CHAPTER– II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The purpose of review of literature is to find out how much research has been done in the same area, to justify the need for more studies on that topic, to fill in existing gaps, to clarify inconsistencies or substantiate existing facts. It can help with procedures and processes for research or to get new ideas and perspectives.

This chapter is devoted to the review done by the researcher of available literature relevant to the present study. The researcher has gone through the related literature which gave him the direction for this research.

The researcher referred to a number of books, journals and researches at the M.Ed., M.Phil. and doctorate level. The researcher visited a number of libraries for reviewing literature.

The researcher went through 19 books like those on language skills, writing skills and methods of teaching language skills. Books on cognitive development and theories of language learning were also studied in order to provide a sound base to the ABP. The purpose of referring to the journals was that journals on education often contain research reports about experiments carried out across the country on teaching of language skills including writing. The researcher came across a couple of articles related to the topic of study which also enabled him to get an idea about the recent trends in teaching language skills in different parts of India. Substantial research has been done on language skills and teaching learning of L2, particularly English, all over the world. A thorough search of the internet also led the researcher to find a number of useful studies which proved to be closely related to this research.

Since research work directly deals with the subject under consideration, the researcher carried out thorough research on writing skills and methods of teaching language skills.

There are a large number of researches on language skills but most of them focus on listening or speaking. Comparatively, less work was observed on writing skill.
Studies are mostly carried out on students studying at a higher level or students having some deformities or handicaps.

2.2 RESEARCH REVIEW

2.2.1 Ph.D.


**Objectives:**

1. To find out whether students in primary schools can be taught to acquire speaking skills in English through oral practice.

2. To study the effectiveness of teaching English through action and oral practice in different types of primary schools.

**Methodology:** The sample consisted of 80 students studying in std. V in 2 primary schools in Dindigual district. The utterance scores obtained by the students after the experiment were statistically analyzed with t– test.

**Findings:** The students taught through action and oral practice were better in their oral comprehension of the eight grammatical features of English compared to the students who were taught by conventional methods.


**Objectives:**

1. To assess the performance of students in classes V, VI, and VII in spelling single words in English.

2. To analyze the kind of errors made by them in spelling these words.

3. To study the frequency of occurrence of specific kinds of errors in English spellings.

**Methodology:** The sample consisted of a mixed group of 350 children from Kannada schools located in rural and urban areas. The Kotlemeyer’s Diagnostic spelling test was used as the tool.
**Findings:** There was much heterogeneity in the group of children with respect to their ability to spell. Most of the elements in the second list of words had not been mastered by a majority of the students, even those studying in class VII. All the children showed a tendency to spell words with correct initial phoneme followed by a random letter string. The type of common error observed was spelling words with more consonants and the vowels left out.


**Objectives:**

1. To develop a competency based achievement test for measuring the existing level of competencies required to write well in English among secondary school learners.
2. To study the association between performance of students in written English and family related variables.
3. To find out the mean differences in the ability of learners to use written English.

**Methodology:** The study was based on a sample of 600 students covering 60 secondary schools from 5 districts viz. Chittore, Nellore and Cuddapah from Andhra Pradesh. The tools used were competency based achievement test measures of central tendency, standard deviation and t-test.

**Findings:** There was significant difference in both the competency based achievement and the ability to use written English among the students. There was significant association between the performance of students in written English and different variables related to school and family.


**Objectives:**

1. To carry out a historical review of the position of English since the establishment of East India Company in 1600 A.D.
2. Review of position of English in India after independence.
3. A review of teaching English in Maharashtra.
4. To observe present position of English in Maharashtra.

5. To locate common errors from answer books of students from std. V to X

6. To find the frequency of each sub-type of error.

7. To prepare and execute a remedial program to test whether errors are reduced.

**Methodology:** Answer papers of students studying in std. V to X were included in the sample. Surveys of educational reforms, commissions, committees were also considered.

**Findings:** It was observed that the number of errors was reduced and quality of writing was improved after implementation of the program which included spelling, syntax, written expression and drilling.


**Objectives:**

1. To identify major errors in written English.

2. To classify errors into grammatical and functional areas with a view to arrange them into major areas in order of their importance

3. To determine the source or cause of errors identified.

4. To suggest corrective measures and remedial program.

**Tool:** Diagnostic Test of Basic Language skills.

**Methodology:** Teachers and experts were interviewed. Sample consisted of undergraduate students from Calicut University.

**Findings:** Errors were identified in 17 different areas like tenses, prepositions, auxiliary verbs, passive voice, concord, adverbials quantifiers etc. It was found that there is a negative correlation between errors and achievement, errors and intelligence, and errors and socio-economic status and errors and domestic facilities for learning English.

