Chapter IV

PROFICIENCY IN WRITING
CHAPTER IV
Proficiency in Writing

Writing is an expression of clear thinking. The art of writing lies in proper expression of information through the written medium.

4.1 Definition

Cumming comments, that ‘writing a text is composing and it is social construction’ (Quoted from Ilono Leki, 2002)

The ability to communicate clearly in writing is one of the most important skills that one should ever master.

4.2 Types of writing

The written skill in a language include a wide range of areas right from the writing of script to creative writing. A language learner has to be acquainted with different forms or types of writing in the target language. Some frequently used types of writing are,

1. Letter writing
2. Descriptive writing
3. Narrative writing
4. Informative
Writers have to adopt different forms and methods of writing in presenting each type of writing.

4.3. Role of writing in English Curriculum

Curriculum at present aims for practical writing skill in English language, which is essential for job opportunities in abroad and for best placement in our own country.

Unless one is better in writing skill, he cannot produce good writing and enjoy the result it yields. If a person masters over the L2 that will help him to get the results he wants in his education, business and personal life. So, writing plays an important role in one's life at every stage and situation.

4.4. Exercises on writing
4.4.1 Arts & Science Course

Each lesson in the prescribed text books contains some essays or prose writing and is followed by some exercises on writing expose knowledge about linguistic elements.
1. Prefixes & Suffixes
2. Writing answers for questions
3. Writing an application form
4. Fill ups - (Parts of speech)
5. Report writing
6. Dialogue writing
7. Completion of sentences
8. Formal & Informal letters
9. Hint development
10. Conversion of flow chart into paragraph writing
11. Writing quotations
12. Descriptive writing

4.4.2 Engineering course

The following types of exercises related to writing are given for I year Engineering students in their English syllabus.

1. Hint development
2. Fill ups - using parts of speech
3. Flow chart into paragraph
4. Completion of sentences
5. Dialogue writing
6. Letter writing - Formal & Informal
7. Comparative writing
8. Filling puzzles
9. Essay writing
10. Framing sentences
11. Punctuation
12. Note making
13. Curriculum vitae
14. Letter of application
15. Writing instructions
16. Gap filling in texts (words)
17. Completion of charts
18. Making recommendations
19. Summary writing
20. Answering in sentences for questions

The above type of questions were set in both courses. By seeing the number of exercises given on writing, Engineering course is providing more exercises related to writing skill than Arts & Science provide.

4.5 Testing of writing skill

Students skill on writing skill was tested by giving following types of exercises.

I. Based on Text writing
1. Conversion of flow chart into paragraphs.
2. Essay writing by developing the hints
3. Dialogue writing by providing appropriate situation
II. Based on functional communicative writing

1. Filling in informal notes of refusal.
2. Telephone message form filling
3. Bank’s pay-in-slip filling

The above six types of questions were set for testing the students’ skill in writing.

4.6 Purpose of the test

The main purpose of giving the test is to analyse the students’ ability in writing text and functional communicative writing.

4.7 Writing

The ability to communicate clearly in writing is one of the most important skills, to possess. This skill helps to communicate effectively and clearly ones ideas to the other person. Good writing is not a mystery – it is a skill in which one has to have mastery.

Role of writing exercises

Exercises like letter writing, reporting an event, commenting, describing a sport event, dialogue writing
etc. will be of great help to the students for the development of language skills and to make them familiar with the use of language.

Among all the exercises for language development, dialogue writing assumes the first place in making the learners develop not only the knowledge of language but also the ability to use language.

For assessing the ability to use language, the tone of the language, the presentation of the statements, for identifying the imaginative power of the students etc. Writing exercises are very useful. Composition and letter writing can train him to express his thoughts in easy and natural constructions and can enliven his narrative technique.

**4.7.1 Dialogue Writing**

Dialogue literally means 'talk between two people' when it comes in written form it serves the following purposes.

1) Gives more knowledge about conversational style.
2) Gives a little dramatic power.
3) Building up imaginative power in learners.
Writing a good dialogue is really an art, since it satisfies the main aim of writing namely passing the information correctly.

### 4.7.2 Dialogue writing strategy

1) Producing brief statements <Brevity>

2) Making the dialogue clear and complete <Clear and Completeness>

3) Using lively language - handling the language effectively at each stage.<effective>

4) Stating the purpose <goal based>

5) Making informative or persuasive presentations <Presentable>

6) Mastery over the expressions - Clear choice of words, sentences and expressions <expressiveness>

### 4.7.3. Dialogue writing - Definitions

Dialogue is ‘Shared exploration towards greater understanding, connection and possibility’ (Anita & Abraham, 2000)
4.7.4. Dialogue writing techniques

The following characteristics / techniques are important for a good dialogue or for writing a good dialogue.

1) Shared exploration between two or more persons (Proper sharing)
2) Understandability
3) Connected or coherent ideas or thoughts (Coherence)
4) Non diversion from the given topic or theme (Non Diversion in theme)
5) Exchange of ideas and opinions.
6) Providing instructions or information.
7) Entertainment
8) Fitness to the content or situation – (Contextual appropriateness)
9) Perfect revealing of ideas of participants.

4.7.5 Purpose of the test

Dialogue writing is used to test the communicative competence of the learners and their ability in responding, communicating and using language according to the situation.
4.7.6 Test Modality

A day to day situation was pointed out to the students so as to make all the students create a suitable dialogue. The situation which has been given for the students is the following:

“A man arrives home late from work. He finished his dinner outside. But his wife was waiting to have her dinner with her husband” The students were asked to write a hypothetical conversation between the husband and wife.

In addition to that the following instructions were given to the students.

