ABSTRACT

The introduction of the vocational course of Functional English at Under-Graduate level is a result of constant efforts on part of the University Grants Commission to make English language as communicative and functional as possible. Besides bringing about a change in the face of the language, this course also aims at developing in the students of this course, the four macro skills of language. Improving the writing skills of the students is one of the chief objectives of this course. However, virtually, no practical help is offered by any of the three universities to achieve this objective; except for listing the items of the curriculum and prescribing a list of reference books.

This study attempts at helping the students of this course by developing in them, an entirely new approach towards writing. In order to achieve the objectives of improving the writing skills of the students, it is found to be crucial to abandon the orthodox 'product' approach and adopt a fresh outlook towards writing. An opportunity to have a fresh approach has been offered in the form of a process-oriented programme. The study begins with a picture of the current ELT situation in the UG classrooms and an assessment of the present teaching materials in Chapter One. An overview of the development of the concept of writing being a process, along with a discussion of the relevance of tasks integrating the four macro-skills, for a communicative teaching programmes as a necessary pre-requisite for achieving the targets of this course, is presented in Chapter Two. Against this background, an attempt is made to assess the present levels of writing competence of the students at entry level of the course in Chapter Three. Keeping in view the existing levels of the students' competence, and incorporating the new insights into teaching of writing, an attempt is made in Chapter Four to construct some learning materials in order to achieve the objective of the present study. A detailed discussion regarding the implementation of the newly constructed tasks, along with a few suggestions emphasizing the need for a change at various levels in order to improve the writing skills of the students, have been presented in Chapter Five. This chapter also contains the conclusion to the study.