**Objectives:**

1. To present a linguistic analysis of the various skills acquired by students of English medium schools.
2. To compare systematically the phonology, grammar and lexis of L1 system and arrive at a scientific hypothesis.

**Methodology:** The sample consisted of students of NDA, Khadakvasla, and Pune. Specially prepared tests for assessment of language skills were administered. There were a total of 910 items. The items were analyzed in detail.

**Findings:** Morphologically, the variety of English was noticed to be fairly clear and meaningful but not always grammatical and acceptable. There was very little evidence to prove that the false analogy of L1 interfered with the written language forms. In syntax, the survey showed evidence of fair mastery except in the use of interrogative and reporting. There was a distinctive Indian color and approach in the use of idioms.


**Objectives:**

1. To understand the importance of language in all-round development of children.
2. To diagnose the causes of deterioration of standard of language of students.
3. To understand and identify the practical difficulties of teachers.
4. To suggest means of improvement of standard of language of students.

**Methodology:** A questionnaire which consisted of 163 items spread over 29 dimensions of language teaching was distributed to 1000 language teachers in M.P. Data was also collected through interviews, observation and study of records.

**Findings:** A significant number, that is, 85% teachers experienced difficulty in teaching grammar. Majority of them gave shortage of time as the reason. 65% teachers did not find time to teach essay writing. Other difficulties faced by students...
were construction of sentences, proper expressions, knowledge of the topic of essay etc. While all teachers attached importance to handwriting, only 10% attended to the issue.

8. ‘A Study of Errors in written English among Pupils of Std. V to VII’

A. E. Society’s College of Education.

**Objectives:**

1. To find out typical errors committed by students in written English.
2. To diagnose the causes of these typical errors
3. To formulate remedial measures for preventing the typical errors.

**Methodology:** Answer sheets of Annual Examination of students studying in std. V to VII in Marathi medium schools in the district of Ahmednagar were scrutinized for the various types of errors committed in writing English. Errors were listed under 12 different categories. Frequency of errors under each category was calculated. Probable causes of errors were arrived at through discussion with teachers and students.

**Findings:** Three categories of errors having maximum frequency were spelling, tense and number. Errors related to irregular verbs were also frequent. 86% errors were due to incorrect use of prepositions and 14% due to non-use of prepositions. In the area of spellings, errors of omission and replacement were most common.


A research was carried out by Gary Troia in which she assessed certain facts about writing skill which have been discussed so far all over the world, yet, she points out certain significant truths about the skill which have not received due attention.

According to her, future research should examine the effectiveness of a combination of writing strategy instruction and the components of a strong writing program with particular emphasis on how writing strategies and performance can be maintained over time and generalized across writing assignments. There has been a tendency to examine the effectiveness of writing strategies in isolation planning strategies rarely have been investigated in conjunction with revision or editing strategies to determine
their impact on writing behavior and performance, both separately and in combination. It could very well be that revising is at the heart of accomplished writing and that much less time should be devoted to planning instruction, an aspect of the writing process that is highly variable across tasks and individuals.

The impact of writing strategies often has been assessed with discrete writing tasks that are not well articulated with the general education curriculum in terms of the variety of writing activities or content area mastery. It is likely that embedding strategy training in more meaningful writing activities will produce more impressive outcomes in the fidelity, maintenance, and transfer of writing strategies, but this requires the application of sophisticated research designs.

As of yet, a comprehensive model of the dynamic relationships between writing and reading has not been developed. Although there is ample evidence that writing and reading are indeed related. Of course, they are far from being similar enough to readily predict how development in one domain affects development in the other and how to leverage instruction to foster knowledge, skill, and strategy transference between them. There is a growing body of evidence to suggest that teaching transcription skills such as spelling and handwriting directly influences word recognition proficiency, though teaching word reading may not have as strong an effect on text production. More such research is needed to inform theory and practice. Of course, any research that examines relationships between writing and reading must reconcile findings with the instructional context, which serves to confound this relationship. Similarly, the extant research has yet to fully evaluate potential explanatory factors for individual responsiveness to writing instruction. Multivariate studies with advanced regression modeling procedures are needed to ascertain the relative contributions of oral language ability, reading ability, topic and genre knowledge, information processing skills (e.g., attention, perception, and memory), transcription capabilities, strategic behavior, and motivation to predicting achievement gains and long-term outcomes in writing, as well as to predicting each other. This kind of information will be particularly helpful in developing specialized interventions for non-responders who receive strong writing instruction in their general education classrooms, non-native English speaking students, and older students who continue to struggle with basic writing skills. Likewise, identifying
instructional adaptations that are valid and readily integrated into practice will go far in helping teachers, special educators, and other education professionals maximize the writing potential of grade school children and youth.