“Think about role of people involved, and their interaction in real life situation, write the conversation appropriately”.

4.7.7 Dialogue writing requirements

The art of dialogue writing requires.
1) Theme (Subject Matter)
2) Utterances (Language and Non-Language Behavior)
   Theme refers to the information a person shares and receives.
**Utterances** refers to what person speaks or writes.

Theme is considered to be one of the linguistic properties that leads to proper understanding of the theme or the main idea of the dialogue.

Theme of a dialogue is expected to manifest,

a) Coherence
b) Non-diversion from the theme
c) Meaningfulness
d) Proper exchange of ideas.
e) Instructions or information
f) Nonfictionality with entertaining phrases.
g) Appropriateness to the content / situation.
h) Reflection of the participant or character.

The following contents are expected from the students if they have produced the following parallel expressions in the dialogues they have produced.

<table>
<thead>
<tr>
<th>Theme (T)</th>
<th>Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1. Late to home (husband)</td>
<td>W. Why are you late ?</td>
</tr>
<tr>
<td>T2. Having Dinner outside (Husband)</td>
<td>H. I had my dinner</td>
</tr>
<tr>
<td>T3. Waiting (Wife)</td>
<td>W. I am waiting for you</td>
</tr>
<tr>
<td>T4. Wish (Wife)</td>
<td>W. I am waiting to eat</td>
</tr>
<tr>
<td></td>
<td>together</td>
</tr>
</tbody>
</table>
**Utterances**

Characters can be identified by the utterances they make (ie) Readers can identify the characters through the cues found in the utterances of the dialogue.

The students were expected to give utterances appropriate to the acts, in order to expose the theme or idea correctly.

**4.7.8 Analysis of the test**

In order to understand the communicative value of the sentences (utterances), the test on dialogue writing was conducted.

<table>
<thead>
<tr>
<th>Test Item No.</th>
<th>Text</th>
<th>Mode of Answering</th>
<th>Percentage of students attempted</th>
<th>Not attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Dialogue Writing</td>
<td>Writing in Sentences</td>
<td>96%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Learners ability to produce appropriate utterances in different situations is tested through of dialogue writing. 96% of the students have satisfactorily attended the test on dialogue writing. But 4% was not able to attend.
Content

Thematic items used by the students

<table>
<thead>
<tr>
<th>No. of students</th>
<th>Full response</th>
<th>Partial Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T1</td>
</tr>
<tr>
<td>300</td>
<td>16%</td>
<td>84%</td>
</tr>
</tbody>
</table>

16% of the students have successfully included all the expected themes in the dialogue they have created [1. Late, 2. Dinner outside, 3. Waiting (wife) 4. Wish (wife)]
84% of the students were not able to include all the four aspects.

Samples : All the contents are included.
Husband : Hai darling ! I think I am too late (T1)
Wife : I am waiting for you (T3)
Husband : Oh! I am sorry. I had my dinner in my office party (T2)
Wife : How dare you ? finished your dinner without me and I am waiting here. (T 4)
Husband : Sorry dear, it was an unavoidable dinner.
**T 1 is missing**

Wife : Where have you gone?
Husband : I went to a party in the office
Wife : But I am waiting for you without knowing where you have gone Have you had your dinner. (T3)
Husband : Sorry for not informing you I had my dinner have you finished your dinner. (T2)
Wife : No. actually I thought of having my dinner with you (T4)
Husband : I am extremely sorry. Come dear I serve you.

**T 2 is missing**

Wife : Why are you coming late (T1) I have been waiting for a long time to have my dinner with you (T4)
Husband : I had an important meeting in the office.
Wife : But I am waiting for you (T3)
Husband : It was an urgent meeting, so I was not able to inform you.
Wife : What is the time now?
Husband : Sorry, it's late (T1)
Wife : Okay. Come. We can have our dinner
Husband : I had my dinner with my friends in the hotel (T2)
Wife : Why you didn't inform me earlier. I have been waiting to have by dinner with you. (T4)

Wife : Why are you late (T1)
Husband : I had a party in the office
Wife : Have you finished your dinner?
Husband : Yes, I have finished (T 2)
Wife : Can't you inform me about the party earlier. I was waiting for you. (T 3)
Husband : Sorry. It was a sudden party.
**Tense**

**Example - I**

1. Wife : Why are you *come* late?
   Husband : Sorry dear. I *meet* my friend
   Wife : It's alright. But I *wait* for you
   Husband : I could not *informed* you
   Wife : Have you *finish* your dinner?
   Husband : Yes, My friend *call* me for dinner and I *go* with him.
   Wife : Have you *eated* well?
   Husband : Yes

**Example - II**

Wife : Why are you late?
Husband : I *have* a party in the office
Wife : Don't you *informed* me earlier?
Husband : Yes, it *is* a sudden party I *promising* you.
Wife : I *am believing* you.
   Come we *will* have our dinner.
Husband : I had *finish* my dinner. You go and *has* your dinner.
Wife : How dare you!
Husband : Sorry dear, come I *fed to* you, hereafter, I *will be* never *had* my dinner outside.
### Wrong usage of tense

