives. They should be given a chance to make their own selection of topics.

e) In actual classroom observation it was found that mistakes they make in their class-work were not given any thought by the learners. They only care to notice how much they have scored. Such pair or group activities need to be thought of, as would encourage learners to check each other's mistakes, and help each other in the editing and revision of the written works.

f) Apart from informal class tests, there is a need to have objective tests to measure accurately learners' ability to communicate through writing. An attempt needs to be made to prepare such objective tests.

According to the needs analysis, learners need to learn to write well in English for a number of specific
purposes, They need to be able to communicate through the medium of writing. But the analysis of classroom practices indicates that there is a lack of fit between the needs of the learners and the teaching and testing of written English as it is undertaken now in Schools. Hence this study takes up the problem of devising effective techniques and materials to teach and test writing.

1.6 The Problem

"A Study to Develop Communicative Techniques and Materials to Teach and Test Written English at the Secondary Level."

1.7 Definition of Terms

Communicative techniques in this study refer to the techniques which create an information gap so that learners feel a genuine need to communicate their own ideas, opinions and feelings, by choosing the appropriate form of language keeping in mind the intended reader and the message they want to convey.

Materials in this study refer to the dialogues, narrative and descriptive passages prepared to supplement the coursebook materials so as to give meaningful practice in the grammar and vocabulary items to be used
by the learners and also to provide exposure to pieces of communicative writing.

For this study class IX of the secondary level was selected and the teaching and testing of writing included tasks which made the learners write letters, brief notes, descriptive paragraphs, narrative paragraphs which included, story-writing and describing processes like making tea and sharpening a pencil.

1.8 Aims and objectives

The main objectives of the study are as under:

1. To identify the needs of the learners in terms of written expression.
2. To review the present practices of teaching writing in Gujarat.
3. To review the present practices of testing writing in Gujarat.
4. To review the literature related to the process of writing.
5. To review the literature related to recent trends in teaching and testing writing.
6. To devise effective techniques and materials to teach writing.
7. To devise effective techniques and materials to test writing.
8. To try the new techniques and materials on a representative sample.

9. To finalise the set of strategies to improve the teaching and testing of writing on the basis of the findings.

1.9 Hypotheses

a) The teaching of Written communication in schools in Gujarat does not engage the learners in meaningful writing tasks. Composition work is mostly done mechanically and learners are not required to think and write something meaningfully.

b) It is possible to evolve the techniques which activate actual use of English wherein learners are required to keep the situation and the intended reader in mind when they write something.

c) It is possible to produce materials which involve natural use of language and which present appropriate models of writing.

d) It is possible to evolve the techniques which can effectively measure learners' ability to choose the language which is appropriate to the situation as well as accurate.

Null Hypotheses
(i) The conventional and experimental techniques do not differ significantly from the point of view of the learners' performance in the post test.

(ii) The achievement level of the learners in the experimental group which is exposed to the new techniques and materials will not be higher than that of the achievement level of the controlled group which is to be taught through the conventional techniques.

The Research Hypotheses

(i) The new techniques and materials are more beneficial than the conventional techniques and materials.

(ii) The achievement level of the learners in the experimental group will be higher than the achievement level of the learners in the controlled group.

1.10 Procedures

This section gives details about the research design, the sample population selected, the tools used, the data collected and the procedures of data analysis and interpretation.

1.10.1 Research Design

This study uses more than one research procedure. The 'Survey type' is used for analysing the needs of the
learners and for obtaining information about the present way of teaching and testing writing in schools. The 'experimental design' is used for the try-out of the new techniques and materials on a representative sample.

1.10.2 The Sample

Class IX pupils of four secondary schools in Gujarat were identified for the try-out, on the basis of random selection, for the try-out. These schools represent the average rural and urban schools of Gujarat. In each school two classes were selected and after the procedures of equalisation by means of a levelling test, two groups of 30 learners each were selected for purposes of comparison. One group was treated as the controlled group and was taught through the conventional techniques and the other was considered as the experimental group where the new techniques and materials were used (See 3.1.2).