The researcher has reviewed a large number of researches and used them as evidence to establish his view that grammar teaching helps in improvement of writing skills. The researcher has posed basic questions like – Is grammar very difficult? Do structures grammar exercises improve writing? Can grammatical analysis ever benefit writing? If grammar is to be taught, what kind of grammar will help to develop writing skill?

He concludes that the idea that grammar teaching improves children's writing skills is much better supported by the available research than is commonly supposed. However there is no denying the need for more research in this area, so he quotes two of the twentieth century's most distinguished psychologists who have taken an interest in this question. First, Robert Thou less (1969) -

"If a small part of the research effort that has been put into demonstrating the uselessness of grammar ... had been distributed over a wider field, more might be known about how skill in the use of English can best be developed."

And second, John Carroll (1958) -

"I am reasonably sure that unless the student gets a feeling for sentence patterning ... his own sentence patterns will show many obvious defects. Research on the effectiveness of teaching English grammar in improving English composition has been mainly negative, but until this research has been repeated with improved methods of teaching English grammar, I will remain unconvinced that grammar is useless in this respect."

2.2.2 M. Phil.


**Objectives:**

1. To identify errors in answer books of students.
2. To classify the errors into different types.
3. To find out the possible reasons for the commitment of errors.

**Methodology:** Answer books of 150 students studying in Std. XI and XII were scrutinized for errors.

**Findings:** It is not possible to avoid errors in English without knowledge of English grammar. Teaching of grammar is generally neglected at the higher secondary stage.


**Objectives:**
To study the difference in achievement in reading and writing skills of students taught using the conventional method and activity centered approach to teaching of English.

**Methodology:** 98 students, including boys and girls were tested through an achievement test.

**Findings:** The Activity-centered approach to teaching of English produced an improvement in reading and writing skill, compared to the conventional method.

2.2.3 M. Ed.


**Objectives:**
1. To study the difficulties encountered by teachers teaching writing skills to students of std. V.
2. To suggest solutions to problems faced by teachers.

**Methodology:** Survey method was used to gather data related to the topic.

**Findings:**
1. In spite of the fact that students study English from std. I, they fail to achieve the expected competency level.
2. Students do not practice enough.
3. Teachers cannot pay individual attention because of large number of students in a class.
4. Students do not get proper guidance so they develop a fear for English writing.
5. Half the teachers handling class V are untrained.
6. Most teachers who teach English to students of Std V are not graduates in English.
7. Teachers face difficulties in using English in the classroom.

2.2.4 RELEVANCE

A review of the doctorate theses clearly shows the significance of error analysis. Error analysis studies carried out by different researchers helped to get an idea about the kinds of errors that children make while writing in English. It is also observed that errors can be classified as grammatical or functional. This helped the researcher to modify the ABP accordingly. Errors in the areas of spellings, punctuation marks and errors of omission and replacement are also common among students and the ABP as to be modified accordingly.

A review of the M.Phil and M.Ed thesis once again shows that most researchers work in the field of error analysis. The researcher also noted that errors cannot be avoided without sound knowledge of grammar. It also helped the researcher to get a rough idea about the kinds of difficulties faced by teachers in teaching writing skills and the ways used by them to solve the problems.

Another significant aspect that the researcher observed from the thesis is that quite a few researchers have tried their hand at developing language skills through games, drawing or other activities. It has been proved that children learn better through activities and also enjoy the activities more than lectures.

2.3 CONCEPTUAL REVIEW

2.3.1 BOOKS


New York: Oxford University Press, USA.

The book contains a series of selected essays whose focus is openly practical and pedagogical. They assert a close connection between scholarship and the classroom.
The essays, 36 in number, are wide in range and useful for teachers, both beginning and experienced. There is an appropriate balance between theory and practice, which is just what the teachers’ need.


The first part of the book deals with basic questions like why write? Can writing be taught? It also includes different concepts in writing and the difficulties faced by teachers.

The second part gives details of planning the teaching program using experience and assessment techniques. It provides a focus for the variety of aims and teaching styles in contemporary English teaching. It is designed both for new teachers who need a simple guide to good practice and for more experienced teachers who may want to re-vitalize their own teaching by considering alternative ideas and methods.

The author explains systematically those classroom methods that can help children develop their abilities in initiating, drafting, revising and presenting their work.

The writer discusses what happens during the writing process and makes suggestions for encouraging diffident and unwilling writers. He gives plenty of ideas to stimulate writing in the classroom. He also emphasizes the importance of responding sensitively to what children write and the potential damage that can be caused by the routine ‘out of 10’ reaction.