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Wrong Response (WR)</th>
<th>Correct Response (CR)</th>
<th>Examples for WR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>come</td>
<td>coming</td>
<td>Why are you <em>come</em> late?</td>
</tr>
<tr>
<td>2.</td>
<td>meet</td>
<td>met</td>
<td>I <em>meet</em> my old friend</td>
</tr>
<tr>
<td>3.</td>
<td>call</td>
<td>called</td>
<td>My friend <em>call</em> me for dinner</td>
</tr>
<tr>
<td>4.</td>
<td>had</td>
<td>have</td>
<td>I <em>had</em> finished my dinner</td>
</tr>
<tr>
<td>5.</td>
<td>fed to</td>
<td>feed</td>
<td>I <em>fed to</em> you</td>
</tr>
<tr>
<td>6.</td>
<td>will be</td>
<td>will</td>
<td>I <em>will be</em> never</td>
</tr>
<tr>
<td>7.</td>
<td>am believing</td>
<td>believe</td>
<td>I <em>am believing</em> you.</td>
</tr>
<tr>
<td>8.</td>
<td>informed</td>
<td>inform</td>
<td>I could not <em>informed</em> you</td>
</tr>
<tr>
<td>9.</td>
<td>finish</td>
<td>finished</td>
<td>Have you <em>finish</em> your dinner</td>
</tr>
<tr>
<td>10.</td>
<td>eated</td>
<td>eaten</td>
<td>Have you <em>eated</em> well</td>
</tr>
<tr>
<td>11.</td>
<td>is</td>
<td>was</td>
<td>Sorry it <em>is</em> a sudden party</td>
</tr>
<tr>
<td>12.</td>
<td>wait</td>
<td>am waiting</td>
<td>I <em>wait</em> for you.</td>
</tr>
<tr>
<td>13.</td>
<td>go</td>
<td>gone</td>
<td>I <em>go</em> with him.</td>
</tr>
<tr>
<td>14.</td>
<td>promising</td>
<td>promise</td>
<td>I <em>promising</em> you.</td>
</tr>
<tr>
<td>15.</td>
<td>has</td>
<td>have</td>
<td>You go and <em>has</em> your dinner</td>
</tr>
<tr>
<td>16.</td>
<td>have</td>
<td>had</td>
<td>I <em>have</em> a party</td>
</tr>
<tr>
<td>17.</td>
<td>informed</td>
<td>inform</td>
<td>Don't you <em>informed</em> me</td>
</tr>
<tr>
<td>18.</td>
<td>will</td>
<td>shall</td>
<td>Come we <em>will</em> have our dinner</td>
</tr>
<tr>
<td>19.</td>
<td>had finish</td>
<td>have finished</td>
<td>I <em>had finish</em> my dinner</td>
</tr>
<tr>
<td>20.</td>
<td>had</td>
<td>have</td>
<td>I will never <em>had</em> my dinner outside</td>
</tr>
</tbody>
</table>
Wrong usage of verbs, preposition, pronoun, words & spelling

<table>
<thead>
<tr>
<th>Wrong usage</th>
<th>Correct usage</th>
<th>Example for Wrong Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>are</td>
<td>have</td>
<td><em>Are</em> you eaten your dinner</td>
</tr>
<tr>
<td>is</td>
<td>do</td>
<td><em>Is</em> you feel hungry</td>
</tr>
<tr>
<td>take</td>
<td>have</td>
<td>... and <em>take</em> my dinner</td>
</tr>
<tr>
<td>have</td>
<td>serve</td>
<td>come, I <em>have</em> you dinner</td>
</tr>
<tr>
<td>are waste</td>
<td>got</td>
<td>what I did for dinner are waste</td>
</tr>
<tr>
<td>cannot</td>
<td>was</td>
<td>I cannot able to ..........</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Verb</strong></td>
<td></td>
</tr>
<tr>
<td>Serves</td>
<td>Serve</td>
<td>I serves you</td>
</tr>
<tr>
<td><strong>Agreement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on</td>
<td>in</td>
<td>........... <em>on</em> the morning</td>
</tr>
<tr>
<td>at</td>
<td>-</td>
<td>I was waiting for <em>at</em> till 9'o clock</td>
</tr>
<tr>
<td>to</td>
<td>with</td>
<td>I gone <em>to</em> my friend</td>
</tr>
<tr>
<td>for</td>
<td>to</td>
<td>I will be true <em>for</em> you</td>
</tr>
<tr>
<td><strong>Proposition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>I</td>
<td>it will come soon</td>
</tr>
<tr>
<td>you friend</td>
<td>your friend's</td>
<td>What is <em>you</em> friend name</td>
</tr>
<tr>
<td><strong>Pronoun</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>i will come soon.</td>
</tr>
<tr>
<td><em>Itself</em></td>
<td><em>itself</em></td>
<td>I would have told you before <em>Itself</em></td>
</tr>
<tr>
<td><strong>Wrong word selection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>house</td>
<td>home</td>
<td>..... late to <em>house</em></td>
</tr>
<tr>
<td>so long</td>
<td>a long</td>
<td>...... for <em>so long</em> time</td>
</tr>
<tr>
<td>talking</td>
<td>saying</td>
<td>why are you <em>talking</em> sorry</td>
</tr>
<tr>
<td>tiffen</td>
<td>dinner</td>
<td>.. <em>tiffen</em> in the evening</td>
</tr>
<tr>
<td>sure</td>
<td>true</td>
<td>I will be <em>sure</em>......</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feet</td>
<td>feed</td>
<td><em>I feet</em> you the food</td>
</tr>
<tr>
<td>informe</td>
<td>inform</td>
<td>You didn’t <em>informe</em> me</td>
</tr>
<tr>
<td>waitting</td>
<td>waiting</td>
<td>I was <em>waiting</em> for you</td>
</tr>
<tr>
<td>tomorrow</td>
<td>tomorrow</td>
<td>Sorry, <em>tomarow</em> onwards ...........</td>
</tr>
</tbody>
</table>
Examples

Wife : Why are you late to house? I was waiting for you for so long time.

Husband : Sorry. I go to my friend to his office. And I was there at till 9'o clock.