1.10.3 Tools

The tools used in the study include a questionnaire (supplemented by interview and report writing by teachers) and three tests. A levelling test was used for purposes of equalising two comparable groups, a pre-test was administered (to all the groups) before the
try-out and a post test was administered after the try-out. The questionnaire and tests were piloted before finalising. The tests were validated by item - analysis (See 3.3).

1.10.4 Materials

Preparing materials for the experiment began with identifying the 'language content' to be taught. This had to be decided keeping in mind the level at which the try-out was to be carried out. Having decided that the experiment would be carried out at class IX level the language content was selected from their syllabuses and coursebook. The language content was the same for both the controlled and experimental groups. But for the experimental group new materials were prepared based on the structural and vocabulary items taught in the controlled group, related to the theme of the coursebook lessons. Based on these materials, a set of writing tasks and a set of strategies of presentation were devised (See 3.1.3).

1.10.5 Treatment

Having identified two comparable groups in each of the four schools, after the procedures of equalisation, one group was taught through the conventional techniques (controlled group) and the other was taught through
the new techniques and materials (experimental group). Both the groups were given a pre-test before the try-out and a post-test after the try-out.

1.10.6 Techniques and Tasks

Based on the new techniques devised for the experimental group, a number of tasks were worked out which involved an element of information gap so as to activate the thinking processes of the learners. The main techniques tried out were as follows:

a) Open your Dairy
b) Know Your Friend
c) Ask and be Organised
d) Get together and Read
e) Note-down, please!
f) Precisely Yours
g) Say how you feel  (See 3.2)

1.10.7 Data Collection, Analysis and Interpretation

The data collected through the teacher’s questionnaire, interview and reports were analysed to draw conclusions about the needs of the learners with respect to written English, and about the present practices of teaching and testing writing. Analysis of the classroom procedures and the written work produced by the learners were also undertaken to work out the
differences between the conventional and experimental techniques. The data collected through tests were analysed statistically to find out if the new techniques and materials have been effective. For this the Mean and Standard deviation were calculated for all the groups. The 'T' and 'Z' scores as well as the coefficient of variation were calculated (See chapter 4).

1.11 The Scheme of Presentation

The scheme of presentation of the thesis:

Chapter One: Introduction - This chapter provides a frame of context for the study. It provides background information about the teaching of English in Gujarat, with particular reference to written English, and then proceeds to analyse the needs of the learners and establishes the fact that the present ways of teaching and testing writing are inadequate to meet the needs of the learners. This leads to the statement of the problem which is followed by the details of the research procedures.

Chapter Two: Review of Related Literature - This chapter reviews the literature available in print about the features of written English and the teaching and testing of writing. It also reviews the research studies that are concerned with written communica-
tion. The implications drawn from this review help the investigator to devise effective techniques and materials for the try-out.

Chapter Three: Experiment - This chapter gives details of the experiment conducted to try-out the new techniques and materials which were prepared keeping in mind the needs of the learners and the implications drawn from the review of the literature. The tasks assigned to the learners of the experimental group as well as the written work produced by them are considered in detail with a view to bringing into focus the communicative aspect of writing. A detailed account of the testing procedure is also provided.

Chapter Four: Analysis and Interpretation - This chapter gives an account of the date collected through the questionnaire and tests which are presented in tabular and graphic presentation, wherever necessary. The statistical analysis of the test data as well as the informal analysis of classwork procedures and learners' written work are undertaken to seek evidence for the rejection or acceptance of the null and research hypotheses stated. Some of the statistical concepts used in the study are also explained.

Chapter Five: Implications and Suggestions - This
chapter gives a gist of the study and draws implications for the teaching and testing of written English. It offers suggestions based on the findings of the study for the people concerned with the teaching and testing of written English. It also gives an account of the problems faced by the investigator while conducting this research. It makes recommendations for further research.

Chapter Six: Conclusion - This chapter presents an overview of the investigation. It includes a brief summary of the study and its final outcome in terms of effective strategies and materials for written work in schools in Gujarat.