The book is specially written for teachers of English who teach large classes with few resources. It contains unique ideas that can help teachers in developing different language skills of students studying at elementary level. The book contains a wide range of activities that promote the development of language. It also discusses the challenges faced in large classrooms and suggests some ways to overcome them.

The main focus of the book is various activities that can be organized for language learners.

This book is meant to be used as a handbook by trainers. It is divided into 18 sections and each section deals with different aspects of second language teaching. It covers topics like presenting vocabulary, presenting structures, using visual aids, teaching handwriting, pair work and group work, writing activities, correcting errors and testing and evaluation methods.


This serves as a useful resource book for language teachers. It contains a large number of grammar activities and drills. All tenses are covered. It contains exercises for articles, adjectives, phrasal verbs etc. Above all, it gives an idea about how language skills can be integrated through various activities. An entire section is devoted to writing skills dealing with minute details like organizing ideas, framing paragraphs, linking ideas, organizing information, writing headlines, giving titles etc.


The book is used as a text book by students pursuing the Diploma course in teaching English to primary students. It contains a detailed discussion of methods of teaching English language as well as literature. It covers topics like evaluation, syllabus, planning etc. There are suggestions regarding various language games and activities. The book gives details of steps to be followed while writing descriptive, narrative passages, biographies and autobiographies.


The book contains a series of articles by language experts on Cognitive development and learning various subjects like science, mathematics and social studies, with principle focus on language learning. The book also contains a discussion on various language theories like behaviouristic, naturalistic and cognitive. The theories are compared with each other. Cognitive theory is discussed in detail with special reference to Piaget and Vygotsky. Language learning is also viewed in relation to recent Nativist and Associationist theories.

The work of Rod Ellis in the area of SLA is well-known. In this particular book, the writer has discussed all aspects related to language learning and teaching with the help of task-based programs. The writer has explained the points to be considered while preparing tasks and assigning activities and exercises for eliciting examples of study for linguists as well as for teaching purposes. Although the focus is on speaking skill, all skills are dealt with to some extent.

Actual examples of various types of tasks which can be employed in second language (SL) classrooms are given. The theories and pedagogy on which the tasks are based are also given. The writer has also included topics like SLA and tasks, designing task-based language courses, the methodology of task-based teaching, task-based assessment and evaluating task-based pedagogy. The writer has clearly explained the difference between tasks, activities and drilling exercises.


Language learning is generally considered to be a dull and mechanical activity in the classroom. The author suggests that it can be made very lively by introducing a number of activities in the classroom, especially in the primary level classes.

Since this is a new technique, students have to be familiarized with it in the initial sessions. The author suggests how the ice can be broken so that children participate actively in the activities. The author goes on to explain how the children must be grouped together, how their strengths and weaknesses can be identified, how their individual contributions can be assessed and how the groups can be maintained and students encouraged participating.

The author writes about different kinds of activities like confidence-building activities, product oriented activities, empathy and trust building activities, pyramid discussions, feedback techniques, ensuring participation, coping with problems, sharing opinions and values, inter-class activities and competitions, individual wants and frustrations, setting goals and finally ending and evaluating the experiences.

This book outlines practical procedures for teachers, including ways to stimulate students to write through pictures, readings, and discussions, and effective, motivating ways to respond to student writing.


The book focuses primarily on teaching students to write paragraphs effectively. The writer has given activity sheets using charts and projects designed to reinforce sequencing concepts, cause and effect, and sequencing events. The sheets and charts serve as graphic organizers which enable students to write in a coherent manner. The book also includes some historical and scientific stories.


Useful and informative, Writing Skills Revisited is the "must-have" handbook for any high school or college student who wants to improve writing skills, think logically and succeed in both school and the workplace. Once the basics of writing are understood, students find that writing, instead of being a chore, is a fun and creative outlet that costs little and gives back much. While teaching college-level English and science courses, author Sandra Scott noticed that even some of the most intelligent students were lacking in fundamental English skills. She wrote Writing Skills Revisited to provide the basic tools necessary to enable all students to reach their potentials. The manual helps students become skillful and proficient writers. It begins with the basic parts of speech and clarifies the process of how to develop sentences, paragraphs and essays culminating in how to develop a term paper. Also explained is the process of how to create a workable outline and the importance of having and using a good quality outline.


Effective writing develops intermediate students' writing skills through problem-solving activities. The Teacher's Manual explains the rationale behind the instructional material in the Student's Book and gives detailed notes on exercises. While the students are actually involved in solving problems assigned to them, they
are driven to write necessary content. Thus, unconsciously, they use and develop different writing skills.


This two-part series helps students develop basic writing skills they need to succeed in school, on the job, or at home. Practical English Writing Skills include job applications, cover letters, requesting an interview, essays, bibliographies, résumés, college applications, outlines, note-taking and research papers. As the title suggests, the approach is practical. The writer gives various useful tips and formats for writing effective letters, cover letters and applications.