Wife : Why are you talking sorry. Okay 'What is your friend name?'

Husband : His name is Ram

Wife : Are you had your dinner. Come I have you dinner. I am waiting for you to serves you and take my dinner.

Husband : I had my dinner in the Hotel with my friend. He compelled me to have the tiffin in this evening. And I cannot able to refuse him.

Wife : But you did not informe me on the morning. Now don’t ask any reason. See what i did for your diner are waste.

Husband : Sorry, tomorrow onward it will come soon. I will be sure for you. Is you feel hungry dear. Come I feet you food don’t hesitate it.
4.7.9 Acts found in the dialogue

Ordering, Complaining, Questioning, Pacifying, Greeting, Addressing, Enquiring, Answering, Stating the condition, giving reason, Exclaiming, Apologizing, Agreeing, Reporting, Accepting, Instructing and Informing. These acts are found in the student’s dialogue writing.

Both compatible acts and Non-compatible acts are also found in the Dialogues written by students.

Examples for compatible act with proper adjacency pair

1. Husband : Hai ! Darling ! Have you eaten ?
Wife : No dear I am waiting for you.

2. Wife : Why are you late ?
Husband : Sorry. My boss arranged for a meeting, urgently, after the office time.

Examples for Non-compatible acts

1. Wife : Why are you coming late ?
Husband : Have you finished your dinner ?
Wife : Don’t turn the talk give me the reason for late.

2. Husband : Sorry I forgot to inform you above the office party.
Wife : I am lucky.
Husband : Why?
Wife : You did not forgot the house.

The Utterances used in the Dialogue:

Four types of sentences are used by the students for different acts

<table>
<thead>
<tr>
<th>No.</th>
<th>Types</th>
<th>Sentences</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Declarative</td>
<td>Affirmative</td>
<td>43.96 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>6.89 %</td>
</tr>
<tr>
<td>2.</td>
<td>Imperative</td>
<td>Instructions</td>
<td>12.93 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requisition</td>
<td>2.15 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greetings</td>
<td>6.03 %</td>
</tr>
<tr>
<td>3.</td>
<td>Interrogative</td>
<td>WH - Type</td>
<td>13.36 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DO - Type</td>
<td>6.46 %</td>
</tr>
<tr>
<td>4.</td>
<td>Exclamatory</td>
<td></td>
<td>0.43 %</td>
</tr>
</tbody>
</table>
In General the following acts, and expressions are used by the students to expose the proper theme.

<table>
<thead>
<tr>
<th>Moves</th>
<th>Act</th>
<th>Theme</th>
<th>Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>a. Addressing Greeting (Hello, Hai, Dear, Darlings)</td>
<td>Late</td>
<td>Hello, Hai Dear, Hello Darling, Darling, Hai</td>
</tr>
<tr>
<td></td>
<td>b. Enquiring</td>
<td></td>
<td>Why are you late? Where have you gone?</td>
</tr>
<tr>
<td></td>
<td>c. Complaining</td>
<td></td>
<td>What is the time now? Why are you so late! You told you will have dinner with me.</td>
</tr>
<tr>
<td></td>
<td>d. Requesting</td>
<td></td>
<td>Please open the door</td>
</tr>
<tr>
<td></td>
<td>e. Ordering</td>
<td></td>
<td>Stand there!</td>
</tr>
<tr>
<td></td>
<td>f. Questioning</td>
<td></td>
<td>Why are you coming late for dinner?</td>
</tr>
<tr>
<td>II.</td>
<td>Giving reason Reason for late</td>
<td></td>
<td>I had a party in the office I met my friend I went to a movie I had an urgent meeting in the office</td>
</tr>
<tr>
<td></td>
<td>Stating the condition</td>
<td></td>
<td>I felt very hungry, so I went to hotel.</td>
</tr>
<tr>
<td>III</td>
<td>Apologizing</td>
<td>Sorry I would have told you before about my office party.</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Addressing</td>
<td>I am extremely sorry my dear wife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Questioning Waiting</td>
<td>Why are you saying sorry?</td>
<td></td>
</tr>
<tr>
<td>Instructing</td>
<td>Come, let us have our dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complaining</td>
<td>But, I am waiting for you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.</td>
<td>Stating the condition Dinner</td>
<td>Friends compelled me to have the dinner in the hotel</td>
<td></td>
</tr>
<tr>
<td>Reporting</td>
<td>I have finished my dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>Why don't you leave this topic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacifying</td>
<td>Cool down, this will not happen again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Accepting</td>
<td>No problem</td>
<td></td>
</tr>
<tr>
<td>Not accepting</td>
<td>Don't tell sorry, I won't eat today</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructing</td>
<td>Go to bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informing</td>
<td>I will come after my dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Exclaiming</td>
<td>How nice you are!</td>
<td></td>
</tr>
<tr>
<td>Informing</td>
<td>Tomorrow, I will try to come earlier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructing</td>
<td>I will serve dinner for you.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.7.10 Communication Strategy

Between a husband and wife formal usage of sentences may not occur. But few students have used formal / unnatural sentences in their dialogue writing between a husband and wife.

**A Dialogue with Contextual Problem**

Husband : Hello, How are you ?

Wife : I am fine. What is the time now ?

Husband : Sorry it is late

Wife : Okay. where did you gone ?

Husband : I met my friend and we both had our dinner outside

Wife : Who is your friend, a girl or a boy ?

Husband : Boy friend

Wife : Don't say lie. What is your friend's name?

Husband : His name is Hari. Believe me.

Wife : Okay. Then how dare you going out for dinner?

Husband : My friend compelled me

Wife : Don't tell any excuse

Husband : I am sorry. I will try to be at home for dinner punctually.

Wife : Okay. That's good. And this is the last warning for you. This should not happen again.
The following strategies are found in the above dialogue

1. **Like strangers**

   Husband : Hello how are you ?
   Wife : I am fine.

2. **Like Teacher - Student**

   Wife : What is the time now ?
   Husband : Sorry it’s late.

   Wife : Don’t give me any excuse.
   Husband : I am sorry. I will try to be at home for dinner punctually.

   Wife : That’s good and this is the last warning for you. This should not happen again.

**Unnatural Conversation :**

   Wife : How dare you, going out for dinner.
   Husband : My friend compelled me.

**Topic Diversion :**

   Wife : Who is you friend, a girl or a boy ?
   Husband : Boy friend
   Wife : Don’t say lie. What is your friend’s name?
   Husband : His name is Hari. Believe me.
The chart given to the student respondents was:

<table>
<thead>
<tr>
<th></th>
<th>Human Brain</th>
<th>Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>About 1.5 Kg.</td>
<td>From a few grams to tons</td>
</tr>
<tr>
<td>Energy source</td>
<td>Blood Glucose</td>
<td>Electricity</td>
</tr>
<tr>
<td>Temperature needed</td>
<td>Fairly steady</td>
<td>Not very sensitive to change</td>
</tr>
<tr>
<td>No.of Parts</td>
<td>Approximately $10^{11}$</td>
<td>Approximately $10^{11}$ $(1,00,00,00,00,000)$</td>
</tr>
<tr>
<td>Location of Parts</td>
<td>Inside the Skull</td>
<td>Could even be in different countries</td>
</tr>
<tr>
<td>Memory</td>
<td>Probably unlimited capacity</td>
<td>Capacity limited by Technology</td>
</tr>
<tr>
<td>Speed Calculation</td>
<td>Quite Slow</td>
<td>Extremely fast</td>
</tr>
</tbody>
</table>

The above test was given to the students as a guided or directed composition, where pupils are supplied with necessary ideas for expressing them in their writings.

While analysing the students' paragraph writing, attention was focussed on the following things,

1. Vocabulary - Lexical items
2. Grammar - Grammatical items
3. Organization of coherent ideas in sentences - Coherency
### 4.8.4. Analysis of the test

<table>
<thead>
<tr>
<th>Test item No.</th>
<th>Text</th>
<th>Mode of Answering</th>
<th>Students</th>
<th>Percentage of students attempted</th>
<th>Percentage of students not attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paragraph Writing</td>
<td>Writing in Sentences</td>
<td>Arts &amp; Science</td>
<td>46.66</td>
<td>53.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engineering</td>
<td>73.32</td>
<td>26.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td>39.99</td>
<td>60.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>79.99</td>
<td>20.01</td>
</tr>
</tbody>
</table>

46.66% of Arts and Science students, 73.32% of Engineering students have attempted the paragraph writing successfully. 53.34% of Arts of Science students, 26.68% of Engineering students have not attempted successfully.

On gender basis 39.99% Girls and 79.99% Boys were successful in paragraph writing.
### Percentage of students responses drawn on paragraph writing

<table>
<thead>
<tr>
<th>Student respondents</th>
<th>Incoherence</th>
<th>Lexical Error</th>
<th>Grammatical errors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>Over all</td>
</tr>
<tr>
<td>Arts &amp; Science</td>
<td>12</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Engineering</td>
<td>10.35</td>
<td>23.28</td>
<td>17.57</td>
</tr>
<tr>
<td>Girls</td>
<td>17.5</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Boys</td>
<td>4.42</td>
<td>16.28</td>
<td>15.57</td>
</tr>
<tr>
<td></td>
<td>11.10</td>
<td>20.44</td>
<td></td>
</tr>
</tbody>
</table>

**Lexical Error found in paragraph writing are**

1. Wrong word usage
2. Missing of words

**Grammatical error found are in relation to**

11. Spelling
12. Usage of capital letters
13. Subject verb agreement
14. Wrong sentence construction

**Lexical Errors**

1. **Wrong word Usage** - Computer is not **sense** to change (Sense : Sensitive)

2. **Missing of words** - Computer from few grams to tonnes. (Weighs)
Grammatical errors

1. **Spelling** - Human brain is the main **controller** of our body (Controller)

2. **Capital Letters** - Computer are **Now a Days** very advanced. (now a days)

3. **Subject Verb Agreement** - Human brain’s weight are 1.5 Kg.
   (Human brain’s weight is 1.5 Kg.)

4. **Wrong sentence construction** - Human brain is unlimited in memory

> Along with the above errors by the students, some have written 3 paragraphs instead of a paragraph expected from them.

> A few have written 2 paragraphs one is about Human brain and another about computer.

> And few students have added new information which makes the response deviate from the response expected.
Reading and writing involve use of inferential strategies and activation of scheme on the part of those who involve in those activities. This is verified through examples like this given by students.

"The brain is even for dogs, cats, monkeys, girl friends and for everyone. But only affordable humans possess computers".

According to the test, the percentage of the students who failed to write coherently are 12% of Arts & Science students, 10.35% of Engineering students, 17.5% of girls and 4.42% of Boys.

The percentage of pupils committed errors related to vocabulary: 20.5% of Arts & Science students, 20.42% of engineering students, 25% of girls and 15.92% of boys.

Grammatical error percentage of students: 18.25% Arts and science students, 17.69% Engineering students, 23.12% - Girls and 12.81% Boys.