Whether it's a web page on the Internet or a chapter in an annual budget report, readers today have less time to spend wading through text—they want the writing they read to be articulate and to the point. Effective Writing helps writers at any level of proficiency produce clear, concise writing structured around the messages they want to convey to their audience, and supported with strong, well-developed paragraphs and sentences. Written in plain language and a relaxed style, this book is easily adaptable to a wide variety of writing styles and tasks, and is helpful at any stage of the process: conceptualization, writing, or editing.


This is the one guide that anyone who writes--whether student, business person, or professional writer--should put on the desk beside pencil, pen, typewriter, or word processor. Filled with professional tips and a wealth of instructive examples, this valuable, easy-to-use handbook helps to solve all writing problems.


‘Writing by Choice’ is a comprehensive, detailed, and widely applicable approach to developing skills in writing in the academic, business, and personal realms. Author Eric Henderson understands the challenges inherent in communicating clearly, thoughtfully, and effectively. He also believes that essential guidelines and rules
should enhance, rather than hamper thought and expression. At the heart Writing by Choice, then, is focused on helping student writers make informed choices among the many variables that present themselves in different types of writing. A host of individual and collaborative exercises encourage students to engage with the acts of reading and writing and appreciate their interconnectedness, while sample readings and essays highlight in a tangible, usable format. The book Writing by Choice continues to focus on the three common types of student essays (expository, argumentative, literary) and increases its coverage of topics relevant to today's classroom, such as electronic research, source reliability, diction and vocabulary, and writing across the disciplines. Once again Writing by Choice is a definitive volume for giving students the tools they need to rise to every writing occasion.


The book deals with composition, creative writing, grammar and punctuation. It explains step-by-step process of writing compositions and gives sufficient examples. The importance of grammar and punctuation are explained with examples.


The book contains valuable tips that are useful while composing any kind of written work. The book is especially helpful at school level when students lack confidence and are still in the stage of developing necessary skills that lead towards independent writing activity.


The book is a collection of essays related to writing skills. It is of practical use since it is written by teachers who deal with the subject first hand. Most of the essays deal with the difficulties faced by students while writing in English.


In ‘Write Like This’, the writer focuses his attention to writing instruction, which he believes is in a state of crisis.
At a time when strong writing skills are a virtual prerequisite for meaningful employment, Gallagher says, writing as a subject of study "seems to have gotten lost in many of our schools." It has been “buried in an avalanche of standards, curricular pacing guides, huge class sizes, worksheets, over-the-top testing, and, yes, even more testing. …” When writing is taught at all, he continues, it is often subject to "prescribed school discourses" that limit students’ development and fail to capture their imagination. For Gallagher, it’s no wonder that, by one estimate, as many as 70 percent of students graduate from high school with inadequate writing skills. So how can teachers bring new life to the proverbial second "R"? Gallagher argues that writing instruction needs to be reoriented around two interlocking premises. First, teachers should emphasize the "real-world" purposes of writing by giving students prompts and assignments that engage their intellects and demonstrate the value and function of thoughtful composition. Second, they need to provide students with authentic modeling of how this kind of writing is done.

Much of Gallagher’s book consists, in turn, of detailed descriptions of how he teaches his students to write in six different real-life discourses, including “Express and Reflect,” “Evaluate and Judge,” and “Take a Stand/Propose a Solution.” By his account, he generally begins by giving his students a graphing or brainstorming activity to get them familiar with the discourse in question. (When teaching “Evaluate and Judge,” for example, he has them create product-comparison charts.) Then he provides a series of ever-deepening writing prompts designed to show the students how writing in these various modalities can help them express themselves and develop their thoughts in ways that are distinctly pertinent to their interests. To provide a foundation for the assignments, meanwhile, Gallagher furnishes sample pieces by professional writers what he calls “mentor texts” that the students are asked to reflect on, pull apart, and even imitate. And perhaps more unusually, he does the writing assignments himself in class, using an overhead projector or document camera to demonstrate his compositional process. Gallagher believes this modeling is central to improving students' conceptual grasp. “I am the best writer in the room, and as such, I need to show them how I grapple with this mysterious process we call writing,” he explains. “Students must see the process to understand the process.” If it sounds like Gallagher goes about teaching writing with a certain
missionary zeal, that’s because he does believe that, as an English teacher, he plays an essential and embattled societal role. At several points in the book, he emphasizes the value of writing development as a counterforce to a rampant consumer culture that devalues reflection and critical thinking. Teachers have an obligation, he suggests, giving young people the time and attention they need to understand and harness the power of individual expression.

That may mean sacrificing some state standards or diverting from prescribed curricula, Gallagher acknowledges. “If my students grow into adults who cannot write,” he asks, “will it really matter that they had good scores on a state test they took when they were thirteen years old?”

2.3.2 JOURNAL / ARTICLES


The aim of the writers was to find out the effect brought about by variation in the extent to which communicative approach teaching is practiced in the classroom. The writers concluded that even though students were found to be improving by adopting communicative approach, the overall achievement even after communicative approach teaching was not satisfactory. They studied the effects of communicative approach to teach on English language skills in total and on each language skill separately. Writing skills improved more compared to other skills.


The experimenter adopted Experimental cum survey method for testing the effectiveness of language games on a sample of 143 students.

It was concluded that students of language games method score significantly higher compared to those of lecture method group. It is commonplace that young children learn better through play and through teaching tempered with ‘fun’ activities. The learner’s attention is more on the message than on language. This leads to unconscious acquisition of language. Motivation gets enhanced by play and
competition is involved in it. Language games and activities generate fun and excitement which aid pupils in language simply.


The objectives were to find out the opinion of primary teachers about activity based study to determine classes for which activity based study is successful, to identify the subjects for which it is suitable and to find the effects of activity based study. The researchers concluded that Activity Based Self Learning Strategies are more suitable for primary classes and particularly for languages. However, certain modifications are necessary in implementation.


This article proposes to teach writing from the hypothesis that true writing and good prose are only end products rather than the primary objectives. The author suggests that producing an effect in a reader and revealing the self in words are prior achievements in the process of learning to write well. Criteria for judging writing are based largely on an attempt to achieve empirical class judgment. The method is intended principally for college freshmen.


The article proposes activity theory as a framework for student project work that is a form of open-ended contextual activity-based learning emphasizing problem solving as a collaborative effort. Topics include project work from a Vygotskian perspective of activity theory; and the design of a prototype for Web-based project work. (LRW)


An article that systematically analyses problems of ESL learners while writing in English, the writer also suggests certain activities that can make writing an interesting task and allow writing to ‘happen’ unconsciously and incidentally on the part of the learners.
2.3.3 NEWSPAPERS


“The mantra for effective learning of the English language is to adapt the content module wherein cognitive academic language proficiency is combined with basic informative communication skills.”

The writer has suggested the use of content modules in this article. Content modules are ‘task backwards approach’ where teachers pick a theme and work backwards to teach skills. Here the contemporary topic or issue is the primary focus and skills are inevitably acquired while exploring the topic through diverse activities.

“Content modules are fun for both students and teachers. It is like killing two birds with one stone- students acquire language competency and concurrently become more aware of the world.” Choosing environment as the sample module, the writer explained how the module becomes a vehicle for skill acquisition. From asking students to conduct polls and interviews to playing a game of ‘recycling bingo’ and collecting famous quotes, listening, writing, reading and speaking skills are developed along with critical thinking, research and team building skills. “It is great fun and good language at once. There is natural acquisition rather than learning.”

Content modules require resourcefulness on part of the teacher to design modules, tweaking them based on student feedback. Initial attempts may fail but the concept works in the longer run as every student feels involved. “Everybody gets their voice heard and feels their work is valued.” Modules can be designed around music, books and plays. A simple task of translating a favourite vernacular song into English and narrating the story behind it can develop a host of skills and make it interesting for students. While some Indian teachers may consider content modules as impractical in classrooms where language competency is sacrificed at the altar of examinations, the researcher reassures that examination perspectives can be creatively incorporated into modules that can be worked around the syllabus.

2.3.4 RELEVANCE

The information from the books were especially helpful in enabling the researcher to understand the psychology of the students, their new approach towards the program,
and division of students into groups and assessment and evaluation of their performance. It helped in actual implementation of the program in the classroom. The articles describing the problems faced by new teachers enabled the researcher to get an idea about them and thus consider them while preparing activities for the students. All the articles relate theory to practice, thus making it possible for the researcher to prepare the program on the basis of the various language learning theories. It is commonly observed that students lack motivation to write and avoid writing as far as possible. The suggestions given for encouraging diffident and unwilling writers proved very helpful to the researcher. It enabled the researcher to lay a theoretical framework of all language learning approaches and theories and select the ones suitable for development of writing skills.

The books helped the researcher in planning activities for the ABP. The researcher got an idea of activities which are suitable for large classes. At the same time, most schools selected by the researcher lacked resources for second language teaching. The books gave an idea how activities can be managed in available resources. It enlightened the researcher about the existing methods of teaching various aspects of language and was extremely helpful in planning lessons, preparing vocabulary exercises, preparing lessons for grammatical structures and preparing activities to be conducted in pairs and groups.