So it can be concluded that coherent writing is better among Engineering students and Boys, lesser percentage of lexical error are found in the writings of Engineering students and boys and grammatical errors are seen lesser in the writings of Engineering students and boys.
The overall percentage of students on paragraph writing shows that 20.44% students fail to use proper lexical items even though the key words are provided to them 17.96% of students are not fluent in grammar and only 11.10% of students are not able to write paragraphs coherently.

4.9. Longer text writing – Essay writing

Meaningful words put together form sentences. When a few sentences are put together, they form a paragraph and some paragraphs repeating a key idea occur in a sequence will constitute an essay.

An essay is a written composition giving expression to an individual’s personal ideas or opinions on some theme.

4.9.1 Essay writing - Definitions

Essay is a written composition giving expression to one’s own personal ideas or opinions on some topic (Wren & Martin 2001)

‘An essay is a literary composition on any subject” (Anita & Abraham 2000).
4.9.2 A Successful Essay

Three main characteristics are considered to be the key factors for a good essay. They are:

1. Dealing only on the given topic (unified theme)
2. Proper alignment of paragraphs (logical arrangement)
3. Power of expression of thoughts or ideas (clarity in expression).

Study of cultural Rhetoric shows that different literate culture have difficult parts for different types of essays like narrative, argumentative and persuasive essays.

4.9.3 Structure of an Essay

An essay can be divided into three main parts,
1. The Introduction
2. Supporting paragraphs
3. The conclusion

The introduction, usually is a brief description with questions, proverbs, definitions, quotation or general remarks - leading to the exposition of the subject. The introduction is usually written to create interest in the minds of the readers.
Supporting paragraphs follow the introduction paragraph. They have certain sub headings necessary to expose the content or theme of the essay. The number of such sub paragraphs with sub headings vary according to the necessity of discussion on the given topic.

An effective and satisfactory conclusion has a summing up of the writer’s arguments or his or her opinions mentioned in the body of the essay and his or her final conclusion drawn from the subject matter.

4.9.4 Purpose of the test:

The longer text writing or Essay writing was selected to test the students’ ability in writing longer text for a given topic.

4.9.5 Test Modality

A topic was provided to the students and they were expected to produce longer text on the given topic. The topic given to them was, Television - It’s merits and demerits.
4.9.6 **Writing Requirements**:

The students were expected to answer in the following way:

The respondents were expected to divide the essay into 4 parts with 4 main sub headings. They are,

**I. Divisions**:

1. Introduction
2. Merits of Television
3. Demerits of Television
4. Conclusion

**II. Features**:

The body of the essay is expected to have

1. Delimited topic - content on the topic.
2. Proper sub headings - connected to the paragraph written
3. Ordering of information - whether information is written in order
4. Stylistic feature - different style of expression.

**III. Lexical Items**:

Use of appropriate words.
IV. Disparate Grammar:
Use of appropriate grammatical features, categories and relations.

4.9.7. Analysis of the test:
Percentage of errors of students' responses in essay writing:

<table>
<thead>
<tr>
<th>Students</th>
<th>Errors in Divisions in essay</th>
<th>Errors in expected features in essay</th>
<th>Grammatical errors</th>
<th>Lexical errors</th>
<th>over all percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Science</td>
<td>6</td>
<td>4.66</td>
<td>66.66</td>
<td>18</td>
<td>23.83</td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
<td>0</td>
<td>53.33</td>
<td>10</td>
<td>16.83</td>
</tr>
<tr>
<td>Girls</td>
<td>1.33</td>
<td>2.66</td>
<td>34.66</td>
<td>6.66</td>
<td>11.32</td>
</tr>
<tr>
<td>Boys</td>
<td>8.66</td>
<td>2</td>
<td>85.33</td>
<td>21.33</td>
<td>29.33</td>
</tr>
</tbody>
</table>

On analysing the data collected from the Arts and Science and Engineering students with regards to writing an essay shows that students are committing more errors in grammar and less in the format of writing the essay. Some strategies found in the students writing are the following.
I. Errors in Division of Essay:

A few students have missed to divide the last two divisions, but have written the first two divisions (i.e.) every student has written the Introduction and merits of television but missed to write its demerits and conclusion in a demarcated way.

II. Errors in expected features in essay writing

1. Ordering of Information:

Information which has to be written in the beginning is at the end and the final information is written in the beginning.

1. Television has demerits and has some merits.
2. T.V. is commonly known as Television.

2. In coherency in the order of information / false information:

1. Some of the students waste the time for study because of T.V. Programmes.
2. From T.V. we can study our daily lessons.
3. Added Information

1. There are different company brand Televisions are in market. They are,
i) Onida, ii) Samsung iii) Portable TV iv) BPL
v) Philips and so on.

III. Errors in grammar:

1. Spelling:
   1. Teachers throught in the Doordharshan channel.
   2. It is very essential to taulk about the merits and demerits of Television.

2. Capital letter use
   1. Television is famous All over the world.
   2. Students get benefited by ugc programmes.

3. Subject verb agreement
   1. They tells how to make the land fertile.
   2. Television is one of the powerful media.

4. Tenses:
   1. From the Television human beings can be learned some things about their body.
   2. Television was broadcast the programmes.
5. Verb use:
1. There is both merits and demerits in Television.
2. Every house have a television.

6. Prepositions:
1. Many channels are day to day increasing.
2. We can watch games on any time.

7. Articles:
1. Television is an communicative media.
3. Television has a audio-visual effect.

8. Abbreviations:
1. Television telecast add’s to see (add’s - advt’s advertisements)
2. They hav’t got the power (havn’t - haven’t [have not])

9. Usage of plural:
1. Childrens are becoming addict to cartoon channels.
3. Programmes on agriculture is useful for village peoples.

10. Sentence Construction
1. Many company was produced by a television.
   Ex. Philips, BPL, Onida, etc.
2. The television working more power energy and saw the T.V. and damaged our eyes.
IV. Lexical errors

1. Usage of Wrong word :
   1. Cricket matches are **published** in the Television. (Published – telecasted)
   2. To gather information we must **follow** the T.V. news (follow - watch).

2. Addition of words :
   1. These programmes will be helpful for **one** villages.
   2. Through T.V. we can gain **benefit** the knowledge of all events in the world.

3. Missing of words :
   1. T.V. channels also help us to how to communicate in English language (... us to know how to .......)
   2. Television is one of the increase our knowledge. (one of the media to increase ..........)

Along with the other usages students have used some short forms and abbreviations, while they write. Some are T.V., UGC, BBC, they’re haven’t, don’t
An overall percentage of error analysis in essay writing by Arts & Science and Engineering students shows that Engineering students and girls are better in writing longer texts.

4.10. Functional and Communicative Writing

1. Every one in this globalised world needs to have a good language for communication in order to survive independently.

2. To communicate one’s ideas, thoughts or feelings exactly, effective writing is important, writing letters, filling applications, writing short notes have specific functional purposes in communication.

3. Writing is a live, active communicative act, so one should write making use of language units which are appropriate to the situation, coherent, conceptual and grammatical.

To test the students’ skill in communicative writing, three types of questions were asked.

1. Filling up of informal Notes of refusal letter.
2. Filling up of telephone message and
3. Filling up of bank’s pay-in-slip.
4.10.1 Filling up of informal notes of refusal
letter:

Test modality
As the students are familiar in informal form of letter
writing, an informal letter form given to them with
blanks, where the students were expected to fill the
blanks with necessary details and no optional answers
were given.

The information note of a refusal letter given to the
student is the following.

1 ______

2 ______

My dear Friend,

3 you for your wedding invitation. It would be a
happy 4 for me if I 5 in the city on the
day of your marriage. As I am going to attend an 6
meeting at Salem, on that day. I may not attend your
marriage function, otherwise I would have 7 your
function. I am 8 to disappoint 9 My well
wishes will always be for you.

Yours 10.

S. Raman.
<table>
<thead>
<tr>
<th><strong>Right Answers</strong></th>
<th><strong>Wrong Answer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coimbatore (Place)</td>
<td>1. 05.06.2005 (Date)</td>
</tr>
<tr>
<td>2. 05.06.2005 (Date)</td>
<td>2. Coimbatore (Place)</td>
</tr>
<tr>
<td>3. Thanks</td>
<td>3. How are</td>
</tr>
<tr>
<td>4. Occasion</td>
<td>4. Marriage</td>
</tr>
<tr>
<td>5. Present</td>
<td>5. I will</td>
</tr>
<tr>
<td>6. Important</td>
<td>6. See you</td>
</tr>
<tr>
<td>7. Attended</td>
<td>7. Prepare</td>
</tr>
<tr>
<td>8. Sorry</td>
<td>8. Felling</td>
</tr>
<tr>
<td>9. You</td>
<td>9. ment</td>
</tr>
<tr>
<td>10. Lovingly</td>
<td>10. S. Raman</td>
</tr>
</tbody>
</table>

Strategies found on the wrong responses of the students in filling the blanks in the informal notes of refusal letter.

1. Wrong Format:
   - 05.06.2005 (Date)
   - Coimbatore (Place)

2. Incorrect word usage
   - **Miss** you for your wedding invitation.
   - I am **felling** on to disappoint you.
   - As I am going to attend an **Board Meeting** at Salem.
3. Opposite Word Usage

I regret you for your wedding invitation.
I am not willing to disappoint you.
I am going to an see you in meeting at Salem.

4. Tense

I would have attend your function.
If I presented in the city on the day of your marriage.
Thanked you for your wedding invitation.

5. Spelling

I am really sorry to disappoint you.
Thank u you for your wedding invitation.
Yours loveingly.

6. Placement of auxiliary, adverb and Verb

Are you for your wedding invitation.
I am going to an urgently meeting
I am going to an attend meeting

7. Short forms

I am sorry to disappoint 'U'

8. Long sentences

I am really very much thankful to you for your wedding invitation.

9. Conversion of grammatical category

I am sorry to disappointment.
Analysis of the test:

The following percentage was found from the students' responses.

<table>
<thead>
<tr>
<th>Test Item No.</th>
<th>Text</th>
<th>Mode of Answering</th>
<th>Students</th>
<th>Excellent (9-10)</th>
<th>Good (5-8)</th>
<th>Average (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Informal Notes of Refusal</td>
<td>Filling the Blanks</td>
<td>Arts &amp; Science</td>
<td>31.46</td>
<td>53.93</td>
<td>14.60</td>
</tr>
<tr>
<td></td>
<td>Engineering Girls</td>
<td></td>
<td>Engineering</td>
<td>30.10</td>
<td>51.46</td>
<td>18.45</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td></td>
<td>Girls</td>
<td>46.43</td>
<td>34.52</td>
<td>19.04</td>
</tr>
</tbody>
</table>

On reviewing the overall performance Arts & Science (85.39%) & Boys (85.18%) display better performance in filling the informal notes of refusal letter in particular and in communicative writing in general.

4.10.2 Filling up of Telephone Message:
Test Modality

A telephone message form was given to the students with the following information: “A phone call from Dr. Paul to Mr. John was received and it requests him to attend a function. Imagine that Mr. John is not present at that moment and you are attending the phone call. The students were asked to fill the form with the required information”.