The books helped the researcher to select and finalize activities suitable for the age group of students. It also gave the researcher an idea about which things are important in free writing. A number of activities prepared by the researcher are based on activities and exercises given in the books. An overall review of the books acquainted the researcher with problems related to teaching English in the state of Maharashtra and the syllabus and curriculum followed in schools at all levels. Analysis of the text book subscribed for Std VI also helped the researcher to handle the issues related with writing skills in that class. The program prepared by the researcher is based upon the various language theories. A thorough study of the books enabled the researcher to understand all the theories, their principles, to notice the difference between them and to understand their advantages and disadvantages. The information in the books helped the researcher to understand how task-based approach can be effectively used for teaching second languages, especially for
specific purposes. It was helpful in preparing the activities and provided a checklist to be followed while considering various aspects in preparing the activities.

It was confirmed on the basis of the journal articles that most working primary teachers are of the opinion that ABP is more fruitful and beneficial to students. Students who are taught by lecture method actually scored less marks than those who were taught using the ABP. It confirmed the researcher’s view that engaging students in fun and play activities can lead to unconscious acquisition of L2. Students avoid writing. They find it more difficult compared to other language skills. Hence, using activities that promote writing skills is an effective way of capturing their interest and potentials.

This article also clearly points at incidental and unconscious language learning. The content module for primary children can consist of simple tasks as designed by the researcher. The modules or activities themselves serve as vehicles for transmitting language skills.

2.4 INTERNET


Objectives:

1. To provide a method for the quantitative study of grammatical (syntactic) structures this is coherent, systematic, and broad, yet capable of refinement to accommodate details.

2. To search for the developmental trends in the frequency of various grammatical structures written by students of average intelligence (IQs ranging from 90-110) in the fourth, eighth, and twelfth grades. Nine boys and nine girls were selected from each of the three grades, and close to 1000 words of writing were obtained from each student. The writing was done in class without alteration by anyone other than the writer, and the subject matter was not controlled by the investigators. In addition to sentence length, clause length, subordination ratio, and the kinds of clauses, the study analyzes structures within a clause: coordinated structures, nominal, the verb auxiliary, main verbs and complements, modifiers of verbs, and predicate adjectives. The results of this study are discussed at length, and tables provide additional information about the procedures used and data obtained. This report was written for
two groups: the teacher or supervisor of English and the researcher in language development.

Findings: It was observed that all students show a more or less similar sequence of development of the various aspects of grammar. The mistakes committed by most of the students were also almost similar. The mistakes were reduced after implementation of the new method. The developmental trends in the skills of students were also observed in this study.


Objectives:
The general objective of this study is to improve students’ ability in writing Procedure text. The specific objectives of the study are as follows:

1. To describe the implementation of teaching writing procedure text using Flashcard at the third year of SMP N1 Sukoharjo, Wonosobo.
2. To know whether or not of teaching writing procedure text using flashcard at the third year of SMP N 1 Sukoharjo, Wonosobo improves the student ability.
3. To know the student’s response of learning writing procedure text using flashcards in the third year of SMP N 1 Sukoharjo, Wonosobo.

Findings: There are two kinds of benefits; theoretical and practical benefits. The expected results of the study both theoretically and practically are:

1. Theoretical Benefit
   a. The result of the research can be used as input in English teaching learning process, especially in teaching writing procedure text.
   b. The result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Benefit
The writer hopes that the result of this research will be useful for teachers in order that they can use it in the teaching learning process, to make the students more interested in studying English.

**Objectives:**

1. Identifying the method of teaching writing recount genre applied by the teacher in SMA Negeri Temanggung, especially on:
   a. the purpose/objective
   b. the role of teacher and students
   c. the material
   d. the teaching learning process

2. Describing the problems faced by the teacher

**Findings:** Theoretically, to improve teaching-learning process in general and learning English as a foreign language in particular and improve the method used by English teacher in selecting on affective technique and appropriate condition, especially in teaching writing.

Practically, the result of the research will be helpful both for students and teacher to reduce the problems in teaching and learning English in teaching writing.


This research emphasizes the following issues: Does training in 'formal grammar' improve a child's ability to write? At one time it was taken for granted that the answer was yes, so children were taught grammatical analysis as part of the effort to improve their writing. However when educational researchers sought evidence for the expected effects, the results were negative this report suggests some features of grammar teaching which has positive effects on writing:

- It is clearly focused on one particular area of grammar (subordinate and main clauses) which correlates with an aspect of writing where children need help (punctuation).
- It is spread over many years - at least from third to sixth grade.
- It starts in primary school.
Secondly, should grammar teaching go beyond the traditional focus on sentence-level grammar (i.e. syntax)? The research strongly supports the inclusion of both morphology (Bryant et al 1997, 2000; Nunes et al 1997a, b) and features relevant to the organization of discourse and texts (Heap 1991; Mason and Mason 1997; Mason, Mason and Quayle 1992).


The research describes how achievement in writing skills can bring about a positive change in the personality and confidence level of a person. The chief tenets of the research are as follows:

As a contribution to the development of a person, no matter what that person’s background and talents, writing is a highly complex act that demands the analysis and synthesis of many levels of thinking.

Writing develops initiative. In reading, everything is provided. In writing, the learner must supply everything: the right relationship between sounds and letters, the order of the letters and their form on the page, the topic, information, questions, answers, order. Writing develops courage. At no point is the learner more vulnerable than in writing. Writing, more than any other subject, can lead to personal breakthroughs in learning. Writing can contribute to reading from the first day of school. Writing, some say, is active, whereas reading is passive. Writing contributes strongly to reading comprehension as children grow older. The ability to revise writing for greater power and economy is one of the higher forms of reading. Ways to help students achieve these goals are discussed in a later section on composition research.


1. To remove the fear of learning English

2. Developing language skills by using familiar wrappers and advertisements to the children

3. To help the teachers about the usage of wrappers and advertisements in teaching learning process.
4. To help the children to develop discourses.

5. To help the children to use simple English (simple structures)

**Findings:**

1. Teachers use the wrappers and ads, effectively in the classroom situations.

2. Children will make effort to collect the familiar wrappers and advertisements.

3. Children acquire the basic skills of language

4. They try to converse with the teacher and the peer group.

5. Children will prepare simple discourses in English

The researcher has suggested that the teacher can use different types of wrappers, sign boards and advertisements in the class room which are familiar to the children.

Types of skills to be developed through wrappers and advertisements

- Oral Skills
- Written skills

Oral skills - asking questions, eliciting the answer

Written skills - writing few sentences about the wrapper and advertisements

Writing Skills - vocabulary

Teacher can ask the children to read the letters on different wrappers for class I, II; words for class III, IV; and simple sentences for class V. Similarly s/he can ask them to write the same. They can also ask the children to sing a small rhyme on any item.

**Graphic Reading and Graphic Writing**

- Children could read the wrappers though they don't know how to read and write. Reading without making of any sense is called Graphic Reading. Children have lot of exposure to different types of wrappers so they could read without knowing the letters on the wrappers.
• Similarly children can write without knowing the letters of alphabet. This is called Graphic writing.
• Teacher should give exposure to children in developing simple discourses like simple rhymes, simple talks, and simple writing activities.

2.4.1 RELEVANCE

Studies available on the internet mostly deal with language skills in isolation. The relevance of knowledge of grammar is emphasized once again. Teaching formal grammar helps the students to construct grammatically correct sentences while writing. Teachers often make use of advertisements and wrappers to develop reading skill. The researches reveal that writing skill serves as a base for improving reading skill of students.

In conclusion, the idea that grammar teaching improves children's writing skills is much better supported by the available research than is commonly supposed. However there is no denying the need for more research in this area. If a small part of the research effort that has been put into demonstrating the uselessness of grammar had been distributed over a wider field, more might be known about how skill in the use of English can best be developed.

2.5 RELEVANCE OF REVIEW OF RELATED LITERATURE

The researcher reviewed the relevant literature which benefits the present study in a number of ways.

The researcher discovered that abundant researches are conducted on reading skill but comparatively, there is less work done on writing skills. Most of the studies focus on identification of errors and their types. The few that have developed programmes for improvement of writing skills have not used ABP. The study of researches on higher level students helped the researcher to understand the kinds of mistakes that are perpetuated in writing skill when school students pursue higher studies.

The studies also enabled the researcher to understand the kinds of mistakes committed by students while writing, thus making it possible to structure the ABP.
The reviews also brought to light the important aspects of writing skill which cannot be neglected while preparing the ABP. The important aspects highlighted in most studies are punctuation marks, handwriting, and knowledge of grammar, particularly, tenses, irregular verbs, prepositions and concord.

A study of the researches conducted previously on writing skills confirmed that no research was conducted on students of Std. VI in Maharashtra, studying English as a third language. Hence, the researcher decided to conduct this research.

2.6 SUMMARY

The chapter explains the importance of review of related literature and the list of libraries visited by the researcher to review relevant literature. The reviews are arranged according to the types, books first, and followed by research work at doctorate level, then M. Phil level and the master level. This is followed by a review of articles in journals and newspapers. The researcher has discussed the relevance of the literature and explained how it was useful to him in organizing and planning his own research.