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The Telephone form provided to the students:

Form

Telephone Message

Message From : 1
Telephone Number : 2
Message to : 3
Received at (time) : 4 on (Date) 5.

Message

6

Message taken by : 10

Right Answer
1. Dr. Paul
2. 2538182
3. Mr. John
4. (Time) 5.30 PM
5. (date) 09.07.2005

Wrong Answer
1. Mr. John
2. Dr. Paul’s phone
3. Chandramohan
4. (Time) Afternoon
5. (Date) Today
6. Message (6) Dr. Paul invited Mr. John for his son’s Birthday Celebration (7) on 1.07.05(8) at 6.30 PM (9) at Hotel Alankar.

7. ___

8. ___

9. ___

10. S. Ramesh (Name of the student) 10. Dr. Paul.

Some pitfalls drawn from students’ responses while filling the telephone message are the following.

1. Use of wrong fillers
Message from : Mr. John (Paul)
Message to : Dr. Paul (John)
Message taken by : Dr. Paul (Student’s name)

2. Creation of new fillers
Message from : Yuvaraj (Dr. Paul)
Message to : Miss. Priya (Mr. John)
Message : Keerthi invites Ram Mohan to attend her Birthday party.

3. Wrong words (Fillers) referring to time & date :
Received at (time) Afternoon. on (date) today.
4. Inappropriate message
Happy Pongal
Happy New Year
Don’t come for my marriage.

5. Incomplete message:
“Come and attend the function”

Along with other errors committed by the students, some have missed to write the detailed information in the message part, such as the

* Person who invites
* Person who has been invited.
* The specific name of the function.
* The specific date, time and venue of the function.

6. Use of Short forms

Plz come for the function.
Attend the B’day party.
Through an analysis of the answers related to the filling up of Telephone message, the following percentage was drawn.

<table>
<thead>
<tr>
<th>Test Item No.</th>
<th>Text</th>
<th>Mode of Answering</th>
<th>Students</th>
<th>Excellent (9-10)</th>
<th>Good (5-8)</th>
<th>Average (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Telephone Message</td>
<td>Filling the Blanks</td>
<td>Arts &amp; Science</td>
<td>51.56</td>
<td>17.19</td>
<td>31.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engineering</td>
<td>50.49</td>
<td>31.07</td>
<td>18.45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td>61.79</td>
<td>27.94</td>
<td>10.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>43.43</td>
<td>24.24</td>
<td>32.32</td>
</tr>
</tbody>
</table>

On reviewing the overall performance, Engineering students (82%) and girl students (90%) display better performance in telephone form filling in particular and in communicative writing in general.

4.10.3 Filling up of Bank's Pay-in-slip:

Test Modality:

Indian Bank's pay-in-slip was distributed among the students and they were asked to fill the slip with necessary details. And they were also told that the amount and names can be imaginal, but it should be relevant.
1. Indian Bank’s Pay-in-slip form (Blank form) given to the students.

2. Sample of correctly filled in form.

3. Sample of wrongly filled in form.

The following are some of the steps adopted by the students while filling up the form.

1. Not filling the gaps
2. Use of wrong fillers.
3. 3\textsuperscript{rd} branch --- Wrong numeral form is used.
4. Paid into the credit of \textbf{Two Thousand rupees only}.
   (Instead of writing the person’s name to whom the amount is paid).
5. The sum of rupees (in words) \textbf{Rs. 5000/-}
6. The sum of rupees (in words) \textbf{Five zero zero zero}
   (amount is written wrongly in figures or in words)
7. Unnecessary Filling :
   a. Ledger folio \underline{30}
   b) Entd. by Ramamoorthy
   c. Shroff \underline{Sherin}
   d. Mr. Z
      XXX
      XXX
      Coimbatore.
On analyzing the filled in pay-in-slip by the students the following percentage emerges.

<table>
<thead>
<tr>
<th>Test Item No.</th>
<th>Text</th>
<th>Mode of Answering</th>
<th>Students</th>
<th>Excellent (9-10)</th>
<th>Good (5-8)</th>
<th>Average (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Bank Pay-in-Slip Form</td>
<td></td>
<td>Arts &amp; Science</td>
<td>64.41</td>
<td>22.03</td>
<td>13.56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engineering</td>
<td>59.04</td>
<td>27.71</td>
<td>13.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td>35.55</td>
<td>44.44</td>
<td>20.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>73.19</td>
<td>16.49</td>
<td>10.31</td>
</tr>
</tbody>
</table>

On reviewing the overall performance, Engineering students (86.75%) and boys (89.68%) display better performance in Bank’s pay-in-slip filling in particular and in communicative writing in general.

### 4.1.1 Overall performance percentage in writing skill

<table>
<thead>
<tr>
<th>Students</th>
<th>Text Writing</th>
<th>Functional &amp; communicative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Science</td>
<td>36.13</td>
<td>80.19</td>
</tr>
<tr>
<td>Engineering</td>
<td>37.83</td>
<td>83.29</td>
</tr>
<tr>
<td>Girls</td>
<td>38.25</td>
<td>83.54</td>
</tr>
<tr>
<td>Boys</td>
<td>35.71</td>
<td>80.84</td>
</tr>
</tbody>
</table>

The overall percentage exhibits that Engineering students and girls are able to respond better than others to questions related Text & Functional and Communicative writing.
Most of the learners from Tamil medium have difficulty in writing sentences, and appropriate words. Coherent writing is lacked in every writing of the students of Tamil medium. The result in writing skill is very poor among Tamil medium students, as they lack the ability of expressing their ideas in L2. Among 49.26% right responses for writing skill, only 1.12% of Tamil medium students secured the expected responses; where 48.14% of students of English medium came with right responses.